CHAPTER 1—MISSION AND GOALS

New School University was chartered as a university in 1997, reflecting the reality that the institution, founded in 1919 for less than 100 non-degree adult students, had grown by 2001 to 7,000 degree candidates. Almost all of the expansion occurred when the institution was chartered as the New School for Social Research, a name that the university's trustees thought was no longer appropriate, given the number of new schools devoted to the performing arts and design. So, calling the institution a university recognized the organization's complexity and the challenge of having eight academic schools and colleges with diverse missions and histories of their own. Indeed, the question of university mission, the subject of this chapter, has emerged as *the* question of the Self-study Report, whether the topic is organizational structure, budget models, or institutional planning.

Given its distinguished but eclectic history, New School never found it easy to provide a clear definition of its mission.⁴ In the mission and purpose section of its 1991 Self-Study Report, the writer argued:

An institution as protean as this one will naturally call out many understandings of function and purpose. Those wanting a single, precise, and neat definition will find the New School forever frustrating. But those many more who find exhilaration in ambiguity will continue to be attracted to this University. ⁵

The New School amalgam, however, was officially chartered as New School University in 1997, and the new university is now in the midst of a transition, one building on its administrative foundation of three liberal arts colleges and five professional schools. This self-study, therefore, comes at an opportune time. What do we want the new university to be? What do we want the new university to do? The subcommittee now has the opportunity to offer a clear definition of the university's mission and three important goals associated with that mission.

• helping to define boundaries of the fields in which we teach and do research

The Report of the Evaluation Team (March 18, 1991) accepted the "five defining characteristics" as the equivalent of a mission statement. The five characteristics were recited again in New School's Periodic Review Report of May, 1996.

⁴ The Middle States Association Commission for Higher Education correctly notes in its *Characteristics of Excellence in Higher Education* that "[a] major index of an institution's quality is the astuteness with which it has identified its task. The basic necessity is a clear definition of an institution's mission and goals," (5) which are consistent with the "basic aims of higher education" and "reflect its particular character and individuality" (7).

⁵ In the mission and purpose section of the 1991 Self-study Report, the institution subscribed to five "characteristics" that President Fanton considered "at the heart of the New School" on page 5 of his 1986 Annual Report:

[·] innovating and meeting unmet educational needs

expanding educational opportunity and 'adding value' to the 30,000 students who study here each year

deepening our connections to the world outside our academic walls and protecting complete freedom of inquiry and expression within

[·] making a contribution to and reflecting the diversity of New York City

The subcommittee thought it worthwhile to draft such a mission statement, which its members could agreeably affirm and which anchors the discussion that follows. The subcommittee should note at the outset that it has been kept informed of parallel efforts of university officers to draft a mission statement and goals with the intention of sharing both their work and the subcommittee's work with the trustees and the university community at large.

Mission

First and foremost, New School University is the quintessential New York institution, an urban space open to women and men, from all walks of life and all parts of the globe, who want to pursue learning in free and creative association unconstrained by conventional boundaries, for their own self-improvement, the advancement of their professions, and the improvement of the city and world in which they live.

Our intention here is to clarify the university's mission as an end in itself, to establish, in other words, that [a] "university is not a machine for achieving a particular purpose or producing a particular result; it is a manner of human activity." This view conveys our understanding of what a university is and how it serves its students:

...students badly need to find themselves in a place in which people are not ordered to a purpose, in which loose cannons are free to roll about. The only point of having real live professors around instead of just computer terminals, videotapes, and mimeoed lecture notes is that students need to have freedom enacted before their eyes by actual human beings.⁷

Certainly both professors and students have practical objectives of their own and any university should be held accountable for how well those objectives are served. But a university's fundamental mission is the pursuit of learning bound up in conversation and debate which "has no predetermined course, we do not ask what it is for." This was at the heart of the founding concept, the 1918 "Proposal for An Independent School of Social Science for Men and Women," which called for a "new school" free to pursue spirited inquiry unconstrained by current dogmas or conventional oversight:

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⁶ Michael Oakeshott, "The Idea of a University," (1950) in *The Voice of Liberal Learning*, ed. Timothy Fuller (New Haven: Yale University Press, 1989) 96. "There is plenty that might properly be criticized in our universities but to quarrel with them because they are not clear what their 'function' is, is to make a mistake about their character. A university is not a machine for achieving a particular purpose or producing a particular result; it is a manner of human activity."

⁷ Richard Rorty, "Education and Dogma," (*Dissent*, Spring 1989), 204.

⁸ Oakeshott, 98. "The pursuit of learning is not a race in which competitors jockey for the best place, it is not even an argument or a symposium; it is a conversation...A conversation does not need a chairman, it has no predetermined course, we do not ask what it is for, and we do not judge its excellence by its conclusion; it has no conclusion but is always put by for another day."

...where well qualified investigators and thinkers can enjoy the advantage of one another's thought and discoveries, and where they can talk freely upon any theme they judge fit to such grown up and responsible men and women as may wish to seek their instruction... Such a school would become a center of the best thought in America, would lead in emancipating learning from the narrow trammels of lay boards of trustees, and would be a spiritual adventure of utmost significance. Nothing like it has ever been attempted; this is the hour for the experiment; and New York is the place, because it is the greatest social science laboratory in the world and of its own force attracts scholars and leaders in educational work. (9-10)

The mission as expressed in the original 1918 document was not just about adult education; it was a conceptualization of education in general. It was geared to adults but more precisely for a group of intellectuals who would have sufficient knowledge to actively participate in the seminar style learning they were promoting. Such practices were later extended when the "university in exile" was established to support intellectuals and artists fleeing Nazi Europe. For all of the different elements that subsequently became part of the New School amalgam—Parsons School of Design, Milano Graduate School, Eugene Lang College, the Jazz and Contemporary Music Program, Mannes College of Music, and Actors Studio Drama School—conversation and debate have been the common currency in preserving and extending their respective traditions of learning, and in developing the capacities and potentials of their students.

The subcommittee's mission statement is also meant to reflect New School's "particular character and individuality"—to affirm its history, be inclusive and remain optimistic about the human condition. This is not a matter of sentiment but of understanding the culture of New School that distinguishes the institution in the minds of opinion-makers, potential donors, faculty and students. There is always an element of myth that animates the culture of any institution, and a strong culture depends, in part, on forgetting or ignoring inconvenient facts. Nonetheless, the culture of New School remains distinctly progressive and cosmopolitan.

The salient features of current mission statements of the university's colleges and professional schools speak to a varied conception of educated men and women but with a shared ethos. The New School sees an "informed and reflective citizenry." The Graduate Faculty addresses "skills and commitments," "peace" and "justice" in a "progressive political tradition." Parsons educates "leaders in design" in its "progressive programs." Milano prepares students "to be agents of social and organizational change." Lang College wants "creative students who will make a difference in the world." Mannes, Jazz and Actors Studio develop those of "unique talent" from "around the world." All of these draft statements seek to "enrich" their students, not just make then "richer," and much of the language is about improving the urban condition and making the world a better place through democratic and egalitarian communities.

Such a culture is reinforced by the self-selection of faculty, students and staff who come predisposed to what they think the institution stands for. On the one hand, the absence of an active alumni/ae body deprives the university of the normal following of those loyal to the institution for its own sake. But it does leave room for benefactors, disenchanted with a market-driven culture and the conservative institutionalism of richly endowed universities, who are drawn to the progressive spirit with which faculty and students engage contemporary problems and prospects. Self-selection thus provides a continuing pool of intellectual and artistic talent finding reassurance in the culture, which, in turn, is ratified by those whose support is not based on old school ties but on what the New School values.

The culture of the New School is nourished by the ceaseless engagement of its faculty, staff and students in the organizations, studios, recital halls and neighborhoods of this most international of cities. They use the New School as a base for their own explorations. It is difficult to understand the university that is emerging unless one uses this wider urban lens. Its origins and location are not separable from the progressive turmoil of a city that brings together scholars, working within their bounded fields of knowledge, with intellectuals, practitioners and students relying on their actual experience and individual perceptions. Finally, the urban mix is continually enriched by émigrés to New York City who bring with them their abiding interest in different continents and the larger mix of world affairs.

A nonprofit institution that presides over revenue-producing divisions needs a clear definition of mission reflecting its particular character and individuality to help it rationalize its assets on grounds other than just their financial viability. Administrators need a standard that informs their judgment on how to allocate resources and evaluate programs. Otherwise, the institution risks becoming little more than a holding company, using for-profit measures to guide decisions. At a time when more than half of post-secondary education is in the hands of business and military organizations, it is important to understand what distinguishes this new university from those proprietary options and captive markets.

The subcommittee would have New School University be unequivocal in its commitment to openness and academic freedom—a place where learning is emancipated from the narrow confines of academic and professional divisions, where New York City is an extension of ourselves as investigators, artists and community members, where theory and practice are intricately interwoven, and where democracy and egalitarianism constitute the framework. It is a space for connections to be made, prevailing norms to be critically examined and self-understanding to be realized. This leads us to the discussion of three broad university goals. ¹⁰

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⁹ The distinctions come from Daniel Bell in Lewis Perry's *Intellectual Life in America* (Chicago: University of Chicago Press, 1989), 438

¹⁰ To date, the Office of the Provost has prepared a draft list of obvious and exemplary goals appropriate to any mission statement (*e.g.*, strengthening faculty, providing better student services), but our discussion is limited to those goals more closely tied to the mission statement set forth in our report.

Three Important Goals

The subcommittee has paid special attention to a question posed by the Office of the Provost in its Self-study Design:

As the university evolves over the next decade, how should the administration foster collaboration within, and among, the schools? Which themes or initiatives promote the university *qua* university? (8)

In response, we have considered goals that both support the manner of human activity in which the colleges and professional schools are engaged and "promote the university *qua* university." Three goals stand out:

- (1) providing the space for connections to be made among the arts, design and the social sciences;
- (2) providing a common education for undergraduates; and
- (3) developing the competence necessary to educate everyone who wants to be educated.

The university clearly recognizes the advantages it has by virtue of the distinguished history of its founding colleges, its location in a vibrant neighborhood in the world's most diverse city, and its notable faculty in the performing arts, design, social policy and social research. But if New School University is to continue to outperform its resource base, the institution's critical role is to facilitate collaboration among the schools and to ensure the quality of their undertakings.

Goal #1: Provide the space for connections. The study of material cultural and human action is intimately connected to the making of material culture for human action. The fundamental common ground is liberal education. As Michael Oakeshott observes, education in its most basic sense is a transaction between one generation and the next. It is a way to understand the human condition. The dynamic key word in this basic approach to education is "conversation." While design, the arts and the social sciences each have a distinctive voice in the conversation, when they speak to each other, their common educational endeavor is greatly improved. The visual and the verbal present different but related ways to develop a language to take part in the conversation about what it means to be human.

The university has an opportunity to bring together elements of the conversation that have been falsely segregated, restoring and revivifying relationships that have been exhausted and eliminated in the past. It can provide the space for connections to be made: in joint seminars, in university lecture-discussion classes and in the development of joint research-creative projects. These might range from developing designs for the delivery of health care systems in sub-Saharan Africa to conducting joint sociological, economic and political research

in lower Manhattan to creating design and architectural projects for the re-development of our home town.

Design is an excellent example of an area that is full of possible connections to enrich the university conversation. The potential relationships among the arts, design and the social sciences already find precedent in collaborative projects such as the Center for New Design (Graduate Faculty and Parsons), the Chase Competition (Milano and Parsons), and seminars like the recent "Grass-roots Activism in Argentina," which attracted students from the New School, the Graduate Faculty, Milano and Lang.

Although the practical matters to students who expect to be prepared for getting good jobs, university education should work with, rather than against, the pursuit of a liberal education, which allows students to take part in the liberal arts conversation. Thus, for example, when Dean Swearer seeks to revitalize Parsons, by advocating that "design itself should become a vital species of the 'liberal arts of a technological society,'" he is suggesting that design, too, contributes to the discussion about what it means to be human.

If we reflect upon the meaning of design in society and in history, we will understand the human condition more accurately. Design problems are linked with discussions about the true, the beautiful and the good. Swearer addressed this when he closed his presentation to a University Seminar in April 1999 with reflections on the dark side of modernism and the activities of designers and architects during the Nazi era. Considering the problematic relationships between politics and design is important to the training of designers in a knowledge driven society, an immediate practical concern of the Parsons Dean, and also to the education of citizens of such a society, as a contribution to a liberal education.

Goal #2: Provide a common education for undergraduates. At both the undergraduate and the graduate level, New School University is committed to the liberal arts. This is the heart of what is meant by "common education." The liberal arts are vital to a democratic culture because, properly understood, they are its life force. At an historical moment "enframed by technological imagination," the liberal arts are of even greater import because they are supportive of all forms of educational inquiry and creativity, even those that may become commodified and enveloped by technological categories. To be precise: the liberal arts allow us to examine a disparate number of cultures and human activities, be they written, visual or aural. They are understood as providing students with "the capacity to reflect" and the ability to engage in "cultural discourse" on the human activities of their own and other societies, both in the past, the here and now and the imagined and projected future. The role of New School is to make routes available for its students to engage in this kind of discourse.

"Common education" is not simply utilitarian but critical, able to subvert conventional wisdom using tools and materials that position both the university's faculty and students to engage in public deliberation on the key questions of the human experience. ¹² The university

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¹¹ Agnes Heller, "Does democracy need a cultural elite?" (1999).

¹² Jeffrey C. Goldfarb, "Civility and Subversion: The Liberal Arts in a Cynical Society," (The Gellert Lecture, October 27, 1999).

understands that its curriculum, however reflective it is of its diverse and distinct divisions, accepts the charge to "educate our students to know the world, be critical of it, and act confidently in it." Through a "variety of modes of inquiry—scientific, artistic, political," we are "to teach students how to handle the plurality of the ways of understanding." It is a "common education," built on core and critique, or "knowledge and critical capacity."

Goal #3: Developing the competence necessary to educate everyone who wants to be educated. Who is admitted to the "conversation" at the university? In its 1991 Self-Study Report, the institution insisted that "both quality and openness" are possible and that "value can be added to all human beings at any stage in their lives" (5). But this has raised a more difficult question:

[T]he choice is not between educating an elite and educating everyone, but rather facing up to the challenges of the second: do we have the will, and the commitment to develop the competence necessary to educate everyone who wants to be educated?¹⁵

In the August 2001 Self-Study Design, the Office of the Provost noted the progress that has been made through the Diversity Initiative, now five years old:

Compared to its non-metropolitan peers, New School University is a model with respect to the diversity of students enrolled, both national and international, and with respect to staff diversity. In other respects, questions could be raised about the extent to which the institution is adapting quickly enough to the non-European demography of the metropolitan area. Asian enrollment is growing, but the percentage of African-American students is low. (8)

But numbers of who is represented, alone, do not address the talents, curricula and pedagogies needed to educate them. The university can be the necessary catalyst in helping to develop the competencies of its respective faculties so that positive learning outcomes become the primary measure of its commitment to wider access.

Our subcommittee believes the three goals discussed here build naturally on the strengths of a reflective and critical university in the social sciences and public policy, and an innovative and creative university in the arts and design. As the institution better connects these strengths and rethinks the projects of the liberal arts in a global world, it has a special opportunity to be an innovator in higher education consistent with its history and culture by enabling students to pursue their learning across divisional boundaries and preparing them to challenge and transform the professions they enter.

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¹³ Randy Swearer, "Designing the Liberal Arts," (Speech for New School University Seminar, April 19, 1999).

¹⁴ S. Heidi Krueger, "What Herpyllis Knew: Recovering a Vision of Undergraduate Liberal Education," (University General Seminar, New School, March 9, 1999).

¹⁵ Krueger, 30.

CHAPTER 2—DIVERSITY: OBSERVATIONS, OUTCOMES AND RECOMMENDATIONS ¹⁶

Three distinct perspectives framed the committee's discussion of diversity: intellectual, cultural and constituent diversity. Intellectual diversity is the ideal that different, often contradictory, ideas and principles provide the most stimulating academic environment. Similarly, an academic environment is enriched by active participation of persons from different national and international cultures. Finally, constituent diversity is the ideal that the diverse races and ethnic groups of the United States must be employed by, and participate in, the country's institutions. The university has formed an innovative approach to increasing diversity, described below.

University's Perspective on Diversity

<u>Intellectual and Cultural Diversity</u>. From the beginning, the New School for Social Research was a forum for intellectual, artistic and social justice debates, as well as assessments and critiques of popular and traditional principles, ideas and ways of thinking. Accompanying this intellectual ferment was openness to peoples of diverse cultures and outlook, as if to say, "the more different the people, the better." As a result, important scholars, activists, artists and public intellectuals were always a part of offerings at "The New School."

Constituent Diversity. Intellectual and cultural diversity, although consistent with and related to affirmative action, are still distinct. Affirmative action, based on constituent diversity, is a remedy for past discrimination in employment and is an affirmation of American institutions' obligation to hire, admit and promote Americans from "underrepresented groups." This national initiative has been refined into an analysis and a series of methods to track progress. It is an employment policy accompanied by measurable indices of commitment and achievement. Affirmative action strives to measure the representation of underrepresented groups in the ranks of faculty and staff. Student enrollment is an important gauge of commitment to diversity; but it is not, itself, a measure of affirmative action.

Nevertheless, here at New School University we have combined efforts to implement and foster these multiple perspectives on diversity into a single, comprehensive set of activities. Specifically, we created a series of resource and management commitments to develop and pursue affirmative action and diversity under the name of the University Diversity Initiative. In addition, we have published a number of Affirmative Action Plans with the purpose of increasing the presence of members of underrepresented groups. For purposes of this report, however, we distinguish between our diversity efforts and affirmative action even though the same activities often serve both principles simultaneously.

¹⁶ This chapter is based on a far more extensive report by the Diversity Committee, which will be available to the team as an exhibit in addition to other reports by the committee and the university.

PART 1: RESOURCES AND ACTIVITIES DEVOTED TO INCREASING CAMPUS DIVERSITY

The Diversity Initiative, begun in 1993-94, is a coordinated set of resources and programs to increase representation of minority groups in every facet of university life and to demonstrate intellectual and cultural diversity in every aspect of their education. It has these components:

<u>University Scholars Program</u>. The University Scholars Program has proven to be one of the most successful financial aid programs implemented at the university. University Scholar Awards help reduce student reliance on loans; an award is generally maintained for the duration of a student's enrollment. Since the program's beginning in 1990 with awards to 34 students, the university has consistently increased support to African-American, Latino, and Asian-American students. In 1998 over 400 awards, totaling nearly one million dollars, were allocated. From 1990 to 1998, over four million dollars in aid have been distributed to fund 1,700 awards to assist 1,000 students. Program success is suggested by the fact that the attrition rate for University Scholars is below that for the university as a whole.

<u>Diamond Fellowship Program</u>. The 1996 Status Report on the Diversity Initiative identified the Diamond Fellowship Program as a strategy to retain top students and encourage timely completion of degrees. This support enabled African-Americans and Latinos with exceptional records to study at the Graduate Faculty. In 1997 a second grant of \$275,000 was received from the Irene Diamond Foundation for ten additional Diamond Fellows through 2001.

<u>Diamond Post-Doctoral Scholars</u>. Diamond Post-Doctoral Scholars are appointed at the Graduate Faculty where they teach and are given the opportunity to engage in research and writing to expand or modify their doctoral dissertation for scholarly publication. The first scholar, Leslie Hill, ended her appointment in spring 1997 after having been an active member of the faculty for two years. The second fellowship was awarded to Brian Cooper, an economist, who completed his appointment in fall 1997. Most recently, Phillip Kretsedemas was selected from fifty applicants. He is a graduate of the University of Minnesota in Sociology whose dissertation, "Talk Radio, Public Discourse, and the Politics of the Poor," studied development in Jamaica.

<u>Curriculum Development Awards</u>. The Curriculum Development Award program was created in 1991 as a component of the Faculty Development Fund to encourage and assist full and part-time faculty in creating courses that are inclusive of multicultural, gender and global perspectives and in studying teaching techniques that accommodate students from different cultural backgrounds. In 1994 additional support for curriculum development was allocated from the University Diversity Initiative to meet the needs of more faculty. Between 1994-96, awards were made to faculty to develop courses and curricula in the Adult Division, Eugene Lang College, Milano Graduate School and Parsons School of Design. Curricular topics included cross-cultural approaches to art, diversifying design, women's identity, Asian Diaspora Studies, and policy and diversity.

<u>Distinguished Visitors Program (DVP)</u>. Since 1993, the UDI has sponsored term residencies by leading scholars, artists and professionals of color. Each semester, a Distinguished Visitor has brought new perspective to one or more of the schools. Initially, the Distinguished Visitors Program was conceived of as a means to provide faculty and students access to the insights of scholars and artists of color who would not otherwise be available to the university community. However, the program has, in a number of cases, proven to be a viable means of establishing ongoing relationships between visitors and the university. Pablo Medina, a poet and writer who came to Eugene Lang College as a Distinguished Visitor in 1995, returned for two years as Writer-in-

Residence and was recently appointed Acting Director of the Writing Program. Similarly, Adonis Hoffman, a public policy and international law specialist whose Distinguished Visit at the Adult Division spanned the 1995-96 academic year, is currently a Fellow at the World Policy Institute.

Increased Funding for Hiring Part-time Faculty. Since 1990, New School has provided resources, through discretionary funds allocated to Provost, for broadening the ethnic profile of the full-time faculty and the cultural character of the curriculum. The impact has been the appointment of a significant number of continuing full-time faculty members who enrich the university through teaching, research and community service. Based upon the success of this model, the Provost's discretionary fund will be expanded to include appointments of half of full-time faculty positions. Further, a special fund will be established centrally for appointing regular part-time faculty, available to all divisions on a matching basis.

Co-Curricular Series. Each participant in the Distinguished Visitors Program, described above, in addition to his/her school involvement, presents a public program through the Co-Curricular Series. Any faculty, student or staff member can propose an activity that presents his/her vision of what diversity means. The individual(s) who submits the proposal serves as program coordinator, taking responsibility for moving the proposal from idea to reality. This robust Co-curricular Series has provided nearly 500 opportunities to explore diversity. Over the seven years of the series, approximately 20,000 people have participated, half of whom are guests of the widest variety of heritages, drawn by these programs to the New School. In fact, this series is the only high-quality cultural, scholarly and artistic program offered by the university that is free and welcoming to the public. The community outreach aspect of the Co-curricular Series has been successful, not just in terms of individual audience participation but also by fostering collaboration with external organizations.¹⁷

Minority Purchasing Program. The Board of Trustees approved on April 2, 1998 a policy to encourage business enterprises owned and operated by members of underrepresented groups and by women to compete for university business. ¹⁸ The policy sought to ensure that the university eliminated barriers in its purchasing, bidding, advertising, and selection processes and practices that impede or unnecessarily limit hiring minority business enterprises, vendors and suppliers for university goods, services, merchandise or equipment.

Staff Development Program. The Staff Development Program is a professional development program to help staff members gain skills for entry-level professional and management positions and to further their career objectives. Participants selected engage in nine months of active learning about university operations, information technology and career training. As a result of the program, more than 100 staff members each year are involved as participants (past and present), presenters, coaches, supervisors, peers and supportive outreach. In addition to changes in staff positions, the program offers development activities that potentially lead to future transitions such as enrollment in certification and B.A. programs.

¹⁸ As used here, the term minority business includes companies, vendors, firms, partnerships, corporations, and sole proprietorships in which minorities or women own controlling interest (5%) and management is held by a member or members of either group. Minority

groups are defined as African-Americans, Latinos, Native Americans, and Asian-Americans and women.

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¹⁷ Programs have been co-sponsored with such organizations as the Philosophy Born of Struggle Association, the Korean American Cultural Center, the College Arts Association, the African-American Studies and Research Center, and the Mexican Cultural Institute.

PART 2: AFFIRMATIVE ACTION PLANS: THE LITMUS TEST OF COMMITMENT

Success in affirmative action requires the university to broaden the way it looks for job candidates for faculty and administrative positions, compiles the pool of university consultants and business providers and even regards the Board of Trustees and Visiting Committee. It requires aggressive, often personalized, recruiting of members from underrepresented and creativity in evaluating the potential of prospective candidates in the higher education environment. This is also true of students and should likewise inform recruiting efforts.

Affirmative Action Plans 1987-2000

The New School for Social Research's first Affirmative Action Plan in 1987 initiated concrete, connected activities to increase ethnic and cultural diversity at the institution and to measure its success. University-wide policies on Free Exchange of Ideas (1987) and Freedom of Artistic Expression (1989) were put into effect. In 1990 Jonathan Fanton's Presidential Essay in the University Annual Report spoke to the creation of the University Diversity Initiative, which from its beginning included such university-funded strategies as special approaches to appointing new minority faculty and University Scholar Awards for talented students from underrepresented groups (1990). A Committee On Diversity, Harassment, and Freedom of Expression (1990) evolved into the University Committee on Diversity (1991) to "encourage and assist with all aspects of the university's commitment to creating a more diverse and pluralistic environment." The establishment of this body, made up of faculty, students and staff representatives from all of the academic divisions, and a planning grant from the Aaron Diamond Foundation (1991) assisted the university.

In 1992 the second Affirmative Action Plan was produced. It set targets for increasing participation of faculty, students and staff from underrepresented groups and contained a policy on Discriminatory Harassment. The deans reassessed projections in 1993. In virtually all personnel areas, the goals were revised upwards. Annual incremental target projections were established, and affirmative action procedures for achieving them were intensified. With increased university support and additional funding from the Aaron Diamond Foundation (1994), the Diversity Initiative made excellent progress in positioning diversity as an institutional priority.

In 1997 New School University established its third plan, the Affirmative Action and Diversity Plan for 1997-2000, ¹⁹ in which the university continued to set ambitious but attainable goals for employment, student enrollment and curriculum. Program and policies for the university and for each division were also established. The process included the efforts of many individuals, members of divisional diversity committees, and a large, university-wide Committee on Diversity. The 1997-2000 Plan provided a snapshot of what might be accomplished between 1996, when the previous plan goals were established, and 1999-2000, when those goals were to be achieved. This snapshot reflected the fact that goals were met or

¹⁹ The 1997-2000 Affirmative Action and Diversity Plan became effective on July 1, 1997 and is available for review at the Office of the Vice President and General Counsel, 66 West 12 Street, Suite 804.

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exceeded in several areas in the aggregate—that is, when viewing the university as a whole—most notably among full-time faculty and mid-level professionals. With this first-ever comparison of actual employment data to goals, the schools and offices of the university implemented the strategies of the new Affirmative Action and Diversity Plan. The 1997 Plan was scheduled to terminate on July 1, 2000, but was subsequently extended through July 1, 2001, awaiting the selection and arrival of the new president.

The Affirmative Action and Diversity Plan, 2001-2004

1) Establishment of the Plan. The effort to develop the Affirmative Action and Diversity Plan for 2001-2004 was begun in October of 2000. Coordination of the 2001-2004 Plan was assigned to the Vice President and General Counsel worked with an outside consultant who was formerly the Associate Provost for Equal Opportunity and Equity at Columbia University and a former president of the National Association of Affirmative Action Officials. Action steps with timetables were established to facilitate the process and organize efforts toward completing the Plan in a timely manner. Meetings and consultations were held at the school level to gather information and input for drafting the divisional plans. The university community was invited and encouraged to attend an open diversity forum. Additional forums were held to solicit information from students. Each school also provided members of their communities the opportunity to submit input directly to them.

The University Diversity Committee, composed of members of the faculty, staff and students, was appointed by the Provost to be a liaison between the university and its constituent community in developing policies and programs to enhance diversity commitments. The University Diversity Committee reviewed and endorsed the final draft Plan. In addition, selected members of the committee shared their views directly with President Kerrey, including recommending to him that the plan be adopted.

The New School University 2001-2004 Affirmative Action and Diversity Plan was approved by the Institutional Policy Committee of the Board of Trustees on November 14, 2001 and was issued in final form on December 3, 2001. Copies are available from the various divisional deans' offices, the Office of the Vice President for Human Resources and the Office of the Vice President and General Counsel. The plan is also available on the New School University website. The final plan is presented in the form of an Executive Summary, which contains the overall composite data for the university, excerpts from the divisional and central administration plans and data, and an overall statement of the new goals for 2001-2004. In addition, there is a 185-page Book Two, which contains complete divisional plans, raw employment figures utilization analyses and tables, and copies of relevant university policies and procedures.

2) <u>The Plan</u>. The plan is a compilation of information about each division, central administration, and the university as a whole. It contains specific, results-oriented goals and procedures to which the institution commits every good faith effort to achieve. Although the primary focus of the plan is on the representation of African-Americans, Latinos, Asian-Americans and Native Americans, goals have also been established for women in areas where they are underutilized. Overall, women represent more than 50% of the university's workforce.

The issue for women is one of distribution—under representation in some staff positions and concentration (over 50%) in others. Affirmative Action Employment Goals for faculty and staff for 2001-04 were developed from utilization analyses conducted separately for each employment group within the eight schools and colleges as well as university administration. The goals are based on a workforce utilization analysis and are both ambitious and attainable. The analyses of the workforce indicate that substantial progress has been made since the previous plan was established in 1996. Most of the schools met or exceeded established goals.

PART 3: CURRENT ACTIVITIES AND INITIATIVES

Current Activities

Suppporting Women. The university has had a long, proud history of female participation in its faculty and in the ranks of senior and junior management. The first Provost, Judith Walzer, and her successor, Elizabeth Dickey, are both still connected to the university. Before becoming Provost, Ms. Dickey was Dean of The New School, the founding school. At one time, of seven academic deans, three were female in addition to the Provost. In two schools, women were "acting deans," including at Parsons School of Design and at The New School. Currently, two deans are female. Central administration has had numerous female vice presidents and officers in addition to the Provost, who is chief academic officer. Currently, the Provost, the Associate Provost and Registrar, the Assistant Provost and Director of Financial Aid, the Secretary of the Corporation, the Vice President for Human Resources, the Vice President for Information Technology, the Chief of Staff to the President (and Vice President), the Vice President for Budget and Planning and the Senior Vice President for Student Services are all female. The Board of Trustees and Visiting Committees have many female members. Women make up more than 50% of the workforce at the university and continue to provide vision.

<u>University Climate</u>. The university continues to be an environment in which diversity is regularly experienced intellectually and culturally, as well as from the continued and growing participation of faculty, staff and students from underrepresented groups in the activities of the university. The robust Co-Curricular Series, described earlier, continues to bring to campus programs, exhibits, talks, films, dance and other performance arts that stimulate and display intellectual and cultural diversity. Furthermore, these programs bring individuals, potential faculty, current students and members of the City of New York's diverse population to campus on a regular basis. For the last few years, events like New York City's Gay and Lesbian Film Festival and national conferences on alternative sexual lifestyles have been held at New School University, and important social, artistic and political figures from this constituency have appeared here. Major art exhibitions in co-sponsorship with the Korean-American Cultural Center have been mounted at Parsons School of Design. African-Americans in classical music have been showcased at Mannes College of Music.

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²⁰ See New School University Discussion Paper entitled "Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004," www.newschool.edu/admin/discpapr/index.htm.

New Initiatives

<u>Search Procedures</u>. As we begin the fall semester of 2002-03, the outlook for diversity and affirmative action on campus is positive, and the university has instituted new initiatives and activities. In particular, the Office of Human Resources is initiating a new, modified search procedure and process aimed at assisting the search committees for various faculty and staff positions with ensuring that candidate pools meet affirmative action standards. Such searches will increase the probability of the selection of individuals from underrepresented groups. Although we have instituted search procedures in the past with this aim in mind, this new approach includes active "coaching," indeed, customer service by a human resource professional. Direct assistance by human resources is intended to increase the quality of searches and to broaden candidate pools.

Student Academic Support. New School has reorganized the academic support services available to students of color. In the past, a part-time "bridge advisor" has provided academic counseling and support. This was in addition to services provided by the existing student affairs office of each academic division. Beginning this fall, the staff of the state-funded Higher Education Opportunity Program (HEOP) will be available to assist all students of color from our many academic divisions. ²¹ The universities commit additional resources, financial aid, etc., in partnership with the state. Over the years, the university's HEOP program, originally housed at the Parsons School of Design, has been one of the most respected by state officials. Current staff include more than five counselors and academic support personnel to assist students of color with individualized academic and personal needs.

<u>University Seminars</u>. As part of the self-study, in November a university-wide seminar was conducted to assess progress on the 2001-2004 Affirmative Action and Diversity Plan. We compared three-year goals in the various employment categories against actual hires over the last year. The analysis will assist the university in adjusting or modifying its action plans at the divisional level and centrally to increase the probability of achieving our goals by 2004.

Meet & Greet Campaign. Although the perception on campus is that there are numerous full-time and part-time faculty from underrepresented groups, little real collective knowledge by the students exists of just how many such faculty and staff there are, what courses they teach or in what research activities they are engaged. Therefore, to enhance the feeling of community and to foster greater communication between individual people of color across divisions, the committee is recommending a website that could contain images and bios of those faculty of color who choose to participate. The committee also has proposed a series of "brown bag" lunches to encourage cross-divisional interaction and discussion. In addition, the committee has suggested regularly scheduled meetings and/or social events to provide students with the opportunity to interact with part-time faculty of color.

<u>Diversity Initiative Programs</u>. Since the Diversity Initiative is a university effort, one of its strategies is to encourage members of the community to realize and share their ideas, interests, and visions about diversity. Faculty, students, staff and alumni request support to carry out multicultural programs and activities that advance the goals of the Diversity Initiative. The Diversity Initiative Programs take place five months out of the academic year: October, November, February, March, and April. Last year the University Diversity Initiative sponsored 11 events through the Co-Curricular Program Series, at a cost of about \$1500 each. Audience attendance averaged over half to two-thirds the capacity of Tishman Auditorium's 500 seats. In addition, the Diversity Initiative co-sponsored six events, which included a series of lectures presented by women in the university community, and two two-day conferences at

²¹ HEOP is the New York State funded program that helps economically and educationally disadvantaged students from New York to receive a college education. The state funds a team of counselors and other academic advisors in support of these students who, by definition, would not otherwise be admitted to the university. Over the last thirty years, thousands of African-American, Latino and Asian students have attended and graduated from private colleges in New York because of this program.

Milano Graduate School for the Students of Color Network. Plans call for doubling sponsorship and expanding programs to include December.

Staff Development Program. As we look at the fifth year of the Staff Development Program, we are able to review a sizeable amount of information around the program's success and future challenges. Over the past five years, the program has broadened the career management skills of the participants through one-on-one counseling, coaching, mentoring, individual and group workshops, meeting with presenters (such as the Provost and Executive Vice President) and individual and group discussions. At this point, 60 employees have completed the program. Of that group, we know that at least 25 are in new roles. We also know that others have taken on greater or different responsibilities in their present positions since joining the program. (It will be hard to measure the direct impact of the program unless we examine transitions within the organization.) As a result of the program, we directly and indirectly reach more than 100 staff members each year through their roles as participants (past and present), presenters, coaches, supervisors, peers and supportive outreach. In addition to changes in staff positions, we are aware of development activities potentially leading to future transitions such as enrollment in certification and B.A. programs. Overall, the committee judges the program a success. Future goals include creating a next phase for supervisors to become the handoff as coaches; incorporating a performance management program; creating a program committee of all interested parties; providing appropriate training in communications and development across the university and in other areas; revising the coach/mentor component to extend it beyond June, implement deliverables between participants and coach/mentors, and introduce peer coach/mentors, along with one-on-one sessions.

PART 4: CHALLENGES, CONCERNS AND RECOMMENDATIONS

Affirmative Action /IPEDS Comparison for 2001. 22 The committee compared information about each school and about central administration using the Affirmative Action Plan from 2000 and the 2001 IPEDS Report. 23 The Affirmative Action Plan's data was compiled at the end of 2000 and IPEDS data was compiled at the end of 2001. Evaluating the university's historical affirmative action data in light of IPEDS requires re-aggregating data into comparable categories. A useful comparison between these two seemingly different reports comes in the form of utilization percentages used in the Affirmative Action Plan to determine representation by persons of color and women in the various availability percentages used in the Affirmative Action Report. These represent our goals for 2001-2004 and are a useful tool to help the schools and central administration continue to monitor distinct areas where special attention is required when using IPEDS. Table 2 (available at the website address below) provides a re-aggregation of comparable employment categories for the 2000 and 2001 data collections. For each of these categories, the university made strides from 2000 to 2001 to increase representation of minorities, as indicated below.

- Administration rises from 30% to 35%
- Full-time faculty increases from 23% to 28%

²² The Integrated Post-secondary Education Data System (IPEDS), established as the core post-secondary education data collection program for National Center for Educational Statistics (NCES), is a system of surveys designed to collect data from all primary providers of post-secondary education.

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²³ A comparison of the snapshot figures for the fall semesters 2000-2002 is available within the New School University Discussion Paper entitled "Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004 – Supplement on Enrollment Data for Students From Underrepresented Groups," http:// www.newschool.edu/admin/discpapr/index.htm.

- Secretarial/clerical increases from 58% to 68 %
- Service/maintenance increases from 35% to 71 %

Increases in representation are particularly of interest since the workforce *decreased* by 60 employees from the end of 2000 to the end of 2001. (This was due to a hiring freeze throughout the university after September 11.) Reporting of part-time faculty and the part-time teaching staff was not required for the IPEDS Report, although the schools annually review this information. We will examine data from the end of 2002 with the University Diversity Committee on both part-time categories. Both 2000 and 2001 data provide additional empirical evidence on progress toward goals since 1996. Most of the divisions met or exceeded established goals. Table 1 shows results for 1996 and 2000, including progress toward goals. Table 2 shows similar results for 2001 in the IPEDS categories. (See website for both tables and additional data.)

<u>Curriculum Issues</u>. Each school has reaffirmed its commitment to review their course offerings and concentrations, and undertake discussions with faculty about curriculum content to encourage expansions and, as soon as opportunities arise, to ensure that courses related to diversity are available to students interested in enrolling and that faculty include attention to diversity in course content. The schools also will continue their commitment to enhance co-curricular activities that focus on and enhance diversity.

Student Issues. Students are an important component of the Affirmative Action and Diversity Plan. The university administration and each school or college committed to a variety of programs designed to increase and enhance recruitment, retention and satisfaction of students of color. These are aggressive programs that include strategies to address issues concerning admission, retention, advancement, graduation, financial aid, curriculum, co-curricular activities and climate satisfaction. Highlights of these plans include a commitment to:

- Continue the university-wide Diversity Initiative with funding at current levels and develop a mechanism to ensure that programs are relevant and widely publicized.
- Continue the University Scholars Program to provide financial aid to assist with recruitment and retention of students of color. The university will also work with the schools to enhance their fund-raising for supplemental scholarships.
- Continue the Provost Discretionary Fund that assists academic units with recruiting and retaining faculty from underrepresented groups.
- Continue the availability of central staff resources that have student diversity and
 related issues as their primary focus. The university will work with divisions on their
 initiatives in this area and with student groups to support appropriate and related
 initiatives.

The administration understands that students who attended the Diversity Forums, sponsored by the university to solicit input for the 2001-2004 plan, expressed a need for university attention in several areas in addition to those expressed above:

• Coordination of publicity for division and student group activities related to diversity.

- Identification and expansion of an office within the administration that is available on a full-time basis and functions as a resource for advice and assistance to individuals and groups of underrepresented students. Assign a similar individual within the schools.
- Feature the activities of faculty of color, alumni of color and students of color in university publications.
- Provide leadership and assistance in co-curricular activities.
- Survey students and analyze the results to determine student perspectives on diversity within the university community and what they believe will enhance it.

The 2001-2004 Affirmative Action and Diversity Plan contains information and details regarding students from underrepresented groups in addition to faculty and staff. This makes our plan broader than a traditional affirmative action plan. Since the end of the academic year 2000, we have continued to assess the enrollment of students from underrepresented groups in the various academic programs, schools and continuing education offerings. The university uses the IPEDS system to report student ethnicity data. The reported categories are African-American, Latino, Asian-American, Native American, White, International and Unreported. The initial data on ethnicity is self-reported by students during admissions. This information is then entered into the Banner system. Every semester, approximately one month after the add/drop period closes, registration takes a snap shot of the ethnicity of the student population so that this data is consistently compared year to year. The initial data is consistently compared year to year.

<u>Comparison of Student Statistics for 2000, 2001 and 2002</u>. Overall, the numbers remained consistent over the last three years. The only programs that had significant fluctuation (either positive or negative) were Jazz, Parsons graduate degrees and Mannes graduate degrees.

Recommendations

- 1. The university should hire a diversity officer to monitor searches and the institutions' commitment to curricular diversity.
- 2. All schools should have a diversity committee.
- 3. Updates on the accomplishments of the University Committee on Diversity should be posted on the website.
- 4. Standardization of faculty/staff salaries across schools should be implemented to redress inequities in these areas, effecting improved retention and hiring practices.
- 5. Discretionary funds to support recruitment/hiring of diverse faculty should be enhanced.
- 6. All faculty search committees should include one or more members of school diversity committees.
- 7. Efforts to recruit students of color, including orientation and training of admissions staff to this end, should be enhanced.
- 8. Greater funding should be available to low income students.

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²⁴ Additionally, the university reports on one non-IPEDs category, multi-ethnic.

²⁵ A comparison of the snapshot figures for the fall semesters 2000-02 is available within the New School University Discussion Paper entitled "Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004 – Supplement on Enrollment Data for Students From Underrepresented Groups," www.newschool.edu/admin/discpapr/index.htm.

CHAPTER 3—TEACHING AND LEARNING

The Committee on Teaching and Learning was composed of faculty members and administrators from around the university, all of whom shared a keen interest in improving the quality of life of the faculty and the quality of education our students receive. From the outset, we were aware that the scope of the charge included most of what any good university considers essential. In order to avoid overlap with the school reports, we focused on four broad areas that affect the university as a whole and seem most in need of attention: 1) faculty status; 2) faculty development; 3) interdivisional collaboration; and 4) general education. As discussions progressed, issues surrounding faculty status were paramount. Faculty development, interdivisional collaboration, and general education could not be adequately addressed until the university regularized the structures, terms and expectations governing the appointment of its faculty throughout the institution. For these reasons, the report begins with faculty status.

PART 1: REPORT OF THE SUBCOMMITTEE ON FACULTY STATUS

A Précis of the Problem

Fall 2001, New School University had 1,509 part-time and 156 full-time faculty members (a ratio of nearly 10 to 1). While the number of full-time faculty has grown dramatically in recent years, so have our ambitions for them. Those faculty members now play a more substantial role in the university, but with the equally dramatic growth in the number of students, the need for more full-time faculty is as pressing now as it ever was. Of the full-time faculty in the university, 34 are tenured, 9 are tenure track, 20 are on "extended employment" contracts and 93 are full-time (non-tenure track). No reliable figures exist for the breakdown of part-time instruction. But the ranks vary from adjuncts on year-to-year contracts who teach anywhere from one to three classes a semester; to recurring part-time faculty with longer-term contracts whose responsibilities vary from division to division; to half-time core faculty who are expected to play a greater role in curriculum development, governance and advising. In the past, each school tended to interpret these designations according to idiosyncratic needs, with the result that the responsibilities for each category have tended to differ from school to school. Many colleges have also created additional sub-categories for faculty appointments, further complicating the institutional structure. In addition, a substantial number of full-time administrators direct academic programs and teach in them, but are not designated as members of the faculty.

Benefits and Deficits of a Part-time Faculty

The present composition of the faculty—particularly its extensive reliance on part-time teachers—is a product of rapid expansion over the past 20 years coupled with an historic commitment to making a place for artist-practitioners and non-academic professionals who can bring their accomplishments and expertise to the classroom. Nearly everyone involved acknowledges that the presence of so many different kinds of teachers is the school's greatest strength and its greatest weakness. Their large numbers provide the institution with an intellectual vitality and openness to the world that defines a New School education. At the same time, having so many part-time instructors does not allow for the long-term commitments to the institution that it must have if it is to plot its curriculum, to draw on faculty expertise for academic and programmatic decisions, and to provide students with access to teachers outside the classroom or with advisors who are familiar enough with the institution to guide them through the thicket of course offerings. Nor can the extensive reliance on part-time faculty guarantee the academic quality New School must have if it is to improve its academic standing.

1998 Reports

In 1998 the university charged two committees with assessing both the "quality of life," and workload, compensation and benefits of part-time faculty. (Both documents are contained in the Exhibits.) These reports have provided a starting place for thinking about the issues surrounding faculty status. They have the legitimacy of a year's worth of study by the deans of each division and several other senior administrators. And, with a few omissions (to be discussed later), they accurately summarize the issues. In the preamble to the 1998 *Part-time Faculty Report*, the deans recognized the evolving nature of the university's mission from its early beginnings in 1919, when it offered non-credit courses to educated adults, to its present status offering graduate and undergraduate courses in a wide range of fields. Similarly, those reports acknowledged the transformation of the faculty from educated professionals who shared their knowledge in a particular field to a greatly expanded faculty of full- and part-time teachers who are increasingly looking to the university to provide their primary academic home and source of identification.

In an effort to create an atmosphere of "respect, institutional recognition, and a sense of community," the reports ask a number of important questions: What is fair practice with respect to part-time faculty? What are the proper compensation and benefits arrangements? What about teaching loads, and involvement in governance activities? What planning process can be initiated to answer some of these questions? Such concerns go to the heart of the university's responsibilities to its faculty, and we applaud the institution's determination to address them.

Progress since 1998

Significant progress has been made on many recommendations. The university has established a number of part-time faculty positions (most notably, The New School added ten new half-time positions); it has dramatically improved the benefits available to part-time faculty (offering full benefits to half-time employees and access to a "cafeteria plan" to almost all members of the part-time teaching staff); it has included part-time teachers on a number of

school and university committees (compensating them \$250 for their work); it has made solid progress in diversifying its faculty; and it continues to improve the quality of its communication (all faculty members now have remote access), logistical and technical services.

Areas to be Addressed

Some topics in the reports deserve elaboration, and we have devoted our energies to them. The most important area is the standardization of faculty appointments. Although the Report acknowledges that the proliferation of part-time teaching titles has "migrated toward chaos," it does not provide sufficient rationale for standardizing them. Until this problem is addressed, related problems of faculty workloads, research expectations, reappointment procedures and governance cannot move forward.²⁶

Faculty Appointments

The proliferation of ranks and titles makes it impossible to compare apples to apples. This encourages lax supervision within the administration and inequities among the faculty. Moreover, incommensurate faculty categories pose obstacles to interdivisional hiring, where everything from hiring standards, to faculty pay, to reappointment procedures differ from school to school. Where interdivisional hires are accomplished (a goal if the university is to become more cohesive, more like a university), they often result in vastly different expectations of workload, committee assignments and the like. Moreover, the lack of uniform faculty appointments reinforces a "culture of suspicion" that makes it difficult to get cooperation among faculty members from different divisions who often have no contact with people who are in the very same field. Finally, the lack of uniform appointments (along with clearly articulated rights and responsibilities) reinforces the tendency for isolation and insularity within each division, encouraging faculty to become self-protective rather than submitting themselves to the highest standards.

Benefits to the University

The university will benefit from the proposed changes in a variety of ways: 1) Standardization of faculty titles clarifies the organizational structure of the university, making it easier to pool resources and address problems of mutual concern.²⁷ 2) It ensures that teachers understand both

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²⁶ Little parity exists across the schools. Parsons allows its part-time faculty to teach as many as six studio classes per year, while The New School is limited to three per year and Lang to two-and-a-half. Allowing faculty to teach what is essentially a full-time load while paying them for piece-work seems unfair and also prevents the university from taking advantage of its best faculty. Many are forced to cobble together jobs at three or four universities, limiting the time they can spend with students outside the classroom, or the kinds of commitments they can make to university life, in general.

²⁷ It is easy for the university to underestimate the symbolic currency it confers on, or withholds from, its faculty through the terms it uses to describe them. The absence of titles contributes to the overall confusion of the university bureaucracy and significantly affects faculty morale. The committee debated possible titles but concluded that such suggestions would be premature.

the rights *and* responsibilities that come with rank. 3) It allows the Provost's Office to establish strict minimum standards and procedures for reappointment for each rank. 4) It offers a small, but important inducement that is useful in attracting good faculty and keeping them. 5) It helps search committees and chairs identify a pool of candidates for promotion (Lecturers for Sr. Lecturers, Sr. Lecturers for Professors) when appropriate lines open up. The lack of clarity around possibilities for professional advancement and terms upon which that advancement might take place is one of the most demoralizing experiences for faculty members. 6) It facilitates joint appointments by allowing faculty and administrators to match half-time positions between divisions. 7) Most importantly, it helps to identify and create a stable core of long-term teachers who are available to plan student curriculum, be there to advise students year after year, and serve as the institutional memory.

Rights and Responsibilities

Each of these designations should come with a set of rights and responsibilities that is uniformly adopted by the schools. Faculty of each rank should know how many classes they are expected to teach; how much advising and committee work is expected of them; how often they will come up for review and what professional accomplishments are expected for reappointment. Current policies are not clearly spelled out and/or communicated effectively. When they are, they often differ from school-to-school, making joint appointments burdensome and confusing.

Reappointments

The process for reappointing faculty members is one of the most ticklish issues. There is a university policy in place, but it is badly out of date and under revision. Presently, the procedures and expectations vary too widely, and are not sufficiently understood by the faculty members that are subject to them. Frequently, no feedback on faculty performance (pro or con) exists as guidance for subsequent reappointment. Because standards for reappointment are unclear, New School has difficulty ensuring the continued quality of its faculty. In some schools, there is little or no peer review. And where there is, it can be self-protective.

Recommendations

- 1. The university would benefit from sustained deliberations about the possibility of standardizing faculty appointments. (*NB*: This recommendation has been implemented.)
- 2. The university should adopt a limited number of honorific titles to describe faculty who perform comparable functions.
- 3. Clear-cut, transparent procedures with institutional safeguards would ensure that appointments are made with due diligence, that they are made fairly and openly, and that the university can scrutinize faculty contributions without fear of legal reprisal.
- 4. A point system needs to be established (much like the one in place at the Graduate Faculty) to measure faculty commitments to the university and allow administrators to relieve overburdened faculty.

5. We reiterate the 1998 Report's call for a Faculty Center, which would provide faculty with clerical support, access to copying machines, a place to prepare for classes and confer with students.²⁸ This is the single most important way to improve quality of life for part-time faculty.

PART 2: REPORT OF THE SUBCOMMITTEE ON FACULTY DEVELOPMENT

A Teaching Institution, or a Research Institution? Somehow Both

The institution has a distinguished history of fostering scholarly research and artistic expression. Indeed, in the eyes of many, the achievements of some of its most prominent faculty are inseparable from its identity. And yet, like all colleges and universities, New School faces the necessity (and difficulty) of balancing support for these activities with a wide range of other commitments. The value of research and creative expression are periodically subject to doubt because such activities are expensive; because they take faculty out of their classrooms; because the benefits are not always easy for the administration to measure. Compounding the problem is an uncertainty about whether the university is essentially a teaching institution, or a research institution. Clearly, it is somehow both. The committee recognizes the difficulty of supporting research and creative expression with the limited resources. Nevertheless, it affirms its importance.

Currently, the Graduate Faculty is the only academic division where research plays a definitive role in its mission. But other divisions like Milano, as well as faculty in the masters programs at Parsons, The New School and elsewhere think of research and creative practice as an essential component of their professional lives. At present, support for such projects is minimal and yet the expectations for scholarly and artistic production are quite high (as are those of many faculty members themselves). What is needed is a frank and open discussion about the demands of teaching and research as they affect the ambitions of faculty life, and the university's image of itself and its mission.

University Commitment to Research and Creative Activity

The university has made impressive commitments to research and creative activity on what everyone would concede is an extremely limited budget. But these resources are not always distributed equitably across the divisions. Teachers from some divisions receive modest though invaluable funding for research while members from other divisions receive almost none at all. This is readily apparent in the following report that divides the schools into three groups: (1) the two graduate schools (Graduate Faculty and Milano Graduate School), (2) Colleges with and without masters programs (The New School, Lang College and Parsons), and (3) Music and Theater programs (Actors Studio, Jazz, and Mannes).

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²⁸ A Faculty Center would accomplish many important goals in one fell swoop: It would recognize contributions to the university; it would provide a central location where they could meet with students, check their mailboxes, obtain logistical and technical support for their activities; and most importantly, it would help to foster an intellectual community by providing a space or "home" where the faculty can gather.

Graduate Schools. As the two graduate divisions with the most tenured and full-time faculty, the Graduate Faculty and Milano have what might be characterized as the most traditional academic cultures among the schools. And since both the Graduate Faculty and Milano place a great deal of emphasis on scholarly research in the hiring and promotion of their faculty, they devote a limited but substantial portion of their budgets to faculty development. For example, both divisions have travel budgets to subsidize faculty presentations at academic conferences. Both have policies that enable faculty to buy-out teaching responsibilities (e.g., to work on a research grant), or to take a leave of absence to pursue fellowship opportunities or take a temporary position at a research institute, public agency or non-profit organization. And, both offer sabbaticals to full-time faculty. (The Graduate Faculty, but not Milano, has a small research fund and provides research assistants for some faculty.)

Despite these efforts at faculty development, no one claims that enough is being done. Funds for travel and research do not match the needs of their respective faculties. As a rule Milano offers travel grants of \$250 to each faculty member each year (though in some years those limited funds have been available only to junior faculty). Welcome though they are, these modest grants do not cover the costs of an average academic conference, which can easily require an outlay of anywhere from \$800 to \$1,200. This makes it difficult for faculty to maintain their academic reputations in their chosen fields or to solicit input and criticism for new ideas as they develop. In addition, too little "seed money" is available for small scholarly tasks such as a visit to a research library or monies to transcribe interview tapes.

Finally, both faculties are bothered by what they perceive to be the administration's "undue emphasis" on enrollments and budgets at the expense of scholarship. Many of the faculty members at the Graduate Faculty and Milano feel strongly that support for research and scholarship appears mainly when hiring, promotion, and extended employment decisions are being made, and tends to evaporate in the interim. They complain of the university administration's lack of appreciation for the requirements necessary to undertake first-rate scholarly research, specifically the need for library facilities, access to offices after hours, financial support and release time. What is lacking, they say, is a "culture of scholarship."

Colleges with and without Master's Programs. The faculties at Parsons, The New School and Eugene Lang College share many of the scholarly ambitions as their peers at the Graduate Faculty and Milano. But the lack of a traditional academic culture, large numbers of part-time faculty, and insufficient resources hamper the former. Most university funding made available to individual teachers comes in the form of curricular support for new classes, or incentives to incorporate new technologies in the classroom. The deans have tried to set aside some money for individual research, but they readily acknowledge that it does not begin to address the need. All three divisions offer their part-time faculty a modest travel stipend (anywhere from \$100 to \$200 at Parsons, \$250 to \$500 at Eugene Lang College), which is awarded on a limited and competitive basis. Faculty welcome the support but complain that it is insufficient and occasionally, self-defeating. For example, decisions about travel grants are often made at inconvenient intervals in the calendar year, making it impossible for a teacher to commit to deliver a paper at a conference and sometimes necessitating their untimely withdrawal if the funds do not come through. At Milano, the money provided is not enough to cover the expenses of an average conference.

In addition to travel subsidies, The New School, Parsons and Eugene Lang College all have sabbatical policies in place that cover their full and half-time faculty. Parsons and Eugene Lang College have the most ambitious sabbatical policies. Parsons offers 6 sabbaticals a year to its full and part-time faculty; Eugene Lang College offers anywhere from 1-3 sabbaticals per year to its full

and part-time faculty (both on a competitive basis). But many faculty complain that these opportunities are few and far between, particularly at Parsons where there are 30 full-time and more than 600 part-time faculty. Despite these opportunities, both teachers and administrators acknowledge that support for faculty development is meager in comparison to the Graduate Faculty and Milano, and speaks to the inequities among schools. How, they wonder, can they overcome the stigma attached to their own accomplishments if they are not given the opportunity to prove what they can do?

Music and Theater Schools. Conditions are even leaner in The Actors Studio, Jazz, and Mannes. Here, full-time faculty members are few. Most rely on adjunct faculty and other professionals. For many of these teachers, New School University is not their primary professional affiliation. They consider themselves first and foremost, musicians or actors. (There is a large group of professionals at Parsons who would put themselves in this category as well.) Teaching is considered an important, albeit secondary, part of their portfolios. While initial hiring might be based on creative accomplishment, promotion is not part of the employment arrangement and thus creative activity is not rewarded after their initial hiring.

Several faculty and administrators from these schools have called for the revival of the Center for Teaching Excellence. For working professionals in non-academic fields (some of whom are first-time teachers), faculty development means help with planning courses, creating syllabi, finding standards for grades, and the opportunity to discuss pedagogical strategies. While the Center for Teaching Excellence was underutilized in the past, its absence has been sorely missed, particularly at Parsons where it played an essential role, providing services to more than 600 part-time teachers. For many non-academic professionals, however, the best form of faculty development would be higher salaries.

University Administration

The university administration plays a number of roles with regard to faculty development, both direct and indirect. The Office of the Provost manages the Faculty Development Fund, which offers small research grants from \$1,000 to \$4,000 to faculty each year. It is competitive, open to both full-time and part-time faculty, and funded at \$41,000 per year. This sum is clearly insufficient if the administration hopes to develop a research faculty outside the Graduate Faculty. It does not really go very far in support of the Graduate Faculty itself. In fact, most of the applicants are part-time members of the faculty from other schools, among whom it serves as an important affirmation of their ambition and worth. The university administration plays an important role in faculty development through the allocation of resources. Although the final decision regarding how much money will be devoted to faculty support is left to the deans, the administration makes decisions that affect budgetary constraints within which the deans operate. The administration should recognize its role in this regard and create financial incentives for its schools to devote more of their resources to their faculty.

In the absence of a major increase in support for the Faculty Development Fund, the leadership could take a number of incremental steps to affirm the importance of the professional accomplishments of its faculty. These might include more endowed chairs, an annual award given out at graduation (much like the teaching award) to the faculty member who has excelled in research, scholarship or creative activity. Public presentations of faculty work, and continuation of the initiative to document the work of the faculty made by Fogelman

Library. The administration could also play a more active role than it does at present in helping the faculty to secure outside funding by housing the grants office in the Provost's Office, and offering more workshops and guidance to the faculty. And the faculty for its part needs to pursue these grants more actively than it has in the past.

Recommendations

- 1. The committee recommends the establishment of a Standing Committee on Faculty Development drawn from all the schools to serve as an advisory board for the Faculty Development Fund.
- 2. More money needs to be allocated for subsidizing travel, research and creative activity for full-time and part-time faculty members. A first step should be to increase the funding of the Faculty Development Fund.
- 3. Finally, the university—its university officers, deans, department and program heads—must pay serious attention to academic culture, i.e., the culture that supports and nurtures the faculty's professional work. Clear signals are needed that faculty research, scholarship, and creative activity are highly valued through the pronouncements, presence and involvement of senior administrators.

PART 3: REPORT OF THE SUBCOMMITTEE ON INTERDIVISIONAL COLLABORATION AND INTEGRATION

Preamble

New School is in the midst of a fascinating debate over how to re-imagine the university in order to take advantage of a wealth of potential synergies without losing the distinctiveness that has made each division what it is. Two models have been proposed. One envisions further integration through, among other things, a Faculty of Arts and Sciences. A second model recognizes the limits of integration and seeks to refine the collaborative arrangements, which are currently in place, as well as propose mechanisms for identifying new ones. Collaboration or integration? Each has its advantages and disadvantages. We cannot possibly do justice to the complex debate here, but some aspects of the problem deserve attention.

The Present Situation

Presently, a variety of forms of integration and collaboration exist. Eugene Lang College and the Graduate Faculty share faculty and participate in several B.A./M.A. programs. Mannes has discussed offering a music concentration to Eugene Lang College students. Eugene Lang College and The New School are sharing faculty and courses for a new undergraduate concentration in Media Studies. Mannes, Jazz, Parsons, and Eugene Lang College take advantage of a joint slate of courses in math, science, and foreign languages offered through a growing program in Undergraduate Liberal Studies. The New School offers hundreds of courses in the liberal arts for students from around the university. At present, nearly 1,000 credit registrations come from other divisions in The New School courses each semester. For

the most part these arrangements have been successful. But they have not been easily achieved and dozens of other programs like them that have not been mounted due to obstacles, some of them legitimate, others hard to fathom.

Obstacles to Collaboration

<u>Financial Disincentives</u>. At present few financial incentives exist for different schools to cooperate. In fact, there are *disincentives*: such as fears of lost revenue, cancelled classes, lack of space. Some of these obstacles are difficult to overcome, but others are obviously unnecessary. The university should adopt the best practices of comparable universities in this area so that cooperation will not be impeded by budgetary disincentives.

<u>Joint Appointments</u>. At present there is no mechanism for systematically identifying areas where a joint appointment is desirable or necessary and possible. If staffing is always seen primarily from the perspective of the isolated division, then even where joint appointments would be both desirable and possible, desirability and possibility will be invisible. Equally without coordination part-time and half-time appointments multiply with the overwhelming likelihood of unnecessary duplication, or poor utilization of good resources

<u>Faculty Status</u>. Joint appointments and other forms of collaboration are hampered by disparities in faculty status. Differences in workloads and tenure across the schools make it difficult for collaborations to take root. This is true at Eugene Lang College and the Graduate Faculty where collaboration has been the most extensive and fraught with the most difficulty and mistrust.

<u>Ensuring Quality</u>. One unstated obstacle to interdivisional collaboration has been the suspicion of the quality of the faculty and curriculum among the schools. While suspicion often dissipates when faculty from different schools become familiar with one another, behind the suspicion lurks real problems: the university lacks university-wide quality control mechanisms, and hence means for the routine, systematic and public monitoring of the quality of faculty and curriculum.

<u>Publicity and Communication Problems</u>. The principle that courses should be available to all is undermined by the fact that students are poorly informed about what courses are open to them, and hence by the lack of adequate means for providing such knowledge, or, fine-tuning the problem, fitting students to those courses most integral to their program of study. Hence students are unable to make best use of the university's academic resources.

Integration or Collaboration?

Making the Existing Models Explicit. The most important obstacle to university integration has been the lack of discussion about the various models under which it operates. Two competing models exist, each of which has a constituency in its favor, but neither of which has either been made explicit or systematically pursued. The problems of integration will remain stalemated until the unspoken problem of how best to pursue it is resolved. Each of the two models has its strengths and weaknesses, which tend to be complementary. Since we cannot pursue both

simultaneously, and because the strengths and weaknesses do complement one another, then what is required is to pursue one of the models in way that maximally copes with its limitations.

<u>Collaboration</u>. The implicit model behind the present administrative arrangement is one of collaboration. This model does not allow for integration of faculty and curriculum; rather it is best suited to responding to local needs that arise out of school self-interest. Those needs are addressed through a series of *ad hoc* "coordinating committees" staffed by the interested parties. The model most completely respects the academic autonomy and the different cultures of learning in the different divisions. The disadvantage is that the programs that emerge out of these collaborations almost always depend on the people involved, as well as their continuing commitment of time and energy. When those people lose interest there are no structures in place to preserve the collaboration. More importantly, the collaborative model does not offer the university a mechanism to think strategically about where to commit its resources and why.

<u>Integration</u>. The alternative, integrationist model takes a broader, strategic approach. It would operate along departmental rather than divisional lines. That approach would require the university to build up academic departments of high quality. It would require those departments to develop attractive academic programs in their area of expertise, and to service the needs of all schools in the area of expertise. While this approach maps easily on to some areas of the university as it presently exists, it does not naturally respect the strengths and missions of the different divisions, nor does it fit with either the operating procedures of some of the professional divisions, in which their academic advantage is, precisely, making maximal use of the pool of part-time specialists, uniquely available in New York City.

<u>Flaws in the Collaborative Model</u>. The collaborative model emphatically fits with the present state of the university. But it is flawed from an academic point of view. It is not guided by the ends of academic excellence that would come with the appointment of first-class scholars and teachers who organize and promote degree programs in their specialized area. Nor does it presume that, in principle, all appointments should be subject to academic evaluation by those most qualified to provide it. The promotion of long-term academic growth and the ideal of academic monitoring are extrinsic to the logic of governance through coordinating committees.

Recommendations

In the absence of any political will to change present arrangements, what should be done in the interim? Our recommendations begin with a suggestion about how collaboration can best be implemented so as to offset its vulnerabilities.

1. If the weakness of collaboration is its formal indifference to academic issues, then the best possible way to offset that weakness is to have the coordinating committee composed of those directly responsible for the academic well-being of the different schools. There should be a Deans' Council, which would provide a central location where the strategic overview of university commitments could take place. The first order of business should be to review existing collaborations to assess what works and what doesn't in order to develop a working model for future collaborations.

- 2. A central task of the Deans' Council would be the mapping out of key areas for cooperation: i.e., identifying areas of joint need that would benefit from the making of permanent (or long-term contractual) faculty appointments.
- 3. A committee of experts chosen from university faculty should review the curriculum of each degree program every five years.
- 4. A University Tenure and Reappointment Committee should be instituted. The existence of such a committee would not override different needs and demands within individual schools. On the contrary, we understand that one of the functions of a University Tenure and Reappointments Committee would be to make explicit the needs and expectations attached to different positions.
- 5. There ought to be a way for chairs to use BANNER to identify courses that are open to students outside the division who are interested in a particular field. Similarly, students ought to be able to click on a subject area and find all the courses that are taught.
- 6. Despite the university's best efforts, structural obstacles to collaborative work remain. Among them: the absence of a standardized class schedule, different start dates and times for classes among the divisions; budgetary issues affecting the recompense for schools enrolling students from outside their home base. There are models available from comparable universities and we urge the university to adopt current best practices.

PART 4: REPORT OF SUBCOMMITTEE ON GENERAL EDUCATION

Changing Profile of General Education

Since the Carnegie Foundation report in 1977, general education has been on the agenda of American Higher Education. But, according to a report by the American Association of Colleges and Universities on "The Status of General Education in the Year 2000, "there is very little evidence that academic leaders have made much advancement in the science or art of developing shared educational values and embedding them in the life of institutions." Despite this lack of progress, the profile of general education is changing in progressive educational circles. General education is no longer a backwater where students reluctantly take requirements imposed upon them; rather, general education is increasingly seen as a place "where the action is" in undergraduate education, providing students with what is essential "equipment for living." As students begin to recognize that education is a lifelong process rather than a discrete interval in one's early life, they will need to develop critical skills which allow them to make intelligent choices, communicate effectively, evaluate information for which they have no profound expertise, and learn to educate themselves about new problems or fields as they arise. General education is the place where those skills are most actively developed. Students, faculty and institutions that ignore its importance do so at their peril.

Problems with the Present Approach to General Education

For many students, general education remains a box to be checked off at someone else's behest, while for others it is a "cafeteria" where students are free to take "anything they want" without adequate advice. Neither approach is satisfactory. The first order of business must be to reimagine the possibilities of a general education. The list of subjects and skills an educated

citizen needs to know is nearly endless. Since it is impossible to cover everything, the faculty must think hard about the electives students have available to them, whether or not they develop critical skills mentioned above, and how they are integrated with other courses offered.

New Initiatives

The Liberal Arts Planning Committee has initiated two "foundational" courses in Art History and History (with one in Literature to follow) that will bring students together from all of the schools in a common endeavor. In addition, it has recently hired a new Director of the Undergraduate Humanities Program and authorized him to undertake a search for two full time faculty to ground the new curriculum in the liberal arts. It has also begun substantial discussions about what that curriculum ought to look like, how it would serve diverse student needs, where it would be located, etc. This is an important first step in the New School's efforts to craft a distinctive approach to education in the liberal arts that is consistent with its mission. Significant efforts have also been made to the development of critical skills like writing, collaborative learning, proficiency in English and oral communication. (See exhibits for individual reports on those issues.) A new University Writing Center has been established and a new director has been hired to oversee the development of writing "across the curriculum."

Making the Case for General Education

Ultimately, the institution must make the case for the importance of general education to its students and faculty, and to follow that discussion up by installing a curriculum that has the resources, care and visibility it needs to flourish. That is easier said than done. Many students in the Arts schools feel strongly that their first priority must be to the development of their craft as designers, musicians or artists. A substantial number of them (though certainly not all) tend to look upon general education courses as something that has been imposed upon them from above and consequently, they approach these courses with diminished enthusiasm. Though their teachers remind them of the need to understand the cultural, social and political context in which they are working, in practice these concerns are not given the importance they deserve. At UULS, for example, general education is usually squeezed into 2 hour and 40 minute sessions once a week to accommodate studio schedules, making it difficult for students who are trying to learn a language, discuss a particularly difficult text, or master calculus. At Lang College, the freshman year program is meant to provide students with the skills they need to do college level work as well as to expose them to different modes of inquiry. But the range of courses remains eclectic and deliberately idiosyncratic, with too few professors taking responsibility for introducing students to broad areas of knowledge. Given the diversity of student need, the university probably could not, and should not, develop a single "one size fits all" approach to general education; rather, it must craft an integrated general education curriculum that is responsive to its arts students and its liberal arts students in The New School and Lang who sometimes take advantage of the flexibility to follow a narrow range of interests, or pursue a haphazard course of study that offers no focus at all.

The Conversation Goes Both Ways

Some observers might think that general education means bringing the liberal arts to the professional schools. Designers are castigated for not knowing anything about Plato, but it never occurs to faculty and students in the liberal arts that they may lack the rudiments of, say, visual literacy. New School University has unparalleled resources in its professional schools that have not been fully exploited by its students in the liberal arts. Visual literacy is just one example, and instruction in this area could be drawn from the faculty in Media Studies. Similarly, students in the liberal arts should have the opportunity to explore the social, political and ecological implications of design with faculty from Parsons, or learn to analyze analogous implications of public policy with the faculty from Milano.

Advising

While good advising is important in any educational setting, the committee found that it is of crucial importance to students where so much flexibility is built into the curriculum, where the reliance on part-time faculty can make for classes of uneven value, where the lack of dormitories and other shared settings make informal discussion about classes difficult. Given these circumstances, it is paramount to make advising a priority. In addition, advisors must understand the importance of their role; they must be adequately informed about course offerings not only in their own divisions, but also across the university; and they must be prepared to challenge students to think seriously about the breadth and depth of their coursework, as well as its relation to the careers they imagine for themselves. This can only be accomplished if advising is given more space in the academic schedule rather than being crammed into a week or two before classes when everything is rushed. (One faculty member described advising as a "last minute clerical exercise.") In addition, the university must work to reduce the ratio of advisors to advisees (which is as high as 45 to 1 in at least one division). In the end, advising is the most reliable means of ensuring that students take advantage of university resources and understand the importance of their choices.

Center for Teaching Excellence

While everyone agrees on the need for competencies in writing, oral communication or collaborative learning, few instructors outside those who were trained in those fields know how to foster those skills. In the past few years our efforts to train faculty in the necessary pedagogies have depended on modest development funds or orientation sessions run by beleaguered administrators. While there have been some notable successes, faculty enthusiasm and subsequent commitments have tended to wane due to lack of follow-through or supervision.

Numeracy and Scientific Literacy

As one interviewee put it, "we live in a world where it is shameful to be illiterate but it is okay to know nothing about numbers or science." This is a particular dilemma at the university,

which has a heavy concentration of students in the arts. Consequently, the committee made it one of the foci of its inquiry. (See exhibit on science in the university.) UULS has been the primary location where Parsons students go to improve their skills. But because they are required to take only one course in math or scientific reasoning, UULS has been unable to develop intermediate courses that would give students a solid grounding in either. Lang has made a dramatic commitment to bolstering its math and science curriculum: hiring a biologist, a physicist and a mathematician in the last four years. Moreover, faculty members have been quite inventive in their attempts to appeal to liberal arts students who may be "phobic" about math or science. (One of them offers a course that teaches biological principles through the study of infectious diseases.) Such courses have been fairly successful in attracting students. But the instructors concede that it is hard to offer advanced instruction in these areas without proper laboratories and/or an academic culture that motivates students to pursue scientific or mathematical modes of inquiry. Most of the administrators we talked to were opposed to requiring students to take more courses in math or science for fear that they would be filled with students who did not want to be there. They preferred to have students demonstrate competencies in these areas, though it's not clear how those competencies could be shown.

The committee was struck by the fact that there are yearlong requirements in place for writing in several schools, but little for math or science. It is hard to explain the tilt as anything but simple prejudice. The committee urges the administration to require each undergraduate division to demonstrate the extent to which its students have developed competencies in these areas and to provide plans to educate those who have not. It also urges the university to find inventive ways to give students more laboratory experience, where scientific principles can be demonstrated first hand.

Recommendations

The importance of general education is integral to the university's mission and diverse constituencies from around the institution agree. The next steps will be to ensure that this good will and commitment are translated into a better-integrated university curriculum.

- 1. Scheduling, balance of trade, lack of structural support and insularity have made it difficult to imagine an integrated curriculum in the liberal arts. The first step must be to overcome those obstacles in order to make a general education program accessible to students from various parts of the university.
- 2. Numeracy and scientific literacy are not yet integrated into New School curricula. They must assume the same importance as the new initiatives around writing, which can serve as a model.
- 3. Advising must be recognized as a central component of the curriculum and a place for it must be made in the schedule and life of the institution, so that students can make intelligent, well-informed choices about classes and careers.
- 4. The university should consider reviving the Center for Teaching Excellence to ensure that the general education curriculum provides an active learning environment, rooted in innovative pedagogy.

CHAPTER 4—UNIVERSITY LEARNING RESOURCES

This chapter is something of a study in contrasts. The two primary learning resources under discussion—libraries and learning technology—reflect very different trajectories at New School University: the former is characterized by benign deprivation, slow deterioration and piecemeal support and the latter by aggressive, ongoing development and innovation. In an age saturated with information, however, these two resources must harmonize the crucial parts they play in the lives of teachers and learners. Shared concerns about issues of staffing, space and access represent a common ground where progress toward integration might begin.

Exploration of this matter starts with the Subcommittee on Learning Resources, which included lead faculty members and administrators responsible for academic computing, distributed learning and the libraries. Its charge was to examine the complex relations among resources, research, teaching and learning with reference to a wide range of campus facilities and initiatives. However, this report is restricted to the most pressing issues faced by the university in the next decade. Implementation of the new administrative computing software (BANNER) and administrative computing generally are important to the university and its academic programs but will not be dealt with directly. The assessment is divided into two areas: Part 1: Analysis of Libraries and Related Information Services, and Part 2: Analysis of Technological Resources and Distributed Learning.

PART 1: ANALYSIS OF LIBRARIES AND RELATED INFORMATION SERVICES 29

The New School University Library consists of three libraries: Raymond Fogelman Library, a general collection strongest in the social sciences and humanities; Adam and Sophie Gimbel Design Library, a special collection library serving Parsons School of Design; and Harry Scherman Library, a special collection library uptown at the Mannes College of Music.

New School University also belongs to the Research Libraries Association of South Manhattan. The consortium includes New York University (located next to New School's main campus), Cooper Union and the New York Academy of Art, and provides access to in-depth resources and affords borrowing privileges to students and faculty associated with degreegranting programs (but *not* for continuing education or non-degree students). It also allows onsite access to many electronic resources, and to services such as interlibrary loan. In addition to the consortium, a bilateral agreement with the Cardozo Law School Library provides both reciprocal reading privileges for students and borrowing privileges for faculty. Reading access to many other academic and specialized libraries is made possible by membership in the much larger METRO consortium, one of the nine New York State library consortia. University faculty and students also have access to the Brooklyn and Queens Borough Public Libraries as well as the 82 branch and four research libraries of the New York Public Library system.

²⁹ See Appendix D for description of libraries and other learning resources.

Assessment of Services, Collections and Access to Resources

Re-examination of the New School University Library has been especially intense during the last two years. Strategic planning to assess and improve library resources and services was begun by the Provost's Office during the 2000-01 academic year. That planning, like this report, sought to assess and coordinate the development of library resources (print, digital and reference support for users) with academic computing and New School University Online (NSOU).

A special challenge for New School libraries, not unlike those faced by all libraries in a digital age, is to re-conceive their service roles in a complex, fast-changing environment. Even if the university itself were not changing rapidly, which it is, the precise direction the University Library should take would be difficult to ascertain.³⁰ The situation has caused work on the strategic plan for the University Library to move forward haltingly, in part, because of competition for resources.

Deteriorating collections are one part of the picture, as are library facilities that are unattractive, worn and overcrowded. The University Library has also suffered severe staff shortages as well as a general lack of university support. Staff shortages have made it difficult to collaborate with teaching faculty to promote information literacy. Some positive steps have already been taken toward turning this situation around. However, staffing at both professional and paraprofessional levels is still extremely thin.

In the face of dramatic needs, the slow revitalization of the infrastructure has resulted in *ad hoc*, piecemeal development and lack of coordination among the three individual libraries, online programs and information services. The problem has been identified and steps are being taken so that, in the future, improvements in these learning resources will be integrated.

While the New School University Library deteriorated over the last decade, the growth of the Internet and the World Wide Web produced a demand for access to web-based information resources along with new research practices and expectations. Many students, and perhaps some administrators, believe that students can do the majority of their research on the Internet. There is some truth to this. The quantity of reliable scholarly information on-line is increasing. Unfortunately, there is a far more dramatic increase in the volume of unmediated content, which easily overwhelms the untrained user. Needless to say, the "surf and capture" approach used by many students pressed for time and unskilled in research techniques too often produces poor results.

Getting information to students while helping to inculcate research skills is often a challenge. Web-based guides and online instructions provide a base level of learning. But once beyond the basics, many students need to consult a reference librarian to better understand how to focus their research and locate useful subject-specific resources. Unfortunately, one-on-one

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³⁰ For copies of university planning documents, notably *The Idea of Library at New School University*, and the results of several studies by the Office of Institutional Research of library utilization and user satisfaction see Provost Initiatives Exhibit.

help and information literacy training has become a casualty of chronic staff shortages, particularly in Fogelman Library.

In 1989 the American Library Association promulgated a set of information literacy competency standards. These have now been adopted, in shorter form, by accrediting agencies nationally. New School University has been taking steps to raise awareness of these standards both through the library web pages and the curriculum. But much work still needs to be done to assure that these efforts reach into the capillaries of the curriculum, the classroom and the practices of New School students. For example, if there is to be a serious commitment to information literacy, the University Library should have sufficient librarians to provide reference service during most hours of operation, including weekends and evenings, for on-site and distance learners.

The discussion of on-site access relates to only one constituency—those patrons who walk through the doors. Students in distance programs need to be served equally well. This includes teaching them how to do research, providing them with professional reference services, and giving them access to appropriate research materials.

Collections. Evaluating resources available to students and faculty is a multifaceted topic. Some resources will be on-site in different formats; others will be accessed via consortia or area public libraries; still others will be online in fee-based systems or available on the Internet at no charge. Adequate collections exist in some subjects but not all, the result of benign deprivation. Materials budgets for New School's library collections have been in a steady state for at least five years. Annual budget increases have not kept pace with inflation, and high price increases have further eroded purchasing power. In addition, some funds for purchase of new materials have been diverted to preserve existing, heavily used collections. Finally, support for new resources has typically not been included when budgeting for new academic programs. This is another case where lack of coordination in planning and development can lead to problems.³¹

The Consortium and User Access. The local consortium is often incorrectly viewed as providing access to all the necessary print and electronic resources not contained in New School libraries, with the exception of the focused materials needed to support programs at Parsons and Mannes. At present, only students in degree-granting programs have full privileges at NYU's Bobst Library. This is a serious limitation the roughly 8,000 non-degree students enrolled in courses at The New School each semester. These students often need access to videos at the Avery Fisher Center in Bobst. It is difficult to get these students admitted to Bobst and the Center and each time requires the intervention of a librarian.

<u>Familiarity with New School Resources</u>. On December 4, 2001, a focus group composed of 20 members of the Faculty Advisory Committee met with the University Librarian and the Provost to discuss the role and use of the university's libraries. It was clear that many New School faculty are not familiar with the extent of library services and resources, including those publicized and listed on library web pages. Faculty also mentioned in meetings of the

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³¹ To cite just one example, when The New School's graduate International Affairs Program was planned three years ago, little consideration was given to whether the university had sufficient library resources to support the new degree.

University Committee on Libraries (recently re-named the University Committee on Learning Resources) that many students do not know about either the library consortium or Fogelman Library.

The University Library offers seminars for teaching staff from across the university. Instructors have been quite positive in their evaluations of the seminars and have commented on how much they have learned. They said that these seminars provide an important opportunity to meet colleagues in other schools, and suggested that beginning and advanced seminars be held.

The University Library has actively and successfully targeted specific constituencies. A number of positive working relationships have been developed, including the Gimbel Library/Parsons Liberal Studies program, the Fogelman Library/Milano and Fogelman/New School Media Studies collaborations, and the Scherman Library/Mannes program. As a result, some faculty members are bringing their classes to the library for orientations and research seminars.

<u>Use of New School University Library</u>. Determining actual usage is a challenge. Historically, measures of use have been crude. Reviewing circulation or entrance gate statistics is not sufficient. Important data is often not taken into account, such as in-house use. For example, in 1999-00, over 97,000 items were borrowed at Fogelman Library, and an additional 68,000 items, or 70% of the total borrowed, were used in the library, for a total of 165,000 items used.³²

Reports of studies published in the library literature, as well as tax referenda, show that people actively support libraries and utilize them. Students use the libraries for many different purposes: for access to research and reserve materials, for quiet and group study, for the assistance of a reference librarian with their projects and research, for meeting friends and simply being together in a space that they view as belonging to them. All of these diverse uses were emphasized in planning visits to libraries at Baruch, Marist and Vassar Colleges, and at Polytechnic University. Seeing these libraries was both inspiring and dispiriting. Students appreciated beautiful facilities and used them heavily, whether at campus-based or commuter schools. In contrast, the unattractive state of New School libraries discourages community use.

<u>Planning for Improvement</u>. Prospects for immediate improvement do not look good. Last year, the University Library Committee discussed concrete ways to reconfigure the collections and enhance environments. This led to a proposal for merging Fogelman and Gimbel at the 65 5th Avenue site. A feasibility study for such a merger made it clear that much would need to be done to create an attractive, comfortable facility that would get the institution through the next five years. Critical to the success of this effort was the recognition that combining these two libraries should not be viewed as a way to cut staff. As was pointed out above, operations are so thinly staffed at present that everyone is stretched beyond their full capacity. That plan was shelved because costs were too great, strategic gains insufficient compared to costs.

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³² Not measured is the usage of online resources—library web pages, digital full text, and electronic indexes and databases—used in-house or remotely. Software could be set up to count this kind of use. Documentation of use would provide hard data that would enhance library planning.

Scherman Library, while having completely inappropriate facilities, so closely supports Mannes' academic programs that it will have to remain uptown as long as Mannes does. Some cosmetic improvements have been achieved in Scherman, and it may be possible to realize others. Unfortunately, these are band-aids.

Strategic Questions

The clock cannot be turned back to create anything resembling adequate collections at the university libraries. Nor is there the space to house such collections, even if funds were available. Careful consideration, with input from appropriate quarters, is needed to determine how to answer the following strategic questions concerning information resources:

- Which collections does the university want to develop? What materials should be held at the university's libraries, even though these might duplicate heavily used parts of the consortium, such as the NYU Bobst collection?
- What are the consequences of dependence on a competitor institution's library? While New School students and faculty utilize Bobst heavily, many do not consider it "their" library. What effect does this have on student retention and faculty recruitment?
- How can New School's Gimbel and Scherman collections be upgraded? To give a sense of the magnitude of the task, purchasing and binding a mere 2,500 items for the deteriorating collection at Scherman would cost approximately \$200,000.
- How much emphasis should there be on technology infrastructure? Can the university guarantee both a portal and a network that are fast and robust enough to do what is needed? Can they also support increased access to electronic resources?

Recommendations

- 1. The library staff must be expanded this year to include the following positions: one reference librarian each for Fogelman, Gimbel and Scherman; one systems/metadata librarian; and one learning resources librarian. With the present number of staff, it is difficult to even keep the libraries running. It is equally challenging to develop an information literacy program. Given adequate staff, the libraries could partner with teaching faculty to develop high-profile, high-impact activities.
- 2. New School students and faculty must have access to the resources they need for their studies, research and teaching. While the consortium provides a broad range of materials, it does not satisfy the needs of either the Parsons or Mannes communities. Nor does it satisfy all of the needs of the rest of the university community. The university must decide which areas of focus need on-campus support and take steps to provide this. It must further develop both the Gimbel and Scherman collections to ensure the viability of Parsons' and Mannes' programs.
- 3. Further integration of the university library must be an essential part of information technology planning. Fast and reliable portal and network environments, as well as up-to-date computers replaced and upgraded on a regular three-year cycle, are

- critical. Without these, the library cannot carry out even the most basic functions, nor will information literacy and digital library efforts succeed.
- 4. Library facilities are inadequate and unattractive. It is not just the appearance of the libraries that the administration must address: it is the very functioning of components that are important to the university's educational mission.
- The consortium contract needs to be reviewed and unmet needs addressed, including access to electronic resources and access to Bobst for a wider section of university community.
- 6. Development, budgeting and planning for library programs and information services must be increased and coordinated. Institutional support should be given to fundraising initiatives undertaken by and for the library, including a capital campaign in collaboration with the University Development Office.

PART 2: ANALYSIS OF TECHNOLOGICAL RESOURCES AND DISTRIBUTED LEARNING

Prior to 1990, the institution had, with exceptions, little computing capability. Indeed, the accrediting team that visited the New School in 1991 remarked that the institution "started late," but had the advantage of not being saddled with obsolete equipment. Between 1992 and 1998, the university moved aggressively to create a network linking most of its downtown facilities. The Knowledge Union was created in 1997, adding high-end video and audio. Both the University Computing Center (UCC) and the Center for Education and Technology (CET) were created in 1995. Investments made in this period total nearly \$30 million—a bold vision for an institution with a modest endowment.

In 1993 The New School attracted federal support for an innovative online educational resource called DIAL. For the first five years it was developed, funded and operated by The New School and used almost exclusively for adult education courses and conferences. In 1998 its operations were extended to serve the entire university, its management was centralized, and its name changed to New School Online University (NSOU). In fall 2001, NSOU developed and launched the university portal, an entry point for students, staff and teachers who want to use university resources like libraries, check on courses, access the Web, and communicate with their colleagues.

In 2001 the university acquired Luna Insight, a presentation software system with the potential for university-wide application. Currently, New School students and faculty have access through the Luna interface to approximately 200,000 digital images used in three pilot art history survey classes and foundation studio courses at Parsons School of Design. With its ability to support music and video and its library-compatible search features, this is a resource that can be expanded across various disciplines and curricula.

A Wireless Initiative (see Appendix D), begun in 2000, also stretches the New School learning cultures. Several academic buildings now support wireless communication between

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³³ The administration has funded \$1 million a year in recent years to upgrade and maintain software and hardware. Classrooms and student labs are high priorities.

user laptops and the university network. Faculty members at Parsons use wireless computing across the curriculum to teach students during the freshman year.

Another major initiative has been the development of presentation classrooms connected to the Internet described in Appendix D. Currently, there are 22 presentation rooms and six mobile projectors. This technology allows instructors to bring a wide array of electronic resources such as maps, illustrations, multimedia texts, sound files and databases directly into the classroom.

Survey of Current Resources 34

Distance learning courses are offered through New School Online University (NSOU). The mission of NSOU is to provide online, asynchronous learning support for existing academic divisions through a computer-conferencing teaching and learning environment available 24 hours a day, 7 days a week from any computer connected to the Internet's World Wide Web. NSOU is a virtual campus complete with courses, public events and programs, library access, student services such as advising, admissions and financial aid, and several social venues for extracurricular discussions. Currently, more than 3,000 students each year are enrolled in over 300 courses. Students are widely dispersed, residing in nearly every state and over 60 foreign countries.

Students enroll in courses for degree credit, general credit and on a non-credit basis. All interaction is online. Students participate in a one-week online orientation prior to their first course. Courses made available through NSOU are developed and administered by departments and faculty at The New School, Lang, Parsons and Milano.

All courses and online programs are interactive. Students and instructors "meet," asynchronously, in classrooms and project areas where they share information, ask and answer questions, and complete assignments. The academic standards for an NSOU course are comparable to traditional, on-site courses. Pedagogical strategies and techniques, while focused on the same goals, vary somewhat in response to the online environment. Most courses last eight weeks, and students studying for credit must complete assessment exercises (papers, tests, integrative projects, etc.), just as they would in the traditional classroom.

In addition to learner assessment, NSOU operates a regular program of self-evaluation, drawn from input gathered from student and faculty participants. Using a set of protocols developed specifically for NSOU by a team from the University of Michigan's School of Education, questionnaires and random interviews are used to collect data on the effectiveness of the interactivity, participant "comfort levels" in the environment, sufficiency of services and other aspects of the online experience.

NSOU also offers a faculty development seminar for all faculty teaching online for the first time. Instructors explore pedagogical, group dynamics and platform issues in the mediated

³⁴ A comprehensive inventory of university learning resources can be found in Appendix D. Information documenting NSOU user satisfaction can be found in the Exhibit Room in the Provost's Initiatives folder.

environment. Successful completion of the faculty development seminar is required for instructors scheduled to teach online for the first time.

New School University provides the faculty and students with additional facilities throughout the campus: the University Computing Center, the Knowledge Union and the Center for New Design, all at 55 West 13th Street; the Academic Computing Center at 65 Fifth Avenue; and facilities located in specific departments such as The New School Computer Instruction Center (CIC), and Parsons Photography, Fashion and Architecture. Computer facilities located at 55 West 13th Street are open for extended hours, during the last portion of the semester.

The University Computing Center (UCC), a student computer lab, has approximately 225 Mac and Windows stations, presentation classrooms, modeling and animation facilities, digital video and audio suites, and a transfer room. The facility is expansive, well suited to student needs, but heavily used.

The Knowledge Union (KU) houses advanced media labs including video editing, audio editing, 3-D modeling workstations, and an equipment center. Degree-seeking students petition for KU access beyond what is made available automatically through their program and course enrollment.

The Center for New Design (PSD) is a laboratory for innovative collaborative design and a forum for new ways of teaching design. This facility was established in 1999, but already it is in need of upgrade in hardware and advanced software.

The Academic Computing Center at 65 Fifth Avenue was created in 1986 with a focus on the needs of graduate students. There are three computing classrooms and an open lab area, with approximately 50 Windows 2000 computers. An additional 25 computer workstations reside in a Windows 2000 classroom located in the Fogelman Library. Both facilities are networked with standard research and productivity software including email and Internet connectivity. Degree-seeking students, faculty and all staff members with a current photo ID card have full access.

The Fashion Computing Center offers 42 workstations made up of Windows and Macintosh systems as well as scanners, and black-and-white and color printers. Software includes Lectra U4ia, Lectra Primavision, the Adobe suite and the Macromedia suite. The Fashion Computing center provides support for undergraduate, graduate and continuing education programs in fashion and textile design. The aim of the facility is to offer the most current, and widely used, industry standard software applications and equipment.

The Computer Instruction Center (CIC), located at 68 Fifth Avenue, is The New School's computer center. It houses eight computer labs, a mix of Macintosh, Windows, and Unix operating systems. The CIC is a networked environment with access to the Internet and email. Access is limited to students enrolled in CIC courses.

Outside the computer facilities, express stations with Internet access are available in the 4th floor lounge at 55 West 13th Street as well as the 66 West 11th Street locations.

Assessment of Academic Computing Resources

Part of the New School's mission is to support innovation and creativity; technology is an important element. To achieve that goal and maintain quality, the university must have a well-focused and strategically well-thought-out vision that integrates ongoing assessment and planning.

Faculty and students need to meet basic competency standards with hardware and software. The Center for Education and Technology (CET), established six years ago as a dedicated lab for faculty course development and training, is currently developing a series of workshops to support the academic curriculum. It begins with a basic hardware/software competency course and advances toward specific software applications designed to enhance the teaching and learning experience, both in and outside the classroom. This approach supports more school- and discipline-specific pedagogy, providing the faculty with means to incorporate new teaching methods. The CET works closely with the various schools' distributed learning coordinators to provide programming for faculty that will support departmental technology-based goals. While the CET works well and is highly valued by its users, it does not have the staff necessary to serve the needs of part-time and full-time faculty. Currently, there is only one educational technologist on staff.

Academic Computing provides training opportunities to the university community at large. Throughout the semester, User Services offers two- to three-hour introductory sessions in the use of productivity, graphical and statistical tools. Orientation sessions are scheduled during the beginning of the term and tutoring is available through User Services, in conjunction with Digital Design. In addition, technical support tips on common problems are made available to users online and in print form. The Knowledge Union offers orientation sessions to faculty on how to use the equipment presentation spaces at the University Computing Center and the Knowledge Union.

The university portal, launched by NSOU in the 2001-02 academic year, allows access to course materials, discussion features, file sharing, rosters, email addresses and announcement boards. The introduction of the portal has been successful, and many faculty members are incorporating it into their classes. But there are cross-platform and bandwidth issues to work out. Pedagogical discussion of how to use the basic tools (the discussion board, etc.) is limited and does not address late adopters who may be reluctant to use the technology.

Fall 2001, the university installed wireless computer access in select common areas and designated classrooms (with computer workstations, Internet access, and LCD projectors) throughout the downtown university campus. Great demand exists for "smart classrooms" and pedagogical initiatives to enable faculty to devise new teaching methods to take full advantage of this environment.

New pedagogical methods are needed to improve teaching and learning. Students are entering undergraduate school with greater skills in this area. It is necessary for the faculty to

upgrade skills. To expect this in the absence of comprehensive training, especially for our many part-time faculty members, is unrealistic.

Often technology initiatives are implemented without addressing the additional technical support issues and personnel they will require. When problems occur and faculty members are made aware of the lack of necessary support, they are less likely to participate in teaching initiatives. The lack of training and development of trouble-shooting guides for hardware and software can leave faculty feeling stressed, unprepared and unwilling to engage students with the new presentation methods. Consequently, additional technical support and published guides would provide incentive for faculty to participate in new teaching initiatives and assure better allocation of personnel resources.

Need exists, too, for additional equipment and equipment upgrades for in-class use and for student use outside the class. Consistent complaints from the faculty suggest that basic items such as slide projectors, VCRs and monitors are often not provided when requested, do not arrive in a timely fashion, or do not work properly when they arrive. The state of basic equipment is one issue, service provided to instructors is another. When you consider that slide projectors and screens must be requested from the Facilities department, while VCRs and sound equipment are provided by the A/V Department, it's clear that consolidation and centralization of services is needed. The mechanism for equipment requests needs to be systematized so that the procedure for requesting, maintaining and upgrading equipment is standardized across campus.

Recommendations

- 1. The university must continue to address cost and availability of space for new technology through careful re-purposing and use of existing space.
- 2. The institution has been more effective in making capital improvements than it has been in funding staff to support users of these improvements. In the past two years, an effort has been made to increase staff and support services.
- 3. While at the Milano Graduate School and the Graduate Faculty, planning is underway to support network access to high-capacity computing for teaching and research, the university must do more to support undergraduate, graduate and faculty research.
- 4. The administration must make across-the-board technology support a goal for the next phase of development. In the past, the university tended to develop "pockets of excellence" in technology deployment and integration. This has led to an environment in which some groups of students do not have the same level of access to, or practical experience with, information technology. Through wireless access to the network, positive steps toward more universal access are underway.

CHAPTER 5—STUDENT SERVICES: STUDENT AFFAIRS AND ENROLLMENT SERVICES

For the first 40 years of its existence, the New School for Social Research was dedicated to providing an adult population with the opportunity for personal enrichment and intellectual stimulation. Because of this, the institution had less need to provide services associated with student affairs. For the most part, students did not seek housing or health services, nor did they look to the institution for assistance making contact with peers through organized social activity. Rather, they looked to the institution to engage them in conversation and debate. Once outside the classroom, contact with the institution was minimal. But the students we serve have changed and so have their needs. Dramatic changes described below in Part 1 have been made over the last ten years in student affairs. Most recently, this fall the university reorganized enrollment services, an ongoing process described in Part 2.

PART 1: STUDENT AFFAIRS

New School University in 2001 has a degree student population of 7,100; of that group 3,900 are undergraduates. Three schools—The Graduate Faculty, Eugene Lang College and The New School—focus on the liberal arts. Five professional schools—Parsons School of Design, the Jazz and Contemporary Music Program, Mannes College of Music, Actors Studio Drama School and the Milano Graduate School—offer focused education in the arts, design and management. The students who enroll at the university have chosen to do so because it is an institution with a commitment to artistic and intellectual freedom, and because the schools within it are exceptional. They are also attracted to New York City and its wealth of resources. They bring a clarity of purpose to their academic pursuits and the self-motivation necessary to succeed.

New School students also bring certain expectations and demands. Many seek to be active participants in the decisions that affect their academic pursuits. Many seek ways to volunteer time and energy to improve and enrich the lives of those in the surrounding community. Many seek guidance as they contemplate career changes. They desire independence, both in and out of the classroom; however, the large and growing number of undergraduates (many of whom are under 25 years of age) require services such as housing, health care, meal plans, recreation, career services, special student needs and social activities. These are the services one normally associates with student affairs.

Until 1994 student affairs resided primarily within the schools. Few opportunities existed for students to meet peers in other divisions. Duplication of effort was considerable as each school developed its own orientation, handbook and career workshops. In 1994 the university began to bring together these activities with the appointment of an Assistant Provost for Student Affairs. In 1997 the first Vice President for Student Affairs was appointed, underscoring the institution's commitment to provide students with pivotal support services and to carry a voice for them to the institution's highest levels. It responded to the changing

composition of the student body and affirmed the intrinsic value of creating opportunities for students to cross school boundaries.

Student Affairs services and programs were centralized under the Vice President for Student Affairs during the summer of 2000. The goals for this restructuring were threefold. The first was accountability. While centralization would not automatically result in better accountability, consistency and standardization could more easily be managed through one office, rather than many. Second was the desire to enhance services to students. Rather than maintain many generalists, centralization would allow the appointment of experienced administrators in areas deemed vital, ultimately building depth in areas such as student rights and responsibilities, student disability services and student development. Third, centralization would mean increased and convenient access as offices were relocated and clustered together.

As part of the restructuring, a mission statement was developed:

At New School University, the mission of Student Affairs is to foster the intellectual, artistic, cultural and social development of our diverse student body. Through the creation of purposeful out of classroom experiences and services, Student Affairs seeks to integrate constituencies and build community in partnership with students, faculty and administration. Here, students are challenged to take responsibility for building an environment dedicated to the principles of fairness, civility and diversity.

Today, in 2002, the current program structure of student affairs is as follows:

CAMPUS LIFE

Housing
Medical Services
Counseling Services

STUDENT RESOURCES

HEOP Disability Services Intercultural Support International Student Services Career Development

STUDENT DEVELOPMENT

Orientation
Events & Workshops
Recreation
Student Leadership
Student Organizations

STUDENT RIGHTS & RESPONSIBILITIES

Discipline Student Government Policies Citizenship Education "Ombuds"

COMMUNICATIONS

Handbook Web Site Information Boards Newsletters Brochures Mailings

Students Served

New School University enrolls several categories of students.

<u>Undergraduates</u>. Traditional undergraduates comprise the largest group of students on campus. These students come directly from high school, or from no more than two years at another college. They are separating from family and learning to live independently. The college years represent a key time in their social development. Parents have a keen interest in their lives and look to the university to serve *in loco parentis*. While many students obtain jobs to help pay for college, the educational experience, broadly defined, is their main focus during the time they are here. Undergraduates also include working adults, on-line students and general credit/certificate students. These are older students. Many are employed full-time, and many have families. They are on the campus primarily for classes. In fact, some are not physically here at all. School is only one aspect of these students' lives. Academic and career issues are of utmost importance. The university's *2001 Fact Book* shows a substantial increase in this population over the past five years.

	Enrollment
	530
	2,352
	111
	588
	168
	249
	43

<u>Graduates.</u> Full-time graduate students often come directly from college. Most are taking a full course load and, therefore, spend many hours each day on the campus. Like traditional undergraduates, the educational experience is the main focus of the time in which they are here. Part-time graduate students, like undergraduate working adults, spend less time on campus. School is but one piece of these students' lives. Academic and career issues are of utmost importance. This population also has increased over the last five years as shown next.

Enrollment Degree & Diploma – Graduates	1997 2,915	2001 3,120	Change 7%
Graduate Enrollment by Division in 2001			Enrollment
The New School			623
Graduate Faculty			1,041
Parsons School of Design			422
Milano Graduate School			664
Mannes College of Music			161
Actors Studio Drama School			209

<u>International Students</u>. Throughout our undergraduate and graduate student populations are international students. In fact, more than 20% of the degree student population comes from countries outside the United States. These students leave family and culture behind. They may be unfamiliar with the English language and with this country's educational system. They require special support.

International Student Enrollment Fall 2001	Number	% within School
The New School	146	12.7
Graduate Faculty	304	29.2
Parsons School of Design	848	30.6
Milano Graduate School	26	3.4
Eugene Lang College	15	2.6
Mannes College of Music	159	48.3
Actors Studio Drama School	27	12.9
Jazz and Contemporary Music Program	50	20.1
Joffrey/NSU Dance Program	1	2.3
Total	1,576	22.0

<u>Students of Color</u>. Throughout our undergraduate and graduate student populations are students of color. More than 20% of degree students are students of color. These students often feel isolated in the classroom. They seek ways to bring their culture to this community and actively pursue having a voice on issues they deem important.

Students of Color Enrollment Fall 2001	Number	% within School
The New School	231	20.0
Graduate Faculty	161	15.5
Parsons School of Design	776	27.9
Milano Graduate School	292	37.6
Eugene Lang College	123	20.9
Mannes College of Music	33	10.0
Actors Studio Drama School	36	17.2
Jazz and Contemporary Music Program	47	18.8
Joffrey/NSU Dance Program	5	11.6
Total	1,704	23.7

Services and Programs

Student Affairs offers a growing range of services and co-curriculum programs.

<u>Orientation</u>. Each academic division presents an orientation program for new students. School orientations introduce students to key faculty members and staff. Specific sessions may focus

on classroom expectations or research requirements. Academic advising and registration are covered. In many cases, there are also social events. Fall 1995, as part of the effort to provide opportunities for students to cross divisional lines and meet one another, a university-wide orientation program was initiated. There were 11 events, including the first Block Party. The program was considered a success.

Fall 2001, there were 35 university-wide orientation events. Many of the sessions were informational such as the Apartment Search, Computing Orientation, Library Orientation, Job Search, Federal Loan Workshop, and Student Health Services Fair. Other events focused on the needs of certain groups such as the International Student Orientation, Students of Color Orientation, Basically for Women, and New School OUT. Some addressed urban issues such as Get to the Core of the Big Apple; Stay Safe On and Off Campus; Introduction to NYC Government, Politics, and Media; and Living in the City. And, there were social events such as the International Student Reception, Reception for Students of Color, Graduate Student Reception, and the Block Party.

To strengthen a first time freshman's connection to the institution between the time of deposit and the start of classes, a new program was initiated for fall 2001. Welcome Weekend was designed to introduce first time freshmen and their families to college to the university, and to New York City. Activities were designed to afford a variety of opportunities for students to meet one another, socialize and begin to develop friendships in a relaxed setting. In addition, students were encouraged to make connections with the offices that would best serve them in times of crisis during the academic year. A separate program of activities was held for the parents.

Housing. Student housing, described in Appendix E, has been available at New School University since the 1970s, when housing was provided to students at Parsons School of Design and the Seminar College (now Eugene Lang College). Leased space in a loft building facing Union Square Park and apartments located on East 9th Street provided these accommodations. In the 1980s, a student housing office was created and housing staff launched an effort to develop a listing service to assist students in their search for off-campus housing. In 1989 a new facility owned by the university opened its doors. The need for student housing continued to grow through the 1990s. In fall 2001 a new leased facility opened its doors, and, in fall 2002, a second facility opened.

New School University has recognized the important role played by student housing and is committed to its continuation and expansion. This has not always been the case. Historically, as an institution dedicated to providing the adult population with the opportunity for personal enrichment and intellectual stimulation, there was no need to offer student housing. In the last 30 years, however, the number of degree students has grown and the composition of the student body has changed. Student housing has, in part, made this evolution possible. Student housing has been a critical factor in the evolution of the university as it exists today. The academic schools and colleges are able to recruit, enroll and retain students from all parts of the world and from all social and economic strata because there is student housing. By offering a safe, convenient and service-oriented living arrangement, student housing provides essential academic support. The supportive environment encourages personal growth and stimulates connections with peers. Student housing is an essential component of the overall

educational experience. Together with the other key facilities, it forms a campus in an urban setting.

Health Services. In 1994 the university created a university-wide student health services program, which included a primary care clinic staffed by medical and counseling professionals, a low-cost group health insurance plan and immunization oversight. The student health services program supported degree-seeking students who needed basic health care. Enrollment in these services varied by academic status and required a semester or annual payment. Today the student health services program continues. Additional space has been allocated to accommodate counseling staff. Clinician hours have been extended to increase access for students. Changes in plan administrators and expanded coverage have provided students with an enhanced insurance package. Medical services include primary outpatient care such as diagnosis and treatment of illness or injury. Routine gynecological consultation and treatment are available, and routine laboratory tests are performed. In addition, prescriptions may be written following consultation. Complicated cases are often referred to medical specialists whose services are known to the professional staff. The medical services staff includes licensed nurses, physicians, physician assistants and nurse practitioners. Counseling services provide short-term therapy. A psychiatrist is available to conduct evaluations and prescribe medication where necessary. When long-term treatment or specialized treatment is advised, a referral is made to a professional whose services are known to the professional staff. The counseling services staff includes psychologists, psychiatrists and clinical social workers.

International Student Services. Prior to the summer of 2000, there were four international student advising offices within the various schools. These offices have now merged into one Office of International Student Services, providing technical services, coordination and liaison services, and counseling and advising services. A team of international student advisors assists with the multi-step process of obtaining a visa, which includes issuance of the Form I-20. They advise students about employment, course loads, travel, practical training, tax returns, immunization, health insurance and maintaining legal INS status. They offer ongoing programs and activities to ensure that international students have the necessary tools to succeed both in and out of the classroom. There are also programs that educate staff, faculty and other students about international student issues. International Student Advisors serve as referral sources for those who require special support.

Student Organizations and Activities. Prior to 1998, all student organizations were attached to a particular academic division (described in Appendix E). Since that time, the policy on recognized student organizations has been amended to promote university-wide organizations. In fall 2001 there were 14 such organizations. These groups have access to space for meetings and activities as well as access to funding to support their endeavors. Almost all of the departments within Student Affairs program activities for students. These may be information sessions, social events, cultural programs or lectures. Some of the activities occurring during the 2001-02 academic year include:

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[&]quot;Spiritual Café" - An evening with some of NYC's spiritual leaders

[&]quot;Got Résumé?" - Find your passion, where the jobs are, win the interview

[&]quot;Students of Color Network" - Communicate, share, connect

[&]quot;Basically for Women" - Women in the arts

"Friday Coffee House" - Live music, free coffee and homemade desserts "Women's Body Image Group"

Movies and Discussions for International Students

Student Disability Services. Until May 2001, the student affairs administrator at each school served students with disabilities. In an effort to improve, standardize and expand services, a Director of Student Disability Services was appointed in May 2001. The Director has provided services to students that include assistance with grade appeals, notification letters for instructors and coordination of academic accommodations. The Director has also conducted information workshops for students and faculty. A faculty handbook and student handbook were developed and distributed in fall 2002.

<u>Career Development</u>. To provide basic service and programming for students in those schools that do not have offices of career services, a Director of Career Development was hired during the summer of 2001. The Director maintains a job board and offers ongoing programs on resume writing, interview techniques and finding employment.

Intercultural Support. For many years, the university annually appointed a Bridge Advisor to Students of Color. The Bridge Advisor, a part time employee working 16 hours per week, served as an advisor to individual students of color who desired assistance in solving problems and who sought to know how and where to raise a concern. To expand and strengthen this service, the university created the Office of Intercultural Support during the summer of 2002. This office, fully staffed with 35 operating hours throughout the week, will now continue the work of the Bridge Advisor. In addition, the office will support student of color organizations and promote programs and workshops to address the needs of this population.

PART 2: ENROLLMENT SERVICES

Before fall 2001, the offices that comprise enrollment services were not managed as one unit. Rather, each held a distinct place in the university's organization. The Bursar reported to the Executive Vice President whereas the Registrar, Registration and Records as well as Financial Aid reported to the Provost. And the eight admissions offices each sat under the dean of the particular school. While the offices worked together toward the common goal of enrolling students, boundaries were placed around the responsibilities of each. To students for whom the process of enrolling is "one event," this insular approach was confusing and frustrating.

The university appointed a senior administrator summer 2001 to supervise university admissions. The assignment was to standardize data input, facilitate reporting and enhance communication across schools regarding admission strategies and policies. With the challenges attendant to organizational change coupled with the implementation of the new student information system, BANNER, and hampered by the events of September 11, the task of creating better communication and more efficient administrative techniques became tedious. Progress was much slower than expected. In addition, while no one disagreed regarding the concept of centralization and improved coordination, debate arose over specific policies and practices.

Summer 2002 brought new changes. The administration, recognizing the strong service connection among the separate offices, reorganized the reporting structure. Now the Registrar, Registration, Records, Bursar and Financial Aid report to the newly appointed Senior Vice President for Student Services. School admissions offices still report to the respective dean, but an Office of Enrollment Management, also reporting to the Senior Vice President, would emerge to facilitate communication and cooperation among all of the admissions areas. This new group of offices is now called Enrollment Services. The university had intended to devote an entire chapter to enrollment management, with empirical studies of retention and enrollment trends. For the reasons described earlier, that goal was unworkable. While data on enrollment trends exists (see Appendix A as well as the University 2002 Fact Book), we are not able to show analyses of these trends. Protracted discussions in the Officers Meeting have led to retention becoming a serious topic. For the larger schools, enrollment growth has not been the struggle it has been in other institutions. Possibly the university had not needed to look closely, like their peers, at retention because new students were reasonably easy to find.

Summary of Accomplishments for Student Affairs and Enrollment Services

- Doubling of on-campus housing availability
- Establishment of a student health services program
- Creation of a comprehensive and unified student handbook
- Development of a university-wide welcome weekend for first-time freshmen and a university-wide orientation program for all new students
- Initiation of university-wide recognized student organizations
- Restructuring in Student Affairs has enabled the establishment of offices of international student services, student disability services, and career development
- Creation of the Office of Intercultural Support
- Restructuring the offices within enrollment services
- Developing the Office of Enrollment Management

Challenges for Student Affairs

Good progress establishing a new university office has been made, but challenges remain. Students and families continue to "shop" for colleges. While their primary focus is on the academic program, they evaluate the services and programs in Student Affairs. Often ancillary services play a determinative role in the decision to enroll. The university must continue to meet high expectations and real needs in order to recruit and retain a diverse and talented student body. On-campus housing opportunities have expanded, and a student health services program was initiated. There is now a comprehensive student handbook and a university-wide orientation program. There are centralized offices for student disability services and career development. The focus here, however, has been primarily on the needs of traditional undergraduates. It is now time to begin to assess the needs of the adult learner and develop appropriate services and programs for them.

After seven years of building and strengthening programs and services, it is time to measure success. New students have expectations of what the college experience will be like. It is important to determine what these are, and then to measure how well the institution is able to live up to them. The university should engage in ongoing assessments of student expectations and experiences, and it has started to do so. At the start of the fall 2002 semester, the university conducted the CIRP survey, designed to measure the expectations of first-time freshmen. Later in the fall 2002 semester, a survey will be conducted to measure student satisfaction with services. eing an urban institution, space will always be limited at New School. The allocation of space, however, can impact the ability to deliver quality services. If all of the programs and services of Student Affairs were located under one roof, students would be able to take care of various needs without shopping from one building to the next. In addition, services would be available as long as buildings were open offering access to both day and evening students. If there was a university-wide student center, students would have more opportunity to connect with their peers outside of the classroom. Now, students congregate in cafeterias and local lounges. A university-wide student center would enhance a sense of community. The creative and productive utilization of limited space is essential.

Goals for Enrollment Services:

- To permit every new student a seamless entry to the university, enhancing communications and collaboration among the offices from time of inquiry to arrival.
- To offer a self-service environment to all students, using technology so that a student can register and pay online as well as obtain grades, account balances and course schedules.
- To facilitate the search for answers and resources for all students, creating a student t information center to service prospective and current students.

Recommendations

- 1. Recognizing the important role student affairs plays in recruitment and retention, continue to strengthen the programs and services now in place.
- 2. Begin to focus on adult learners and part-time graduate students who spend little time on campus, and develop new or enhance current programs and services.
- 3. Create an ongoing assessment program to measure student expectations and program success.
- 4. Explore the feasibility of consolidating offices for student affairs and creating a university-wide student center.
- 5. Develop a positive relationship among the offices of enrollment services, focusing on the needs and perspectives of students.
- 6. Move toward the implementation of a one-stop shopping environment where students can resolve problems and obtain vital information without visiting multiple offices.

CHAPTER 6—UNIVERSITY ORGANIZATION AND GOVERNANCE

New School University has grown dramatically in size and complexity. In response to unprecedented growth over the last decade, and the increasing disciplinary diversity of its faculty, students and staff, the institution has created new vehicles for internal communication and shared governance, both within individual schools and in the university. It has made significant strides toward an administrative plan that aspires to increase collaboration and centralization of university services. This period of organizational growth and transition has been a time of inevitable organizational tension and uneven development. One of the university's greatest strengths—the diversity, talent and experience of its students, staff and faculty—also poses one of its greatest challenges. The process of creating the necessary governance and administrative systems to smoothly operate eight independent schools, as one whole, has been difficult and is ongoing.

The following sections provide a brief history and a description of the current status of the organization, administration and governance at the university and in the schools. They also offer an analysis of the implications of this status—both strengths and limitations—for the effective functioning of a university. No comprehensive review was done of the university's administrative plan. The subcommittee focused on human resources functions and staff development. The report concludes with recommendations to help correct existing deficits.

PART 1: BRIEF HISTORY OF ORGANIZATION AND GOVERNANCE

In 1991 the Middle States team made the following observations about the organization and governance of New School: 1) It is "a collection of highly autonomous divisions with relatively limited intra-institutional operation and coordination"; 2) "Perhaps less well developed are student services … New School relies to an unusual degree on oral information exchanged in group settings"; and 3) "The Trustees are impressive by any standards that can be applied… The problems of inadequate horizontal communication below the level of the deans and officers are compounded by the absence of good vertical communication in several of the academic divisions."

Five years later, in July 1996, a review by two external reviewers from Middle States concluded that "the university has made substantial progress in achieving its goals and in addressing the concerns and recommendations of the 1991 evaluation." They found that "the institution has built lines of communication and strengthened the formal structure for university-wide participation in the consideration of issues facing the university and/or the academic divisions through the establishment of university-wide advisory committees for faculty, students and staff and alumni; as well as student advisory committees in several functional areas such as computing, financial aid, health services and housing. Significant communication building was also achieved within the academic units."

Then, in April 1997, a mobilization by some faculty and students from the Graduate Faculty and Eugene Lang College led to the initiation by former university president Jonathan Fanton of a process of self-assessment at the university and school-wide levels regarding governance. The reports of the school-wide governance task forces cite different observations from the different schools, but three major findings were consistent across schools:

- 1. "The number of students who participate on committees and councils is too small...

 The divisions need to move to the next level in their efforts to communicate effectively with their constituencies...[and achieve] a greater utilization of the campus computing network for inviting and facilitating involvement..." (6, 9)
- 2. All agree, "It is difficult to secure the participation of part-time faculty who often cannot justify the investment of time in unremunerated committee work... It is not easy for part-time faculty members to assume the extra responsibilities of committee services." (6, 7)
- 3. Many considered "ways to strengthen communication among the administrators, faculty members, students and staff of the division, and several proposed the establishment of new advisory councils to facilitate consultation and ensure that part-time faculty and students are heard." (9) 35

Progress has been made on all three fronts, but more remains to be done.

PART 2: CURRENT STATUS AND MAJOR CHALLENGES

New School University is still in an emergent state as a university, but the subcommittee's process of self-assessment revealed that progress continues to be made on the organization, administration and governance of the university. In this section, we present the current status and the remaining major challenges as identified by the subcommittee.

Governance: The Trustees and Boards of Governors

The Board of Trustees is engaged and committed to its responsibility to the university. In the last 18 months, the trustees have shown increased attention to strategic planning and the university's future (see Appendix F). They recognize that New School University is still in transition from a group of independent divisions to a coherent but complex institution of higher learning. They also acknowledge that this type of organizational transition—which is in all cases challenging—has been complicated by the arrival of new leadership, i.e., a new president, new vice presidents, and several new deans.

The trustees, as the lead governing board of the university, were instrumental in ensuring the institution continued to function smoothly during the two-year transition period between presidents. A trustee-led search committee took responsibility for identifying the new president. Philip Scaturro, a trustee, served as university chancellor during the transition and,

³⁵ New School Discussion Papers, *Number 30: Reports of the Governance Task Forces*, Spring 1998. See governance exhibit.

together with the provost and executive vice president, formed the Office of the President. The new president's official appointment was effective January 2001.

As evidence of a strong commitment to ensuring a smooth transition for the new president, Robert Kerrey, the trustees held a board retreat for the first time in academic year 2001-02. The retreat gave the new president and new trustees, as well as the older trustees, an opportunity to focus collectively on the university's mission, on future strategic planning and on proposed new budget rules. Other retreats are planned for the future.

The full board meets four times a year and consists of 49 regular trustees, four life trustees and the president. Ten new trustees were confirmed since January 2002. The major decision-making arm of the board is the 21-member executive committee, composed of the chairs of the trustee committees, the chairs of the boards of governors, the seven officers and several long-time members. The executive committee has traditionally met six times a year and more when warranted. As of July 2002, it will meet five times a year. In addition to the executive committee, 12 standing committees meet three to four times a year. These include the audit, budget planning, and development committees, among others described in Appendix F. The goal of each of the committees is articulated in the by-laws. These committees propose policies and actions to the executive committee and the full board for approval.

The board is guided by well-articulated by-laws, which are reviewed on a regular basis. They were adopted in 1983 and amended in 1983, 1986, 1987, 1988, 1989, 1994, September 1995 and December 1995. Further amendments are planned for the academic year 2002-03. Any changes in the organization of the board or university lead to an amendment of the bylaws. The by-laws are available to all members of the university community by submitting a request to the Secretary of the Corporation.

Trustees are expected to show regular attendance at board meetings, actively participate as chair or member of one of the standing committees, participate on one of several Board of Governors, assume leadership roles after some time on the board, attend university events, and make monetary contributions to the university. The evidence shows that the trustees of New School University work hard to fulfill their responsibilities. Each board member is assessed a year prior to the expiration of his/her term. The assessment is the responsibility of the nominating committee, with direct input from the president, who meets individually with the trustees under review. The trustees also have a defined process for evaluating the president every four years.

To facilitate the work of the trustees, the Office of the Secretary of the Corporation initiates orientations for all new trustees and is completing a handbook that compiles information that trustees need—such as the by-laws and conflict of interest policy—to perform their function well. The Secretary and her staff serve as liaisons between the university administration and the trustees. The Office handles all preparation for committee and full meetings—a minimum of 42 individual meetings a year, prepares all the minutes of these meetings, organizes all university events that involve the trustees, and manages retreats, orientations and all other contact with the trustees. The office also facilitates interactions between the trustees and the president and other officers of the university.

The board has established formal channels of communication with the administrative officers of the university and, to a more limited extent, with the deans. The university officers and deans attend all full board meetings; they are excluded from participation in executive sessions. The university officers consist of the executive vice president, the provost, the secretary of the corporation, and six vice presidents. There are currently two vice president vacancies. The officers report that the trustees are fully informed and responsive.

The trustees' relationship with the deans is different and less developed. The deans have been participating in board meetings since the fall 2001 but, as the Governance Exhibit depicts, the most direct avenue of communication between the trustees and the deans of the various schools is through the trustees' work with the division-level boards of governors. While the deans attend all full board meetings and are invited to some of the committee meetings, their only direct link to the trustees is to those trustees who are also governors of individual divisions.

A Board of Governors, also described in Appendix F, provides counsel and support to each academic division. Beginning in September 2001, the president began a campaign to enhance the authority and involvement of the Boards of Governors within the seven schools and the Jazz and Contemporary Music Program. This effort remains a central focus in the 2002-03 academic year. Governors are appointed by the trustees for a three-year term and may be reappointed for one additional successive term.

In October 2001, the guidelines of the Boards of Governors were revised. The major revision was to change all the names to Boards of Governors (two boards were previously called Boards of Governors, the rest Visiting Committees), thereby sending a signal that members were not just advisors but governors. The revisions also included trying to keep the size of the boards to 25 members—so that they do not become unwieldy or ineffective because of a large size. A further amendment to the guidelines in 2002-03 is being considered to allow a chair of a Board of Governors to be a non-trustee, which would encourage the development of leadership within individual boards. The Chair of the Board of Trustees and the president of the university continue to serve as ex-officio members of each Board of Governors.

This academic year, for the first time in the university's history, a joint Board of Trustees/Boards of Governors meeting was scheduled for October 23, 2002, followed by a reception, designed to bring together the trustees and boards of governors to encourage communication on university-wide issues.

Deans meet with the individual board of governors of their division three to four times a year. Members of the Boards of Governors are expected to attend meetings, be familiar with the mission, departments and facilities of a division, work on specific projects as specified by the dean, participate in special events of the division and to serve as divisional and university representatives in the larger community. There is, of course, variation in how often and in what ways the boards of governors interact with the different divisions. The goal in all cases, however, is to increase interaction between the trustees and each division's leadership and to make each board of governors effective and the members committed to their roles.

An important part of the governors' jobs is to fundraise for the individual schools and university. All members of the boards of governors are expected to make a contribution to their division's annual fund—the contributions vary by division, ranging from \$1000 to over \$10,000 annually (the contributions are not mandatory but strongly encouraged). All trustees are expected to make a contribution to the university annual fund.

Challenges

Growth of the University. The university community needs a clearly articulated vision from the trustees on the ideal relationship between revenue generation, mission and size of the university and its administration. Some faculty, students and staff have expressed a concern that revenue generation may be driving some of the major decisions made by the university's leadership. This past academic year the trustees and the boards of governors were involved in discussing the deans' five-year plans. This conversation needs to be continued and expanded to include input from faculty, students and staff.

<u>Communications</u>. The trustees take their responsibilities seriously, but there are existing challenges of communication and governance that need to be improved. The mechanisms currently in place to facilitate direct input to the trustees and governors from faculty, senior staff and students of the various schools are inadequate.

The university officers prepare the agendas for the board meetings but there is no equivalent mechanism for getting input to the board agendas from the faculty and senior staff. Some trustees have extensive links with the university and/or particular schools, but for the most part the boards of governors serve as the main bridge for direct exchange of ideas between the trustees (who serve as governors) and the deans of individual divisions. This venue permits little more than occasional reporting to the governors from invited faculty members. We recommend that in the future, representatives from the elected Faculty/President's Committee and/or its predecessor be invited participants at one or more board meetings. In addition, the trustees may want to invite faculty and senior staff (full and part-time) to be active participants (more than reporting) in at least one board meeting annually. When they are invited to participate, the board meetings should be organized around major academic and/or administrative themes of particular interest to the faculty and/or staff. Alternatively, faculty and senior staff with relevant expertise may be invited to participate in some of the meetings of the standing trustee committees.

Board officers met this year with representatives from the university-wide student advisory council and began a conversation on how best to increase student-trustee contact. Tentative agreement has been reached on inviting representatives of the Committee to attend at least one full board meeting a year as observers, as well as to meet with the trustee officers several times a year. Additionally, the Committee on Student Affairs, a standing committee of the Board of Trustees, meets regularly with students. We recommend that one or two trustees participate in an annual meeting of the student advisory council.

These are just some examples of ways to increase the direct communication between trustees and other key members of the university community; there are many other possibilities. Faculty, students and staff should be encouraged to recommend more ways for increasing their involvement with trustees and governors.

<u>Diversity</u>. Last year the nominating committee of the board decided that one of its key objectives for the next few years will be to increase the diversity of the board. The members have paid particular attention in the last year to attracting more trustees who are women, of varying ethnic backgrounds (e.g., Hispanics), who have corporate sector expertise and who are likely to make substantial contributions to the university. In an effort to enhance board diversity, the president has written to each trustee asking them to recommend a diverse pool of candidates for the board and boards of governors. In addition, the president and the Office of the Secretary are initiating contact and welcoming members of racial and ethnic-identified organizations and minority-based civic and cultural organizations to get to know the university. Progress toward increased board diversity has been incremental. From October 2001- October 2002, the university elected ten new trustees (in addition, four trustees—all male and non-minority—left the board). As a result, the number of women on the board has increased from nine to twelve; and the number of racial/ethnic minorities has increased from seven to eight. The board has also seen an increase in new trustees under the age of 50.

Governance: Administrative Officers, Faculty, Staff and Students

In his first year, President Kerrey modified the avenues of communication with the university trustees and with the senior administrative officers (provost and vice presidents) by making them more informal and inclusive. He meets regularly with the executive committee of the board, with boards of governors, and with trustee committees. He meets weekly with the provost, secretary, and vice presidents of the university. The purpose of these weekly meetings is to review major decisions that have to be made, share information from various school boards and committees, prepare the agendas for the trustee meetings, and exchange suggestions. It is also the major collaborative vehicle for problem solving and decision-making. Sharing authority seems to exist at this level of governance and lines of communications are fluid.

Prior to this academic year, the president formally met with the deans and officers once a month. This academic year the president revised the schedule so that he and the deans meet more frequently. The purpose of the meetings is to exchange information and share advice. The monthly deans and officers meeting will continue, but the president will also meet at least once monthly just with the deans. He also has begun an informal series of dinners with the deans. The first was held September 2002 and a second is scheduled for November 2002. The practice will be continued at least into the spring semester. These more frequent exchanges with the president should result in a greater role for the deans in the major decisions that affect their schools. In the last academic year (2001-02), the deans also chose to hold monthly meetings alone to discuss their common agendas.

The avenues for expression of staff, student and faculty views in university and school governance are more limited than those available to the deans—though progress has been made. In the last five years, there has been an increase in the formal channels of communication between the president and administrative officers of the university, and faculty—as well as between students and faculty. For example, there is an informational meeting of the entire senior staff of the university that includes all administrative directors and coordinators with the president and his senior officers four times a year. Another example is the expanded use of on-line communications, including the creation of a more sophisticated website, more frequent and regular mass email announcements and mailings to all members of the university. University Seminars described in Appendix F are another forum for communication.

Second, in 1997, the Associate Provost for Student Affairs was promoted to Vice President for Student Affairs. Creating a more senior officer position to represent the voice of students was a direct response to early criticisms from students that they had no representation in university policy.

Third, new advisory committees for both the university and its colleges were formed. At present, formal university-wide and school-wide committees exist for the faculty, students and administrative staff to exchange information. The three university-wide committees—the faculty advisory committee (FAC), the student advisory council and the staff advisory committee—meet once a month. The student advisory council, to which each school elects or appoints representatives, meets with the Vice President for Student Affairs; the Staff Advisory Committee (an appointed body) meets with the Vice President for Human Resources. In addition, a senior staff meeting is held on a regular basis.

The Faculty Advisory Committee (FAC) has met monthly since 1993. It consists of appointed representatives from each of the schools. During his tenure, the former president chaired all the FAC meetings and the provost was present. The purpose of the meetings was to share information and to seek input on academic and administrative matters likely to affect the faculty and teaching. In academic years, 1999-2000 and 2000-01 the Provost chaired the FAC. This changed in April 2002 when the new president assumed the role of FAC chair. As described in the following section, the Faculty/President's Committee has replaced the FAC.

Challenges

University governance systems are still evolving. While the new management venues have increased information flow across the university and within the schools, they have not substantively increased the sharing of decision-making and authority across the university. If, as was stated in a 1997 university governance report at the "heart of a strong... governance system is the frequent and informed involvement of faculty, students, staff and senior administrators in the consideration of the issues confronting their academic division, especially when the discussion in and among these groups is based on wide consultation and broad and effective communication," then the university has yet to fully realize its governance system. There is no university-wide governance structure that provides the means through which policy is developed and authority assigned, delegated, and shared in a climate of mutual support.

What is lacking is an effective avenue for vertical communication (from top to bottom and vice-versa) and sharing of decision-making. There is a shared sentiment among some of the faculty members that the university administration is imposing more centralized authority (regarding budget, hiring, use of space and technology) with limited communications from and to all impacted bodies. While it is true that the administration has monthly meetings with the deans of the schools, the information shared at these meetings is not systematically shared with the faculty or school administrators and other staff. In some cases, systems exist for such exchange, but the information is not regularly transmitted. We recommend increased communications from the deans to faculty, staff and students on all major issues discussed at the monthly meetings with the university administration. As a first step in this direction, we recommend that the tentative agendas for the president and deans meetings be made available to the university community a few days prior to each meeting.

This is also true within some of the schools. While there has been progress toward the establishment in all schools of monthly meetings of faculty with deans and administrative staff and increased student participation, the sharing of actual decision-making is still limited to one or two schools. In addition, there continues to be no uniform standard or practice for adequately capturing the voice of part-time faculty and staff. It is difficult for part-time faculty members to assume the extra responsibilities of committee services without adequate, additional compensation for serving on department and school-wide committees. At the present time, the Provost's office provides a \$250 stipend to part-time faculty in all schools if they attend at least four divisional and/or university-wide committee meetings. In addition, some schools may provide an additional stipend. These compensations, however, are too modest to encourage many part-time faculty members with other work commitments to participate in regular committee meetings. What is absent is a university-wide policy would help clarify the expectations and limits of a governance role for part-time faculty and staff and to insure adequate incentives for those willing to commit the time.

In academic year 2001-02, university faculty members from various schools met to discuss ways to play a more instrumental role in academic decision-making. The only formal mechanism until recently for direct faculty input to the president and university administration had been the Faculty Advisory Committee. Some faculty members expressed a concern that the president did not chair the FAC and that the Committee's "show and tell" formats and ambiguous advisory role made the process feel inconsequential. Moreover, it did not give the FAC members a role in shaping academic policies and procedures that affect the quality of teaching and learning. Specifically, an ad hoc group of faculty asked for: 1) more information from the administration before key decisions are made that are likely to affect them; 2) an independent faculty forum to exchange information across the different schools (there has never been a university-wide faculty senate); and 3) a direct way to provide input into what the officers and deans of the university are doing. Issues raised as important for faculty consideration included: the need for more transparency; enrollments; budgets; scholarships; research support; computer systems; inequities across the different divisional faculties; faculty and dean searches; appropriate use of search firms; administrative decisions regarding building closings; and the functioning of the library.

After weeks of meetings in the spring of 2002 between the president, provost and faculty representatives from the different schools, the following resolution regarding the implementation of new faculty governance structures was proposed by the *ad hoc* group of faculty and approved by the Faculty Advisory Committee: The FAC resolved to reform itself as an elected interim Faculty Senate for the 2002-03 academic year, charged with developing a permanent faculty governance structure for New School University. It was agreed that this interim body would consist of 25 representatives; six delegates from Parsons; four from The New School; three delegates each from Milano, the Graduate Faculty and Eugene Lang College; and two delegates each from the Actors Studio, Mannes College, and the Jazz Program.

A steering committee from the current body, which included representatives from all the schools, met subsequently with the president and provost to discuss the implementation of this interim faculty senate (or forum), including compensation for faculty representatives. The group resolved to convene an interim university Faculty/President's Committee composed of elected members from each division. Specifically:

- 1. This will be an interim committee, to meet from October 2002 through May 2003 and charged with overseeing the process of creating a permanent faculty governance structure. The goal is to have a permanent governance structure in place by fall 2003.
- 2. It was agreed that each division would hold elections to select the designated number of faculty representatives to the committee. In most cases, members of the committee felt that such elections could be conducted by October 1. However, in particular instances, such as that of the Mannes College, a somewhat later deadline seemed necessary. In such cases, interim appointments will be made from within the division until the elections are completed.
- 3. This new Faculty/President's Committee replaces the current Faculty Advisory Committee, which is now dissolved. The F/P Committee will meet with the president monthly to consider issues facing the university, as the FAC did, but it will also be charged with working with the president to establish a permanent faculty governing body.
- 4. Since the interim committee has a one-year mandate, all elections to the committee would be for one year only.
- 5. Each divisional representative on the ad hoc committee has been asked to provide a brief description of its proposed election process to the interim Faculty/President's Committee as soon as possible. It was agree that such processes would differ across divisions, given the wide range in the nature of faculty appointments.

The Faculty/President's Committee met for the first time on October 14, 2002. The president and members of the Committee agreed that the elected faculty members would meet every two weeks *without* the president and once a month with the president.

Administration and Staff Development

In the last twenty-two months, the president has asked that each administrative office become more efficient and aim to provide only quality services. The goal is to provide better services to each dean, each school, every student, and to all individual employees. While this subcommittee did not complete a review of the university's administrative system, we do know that with the appointment of a new vice president for human resources last year, there has been considerable progress toward making existing personnel policies and procedures more user-friendly. A main objective for the human resources vice president has been to find ways to make NSU the employer of choice for qualified candidates. This means offering flexible benefits and compensation packages that can be adapted to peoples' evolving careers and lives and ultimately ensures that employees retire with dignity and comfort. There has been progress made on all these fronts.

Human Resources is currently seeking new ways to make sure the members of university across the different schools begin to know each other and associate as one community—i.e., create a university community. There are also firm plans to increase staff development to include not only activities that increase skills but also more peer-to-peer exchanges that permit the growth of learning communities and eliminate some of the existing sense of staff isolation.

Challenges

<u>Human Resources</u>. One priority of the human resources director and staff is to increase the connection between human resource functions and the faculty. Faculty personnel files reside with college deans and the Provost's office, making it less necessary for faculty, versus other employees, to associate directly with human resources. The relationship is growing between HR and individual faculty members who participate in events like benefits orientation.

<u>University-Wide Issues</u>. One area that needs attention is the persistent understaffing in administrative offices across the university and in all individual divisions. A second need is for incentives for faculty and senior staff to collaborate across schools. The president and provost have expressed strong support for having divisions collaborate, but existing disincentives—such as varying tuition rates across divisions—have proved difficulty to overcome. There are some vehicles for divisional collaboration to occur, such as: the Faculty/President's Committee, Senior Staff meetings, Deans and Officers Meetings and University Seminars. In addition, there are an increasing number of cross-divisional initiatives either in place or in the planning stage—examples include the existing Graduate Faculty/The New School M.A./Ph.D. program collaboration and the proposed Environmental Studies program—a collaboration of Lang College, the Milano Graduate School, and The New School. (Further discussion can be found in Chapter 3.)

Recommendations

- 1. Strengthen the relationship between trustees/governors and faculty, senior staff and students. Faculty and staff should be encouraged to recommend ways for increasing their involvement in the decision-making process with trustees. For example, the trustees could invite faculty and senior staff (full and part-time) to participate in at least one meeting annually with one of the Boards of Governors and/or a full meeting of the Board of Trustees. Faculty and staff are routinely invited to trustee meetings now and to standing committees, but they are asked to report to the trustees, not to be active participants in a board conversation. Alternatively, faculty and senior staff with relevant expertise may be invited to participate in some of the meetings of standing trustee committees. When they are invited to participate, the meetings should be organized around major academic and/or administrative themes of interest to the faculty and/or staff. In addition, one or two trustees may also wish to participate in an annual meeting of the student advisory council. More forums could be created for interaction between students and trustees.
- 2. Encourage planned growth and share a clearly articulated vision for the future with the university community. What is the ideal relationship between revenue generation, mission and size of the university? The trustees have given high priority to strategic planning but should consider expanding their planning meetings to include joint strategic planning sessions with some faculty and staff. The trustees may want to consider holding a joint trustees/faculty/staff retreat every couple of years with representatives from each of the schools.
- 3. Create reliable and direct systems of communication and input between deans and faculty, staff and students. While it is true that university administration has monthly meetings with the deans, information shared at these meetings is not systematically shared. In some cases, systems exist for such exchange but the information is still not regularly transmitted. This is also true at the schools. In addition, while there has been progress toward the establishment in all schools of monthly meetings of faculty with deans and administrative staff and increased discussions with students, the sharing of actual decision-making is absent.
- 4. Reinforce the role of part-time faculty and staff in the university community through standardizing compensation for participation in existing and new governance structures. In addition to modest stipends (\$250) now available for committee service, there should be increased compensation for involvement in elected bodies such as the Faculty/President's Committee.
- 5. Establish a formal, direct link between the permanent faculty governance structure—the structure that will be established by the Faculty/President's Committee this academic year—and trustees. This new body will make great strides in increasing the voice of faculty in the university, but in order for this improvement to be substantive, this body should have direct contact with the trustees.

CHAPTER 7—BUDGET AND FINANCE

The charge was to describe and evaluate budget and finance issues. The committee concentrated on two separate, but related, topics: first, the university's fiscal health and second, the budget process. The first task has been easier because the overall fiscal health of the university is sound, particularly since the mid 1990s. The second has been more difficult: budgets are among the most political of documents, and affect the answer to the question, "What should New School University be?" Since committee members represented nearly every major university constituency, disagreements were bound to occur. Nevertheless, the committee deemed the interchange and learning it generated highly constructive and informative. All agreed that the budget and budget process should serve as a means to an end, and that the most important end is the achievement of educational policy and educational quality. In fact, one of our main recommendations regarding process is that the university should foster, on an on-going basis, the kind of dialogue that has taken place in this committee, rather than once a decade in preparation for the Middle States review.

Committee Activities and Structure of the Report

The members of the committee represent members of the faculty and administration from five of the eight schools as well as university administrators involved with the university's most important budget, finance and accounting aspects. There was one student member. The committee had five, two-hour meetings (one of which was with President Kerrey) and considerable interchange via email.

The initial questions to the committee and cover memo are available as exhibits. In addition, initial discussion of the questions led the committee to develop a new set of questions posed to leaders of all eight schools. Seven deans responded in considerable detail and these responses formed the basis of the committee's most critical discussions. The memo was later sent to the directors of university centers, primarily research centers. Nearly all responded.

Part 1 of the report presents information and analysis on the state of the university's budget and fiscal health as well as a description of budget and finance rules and processes. While this section does refer to budget processes, the term in the first section is used in a purely descriptive sense. Later on we describe and analyze key findings related to the process of budgeting and finance. In Part 2, we expand the term "process" to include the political connotations implied above.

PART 1: BUDGET, FINANCE AND FISCAL HEALTH

New School University has a history of balanced and growing budgets, and the endowment has grown continuously over the past 20 years.³⁶ This has been true despite continuous challenges of growth and change in academic programs and the high costs of doing business in New York City. In fact, New School has been a budget and finance innovator, particularly in capital finance; recently, the university was written up as a case study by Moody's investor services for the way the institution used capital assets as part of its bond rating. As a result of this innovation, combined with consistently strong budget and finance performance, the university's bond rating was upgraded in Spring 2001 by Moody's to A3 from Baa1. Arguably, this is the strongest and most objective indicator of the institution's overall fiscal health.³⁷

The committee examined data on:

- The annual budget process: budget development, budget allocation rules, financial controls and budget monitoring;
- Long-term financial planning: school and university-wide activities; results in the 1990s; planning for the future; linkage of the capital; and operating budgets;
- · Key indicators of financial status and recent trends;
- The university's current operating budget: Revenues by sources and Expenses by type and activity; and
- Enrollment information and trends.

Budget Process

<u>Budget Development</u>. The budget development process is structured to achieve two goals. The first goal is to provide a careful analysis of all of the revenue and expense factors that could impact the university to make sure that the budget remains in balance. The second goal is to provide an opportunity for all constituencies to understand and comment on the development of the budget before adoption. As discussed in Section 2, disagreement exists among committee members about the achievement of the second goal.

Table 1 shows the process of preparing and developing the budget each year. As indicated, budget discussion for the next fiscal year begins in the early fall semester. Once enrollment is known, guidelines and assumptions for developing the next year's budget are determined. While these guidelines and assumptions often change, they provide a starting point for computing revenues and expenses. The key guidelines and assumptions appear on Table 2.³⁸

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 $^{^{36}}$ In 1982, the endowment was \$5 million. In 1997 it was \$59 million; in 1999, \$80 million; and in 2002, \$93 million.

³⁷ The report from Moody's announcing the upgrade is available upon request.

³⁸ Based upon the guidelines and assumptions, a preliminary operating budget is prepared in early October. The budget is revised three more times before it is adopted in April. The first revision, in December, is to incorporate changes in revenue projections – particularly enrollment and tuition rate increases – proposed by the divisions during internal budget meetings that are held in November. The second revision, in February, updates enrollment forecasts following Spring enrollment. The final budget reflects additional changes proposed by the schools during a second round of budget meetings, which are held in March.

Table 1. University Budget Development Process

	September	October	November	December	January	February	March	April	May/June
Office of Budget & Planning Univ. Budget Committee	G&A Proposed for new year.	Draft budget for the new year	Meetings held with schools on draft	Revised draft budget prepared based on revenue		Budget updated for Spring enrollment	Meetings held with schools and officers	Final budget prepared.	Budget detail loaded into system
Schools		Receive budget "marks"	Submit memo on budget, focus on enrollment & revenue			Receive revised budget "marks" revised budget	Submit memo on budget, focus on expenses, improvements, and salary policy		Budget officers work on budget detail.
Officers		Receive budget "marks"	Submit memo on budget, focus on revenues			Receive revised budget "marks"	Submit memo on budget, focus on expenses, improvements, and salary policy		Officers work on budget details
Board review and approval		Reviews G&A and preliminary budget Full Board Receives report on preliminary outlook for new budget.		Reviews revised budget based on school revenue proposals Approves degree tuition, discount & dorm rates	Exec. Cmte. Approves degree tuition, discount & dorm rates	Reviews budget with focus on expenses Improvement s proposed for funding		Approves budget Exec. Cmte approves budget	Full Board Approves budget at May meeting.

Review by others								
Deans &	Reviews							
Officers	G&A		Deans and	Officers receive updates on budg	et development through	out the year.		
Faculty		G&A discussed With FAC *			FAC provided update on budget			
Students		G&A discussed with SAC *			SAC provided update			
University Seminar				University Seminar on the Budget 3/7 in 02				

^{*} FAC, Faculty Advisory Committee, now Faculty/President's Committee; SAC, Student Advisory Committee; G&A, Budget Guidelines and Assumptions; BPC, Board of Trustees Budget Planning Committee

Throughout the process, any other information that might impact the budget – changing interest rates or energy costs, for example – are used to update revenue and expense projections.

Table 2. Operating Budget Assumptions and Guidelines

		Actual	Actual	Actual	Budget	Impact
		1998-99	1999-00	2000-01	2001-02	of 1%
1	Inflation percentage rate	1.7	2.5	3.1	2.5	1,540
2	Annual budget increase percentages	9.9	7.3	10.1	7.2	1,540
3	Fall enrollment percentages					
	a. Degree	5.4	3.7	3.6	2.1	1,125
	b. CE	- 3.3	2.8	- 5.2	-14.2	170
4	Tuition percentage increases*					
	a. Degree	5.9/6.0	5.5/6.1	5.0/5.2	4.5/5.1/4.8	1,125
	b. CE	4.9	3.3	2.5/3.5	2.5/3.8/3.6	170
5	Dormitory percentage increase**	5.0	5.0	8.0	7.0/3.0	93
6	University unrest. Fund-raising %	0.0	-11.7	11.7	4.2	13
7	Endowment spending rate percentage	5.0	5.0	5.0	5.0	90
8	Salary increase percentages***	3.2/3.2	2.8/3.8	3.3/4.2	3.3/4.2	740
	a. Full-time faculty/all staff	3.0/3.0	2.5/3.5	3.0/3.9	3.0/4.0	500
	b. Part-time faculty	5.0/4.9	4.0/4.9	4.0/4.4	4.0/4.2	240
9	Fringe benefit increase percentages	12.7	9.6	10.1	8.7	175
10	Other expense increase percentage	2.5	2.5	2.5	2.6	450
11	Tuition discount rate percentage	23.4	23.9	23.9	24.7	1,020
12	Use of reserves/surplus (\$000)****	650	650	775	580	

^{*} For 1998/99 through 2000/01, the first number was the standard rate during budget development, the second the final policy. For 2001/02, the first number is the standard policy, the second the proposed increase including that required to eliminate fees and the third is the proposed increase excluding increases for eliminating fees.

^{**} In 2001/02, the first figure is the standard increase, the second a surcharge being added in some facilities.

^{***} For 1998-99 through 2000-01, the first number was the standard rate during budget development; the second the final policy. The basis for computing the discount rate changes in 2001-02.

^{****}Shown is the amount budgeted each year; actual use of these funds has been less than budgeted.

Consultation occurs during the year with various groups. Table 1 provides a summary of major presentations on the university-wide budget to the Board of Trustees, faculty, students, and staff. One finding is that while the university-wide process is reasonably well understood, far less is known about school budgeting. The committee recommends that regular, formal meetings of key budget staff from the different schools be convened in order to increase institutional knowledge of key budgeting issues, and to foster budget and finance cooperation and coordination between schools to support inter-divisional academic cooperation and coordination.

The committee learned a great deal about the budget processes in the individual schools. We noted considerable differences across divisions, some of which have budget processes that appear well organized and well thought out, often working in conjunction with a five-year plan required by the university. In other divisions, the process seems more disorganized and short term. Central-school agreement on broad planning parameters could be improved. Some members expressed concern that more students and faculty were not consulted formally and directly about budgeting. In addition, several committee members and deans felt that parts of the budgeting cycle (e.g., for faculty hiring) should run on two-year rather than one-year cycles. Some suggested a total switch to a two-year budget cycle. Finally, several deans felt that the actual yearly budget process takes too long and that a disconnect exists between the September requests and July allocations.

<u>Budget Allocation Rules</u>. The university has had written rules to determine the allocation of funds to the academic schools since 1990. The initial set of rules pertained to the allocation of funds generated from enrollment growth and from tuition rate increases that differed from the university-wide standard. Between 1990 and 1996, there were minor adjustments in the percentage of revenues from enrollment allocated to the schools, and new guidelines were established for the allocation of indirect cost recoveries.

In 1998 a more complete revision was made to the budget rules following a year-long strategic planning discussion conducted by the Board of Trustees. To encourage enrollment growth, the revised rules increased school allocations for enrollment growth and provided funds for improvements sooner than under the previous guidelines. In addition, the rules included specific penalties for missing enrollment targets and discussed the allocation of funds from gifts. These rules follow practices that had been in place for a number of years that were not previously written down.

President Kerrey has recently developed significant changes to the university's budget rules following some consultation with deans. While some deans expressed frustration over the level of consultation, the final rules, approved by the Board of Trustees, do appear to have changed as a result of their input. The new rules are described in an exhibit. (Section 2 discusses the rules in greater detail.) In addition, schools have developed five-year plans to show the impact of the proposed new rules.

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³⁹ Note that, as discussed in more detail in the next section, some committee members objected to the existence of such university-wide standards, arguing that tuition and enrollment growth standards should be targeted to fit the missions of the individual divisions. One committee member argued that the budget rules are being used in place of a university financial planning process to reallocate resources, calling it a "gap in the decision-making process."

<u>Financial Controls and Budget Monitoring</u>. The university has established procedures for monitoring revenues and tracking the spending of each academic and administrative unit to keep the budget in balance. One major reason the university has successfully balanced its budget each year since the early 1980s is the early identification of financial problems and quick action taken to resolve them. ⁴⁰ On a day-to-day basis, the administration has established procedures to control and monitor spending such as:

- Review of job announcements and hiring documents (PRAs) for all full-time and many part-time positions, by both school and university budget staff, to verify funding;
- Monthly spending rate reports, completed between October and March, to identify areas where expenses could exceed budget;
- Detailed expense forecasts the last three months of the year to identify expense problems and determine solutions prior to year-end;
- Automated budget checking, which flags budget shortfalls when an encumbrance is entered into the accounting system; and
- Regular tracking of restricted account balances.

The administration was not able to follow the usual budget monitoring in the early part of 2001-02 because its new financial system, BANNER, was being implemented. The new system began operating in July 2001, and it has taken time to convert all processes and procedures. However, the administration asserts these problems are being resolved and reports are now provided to the units. Problems associated with the change over to BANNER have been considerable, causing budget, finance, and accounting difficulties within the schools. The university administration argues the problems are temporary, and the school/division staff hope this is true but await more evidence. The pay-off should be high, however. The switch to Banner included a reorganization of the university's financial chart of accounts. The new chart organizes the finances of the university more consistently across the schools and provides a level of detail to permit more in-depth analysis.

Long-term Financial and Academic Planning

<u>Activities in the 1990s</u>. In the early 1990s, New School University began its first, structured process of long-term financial and academic planning, consisting of three components: school plans, information technology and capital plans, and a university strategic planning exercise.

<u>School Plans</u>. Between 1994 and 1998, five-year plans were prepared by each of the academic schools (except the Actors Studio, which was new). Prepared by the deans, the plans projected

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⁴⁰ The university's experience during the first half of the 2001-02 fiscal year is an example of this point. By the end of September (in the wake of the World Trade Center terror attacks), university administration had identified potential revenue problems of close to \$4 million from tuition revenue shortfalls, lower cash float income, and dormitory vacancies. Under the current budget rules, schools that missed their revenue targets had their budgets cut. By the beginning of December, actions had been taken to completely cover the revenue problem and hold some funds in the contingency as protection against further revenues declines this fiscal year.

enrollment, identified expenses, and highlighted development opportunities. Each plan was presented to the schools' Board of Governors and the university's Board of Trustees.

The school planning process was beneficial, letting each school examine its programs, priorities, and needs. Unfortunately, however, many proposals were never implemented. A large number of the improvement priorities highlighted in the plans required significant funds for investment, but the funds were not available.

<u>Technology and Capital Plans</u>. The board approved an information technology plan in 1995. The plan discussed the university's needs for improved computing laboratories and the development of the network. It laid the groundwork for the creation of the computing center at 55 West 13th Street and the wiring of the university.

The Master Capital Plan, approved in 1996, identified facilities priorities. That plan had the objective of establishing physical identities for each school and, at the same time, developing facilities for university services. Student housing emerged as a priority along with the need to expand funding for deferred maintenance. Considerable progress has been made and it is now time to update the plan, connecting it to the operating budget, enrollment growth, and investments to strengthen academic programs.

<u>University Strategic Planning</u>. In the mid-1990s, the small margin in the operating budget left few funds for investments to either improve quality or future finances. To examine this problem and propose solutions, a strategic planning committee of the Board of Trustees Budget Planning Committee was formed in 1997. During a ten-month period, that group reviewed enrollment patterns, net incomes of the academic schools and departments, and marginal revenues and costs of each programs, among other factors.

At the review's conclusion, the <u>Strategic Planning Committee</u> (SPC) noted that, while the university's enrollment should grow to improve finances, not all growth was beneficial for either educational quality or the budget. To guide decisions about investments in current and new programs, the SPC produced financial criteria for program expansion and contraction that were approved by the board in May 1998. The SPC also made recommendations about other actions to improve its finances the institution should take, including better use of classrooms, adding new dormitories to encourage undergraduate growth, expanding distance learning, and eliminating continuing education programs that used significant space, but produced little, if any, net revenue.

The SPC reviewed a model of enrollment growth that it hoped could be achieved over a five-year period, if the criteria were followed and funds were re-invested to encourage growth. That plan called for adding about 300 students over a five-year period, ending in fall 2002. By implementing the criteria—and with a bit of good luck from a robust economy and growing numbers of collegeage students—the university reached the five-year enrollment goal in three years. 41

<u>Planning for the Future</u>. Last year, the first year of the Kerrey administration, the university asked schools to prepare comprehensive strategic plans. The purpose is for each school to review its mission, goals, and objectives and develop initiatives to implement over the next five years to improve quality. A template developed requests evaluations of student quality, market

⁴¹ In May, 2000, the board was provided an update on achieving the goals of the strategic planning process. The board re-affirmed its commitment to the strategic plan goals and re-enforced its interest in improving the uiversity's financial condition by expanding revenues and growing reserves. Our subcommittee found financial criteria for expanding or contracting programs useful as very general guidelines, but lacking in terms of implementation details for both university and school administrators.

conditions, academic program quality, administrative needs, and development opportunities, as well as discussion of financial issues. Parsons has completed its plan, which was recently presented to the Parsons Board of Governors. The self-study process has enabled all schools to think about these issues and clarify goals. Building on the new mission statements and *Academic Plans*, the five-year planning for the other schools will commence again in 2003.

New School University Operating Budget, 2001/02

The university's 2001-02 operating budget totals \$151.6 million. This total includes funds raised and spent, for restricted purposes (i.e., grants and endowment) as well as unrestricted funds, such as tuition, which is used for general purposes. In the last four years, unrestricted net-assets have increased by \$20 million, financial conditions have improved, the endowment has grown to about \$90 million dollars, and tuition increases have been more modest than in previous years.

External reviews of the budget, including annual financial statement, look at the university as a single entity, not as eight school budgets. The following sub-sections provide revenues and expenses for the entire institution, and some comparisons to private university averages across the United States. Comparable models are difficult to find for the New School.

<u>University Revenues</u>. Tuition and fees are, by far, the largest source of funding for the university constituting close to 75% of all revenues, net of financial aid. Other major sources of funds are shown on Table 3 as compared to averages for all private universities. While recognizing that the university does not have hard sciences that generate the largest grant and research revenue, it does appear the university could raise the proportion of revenues coming from grants and funded research. This is particularly true given the high quality of research and entrepreneurial faculty in several divisions. As indicated in the next section, the university would need to approve its accounting, management and other support services for research and grant funding in order to improve this revenue stream.

Table 4 shows university revenues by source, as presented to the Board of Trustees. Table 4 shows a tuition discount of almost \$27 million. However, this figure excludes endowed scholarship funds and gifts. Including funds from all sources, the university's degree tuition discount is currently 24.7%. There was considerable discussion about the level of this discount rate, with some members feeling that it is too high. In addition there was considerable discussion regarding how the rate is set for different divisions. In general, the central administration contends that divisions have considerable control to set their own discount rates, while divisions feel that they are largely told by the administration what the rate will be. This is part of the central-divisional relations we discuss in the next section.

<u>University Expenses</u>. There are two ways to look at the university's expenses. The first is by type of expense, such as full-time salaries, fringe benefits, supplies and other expenses, etc. Table 5 shows of projection of the 2001-02 broken down by expense type. As shown, approximately two-thirds of the university's funds are spent on staff and salaries.

Table 3. Revenue Comparisons - Percentages

		New School University	National Private University Average*
1	Tuition and Fees	74.2	51.0
2	Governmental aid	0.8	6.4
3	Gifts, grants, contracts	10.8	25.7
4	Endowment	3.0	6.6
5	Other	11.2	10.3

^{*} Percentages calculated excluding hospital and independent operation revenues. Source: *U.S. Department of Education, National Center for Education Statistics.* Integrated Postsecondary Education Data System (IPEDS), February 1999 report.

Table 4. 2001-02 Revenues

			Per Cent of
		\$ Millions	Budget
1	Tuition and fees		
	a. Gross T&F	139.2	91.8%
	b. Tuition discount	-26.7	-17.6%
	c. Net tuition and fees	112.5	74.2%
2	School non-tuition revenues	0.8	0.5%
3	State aid	1.2	0.8%
4	Central gifts	1.3	0.9%
5	Indirect cost recovery	0.3	0.2%
6	Cash Float	1.5	1.0%
7	Dormitories	8.8	5.8%
8	Health Center	4.5	3.0%
9	Building rentals	0.8	0.5%
10	Endowment	4.5	3.0%
11	Expendable gifts	6.5	4.3%
12	Fund for New Initiatives	0.1	0.1%
13	Research & Other	8.2	5.4%
14	Prior year savings	0.6	0.4%
15	Total Revenues	151.6	100.0%

Table 5. Projected Expenses, 2001-02

	\$ Millions	Per Cent of Total
1 Salaries		
a. Faculty (inc. teaching/research assistants)	30.0	20%
b. Administrative, maintenance, security, clerical	53.6	35%
c. Total Salaries	83.6	55%
2 Fringe Benefits		
a. Social security	4.9	3%
b. Employee health insurance (net univ. cost)	5.4	4%
c. Pensions	3.2	2%
d. Other	3.1	2%
e. Total Fringe Benefits	16.6	11%
Total Salaries and Benefits	100.2	66%
3 Other Expense Items		
a. Debt Service and Equipment Leases	7.0	5%
b. Space rental	7.5	5%
c. Cleaning services	2.2	1%
d. Advertising	3.5	2%
e. Utilities	2.4	2%
f. Catalogues and publications	2.6	2%
g. Postage	1.6	1%
h. Income sharing with other organizations	1.6	1%
i. Supplies	2.8	2%
j. Telephone	1.4	1%
k. Building and equipment repairs, maintenance	1.8	1%
1. Insurance	1.9	1%
m. Library acquisitions and consortium	1.1	1%
n. Equipment and furniture	2.0	1%
o. Commencement, events & other entertainment	2.0	1%
p. Travel	1.9	1%
q. Legal, accounting, and data processing fees	1.4	1%
r. Bad debts	0.7	*
s. Professional/Freelance/Consultants	4.3	3%
t. All other	1.7	1%
u. Total Other Expense Items	51.4	34%
4 Total University Budget	151.6	

^{*}Less than 1% of the university budget

Table 6. Expenses by Activity 2000-01

		New School	National
		University	Private Average
		Percent	Percent*
1	Instruction and Research	42.9%	46.7%
2	Academic Support	15.0%	8.0%
3	Student Services	6.7%	6.7%
4	Institutional Support	19.1%	13.5%
5	Operation of Plant	9.5%	7.8%
6	Auxilliary enterprises	5.9%	12.0%
7	Other	0.9%	5.3%

*Excludes hospitals, independent operations and financial aid. Source: *U.S. Department of Education, National Center for Education Statistics*. Integrated Postsecondary Education Data System (IPEDS), 1995-96 February 1999.

The second way to review expenses is by activity, which includes categories such as instruction, research, academic support activities, and institutional support activities. These groupings are provided on the financial statement of every college and university, following guidelines established by the National Associate of College and University Business Officers (NACUBO). This consistency permits comparisons of New School University expenses with other institutions. The proportion of spending by activity as compared to other institutions appears on Table 6. (Please note that the spending for the university in this case is for the 2000/01 fiscal year rather than 2001-02.) Of note, the spending on instruction and research is slightly below the national average while academic support is significantly above. As discussed elsewhere in this report, the university should examine ways to close these gaps as much as possible given the overall make-up of the institution. The university also has relatively high costs for operation of plant, especially considering that unlike many campuses, there are no sports facilities or significant open space. This reflects the high cost of operating in New York City. As discussed below, the high level of institutional support (which is largely central administrative costs) should continue to be examined.

Overarching Budget Assessment

As a university, ten-year budget results have been sound and place the university on a solid foundation. This is especially true given, first of all, how tuition-driven the budget is compared to other private universities nationally and secondly, that New School only became a university in 1997. Before that, when it was known as the New School for Social Research, the institution was a loosely tied set of eight independent entities, or divisions, that shared a central

administration for matters of convenience, fiscal stability, and economies of scale. The committee agreed that the institution's sound fiscal results are also due, in part, to the budget process, suggesting that the process, too, has served the university well.

There was, understandably, considerably less agreement regarding how well the budget process has historically served the separate schools. In addition, committee members were both less sanguine and more divided about the newest set of budget rules and how these rules will meet the necessary goal of making the budget and budget process supporting elements in the institution's functioning more as a university than as eight associated divisions. The "united university" must be fiscally sound, and must also be true to the values and mission of the institution as addressed in detail by other self-study reports. As one budget officer aptly said, "we remain with this dilemma on how to compare/contrast fiscal health with institutional well being." All committee members agreed that the budget and the process by which it is developed could—and should be—more effective at supporting efforts to support New School values and the missions of its academic schools and programs. Disagreement exists, however, as to how. Only through more constructive, open, and transparent dialogues than are now taking place can this highest of budget and finance goals be achieved. That is the subject to which we now turn in the next section.

PART 2: INTER-SCHOOL AND UNIVERSITY-SCHOOL BUDGET RELATIONS

Becoming a university in 1997 was the end of one long process and the beginning of another. This fact is just as true for budget and finance as for other aspects of university life. By far the theme that most dominated the committee discussions was the recent adoption of new budget rules and, in particular, the fact that they encourage a reduction in the cross-subsidies between the different schools. Other topics of importance included university-school relations (including charges for overhead); capital planning and budgeting; accounting standards and research grant management; and inter-divisional relations (especially for sharing students).

New Budget Rules. The eight schools and colleges can be categorized in fiscal terms as "deficit" and "surplus" schools. 42 Under the new budget rules, the university administration adopted a "float on your own bottom" philosophy for its divisions, with severe consequences for schools that do not balance their own budgets by the 2003-04 fiscal year. Needless to say, the intentions of these rules have been welcomed by so-called surplus schools, whose members expressed frustration at the under investment that has occurred in their schools over the years.⁴³

⁴² This is the language that has become vernacular across the university. It has also been used in official documents by the central administration. As discussed below, there was not agreement among subcommittee members if the budget and accounting rules used by the central administration to derive the divisional budget surpluses and deficits were either accurate or fair. Parsons, the New School and Lang College are surplus divisions, while Milano, the Graduate Faculty, Actors Studio, Mannes and Jazz are deficit divisions.

⁴³ In both dollar and percentage terms, the largest surplus division in Parsons, which currently transfers about \$11 million annually to the central administration and other divisions. This fact has, according to subcommittee members from Parsons, put the division at a great disadvantage with respect to other design schools that form Parsons' primary competition and which have invested heavily in recent years is both computing technology and faculty.

They also, however, expressed doubts that the rules themselves were specific enough to achieve their intentions. ⁴⁴ Of course, members from deficit schools expressed great fear and frustration over the new rules, which they see as a threat to their very existence.

Amidst this tense backdrop, all committee members and each of deans from whom we sought input stressed that the primary goal of the budget process should be to foster academic and teaching excellence. But sharp disagreements were found between deans responsible for surplus and deficit units. The dean of one surplus school captured the general feeling: "It is vital that the new budget guidelines be adopted to ensure the proper funding of the school and support its academic and fiscal success in the future." The same dean wrote "We're concerned that the new budget rules may split the schools into the have and have-nots; however, [our school] supports the changing of the rules and the adoption of the balance of trade. It is vital that the true fiscal condition of each school is known and that the appropriate investments be made accordingly."

Two professors from deficit schools questioned whether the school was, in fact, the proper budget unit to balance—that the divisional academic and fiscal structure of the university had deep historical roots. They argued that the new, sudden change was neither justified on economic or educational grounds nor fair. In addition, they said the budgeting system is based on such historical divisional structure rather that the *functional* structure of the university. Arguing that imposition of the rules was short-sighted, they said (along with one dean) that the budget rules set up skewed incentives for the schools to retain low-quality students. The student on the committee indicated that, in fact, the budget rules had raised concern among parts of the student body regarding the university's ability to maintain academic quality. Finally, several committee members argued that the new rules did not value important, but unquantifiable, benefits like fame and reputation brought to the institution as a whole by some of the putatively "deficit" schools. Cross-divisional payments, one professor argued, were important for the health of the whole, even though the current system may not be optimal for each division individually and the university as a whole.

It is not within the committee's purview to resolve conflict around the budget allocation rules. As such, the rules will continue to cause tension between and within the schools of the

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⁴⁴ As an example, a great deal of discussion revolved around the wording in the budget rules "encouraging" divisions to achieve budget balance and eliminate deficits (and thus the need for cross-divisional subsidies). As one committee member stated, such "encouragement" is "certainly nothing concrete that a 'surplus' division could utilize in a planning process."

⁴⁵ Two additional examples of feedback from surplus schools help thicken our understanding of the key issues from their perspective. (1) "Technically, the university has shown increased enrollments and revenues and has been able to build reserves and achieve a return on investment that exceeds recent standards. What cannot be gleaned from those financial reports or their footnotes is the relative overall health of each of the divisions. This is the focal point of the new budget rules. Each division must assess their current status and formulate plans to optimize their operations through higher revenues or more effective resource allocation. The rules provide that over time subsidies from surplus divisions would be reduced and invested back into those schools." (2) "As a surplus school, [our division] must designate 45% of its revenues towards central costs. The remaining 55% first covers the cost of financial aid and instructional costs, with the balance to be used for re-investment in the academic programs. The balance is certainly insufficient in addressing the significant problems plaguing [our division], such as the lack of full-time faculty & overall number of faculty, faculty salaries, financial aid, and capital investment."

⁴⁶ As an example, one dean said, "every division must choose between academic integrity and standards we're being urged to maintain on the one hand, and, on the other, a punitive system in which budgetary cuts—dollar-for-dollar for every student dismissed—are the 'reward' for academic vigilance."

university. This one issue is of utmost importance and likely to remain a near-dominant aspect of finance and budget issues for years, and only continued mutual dialogue among school and university leaders can lead to outcomes that prove optimal to the schools, both individually and collectively. For this reason, the committee recommends the creation of several venues and official bodies in which such discussion and negotiation can take place. The actual shape and composition of those bodies should be determined by the interested parties although the committee would make two points: (1) the nature and composition of the group itself seemed to work well and (2) the larger governance movement taking place within the faculty of the university has proposed several councils and elected bodies that hold promise for fostering the needed interchange and transparency.

<u>University-School Relations</u> (including charges for university expenses or overhead). Much like Federal-State relations in the U.S., it is difficult to get a handle on precisely the nature of the fiscal relations and incentives between the university administration and schools. The university (much like the Federal government) says that it sets broad policy guidelines and gives schools (the States) a great deal of leeway in meeting them as long as certain conditions are met. Schools, much like the States, complain often bitterly about the difficulty of meeting those seemingly easy and transparent conditions. Once again, this tension is common in many institutions, but it is not the committee's charge to solve the problem. Rather, we have summarized the questions raised by various stakeholders and here suggest strategies and venues for dialogue and negotiation.

Considerable attention was given to the calculation of university overhead and other charges, an issue of some contention at nearly every university and complex institution. Schools and programs cannot exist without a registrar, bursar, security, and computing system, but such services are inherently difficult to value. Thus, school entities are likely to feel overcharged, on the one hand, and there are not the inherent market-price incentives to ensure efficient central pricing and management by university staff. It does appear that the university administration and budget officers are cost conscious, but several deans complained about escalating university costs, and cost consciousness is not the same as cost effectiveness. This issue deserves more consideration in the near future.

Table 6 shows a lower proportion of spending for instruction and research than the national average, and the endowment has apparently grown, in part, through allocation of operating revenues, which is a somewhat unusual practice. The university administration should set and publish clear guidelines for the university regarding investment in academics and administration, including benchmarks for determining the proper levels of staffing (university and school) and other educational and academic investments.

Most importantly for this committee, deans and other school administrators expressed frustration over their lack of control over and flexibility in negotiating central charges and financial aid (tuition discount rates). One professor consistently raised the concept that schools should have the ability to opt out of certain services (such as computing) if they feel they can better provide them themselves.⁴⁷ This would, of course, require the pricing of such services,

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⁴⁷ Another member remarked, "given the share of administrative spending in the total budget and the substantial burden it imposes on the divisions (see the dean's responses), it seems incredible to me that there would be any resistance at all to full

which can be difficult. We recommend that central costs be included as part of the budgeting aspect of the aforementioned governance discussions. To a large extent, the greater budget transparency already being developed at the request of the president could, if achieved, go a long way toward ameliorating some of the conflict.

Capital Planning and Budgeting. Centrally-controlled capital planning and budgeting has obviously been a success in several key areas. In fact, in raising the university's bond rating, Moody's specifically cited "reasonable capital plans with future borrowing limited to student housing" as one of the four key reasons for the upgrade. Moody's also cited the "valuable campus real estate holdings." Nevertheless, capital planning and budget issues were one of the most commonly, though not vociferously, raised issues by the deans. The deans and their officers expressed a desire to be included more in capital planning issues. At a minimum, they want to be kept well informed. They also want to be able to tailor plans to fit their local educational needs.

Capital planning is also intimately related to the new budget rules, as indicated by the following observation by a committee member: "[T]he new budget rules do not clearly specify how the university and divisions will create capital budgets. Without this issue resolved the new budget rules are much too ambiguous to be effective. They could allow more revenue to be returned to the divisions, but this revenue might simply be triangulated back to the university by forcing the divisions to create their own capital budgets. In either case, the new budget rules in their current form would not create a significant change in [our division's] operating budget from sources other than its own growth and fund-raising. Much as it is right now."

Accounting Standards and Research Grant Management. By and large, the accounting system serves the institution well on most accounts, and has improved a good deal over the past several years. All members, and School and Center respondents indicated that the transition to the Banner system had been trying, at best. All look forward to the enhanced service possibilities once all the kinks have been worked out. There was disagreement over just how temporary the problems with accounting are with respect to banner. The most universal complaint relates to grant management. Several dean's and most center directors expressed, at best, severe frustration and, at worst, outright anger at the difficulties generating reports necessary for proper grants management, grant disbursal, and in paying contractors on grants (especially foreigners). Several respondents suggested a web site with guidelines, policies and procedures, as well as increased communication from accounting staff and training for school budget staff.

<u>Inter-divisional Relations</u> (especially for sharing students). Currently, funds do not follow students between schools, so one school gains no money for teaching a student from another. While challenging because of different school budgeting rules and practices, the university

disclosure. In the fully transparent world the president has so eloquently argued for, all administrative costs should be clearly described and made public, and in quite a bit of detail. Administrative services and their costs ought to be tracked over time and the growth/decline should be justified on some regular basis. For example, if the central administration takes over some function (financial aid?) from the divisions, we ought to be able to see how costs changed in the divisions and in the administration. Then this should be linked to performance - how have things improved?"

⁴⁸ One research center director said that "For all practical purposes, we operate without financial information, other than what [we] keep track of on our own."

must develop a better incentive structure in this area, if it is, in fact, to behave as a university. Perhaps no single fact points to the potential for cost savings than the average class size across the university, which is 13. The university could raise this figure considerably and still retain the personal touch for which it is known. Doing so in creative and judicious ways could free up resources for improving educational quality and expanding programs in other areas. Currently, considerable duplication exists in courses taught in different schools. For instance, several departments in the Graduate Faculty as well as Milano all teach introductory graduate statistics. Sections are often relatively small and faculty talent is spread thin. Improving incentives for teaching students from different schools would improve such inefficiencies. This would not simply involve raising class sizes, but rather re-conceptualizing and pooling resource use across divisions, something that is difficult in the current budgeting environment. Budget rules should be developed that allow schools to be entrepreneurial and relatively independent in negotiating such relations.

Summary

The overall fiscal health of New School University is strong. Section 1 of this report highlighted the facts supporting this conclusion. Of course, budgets are political documents, and budgeting and finance at any university can be a tense, often combative, issue. The purpose of a self-study is, in part, to report on the university's condition, and we have done so. In addition, however, self-studies are, at best, learning experiences, and one cannot learn much of value through a perfunctory, laudatory presentation of budget data. In this spirit, the committee has explored the dimensions and tensions of the current budgeting process. We hope that the institutional knowledge gained will guide the administration to develop greater budget transparency and a budget process that is respected and supports the university's academic mission and purposes.

Recommendations

- 1. While the university's overall fiscal health is sound, the budget remains tuition-driven. The university should work to improve its financial base to permit more investments, especially in academic programs and student services befitting a true university with national and international stature, and increasing numbers of full-time and degree-seeking students. This should be achieved through a combination of revenue increases, strengthened endowment and improved efficiency. Fund-raising by the schools should be emphasized.
- 2. Improve communications about budget and finance issues between the university administration and the schools as well as among the schools themselves. This should include the formation of a budget directors group and some form of direct, high-level consultation with the faculty. Foster and continuously create opportunities for the kind of dialogue that has taken place in the subcommittee.
- 3. Develop and implement the new budget rules to better ensure and support academic excellence, and teaching and research excellence in each of the schools and across the university. This would include making explicit how school revenues can be enhanced through achievements such as enrollment growth.

- 4. Develop a budgetary framework to promote interdivisional enrollment and to maximize the added value of the emerging university to it schools. Developing a financial framework that deals with the "balance of trade" across divisions, beyond what is suggested in the budget rules, will prove key. This should involve creating an institutional mechanism for representatives from each division to participate in setting university priorities for investment in facilities and staffing in order to best pool resources. Careful examination of the divisional structure of the university could lead to changes in the relationships (financial and academic) between the schools.
- 5. Develop and publish benchmark financial ratios (and goals for those ratios) aimed at measuring the university's investment in academic instruction, research, student services and administration.
- 6. Consider a two-year budget cycle for parts of the budget (e.g., faculty hiring).
- 7. Increase involvement by the schools in the determination of university expenses and increase transparency regarding the calculation and justification for central charges for services. Likewise, cost analysis should be strengthened for all administrative costs at all levels of the university to avoid duplication and promote efficiency.
- 8. Encourage schools to review internal activities to make budget processes more transparent at the divisional level, including consultation with faculty and students.
- 9. Improve financial and accounting reports to schools and especially, to research centers and project directors. Improve the capacity and support for grants, research and funded projects.
- 10. Improve capital planning, primarily through increased involvement of the schools.
- 11. Capital and academic planning should be linked by a process that ties all the schools together.

CHAPTER 8—DEVELOPMENT AND FUND-RAISING

New School University, now in its eighty-third year, has been slow to develop a fund-raising culture. Like other progressive colleges established in that era, the founders were antimaterialistic and did not foresee the importance of development to protect a non-profit institution. American colleges that did not establish endowments during WWII and the boom years after the war have been at a distinct disadvantage, especially in the competitive climate that exists today. Institutional ambivalence about fund-raising began to change in the mid-1980s when the president led a \$200 million campaign from 1988 through 1999. The endowment grew from \$22.6 million to \$86.6 million (now \$105.8 million as of October 31, 2002). New School was now able to make major investments in facilities and information technology, as described earlier. Gifts from current trustees accounted for more than 29% of all funds raised. While the campaign was mostly centralized, it did suggest good will in the New School community and the potential for fund-raising, and the institution began to build much-needed development infrastructure.

Fund-raising is no longer seen as questionable. Today's challenge, as with other university services, is to build a modern office, which will necessarily have centralized and decentralized features. As the following pages suggest, progress has been made. Most importantly, the administration has a vision for how to create a coordinated effort. At present, the university has a mixed approach to development: Research, stewardship, gift accounting, special events and institutional grants are handled by the university. The schools' focus will be approaching governing board members, trustees, and select graduates and friends. Debates exist, of course, as to priorities, level of university investment and the right mix of centralized and decentralized elements. But few doubt that the institution's vitality for the next 83 years depends upon how well the university and its eight schools connect to alumni, foundations and local institutions.

Development Assets

New School University has many assets to help it advance over the next ten years, provided that appropriate investment is made in development and that standards for volunteer participation are raised. President Kerrey brings a high profile as well as national and international connections. The development database now has 82,000 names, with 60,000 confirmed addresses and 110,200 recorded gifts. About 27% of the alumni population has not been tapped for Annual Fund support and comparable potential exists for planned giving. Every effort is being made to change the culture of the Board of Trustees and the Boards of Governors by instituting giving standards and stating very clear expectations for new members. For example, the six newest members of the Board of Trustees have pledged a total of \$2 million. This is five to seven times the lifetime giving of most trustees. So, success could be dramatic with the right personnel, public relations and campaign strategies.

Current Challenges

Perhaps the largest challenge is to broaden the constituencies of the Board of Trustees and the Boards of Governors. Another challenge is related to the fact that the Development Office has seen enormous transition during the past three years, moving from a centralized model of fundraising to a mixed model. A search was completed in November 2002 to fill the senior role in university development, and that person has been charged with building the office and coordinating fund-raising efforts among the schools. Until recently, four schools had no development professional—currently, only the Graduate Faculty is without a development director—and these positions at the Actors Studio Drama School, the New School and Eugene Lang College have only recently been filled. At present, there are 15 development staff members working centrally, four at director level or higher, and 11 working within the schools, including seven at director or officer level. Only one professional specializes in institutional (foundation and government) giving, and none who specialize in planned gifts.

Fund-raising needs to be led by the president's office and the deans. But the deans have varying experience. In some cases, dramatic improvements have occurred, as at Mannes and Jazz. A great challenge lies in low alumni participation, with the exception of Milano, and in university events and programs

Additionally, proactive prospect research needs to be established within the University Development Office and made available to all development officers, thereby enabling them to do accurate work on proposals and setting of goals. A universal and accurate fund-raising database needs to be implemented and maintained.

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Evaluation of Donor Capacity

Given staffing levels, leadership and prospect pool, the university currently raises \$20 million a year. That sum could be incrementally increased over the next five years to exceed \$30 million annually by investing in staff to personally solicit alumni; holding the deans accountable for reaching higher Annual Fund goals; investing in alumni relations staff at the university; investing in staff to increase grant seeking and planned gift solicitations; and accelerating recruiting of new board members.

Recommendations

- 1. The university should staff its development organization with experienced professionals (in areas such as grant seeking, planned giving, alumni relations) to provide a high level of service, management, reporting, strategy and oversight of development.
- 2. A code of ethics for fund-raising needs to be re-emphasized, and better accounting services and reporting to donors established.
- 3. Management information for development needs improving, including semi-annual database updates to assure accurate addresses as well as alumni and constituent information; database centralization to assure school and university uniformity of

- information processing; effective liaisons between gift accounting and university development; and investment in donor software system and training.
- 4. A proactive prospect research function needs to be established, including regular database screening to support board reorganizations and to prepare the institution for future capital campaigns.

PART 1: INDIVIDUAL GIVING

Board of Trustees

The Board of Trustees is comprised of 51 members. Over the past 12 years, the board has been responsible for giving an average of 29% of the total fund-raising revenues. This remarkable support is evidence of the centralized strategy by the prior administration. Equally significant is the statistic that the Boards of Governors, a diverse body of 219 individuals representing the eight schools, gave only 3% of total fund-raising revenue during the same period.

Following the change in president, turnover is occurring. Patterns of trustee fund-raising and institutional support are being clarified and increased. Finally, the Boards of Governors will need to perceive that their collective points of view are put forward by representative trustees from the Boards of Governors to the Board of Trustees for there to be a fully integrated and representative structure.

Boards of Governors

Each school or college has a primary volunteer advisory group, originally called a Visiting Committee, last year renamed the Board of Governors. The change of name took place synonymous with a change of expectation as the institution moved from the model of visiting committees that operated as advisory groups to Boards of Governors with a much more specific emphasis on fund-raising and accountability for governance. The size of each board varies, as does each school's new giving requirement:

- Parsons, the largest school, has 26 members and a new giving requirement of \$10,000 to the Annual Fund. Average giving is \$40,000.
- The Graduate Faculty historically has had the most generous board of 25 members whose average Annual Fund gift is \$41,000.
- Mannes College of Music has 26 members with average Annual Fund gifts of \$40,000.
- The New School 32 members with average Annual Fund gifts of \$33,000.
- The Jazz Program 19 members with an average of \$55,000 in Annual Fund gifts.
- Eugene Lang College has a 31 member board with an average Annual Fund gift of \$34,000.
- Milano School of Management has 36 members and an average Annual Fund gift of \$29,000.
- Actors Studio Drama School has 28 members and an average Annual Fund gift of \$9,750.

The history of giving throughout the past twelve years of Boards of Governors activity gives evidence that without giving requirements, the giving of Boards of Governors will remain modest—a level 3% of the total giving to the university as compared to the university trustee record of giving—29% of the total university fund-raising revenue over the past twelve years.

As the new giving requirements are presently being adopted, all boards are in a period of new appointments and rotation of members off the board, a challenging governance landscape for each of the schools as well as one filled with new expectations for volunteers. Over the next year, boards are to be made a uniform size of 25 members, each of whom will serve a maximum of two, three-year terms.

At present, many governors do not have a sense of the common vision or direction of the university and not much has occurred in the way of board training. A carefully orchestrated public relations program that includes sharing of a university-wide five-year business plan, a clearly articulated vision and stated goals for the university and stated expectations for fund-raising and development be shared with the trustees and the governors systematically.

Alumni Affairs

The committee believes that alumni from across the university are a powerful but untapped constituency with enormous ability to improve fund-raising as well as aid student recruitment, professional development and overall "friend raising," short and long term. However, alumni relations has had a scattered, on-again off-again history, for both the university and the schools. Turnover in development leadership has contributed to discontinuity and has promoted a non-strategic approach. The results are predictable: alumni contribute an average of 1% of total fund-raising revenue over the past 12 years and only 7% of the eligible alumni body participate.

Staff support to let the university connect with its alumni has been missing at both levels, university and the schools. For example, the lack of a full-time Alumni Affairs specialist over the past two or more years has crippled previous initiatives. Five years ago a specialist was hired by Parsons School of Design who made progress contacting alumni. When this professional left three years ago, the salary line was centralized and the school offered no further services. That change also suggests that the university is not yet clear about how best to cover alumni relations

The committee questions the viability of a centralized strategy for alumni relations. The university student population is more diverse today than at any previous time. Because the experience of student life is so extremely divergent, a strategy that addresses alumni through the schools with university central support is necessary and will require investments in publications, an updated website, a spectrum of events that reflects school interests and personnel devoted to each sector of the university's alumni body.

At the university, the Director of Special Events and Alumni Relations currently supports these tasks: providing alumni benefits (mail forwarding/locating services, free transcripts, University ID Cards for reading privileges at all University Libraries), producing a university-wide newsletter, and assisting schools with alumni-focused events. Alumni Relations operates without a budget, having a staff of two people who are responsible for all event coordination for the university. Annual Fund efforts are handled in the University Development Office, which reduces the possibility that the program will become school-specific.

In the schools, individualized programs for alumni exist in one form or another. Newsletters, social gatherings for networking purposes and professional development opportunities top the list of regular, ongoing activities. Only one school has a formal council and plans to launch an alumni association in fall 2002. The schools agree on the need for an experienced specialist in the Alumni Affairs and Annual Fund Director position and also agree that the University Office and the schools should be given budgeted resources to work on the fund-raising and "relations" side of the alumni function respectively.

In time, other changes would help connect with alumni: new student admissions and recruiting programs, alumni associations, alumni volunteer management, marketing and merchandising, membership programs, reunions, student alumni associations, young alumni programming, alumni records, and continuing education.

Making New Friends

Presently, public programming occurs throughout the institution that appeals to varied constituencies in New York City: dynamic public programs that include internationally acclaimed interviews of actors at the Actors Studio Drama School, concerts produced by the Mannes College of Music, talks by national leaders and politicians like Robert Rubin and Senator Clinton. At the same time, these impressive events could be better focused and coordinated than they now are.

New York City boasts innumerable successful and prominent organizations and educational institutions in each of the fields served by the university's academic programs. More could be done to reach out to the best of these groups, to contacts held by enrolled students and to the large body of parents

The university's two most successful annual fund-raising benefits, the Parsons Benefit and Fashion Show and the La Guardia Dinner, have largely depended for this success on the prominence of their honorees, who have had no formal affiliation with the university, before or after the event. Developing long-term constituents for these events and for the various schools should be one of the goals.

Lastly, the institution has developed programs that seem promising. The President's Council, Mannes' Damrosch Society, Parsons' Frank Alvah Parsons Society, and the Jazz Program's Jazz Vanguard are established programs. Successful friends programs require specialized cultivation and donor recognition events and other benefits with staff to support and fulfill them. Schools now have development officers, who are also responsible for solicitation and stewardship of foundations, corporations, alumni and board relations.

Prospect Research

Prospect research will help the institution build new audiences and identify. Prospect research is necessary for an ongoing Alumni Relations effort and to support stewardship. Presently, the institution's marginal capacity largely supports the president's office. A turnaround from reactive to proactive research is necessary, and that includes a research office that:

- Screens all university data for prospects already present within the New School sphere of
 influence—creating lists of students and parents of means throughout the university and profiles of
 significant alumni
- Provides a department or school with names
- Provides avenues to individuals, foundations and corporations through comprehensive and continued list review with trustees, governors and friends
- Provides an assessment of the level of possible giving of any prospect
- Prepares the university to launch its next capital campaign

Toward a Culture of Stewardship

Good stewardship is the comprehensive recognition of a donor and this function is critical to advance donors to higher levels of engagement and philanthropy. Presently, stewardship is the responsibility of the University Development Office, which has just (November, 2002) hired a Director of Stewardship, and the offices of the deans, and school development officers—mostly as letter writing and some reporting. A rule of thumb for adequate stewardship is that a donor should perceive that he or she has been formally thanked four times before a subsequent request is made. Like other development functions, staff support has been minimal. One university staff member has the responsibility to generate thank you letters and donor reports. A full compliment of professional stewardship activity needs to be part of New School University's current culture. A full compliment of stewardship activity will include: well organized expressions of thanks; reports to board members of their giving; pledge reminders; quarterly communications from the deans and the president; major donor newsletter; annual reports of major donor activity; donor receptions, donor "walls," and named facilities.

Recommendations

- 1. Recruit to university boards a visible, intergenerational group of New Yorkers, national and international civic leaders and business leaders who reflect the president's vision.
- Create an integrated communication and reporting structure of trustees to governors to ensure consistent messages to and from boards about planning, budget and university policy.
- 3. Improve stewardship to include a regular annual report, letters from both the president's office and each of the deans, consideration of school donor walls within the campus and stewardship dinners that involve trustees and governors.
- 4. Develop a strategy, in cooperation with the schools, to improve alumni relations that combines centralized and decentralized elements and develop a multi-year staffing plan.
 - a. Develop new Annual Fund materials.
 - b. Create a campaign to re-engage alumni who are lapsed donors.

- c. Establish school alumni leadership groups.
- d. Design an interactive university-wide website with information about alumni affairs by school.
- e. Include alumni in major university events.
- 5. Develop a strategy to produce special events of citywide and national importance that have the imprimatur of the president's office.
- 6. Develop a strategy for involving parents as audience constituents, and as donors to the Annual Fund and to specific projects. This constituency should receive regular letters from the president's office and individual deans.
- 7. Develop a university magazine/newspaper.
- 8. Invest in prospect research.

PART 2: INSTITUTIONAL GIVING 49

Introduction

Since 1990, New School University has received almost \$121 million dollars from institutions as suggested, in part, in Appendix G. The level of involvement—percentage of *total* direct giving for 1990-2002 of the three major institutional types stands at 22% for foundations, 14% for government and 6% for corporations—a total of 42% of overall giving. Over \$17 million dollars came from foundations where the actual donor is an individual or family: family foundations, independent foundations run by individuals or families, or community foundations. Interestingly, institutional contributions to the Annual Fund since 1990 have totaled over one million dollars since.

Over the last five fiscal years, foundation giving has led all other types of institutional giving, averaging nearly 25% of total giving—slightly more than the national average, government nearly 7%, and corporate at 15%. A significant portion of corporate support has come via special events: over the 1990–2002 period, support is almost evenly split between event and non-event revenue; but, in the last five years, 1997-2002, it has averaged nearly 70% of total corporate giving. The university had statistically insignificant corporate matching funds. The highest amount of government grants came in the period 1990–96, with over 80% of the grants awarded prior to 1998. The lead schools for foundation fund-raising, in terms of total money raised, were the Graduate Faculty, Milano and The New School; the strongest government fund-raisers were Graduate Faculty and Milano, and the strongest corporate fund-raisers were Parsons and Mannes.

Among the external issues that have had, or will have, a potential effect on institutional fund-raising are the reduction of foundation assets due to stock market decline and the effect of September 11 on foundation giving generally—a trend that may have peaked but whose effects will probably last for the next year. The realignment in government spending, agency budget cuts—sometimes as much as 13%—and the desire to deflect or reorient funds for military

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⁴⁹ Institutional Giving is defined as direct giving from a foundation defined under Internal Revenue Service regulations, a corporation, either via a corporate foundation, a corporate matching program, or direct corporate giving, or a government entity. Giving from family, independent and community foundations that is soft-credited to individuals is also tracked as it may have compliance requirements outside of the normal stewardship activities aimed at individuals.

defense related purposes are also telling. On the other hand, the growth of new and family foundations, which increasingly account for high dollar awards, suggests that the university should review its strategy. The university has tapped the same wells for years.

Organization of University Fund-raising

The university's strategy is changing. Institutional fund-raising is dependent on developing and maintaining relationships with and securing gifts from benefactors via varied methods with unpredictable outcomes. Success depends on research, stewardship, relationship building, marketing and donor management. Until 1998, institutional giving was encouraged and overseen under the close watch of the president's office. While this approach was, there was no delegated responsibility, or an integrated strategy, for fund-raising. When the president left, this led to an unstructured fund-raising environment. Today, institutional fund-raising responsibility is spread around the university. A new, mixed model of centralized and decentralized elements is emerging slowly, but that strategy is not yet explicit, or agreed to by all parties. Staff will be needed to implement new plans but funding for new positions has not been identified. In this section, the committee reviews the major elements needed for institutional development before making its recommendations.

Current trustee affiliations are business-oriented; financial services, real estate, law and media. Foundation affiliations are generally foundations that are individually or family driven, or community foundations. With the notable exception of the president, scant representation of government affiliation among the group. The same is true among Boards of Governors, but here we enjoy a sprinkling of independent foundation affiliations. While often willing to assist in solicitations when asked, the boards do not regularly review institutional prospect lists with a view to relationship building. No board strategy exists for institutional fund-raising in place and all relationship trees for board affiliations have not yet been identified.

In terms of leadership, an outside consultant filled the position of Vice President for Development for nearly a year and a half until a permanent Vice President was hired in November 2002. School development directors do include institutional grant seeking in their planning, and institutions are solicited for both restricted and unrestricted support on the school and central level. In order to be considered a 'sponsored (restricted) project,' several internal levels of approval must be obtained before submission: Dean, Office of Grants & Sponsored Projects (Development Office) & Vice President for Development, and Executive Vice President—seeking grants outside of official circles is discouraged, but not officially forbidden.

There are goals for foundation and corporate support, but no projected goals for government grant seeking. Goals are suggested but not based on a strategic analysis of institutional giving or long range needs. The Development Office wants the grant seeking process to be a cooperative effort between all parties. However, the lack of an integrated fundraising strategy brings conflict around competition of prospects and donors that is not addressed in a formal fashion.

In the two-year interim before the new president's arrival, an attempt was made to structure grants administration centrally for compliance purposes. These efforts included the creation of an Office of Grants and Sponsored Projects, whose main objective was compliance and internal document management, under the Provost. That function was shifted in mid-2000 to the university Development Office, where it resides today under the direction of the Director of Institutional Giving.

The responsibilities of the Office of Grants and Sponsored Projects, run by the Director of Institutional Giving and supported by one administrative assistant are spread very widely. Post-award compliance, records management, grant-related contracts, coordination with a wide variety of university offices as well as pre-award prospect research, proposal development and general outreach to university grant seekers in addition to fund-raising responsibility are expected. The research and long-term relationship building that is necessary for successful fund-raising often take second seat to compliance.

Deans and chairs are encouraged to raise money, but say they do not have enough support (prospect research, proposal development, assistance with stewardship, or relationship building) or time. The Graduate Faculty, whose mission lends itself most naturally to both government and foundation grant seeking, does not yet have a development officer.

Finally, members of the faculty have identified barriers to seeking grants. Factors cited are: the need for recognition of grant activity in the promotion and reappointments; the absence of a university research agenda; and the lack of a mandate detailing both institutional expectations and the support it is willing to provide. Additionally, the lack of sufficient time between teaching and other responsibilities, conflicts about indirect costs, the need for training in grant seeking and proposal development and lack of support from internal departments such as Accounting were cited as barriers, particularly in seeking government support.

Organize University Grants

To stimulate faculty grants and to build a sustainable government grant program, several changes are needed. The institution should have a separate Grants and Sponsored Project Office (government relations, internal and external compliance, grant-related contracts, training in grant seeking) and an Institutional Relations (foundations and corporations) Director. This would allow for focused monitoring of compliance, a major need for government grants, as well as the focused relationship building necessary for fund-raising. A university research agenda—cross-school, cross-discipline—would signal to faculty and outside funders alike that we are serious. A university research committee would be useful to support projects along with the grants office. Faculty who seek external funding should receive training and support and be recognized for their efforts.

Public Relations

Public relations is central to successful fund-raising and the university's efforts at present are not well coordinated or adequately staffed. Current university resources include: an Interim Director of Communications, a Media Relations Manager, Webmaster, Publicist and Photo Research. The president has his own public relations company. A public relations strategy that most benefits development will include:

- Public relations professionals with media relationships;
- A set of university publications that inform multiple constituencies of news throughout the
 university, publicize an integrated calendar of events, highlight great programs, faculty and
 students, print letters from the president that speak of the direction of the university and give
 visibility to exemplary donors of the university, and a university newspaper;
- A website that features all of the divisions, updated news, information about planned giving and the Annual Fund and offers alumni information;
- An annual report that gives visibility to great programs throughout the university and includes donor lists and visibility for major donors and volunteer leadership;
- A video about the university and its divisions;
- A coordinated set of cross-divisional special events that have the imprimatur of the president's office and are produced on the highest order in coordination with the deans' offices and with a strong coordinating function within the development system. (As stated above in the Individual Friends section); and
- Specialized fund-raising materials that outline the great variety of opportunities for funding throughout the university and a fully articulated case statement that outlines the prioritized long-term goals for the university.

Setting University Goals

Aside from the usefulness of having a map of where an organization is heading, clearly stated financial goals are beneficial to fund-raising. They allow the organization to tell prospects how their contributions would fit into the overall picture. Setting fund-raising goals is also important for other reasons— it motivates individuals to give and fund raisers to solicit gifts or grants. Moreover, comparing goals to the amount that has actually been raised helps the organization make better internal management decisions.

Aside from the successful five-year capital campaign that ended in 1998-99, goal setting has been on a projected need basis. Often, with the exception of the Annual Fund goal that is determined via a formula by the University Budget Office, goals are more suggested figures rather than those evolved from an analysis of long-term needs.

Before goals can be set, those needs must be identified, documented and prioritized. Solicitation of funds for programs/operations, capital expenses and endowment is not the initial step in the solicitation cycle— a strategic plan with an associated fund-raising plan is. Such a process usually involves a detailed description of each and every funding need—programmatic or otherwise—that has been identified budget for each. Important in setting fund-raising goals is deciding on alternative solutions spread out over diversified funders.

Current Opportunity

The new development operation will be most successful in cooperation with strategic planning and creation of a case statement for prioritized lists of university investments. In 2001, Parsons School of Design was the first school to complete the larger university wide effort by authoring a strategic plan. This plan identified the capital investments needed to keep the school competitive. New mission statements and other elements of these plans are under review this fall in conjunction with the self-study.

President Kerrey's leadership offers the university a premier opportunity to create a business plan based on the strength of individual schools efforts and on educational objectives, transparency in budgetary operations, and a much higher profile within New York City and the nation. President Kerrey also offers the university enormous entrée to all spheres of government—city, state and federal—to re-activate a dynamic government grant seeking function within the university. The stage has been set for a universal shift in the culture of volunteer leadership throughout the university and a new culture of accountability and responsibility is being mandated by the president. Further, deans and officers of development are being asked to have a higher level of development activity and accountability through the cultivation and stewardship of their boards and major prospects.

To maintain a balanced budget, the university is currently dependent on revenues coming from tuition and fees (75%). Only 3% of annual revenue comes from the endowment, and 11% from gifts, grants and contracts. The fund-raising strategy should aim at shifting the revenue sources from tuition and fees to endowment, gifts, grants and contracts. Over the next five to ten years, through fund-raising and prudent portfolio management, the goal should be to triple the endowment. The enlarged endowment, and a modest increase in gifts, grants and contracts from the current 11% to 15% in five years, should reduce the overall tuition dependency from the current 75% to 60-65%. The university should support significant increases in institutional fund-raising, particularly government awards that return indirect revenue, to at least \$25 million annually by 2006-07.

Recommendations

- 1. Complete the university strategic plan with respect to fund-raising and development over the next three to five years.
- 2. Develop and publish an integrated approach to institutional advancement.
- 3. Create a multiyear staffing plan with division of labor for both university and the schools that supports planned giving, annual funds, and alumni relations.
- 4. As an incentive for enlarging Annual Fund revenue, and to foster relationships between alumni and their alma mater, all schools should be allowed to keep the proceeds from their alumni. (NB: This policy has been changed.)
- 5. Develop a public relations strategy, including a public relations process to establish high profile events, planning of calendars six months to a year in advance that involves all schools and offices, especially the president and deans.
- 6. In cooperation with other offices, develop a communications program.
- 7. Establish an alumni relations program and make a sustained investment in collection, analysis and maintenance of accurate alumni data.
- 8. Make a commitment to institutional relations and grant seeking by supporting proposal development, relationship building with foundations and corporations, training and outreach activities for faculty as well as encouraging faculty to seek grants.
- 9. Provide continuous, proactive and accurate financial information to donors, schools, and grant managers by having gift accounting, including grants accounting, done by a trained development officer.
- 10. The size of the university's endowment needs to be evaluated by outside counsel.
- 11. Provide training for university volunteers. Outside training by professionals like the Association of Governing Boards (AGB) would help to deliver the message of the needs and requirements of volunteer leadership.
- 12. Create an institutional relations section of the Board of Trustees' Development Committee and similar focus groups among governors to review potential funding sources and pursue and develop relationships with foundations—particularly family and individually-run foundations, corporations and government agencies.
- 13. The university should consider launching a new five-year, \$50 million per annum, capital campaign, starting no sooner than FY 2004-05 to build endowment, new facilities and strengthen academic and student services.

CHAPTER 9—UNIVERSITY FACILITIES

New School University is located in one of the world's largest, most dynamic metropolitan centers. While such a location attracts both students and faculty, it also presents difficult challenges, especially finding good space at reasonable cost. With the high price for rent, space acquisitions and construction, space is a sacred commodity.

During the 1990s (and since 1995, in particular), the university launched an ambitious capital program consisting of bonded funds, gifts and private donations. Credit must be given to the university's energized and involved Board of Trustees, and to those who served as chairs, for their vision, guidance and personal commitment. The university enjoyed strong support from the Building and Grounds Committee, as well as its faculty, several of whom have been with the university for years. Given the talent and efforts of all these groups, it is no surprise that New School University has strengthened and expanded its academic program and improved its city profile.

Over the past decade, the university as a whole has benefited from a successful capital program. But expectations have risen, driving the need to continue improvement into the next decade. With increasing enrollment, diverse curricula requiring specialized spaces and more full-time faculty appointments, the university will have to invest in facilities. This chapter will summarize existing conditions, space concerns, needs, accomplishments and future plans.

Overview of Existing Facilities

Throughout the past decade, New School University has seen tremendous growth in student population and real estate holdings. These holdings are valued at over \$300 million and constitute a major portion of the university's real assets. Currently, New School University occupies approximately 1.1 million gross square feet of academic and student residential space in over 22 buildings. The greatest percentage of this space, 62%, is in university-owned, academic facilities. The remaining 38% of space is divided among leased student residential facilities (25%), leased academic facilities (7%) and university-owned student residential facilities (6%).

Of the 1.1 million gross square feet, 783,000 gross square feet represents owned and leased academic space. Approximately 85% of the *academic space* is located in Greenwich Village on various sites adjacent or close to 11th, 12th and 13th Streets and Fifth Avenue. The remaining 15% of academic space falls outside the university core and is located in midtown Manhattan (Parsons Fashion Design Program) and uptown Manhattan (Mannes College of Music).

Approximately 350,000 gross square feet is owned and leased *student residential space*, some located on sites near or within the university's downtown campus. With a total of approximately 1,150 beds, student housing has grown significantly because of the university's strategic decision to expand traditional-age undergraduate enrollment.

With few exceptions, most of the New School University facilities are turn-of-the-century and early twentieth century buildings that have been adaptively renewed from their original uses of manufacturing, commerce or retail. Most of the buildings that have been acquired hold preservation value. The adaptive reuse of these buildings has resulted in a wide range of styles and designs, although the university's strongest identity is expressed in its signature 1931 facility designed by Josef Urban—the original New School building at 66 West 12th Street.

PART 1: FACILITY CAPITAL INVESTMENTS 1990-2001

New School University has made remarkable progress upgrading its physical plant and acquiring new facilities using resources from a history of balanced budgets and a successful capital campaign in the mid-1990s. Both new fund-raising and long-term borrowing have enabled the university to acquire or lease additional inventory to accommodate academic, administrative and student residential housing space.

Notable Capital Projects – Major Gifts

During the mid-1990s, the university was able to address important needs as well as to create major public spaces with the following projects.

- Through the generosity of John Tishman, the university undertook the interior restoration of its landmark oval auditorium located at 66 West 12th Street.
- Vera List's gift provided the 1997 renovation of the award-winning List Courtyard, a 6,000 sq. ft. mid-block open air space that connects the 66 West 12th Street lobby with the 65 West 11th Street building.
- The Aronson Galleries, a project funded by Arnold and Sheila Aronson, created a major public space for Parsons School of Design student and faculty exhibits.
- In 1994, a cafeteria and adjacent study/reading room were created at 65 Fifth Avenue.

Each of these projects enabled the university to fortify its public image and provided students with a richly visual and supportive environment. They also established a link with the community, are often used for formal functions by outside groups and are celebrated public spaces in New York City.

Capital Projects Recommended in the 1995 Master Plan

In 1995 New School produced a Master Plan. (The plan and other documents will be available as exhibits.) The Master Plan recommendations are quoted below, followed by the university's record to date:

- "Purchase of a Building." The university purchased five floors of an early 1900s loft building at 72 Fifth Avenue and 13th Street (25,000 gross sq. ft.). At a construction cost of \$5 million, the space was renovated to house the Milano School. Formerly housed at scattered locations throughout the campus, Milano now has a singular distinctive location.
- "Dormitory." A major goal of the Master Plan was to increase the amount of student residential space in response to the growing demand from full-time non-commuting students. By leasing a building, the university added 426 beds to support both the undergraduate and graduate populations.
- "560 Seventh Avenue Mezzanine." The university leased 15,000 sq. ft. at 566 Seventh Avenue to accommodate additional instructional and administrative office space for the Parsons midtown program.
- "Replacement of the Mannes Building." Although a new site for the Mannes Building has not yet been identified, over the past several years, incremental improvements have been completed at the Mannes facility at 150 West 85 Street.
- "Drama School Performance Space." The university has identified a new home for the Actors Studio Drama School and is in the process of negotiating a 40-year lease for an 18,000 sq. ft. building in the West Village.
- "65 Fifth Avenue Renovation." While the university was not able to secure funding to renovate the entire building, the first floor was renovated.
- "Lang College Space Renovation." The renovation at 65 West 11th Street provided new faculty offices in the basement, a reading/study room and a refurbishment and expansion of the cafeteria.
- "HVAC Systems." Major investments have been made in infrastructure, such as two HVAC projects at 65 Fifth Avenue and 560 Seventh Avenue.
- "66 Fifth Avenue Entrance/Lobby." This project was accomplished with the Aronson Galleries, previously described.
- "Purchase of 25 East 13th Street." The university purchased four floors (totaling 54,600 gross square feet) that have been adaptively reused as classrooms and studios to accommodate the Parsons Fine Arts, Interior Design and Architecture programs. The Donghia Foundation provided major funding for the renovation of the third floor, which houses the Donghia Materials Resource Center.
- "Graduate Faculty Centers." Several floors at 80 Fifth Avenue were renovated and are home to a number of graduate faculty centers.
- "Relocation of the Adult Division's Communications Dept." This is a continuing need.

Additional Capital Projects

Capital projects above and beyond those that were recommended in the Master Plan have also been implemented over the past seven years. These include:

• The Knowledge Union at 55 West 13th Street. The adaptive reuse of this building took the form of several phased projects, the first of which was the Knowledge Union. This project provided technology classrooms, specialized computer laboratories and multi-media classrooms.

- <u>University Hall at 55 West 13th Street</u>. This project, to be completed in 2002-03, will provide space to accommodate a cultural center, administrative offices and a student services area.
- Expand Space for The New School. The university was able to increase space by relocating back-office administrative functions out of 66 West 12th Street, and back-filling the 9th floor with academic space for the New School.
- Refurbishing Classrooms University-wide. Responding to changes in pedagogy and instructional delivery, the university has been aggressively outfitting many of its classrooms with LCD projectors, screens and computer terminals. Projects are also being initiated for wireless classroom access via laptop computers.
- <u>Purchase of a Student Residence Hall</u>. The facility is 33,975 gross sq. ft. and has 180 beds. It is located at 118 West 13th Street and opened in the fall of 2002.
- <u>Campus Identity and Signage Initiative</u>. New university and division flags now hang from all buildings, providing marked entrances and tying all the university buildings together. The new signage that has been placed in the lobbies, offices and classrooms of all the buildings also gives evidence to the growing scale of the university.
- Improve Compliance with New York City Codes. Major progress has been realized in complying with New York City building codes and with Local Law 11 (which requires ongoing investments to keep the front and side facades of all buildings safe and attractive). A more detailed overview of projects relating to ADA, Fire safety and public security is provided in the "Capital Projects Relating to Special Needs" section of this document.

Capital Projects Relating to Special Needs

Despite limited funding, the university has made progress over the last three years pertaining to critical and special needs, summarized below.

- Americans with Disabilities. A major priority in the last three years has been improving access, both in the academic buildings and the residence halls, for people who are physically disabled. By the end of 2002, all of the buildings in the main campus core will have accessible front doors. The university has also focused on making elevators more accessible, installing hand-free phones in all of the elevators and upgrading the panels to make the operation easier for the disabled. Considerable progress has also been made regarding accessible bathrooms which have been installed on several floors at 2 West 13th Street, 65 Fifth Avenue, 66 West 12th Street, 55 West 13th Street, 66 Fifth Avenue and 150 West 85th Street.
- <u>Fire Safety</u>. The university has implemented both major projects and less public investments in fire and personal safety. New fire safety systems were installed as part of the new projects at 72 Fifth Avenue and at 55 West 13th Street, and new state of the art systems have been installed in major classroom buildings, such as 560 Seventh Avenue, 65 Fifth Avenue, 66 West 12th Street and 65 West 11th Street. A new fire alarm and sprinkler system have been installed at the Loeb Hall dormitory, and new systems were installed in the new residence hall projects on William Street and 13th Street. Upgrades that include new fire doors and new signage, along with systematic fire drills, allow students to continue their studies in a relaxed frame of mind.
- Security and Safety. The university is committed to providing a safe and secure environment for all members of the campus community. Recently, an in-house security department was created to provide a higher level of service than would otherwise be provided by an outside contractor. New post locations have been added in many buildings, investments in additional equipment have been made, and a well-trained and well-uniformed security staff provides assurance to students, faculty, and staff that the buildings and environment are safe.
- <u>Emergency Preparedness</u>. Under the direction of the Executive Vice President, a detailed Emergency Preparedness Plan has been drafted and is being finalized. This document includes

detailed procedures for any emergency event that the university may be confronted with, including fire, electric power blackouts, telephone and communication failures, as well as situations resulting from human action. This draft plan has been discussed with senior management and will be issued in the coming year.

Capital projects and initiatives have met serious space needs and the perceived needs of the faculty and students. But tensions around space use continue. One issue is multi-use classroom and studio space versus specialized space that some departments request.

PART 2: DEVELOPMENT OF A FUTURE CAPITAL PROGRAM

Pending Issues

In response to the schools' five-year plans, the president set goals for the renovation of 50,000 sq. ft. of space and the addition of 50,000 sq. ft. of new space. The university's space concerns include both quantitative and qualitative elements. The elements of *quantitative* analysis focus on mission and direction, enrollments, and whether or not the amount of existing space is sufficient. *Qualitative* need is defined by the age of the facility in which the space is located, the configuration (or suitability) of the space and its adaptive reuse. While some buildings are in good condition, others have systems that have reached the end of a useful life. The university wants to correct system deficiencies within these buildings and also resolve specific interior space quality. Given the challenges, the age of the physical plant and limited capital, the university will develop a new master plan, described later.

Middle States Process - Identification of Space Needs

To better understand the needs of the students and faculty, the subcommittee met with numerous persons and groups, described next.

<u>School Concerns.</u> The subcommittee met with university deans to solicit recommendations regarding current physical plant conditions and future needs. During the interviews, a number of common topics emerged: *enrollment growth*, as well as the shift from non-traditional students to a more traditional full-time undergraduates, and the impact on instruction space; *quality and quantity of offices* to support both full-time and part-time faculty; *need for specialized rooms* (such as presentation rooms, break-out rooms, practice rooms and satellite labs) to support trends in instructional delivery and to maintain a competitive edge; *student communal space*, such as lounges, reading/study rooms and informal meeting areas.

A brief description of each school—summarizing areas of focus, current headcounts and five-year enrollment goals—is provided below:

<u>Parsons School of Design</u> is the largest university division. Most academic and administrative offices, classrooms and studios are housed at 66 Fifth Avenue, 2 West 13th Street, 26 East 14th Street and 55 West 13th Street. The Fashion Program is housed at 560 Seventh Avenue and 566 Seventh Avenue. Parsons offers associate, bachelor and graduate programs to 2,815 students. Projections show a growth in degree students to 3,219 by 2006 and new programs are planned

in both undergraduate and graduate divisions. These new initiatives, together with enrollment growth, will have impact academic and office space.

<u>The New School</u> is the institution's founding division and has 1,310 degree students, the second largest enrollment, and a large number of continuing education classes. Facilities include several floors at 66 West 12th Street, and many classes are held at 65 Fifth Avenue. The New School projects enrollment in its degree programs to reach 1,829 by 2006.

<u>The Graduate Faculty</u> is located at 65 Fifth Avenue and has a small research center annex at 80 Fifth Avenue. The division enrolls 575 masters students and Ph.D. candidates. Masters students utilize facilities the most because they take regular classes on campus. Growth in masters enrollment is projected to reach 699 by 2006.

Milano Graduate School has recently moved to renovated facilities at 72 Fifth Avenue. Its new facility is used for offices and student service; classes are scheduled at 65 Fifth Avenue and 26 East 14th Street. Two-thirds of Milano's 738 students work during the day, so most courses are held in the evening. Milano's projections for 2006 indicate a modest growth in the on-campus students (to 900). An additional 350 in navy personnel will enroll online.

<u>Eugene Lang College</u> is the university's undergraduate liberal arts division. Its classrooms, faculty offices and administrative offices are at 65 West 11th Street. Classes are held throughout the university, particularly at 65 Fifth Avenue. A growing need exists to add night classes for those students who work during the day. Lang attracts a traditional-age, full-time student who requires the same amenities found at a small liberal arts college. Current enrollment is 617 and is projected to grow to 902 by 2006.

Mannes College of Music's primary facility is in an uptown Manhattan residential area. Mannes also leases rehearsal and office space at a satellite site. The school has 338 students enrolled in undergraduate and graduate programs and in an extension division. Enrollment in Mannes is projected to be stable over the next five years. A substantial acquisition of new space, to be located near the main campus, is under consideration. This would eliminate the need to lease satellite space and consolidate Mannes with the campus core.

The Jazz and Contemporary Music Program, along with the Guitar Studies Program, occupy the 5th and 6th floors of 55 West 13th Street. Most Jazz students are full time, with 60% entering as freshman and 40% as transfer students. Enrollment, as of 2002, is 260 and is projected to increase to 310 by 2006. (These numbers include students in joint programs with other divisions.) Dedicated private practice rooms are heavily utilized, as students are required to practice for a minimum of ten hours per week. With the growing popularity in digital music, possibly impacting the curricular mission of the program, demand exists for a dedicated lab.

<u>The Actors Studio Drama School</u> is housed primarily at 66 West 12th Street and rents space at 159 Bleecker Street for its theatrical productions. Current enrollment is 209 degree students and is projected to remain stable over the next five years. The school will relocate to a new facility fall 2003, organized around a dedicated theater. The new location will give a much-needed sense of identity and enhanced public presence.

<u>University Concerns</u>. The subcommittee also met with vice presidents and other university representatives to solicit ideas and recommendations regarding university-wide, or cross-divisional needs. The hope is that the key themes that have been identified can all be used as a

starting point from which a list of short-term, intermediate and long-term goals can be developed.

<u>Campus Consolidation</u>. A long-term goal is to consolidate all schools to the university's academic core at 11th, 12th and13th Streets and Fifth Avenue in Greenwich Village. A key objective of the proposed Master Plan will be to identify the magnitude of space to realize this goal. Currently, two operations are located outside the core: Parsons Fashion Program and Mannes. In addition to providing academic, office and ancillary space for Mannes and Parsons, a new academic building would be used for interdisciplinary classrooms.

<u>Classroom Efficiency and Scheduling</u>. Efficient use of classrooms will benefit students, faculty and the operating and capital budgets. Upgrading classrooms, increasing the number of students in certain sections and developing a common bell schedule among divisions (to reduce downtime in between classes) are some opportunities. The administration has recently installed *Schedule 25*, a software program that promotes efficient classroom use. In addition, the university will hire a consultant in educational programming to analyze classroom stock and utilization. Study scope is described in Part 3 under "Classroom Utilization Study."

<u>University Libraries</u>. New School University has three libraries: Gimbel Library (an art and design library utilized by Parsons), Harry Scherman Library (a music library utilized by Mannes), and Fogelman Library (the university's library utilized by undergraduate, graduate and doctoral students focused on liberal arts, performance arts, social sciences and philosophy). The secondary libraries are overcrowded and Fogelman, like other academic libraries designed in the 1960s, operates within a traditional, outdated layout. The mission of Fogelman has shifted toward support of primarily undergraduate instruction. The administration will promote the library as a central destination point conducive to study, socialization, teaching and learning where students, faculty and staff can interact. Towards this long-term goal, Fogelman's technological and functional requirements are under review. Given the long-term goal of consolidating all schools to the downtown campus, a new combined facility (with a centralized approach, similar to the integrated digital technology role that the Knowledge Union has taken on) might be considered. The university will hire an architectural firm that specializes in library design to develop planning strategies to address interim and long-term needs of the libraries.

Information Technology. A decade ago, New School University anticipated the impact that technology would have on academic institutions. No facet of the university has been left untouched by the changes technology has brought—from the radical change in medium for a design discipline—like Communication Design—to the web-based revolution in communications for distance learning. Today, the university continues to invest heavily in maintaining its "edge" in digital technology, with projects focused on maintaining and upgrading networking and server infrastructure. The university relies on wide-area networking between buildings and local area networking within buildings. It is fortunate to have line-of-site connections between many of its buildings (avoiding costly T1 connections). However, local networking and server closets within buildings are not always adequate in terms of wiring, electrical source and proper redundancies (in case of failure). In a general way, the relationship between centralized and distributed digital facilities will continue to be a critical planning issue with important academic, planning and budgetary implications.

Student Residences. New School has expanded its student residencies in order to build undergraduate enrollment and improve the student experience, especially for full-time students coming from outside the metropolitan area and for international students. Over the past five years, the university has increased its residential inventory to provide student housing for approximately 15% of its student body. Since fall 2001, over 700 beds have been added. Providing student housing

eliminates problems that students often experience with rental housing, such as market pressures, short-term leases and inadequate space. In addition, the availability of student housing, particularly for new students, allows parents to feel more secure when sending a son or daughter to a large city. In an urban university, where buildings are spread out and a sense of "campus" is hard to achieve, dorms provide a place of refuge and community. Not surprisingly, they play a critical role in retention.

Student Services. The institution should continue to pursue resources and space to support initiatives to improve student life. Since the last Middle States's review, several capital initiatives have focused on undergraduate and graduate student life, such as consolidation of student intake services, additional reading/study rooms, expanded food service, and additional student gathering areas. Important learning happens through casual and informal interaction. The university should continue to pursue projects that will provide students with meeting spaces, lounges and communal areas, all of which promote interaction, study and socialization. These places should include space for students to come in and gather with or without their computers. Study rooms should be created in every academic building.

<u>Capital Budget Decision Making</u>. New School's capital budget decision making has been driven by the 1995 Master Plan and influenced by fund-raising and gifts. The institution has done a commendable job of ensuring that the many gifts received have been spent on critical projects. The university has grown to a point where it requires a new master plan as well as greater transparency in capital budgeting.

<u>Plant Renewal</u>. The university has not had capital funds to make all the needed investments in its HVAC, mechanical, electrical water and steam systems. To adequately address plant renewal, the university should consider providing: 1. A projected amount of funds applied on an annual basis to fund plant renewal costs that have been increasing and to fund the regular annual costs (once the past years' deficits are covered); 2. A regular source of funding from the operating budget that can be counted on year to year; and 3. A commitment to meet this need either by additional fund-raising or by using scarce dollars from the operating budget.

PART 3: NEXT STEPS

Space Management System

Effective and efficient space planning begins with accurate data. Given all the growth and changes of the last five years, the university is taking initiatives to upgrade its space management system, the most important element of which is an updated and well-maintained physical space inventory. The development of an inventory involves a building-by-building, full-scale space audit to track the location, function, size, occupants and net assignable square footages of all rooms. Once completed, the physical space inventory will be an essential resource tool from which routine space reports, studies and analyses can be generated. These reports and studies, along with a set of space benchmark guidelines and procedures, comprise the various components of a space management system and will inform the new Master Plan.

Capital Budget Rules

The university should develop a list of capital budget rules, to be adopted by the Board of Trustees, relating to the order in which funds are allocated. The rules should itemize allocation procedures with funds that are generated from bond issues, gifts or the university's operating budget. These rules should be established with the vice president's and deans, and focus on what types of projects the university would raise money for and fund. The new capital budget rules would provide a more efficient, more responsive and less costly spend-out and eliminate unnecessary duplication of projects. In addition, the university should target capital funds to those colleges that are growing and need additional space, rather than to colleges that may be stabilized. A criteria list relating to gift acceptance may have to be developed, as gifts are contingent upon certain capital projects. The criteria list would ensure that those capital projects are part of the new Master Plan. Finally, the university should specify that certain expenses like infrastructure and plant renewal must be funded on a formula basis, since they are unlikely to be funded through gifts. This is a high priority.

Arts and Liberal Arts Core

Considerable discussion has taken place about the value of combining and/or coordinating the arts and liberal arts programs of the colleges, whereby duplicate courses offered by multiple colleges would be eliminated. Such an initiative would increase the quality of the programs that are offered as well as increase the visibility of liberal arts at the university. It would also have space implications for the schools and the university as a whole. This initiative will be a major focus of the new Master Plan.

Classroom Utilization Study

The utilization study that the university is undertaking will focus on compiling and reviewing existing data relative to the instructional space at the university. The analysis will look at several issues impacting the effective use of teaching space. These issues include analyzing utilization for the days of the week, evaluating the different requirements for space between the day and evening hours, assessing the "fit" (the relative size of classrooms and the sections they house), plus providing comparisons to other institutions and utilization criteria. The final work product will be an assessment of the current utilization and recommendations for improving the university's future utilization.

Design Guidelines

The university occupies many buildings of diverse character in an urban context and developing institutional identity is a challenge. The university is developing a set of design guidelines that relate to exterior, or public, architecture as well as interior architecture. Together, they convey a common sensibility and design vocabulary to inform future projects.

Condition Assessment Survey

To determine the scale of critical maintenance need, the university has hired an engineering firm to conduct a condition assessment survey. The work should entail a thorough walkthrough of the campus to evaluate and document an assessment of all the buildings, including general construction, electrical and mechanical systems and cost estimates for the various components. The engineering condition assessment study should suggest possible formulas that the university can use in determining the level of support needed on an annual basis. The experiences and standards of other colleges and universities are being reviewed in this light. Some formulas are based on annual dollars per sq. ft., others on a percentage of book value of building, and yet others on percentage of market value of buildings.

Toward a New Master Plan

A new Master Plan is been produced in 2003-04. The new plan will be developed in cooperation with the Board of Trustees, the deans and the faculty. To lead the effort, a new Director of Campus Planning has been hired. (This is the first time that the university will have had such a position.) The director will oversee the planning under the direction of the Vice President for Administration and Business Development. Presentations seeking feedback on the Master Plan issues, process and schedule have already been made to the university officers, deans, and the university community at a University Seminar, spring of 2002. A detailed schedule was developed and approved by the university in the fall of 2002. The Master Plan will provide a clear path leading the university to where it wants to be, both short and long term. Once approved, the Master Plan will incorporate university goals and generate recommended capital projects as candidates for funding.

Recommendations

- 1. Address strategic questions about academic programs that will impact space need.
- 2. Develop plans to maximize the use of existing academic space.
- 3. Provide adequate specialized space.
- 4. Incorporate scheduling and class size issues into faculty planning to produce a consensus regarding levels of utilization in new and existing facilities.
- 5. Establish clear capital budget rules to guide fund-raising and capital allocation decisions.
- 6. Establish a formula and budget procedure for the annual funding of plant renewal.
- 7. Develop a specific, transparent standard for full-time and part-time faculty offices, university-wide.
- 8. Identify specific goals for student housing that are mapped to enrollment growth.
- 9. Resolve issues related to library and study facilities.
- 10. Determine the viability of the physical consolidation of all colleges into the campus core.

CHAPTER 10—OUTCOMES ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

This chapter outlines the progress made in assessment of student learning and other outcomes and in institutional effectiveness at New School University since the mid-1990s, followed by a discussion of the steps taken to ensure continued progress. The status of assessment in the mid-1990s and initiatives undertaken in the late 1990s to enhance the availability and quality of institutional and assessment data will be presented first. This will be followed by a discussion of the development of a new outcomes assessment plan and a brief description of the student outcomes component. An evaluation of current outcomes assessment activities in view of this plan will ensue. The chapter will close with recommendations for future action.

Assessment at New School in the mid-1990s

In the mid-1990s, a number of outcomes assessment activities unfolded. In 1995-96, prompted in part by the need to comply with accreditation standards, each of the colleges developed a plan to assess student outcomes, faculty effectiveness and accomplishments, and program quality. In addition, as indicated in the interim report, the university was working toward developing measures for assessing the effectiveness of academic student services, diversity, administrative efficiency and governance.

In the following years, incremental progress was made at the schools and for the university. Some data were collected and used systematically. For instance, data on selectivity and yield rates were collected by each school and used to project future enrollment patterns, to track selectivity trends of each program and to plan recruitment. Also, data on retention and graduation rates of full-time freshmen were collected and reported in IPEDS and New York State surveys yearly. Schools monitored student academic success through such means as exams and end-of-program evaluations (e.g., thesis, dissertation, completion of capstone experience); evaluation of studio-based projects (Parsons), of music skills (Mannes, Jazz), and final-year repertory productions (Actors Studio). Further, schools evaluated the effectiveness and contributions of faculty members through the regular administration of student evaluations at the end of each course and through peer and/or dean evaluations. Finally, occasional program reviews by panels of external and internal evaluators were conducted.

Activities undertaken in the mid-1990s improved the ability to evaluate institutional effectiveness. However, extensive progress was impeded by a number of factors. Comparable data were not easy to obtain since schools maintained their own databases, using varying definitions. Standardization of data was also made difficult by the lack of interaction among databases (student, financial aid, human resources and finance) of the university administrative computing system. Moreover, the university lacked staff to support a systematic program of collection and dissemination of the data needed for assessment.

Late 1990s Data-Enhancement Initiatives

The situation changed in the late 1990s. New leadership initiated major changes that led to substantial improvements in institutional and assessment data, which, in turn, significantly enhanced the ability to assess student outcomes and institutional effectiveness. Among the major initiatives the university undertook to improve institutional data were the conversion to a new administrative data system (BANNER) and the creation of the Office of Institutional Research.

Administrative Data System (BANNER). The implementation of a new administrative data system, which is still ongoing, has improved the quality of institutional data. Standardization of definitions, integration of system components (e.g. student, financial aid), and information residing in one university-wide database allow quick retrieval of data, easy cross-college comparisons, and more complex analyses using data from different components. Full benefits of the system will be realized when ongoing work—e.g., implementation of Human Resources module, training in report-writing—is completed.

Office of Institutional Research. Fall 2000, the first Office of Institutional Research was established. This office has expanded the availability of institutional and policy-oriented institutional data, working closely with other university offices. It has also played an important role in the university effort to improve outcomes assessment and institutional effectiveness measurements.

Improvements in Institutional Data. The university's efforts in the past few years have resulted in greater availability of institutional data. Progress includes the production of the first *University Fact Book* in 2000-01, presenting important data not previously available from any single source. It is published annually, each new edition containing an expanded set of data. Another important development is the creation of Common Data Sets for each school with an undergraduate program and for the university overall. These databases contain information on admissions, enrollments, student services and activities, faculty resources, and other areas, and provide consistent data across divisions that are readily available from one source. Further, collaboration among university and college offices led to the improvement of current data on faculty and staff. The implementation of the human resources module of BANNER, in spring 2003, will greatly enhance data availability.

Progress has occurred in the availability of policy-related information, and discussions of policy issues by the university leadership are increasingly informed by data analyses. As the implementation of BANNER progresses, and as the capacity of the Office of Institutional Research increases, more policy-specific data and analyses will be produced and used to inform decisions. While the institutional data are much improved, more work needs to be done. Processes are in place to strengthen data on student retention and graduation, faculty and staff characteristics, utilization of the facilities and other areas.

Outcomes Assessment and Institutional Effectiveness Data

In the past three years, the university undertook initiatives that improved its ability to assess student achievement and evaluate the effectiveness of educational and administrative programs and services. The self-study in preparation for the Middle States review provided the framework. The process included review and updating of missions and goals of the university and individual schools, and the evaluation of whether goals regarding student learning and

other expected outcomes are realized. The evaluation pointed to the need for a new outcomes assessment plan to effectively assess the extent to which the updated school and university goals are accomplished.

New Outcomes Assessment Plan

A new outcomes assessment plan was developed in 2001-02. It is based on an evaluation of the university's needs in view of the updated missions and goals and a review of MSCHE standards. The Steering Committee of the self-study served as the review group. Discussions were held with senior university and school officials, as well as with groups of faculty and staff. In addition, school and university documents developed over the last decade were evaluated. Since fall 2002, the university-wide Institutional Research Committee oversees the work on the finalization and implementation.

The plan is comprehensive, including components for evaluating student outcomes as well as effectiveness in other areas that will meet the needs of the university and its academic divisions in the years to come. (See Appendix H--Outcomes Assessment Plan.) It takes into account the diverse and decentralized character of the institution and provides for assessment of student achievements at both the school and university levels. It serves as the guide for evaluating the adequacy of current outcomes assessment data and for planning appropriately for the future. The primary focus will be student outcomes, particularly student learning and achievement. Eventually, assessment of other dimensions, already in existence to an extent, will receive greater attention. These include university administrative support services, curriculum and program effectiveness, and faculty effectiveness and accomplishments.

Student Outcomes Component of Assessment Plan

Guided by Model of Student Success. The plan for measuring student outcomes at New School University is guided by a model of outcomes assessment that includes factors research has shown to be influential in student success. Based on an extensive review of the literature as well as an examination of practices at leading institutions, a variant of the model developed at SUNY--Albany, a leader in outcomes research, was chosen for guiding student outcomes assessment at the university. (See Albany Outcomes Assessment Model in assessment exhibit.) In this model, which is based on the widely-used Tinto model of student retention, student educational and alumnae/i achievements are influenced by the personal traits and pre-college characteristics of students (gender, ethnicity, and academic ability) and by their college experiences. These include educational experiences (classroom experiences, contact with faculty members); social integration (relations with peers, co-curricular experiences), and institutional integration (financial aid, affinity of values). Outcomes assessment at the New School will be organized to shed light on the effectiveness of some of these factors. It will proceed incrementally, given the limited resources available. Full implementation of an assessment plan based on the model will be a long-term process. (Indeed, the original work at

Albany took over a decade to standardize, according to Dr. Fred Volkwein, who headed the process.)

Student Outcomes to be Measured. Selection of appropriate outcomes to measure presented a major challenge. Since the missions and goals of the eight schools and programs of the university vary widely, developing an assessment plan that allows university comparisons while reflecting the unique missions of the schools has been difficult. The solution reached was to adopt a partly decentralized plan. The plan gives schools the flexibility to set outcomes appropriate for their students but also contains a set of university outcomes important for all students, such as acquisition of knowledge and skills, which all schools must address in ways consistent with their mission. Specification of learning outcomes is an ongoing process and runs parallel to the process of updating university and school missions and goals as part of the self-study. Final missions and goals will be approved by the Board of Trustees in February 2003. Assessment of outcomes is an effort that will take institutional commitment sustained over many years. It will work only if the academic divisions and their faculties play an active role in defining what constitutes success for their students and if they view assessment as a tool for determining what works and whether changes are required.

The committee agreed that the following student outcomes are important for all students of the university and will be addressed by all schools:

- <u>Learning and development.</u> For undergraduate programs: in-depth learning in the field of study or area of concentration; general education knowledge and skills, including writing skills and information literacy; and personal and social development, including values and attitudes. For graduate programs: advanced knowledge in the field of study and advanced skills and methods of inquiry specific to the discipline; selected general education skills such as writing skills and information literacy; and values and attitudes.
- <u>Student success/achievement.</u> Timely progression through program, retention, and graduation.
- <u>Alumnae/i success/achievements.</u> Achievements after graduation (e.g., employment status, lifelong education plans, additional education and degrees earned, career attainment). (See Outcomes Assessment Plan in Appendix H for detailed list of outcomes.)

Although all schools were asked to address these outcomes, they were encouraged to modify them and/or add others according to their mission. For instance, expected progress toward a degree is different for Lang or Parsons students attending full-time, for adults in the B.A. program of The New School who study on a part-time basis, and for graduate programs with varying enrollment patterns.

Evaluation of Adequacy of Existing Student Outcomes Assessment Data

An evaluation of current student outcomes assessment activities in view of the new plan was undertaken. It revealed that a considerable amount of outcomes data on student learning and achievement are currently gathered by the schools and by the university from several constituencies: students, alumni, faculty, and administrators. Both direct (grades, retention rates) and indirect (student self-reported enhancement of knowledge and social skills as a result of university experiences) measures of success are used. (See Appendix H.) The evaluation also

pointed to areas where improvements are needed. Processes are already underway to enhance gathering and utilization of assessment data and plans are in place to improve data collection in other areas in the future. Results of the examination are discussed in more detail below.

Student Learning

<u>Learning in the Field of Study</u>. Assessment of student learning in the field of study is conducted primarily by the departments or, in some cases, by the schools. In addition, the university collects survey data on student and alumni/ae evaluation of their degree programs. Assessment occurs at different stages of the students' career.

School-based Assessment. Assessment of student skills and preparation upon entry is extensive and varies by college. For instance, Mannes and Jazz focus on musical skills, assessed through auditions; Parsons examines a portfolio of original artwork, a home exam (assigned original artwork) and SAT or TOEFL scores; and Lang looks primarily at academic achievement in high school. The results are used for advising and programming support services. Schools monitor student academic progress. Methods vary, including successful completion of courses based on evaluation of classroom exams, assigned (Lang, Parsons, Jazz); frequent class critiques in all Parsons studio courses; and sophomore jury performance examination by a faculty panel in Jazz. The Graduate Faculty relies on traditional methods such as passing the Master's exams, Ph.D. qualifying exams, Ph.D. oral exams, and completed doctoral internships as indicators of student progress and Milano examines grades in advanced courses and seminars and completion of the Policy Lab. End-of-program evaluations are carried out to ensure that students have acquired indepth knowledge in their field. Again, means of evaluation vary widely, from school to school and from department to department. For instance, acceptance of Master's theses and successful defense of Ph.D. theses are the Graduate Faculty's means of assessing student learning. Parsons students' mastery of knowledge in their field of study is ensured by successful completion of the capstone senior studio experience (thesis, exhibition, etc.) Similarly, Lang students must complete a senior seminar. Mannes and Jazz students are evaluated at senior recitals and Actors Studio students' mastery of their craft is evaluated at the Senior Repertory presentation.

<u>University-level Assessment</u>. In addition to the direct measurements of student learning, the institution obtains indirect evidence through the use of surveys, local as well as national. Two alumnae/i surveys conducted fall 1999 and fall 2000 of alumni/ae who graduated in 1997 and 1998, respectively, provided valuable information on the former students' evaluation of their degree programs, which led to some improvements. For example, alumnae/i's low rating of academic advising contributed to Lang College's strengthening in that area.

Assessment of General Education and Personal Development.

<u>School-based Assessments</u>. While schools with undergraduate programs emphasize different general education skills, depending on their mission, all have goals regarding effective writing and information literacy. As Appendix H suggests, assessment methods vary, including successful completion of general education courses, evaluation of writing portfolios by a committee, and completion of internships.

<u>University-wide Assessment.</u> A number of university surveys are administered to gather information on acquisition of knowledge and skills in general education and personal development. Data are gathered from traditional undergraduate students <u>upon entry</u> through the ACE/HERI CIRP Freshman Survey. Conducted in fall 2000 and fall 2002, the survey will be administered annually henceforth. It provides information on student characteristics such as values and attitudes, goals and aspirations, and educational and career plans. Findings are used by the Office of Student Services to program appropriate co-curricular activities. Analyses by school are shared with the deans to supplement their understanding of their own students for planning purposes. Data are also used in policy discussions. For instance, CIRP findings were used by the dean of Lang College to strengthen her successful request for additional full-time faculty lines.

End of First Year. At the end of the freshman year, traditional undergraduate students are surveyed to measure the impact of the freshman year and their satisfaction with their education. The instrument used is the National Survey of Student Engagement (NSSE), administered by the University of Indiana. It provides information on students' engagement in effective educational practices, such as level of challenge, active learning, and student-faculty interaction. The survey will be administered biennially in the future.

<u>All Enrolled Students</u>. (Undergraduate and Graduate students) Beginning in 2002-2003, an annual locally developed Student Satisfaction survey is administered to all enrolled students to measure their satisfaction with university services, their educational program, and other experiences. Lang College students were surveyed in fall 2002; students in other schools will be surveyed in spring 2003. Results will be used to make improvements in the services provided.

<u>University Writing Initiative</u>. One of the Provost's priorities is writing quality. In 2001 the University Writing Center was created to provide tutoring to students and coordinate faculty development for improved writing.

Although many useful data on student learning and growth exist, their use in making policy decisions has been limited. New School University is still in the early stages of comprehensively obtaining information from students and using it effectively to guide policy decisions. The president has made data collection and analysis one of his priorities for the institution, which has led to increased efforts in this area in the past two years. An example of his use of research findings to make policy decisions is his current discussions with the dean of Parsons possible curriculum changes in a program that would enhance students' career preparation, based on findings of an alumni/ae survey.

Partly as a response to the president's emphasis on empirical data, outcomes research has increased at the school and university level. In collaboration with the Office of Institutional Research, school officials are developing surveys to gather information on students and alumni/ae that will be useful in adjusting current programs and services. Examples include a surveys developed by the Parsons Career Center, Lang college's internship director, and university Academic Computing Services. The addition of a staff member fall 2002 will enhance the availability and use of policy-specific data analyses in the future. The office will do custom-made analyses of data for targeted groups and point out how to use the data to make policy decisions. For example, CIRP data on why students go to college and for selecting New School University will be discussed with admissions officers and enrollment management officials with the aim to improve future marketing and recruitment efforts by using the CIRP

information on competitors. Furthermore, research findings will be disseminated to the University community by posting them on the office web site when it is constructed.

Other Student Outcomes

Timely Progression to Completion. A number of assessment activities have focused on the success of the university to retain and graduate its students in the past few years. Annual analyses of retention and graduation rates of full-time, first-year students are conducted for individual school and for university-wide cohorts. Some schools also collect data on the retention of their own students (Lang, Parsons, and Mannes), which are used primarily to estimate future enrollments. Moreover, a study undertaken in 2000 on retention of the 1994-99 new student cohorts yielded some information on populations other than freshmen. While these studies provided useful retention data, more comprehensive information is needed. Fulltime, first-year students account for about half of all new students; data on undergraduate transfer students and graduate students are also needed. Also, different retention data must be used for different schools. For instance, measures other than retention, such as time to degree, are more appropriate for Milano and The New School students, who enroll on a part-time basis and often stop out before competing their degrees. Further, data are needed to assess the retention and graduation rates of sub-groups of students based on ethnicity, gender, age, and other characteristics. Fall 2002 the leadership made retention one of its priorities and steps are being taken to enhance retention data. They include a review of appropriate retention goals by the schools, the updating of the methodology for tracking retention, and the implementation of an annual student satisfaction survey to gather information on areas in need of improvement. Structures are being put in place to guide future data gathering and utilization.

Collection of good retention and graduation data is the only the first step. The university needs to conduct on-going research to determine the causes of attrition and use the findings to make changes that will improve it. Some schools already started collecting and using such information (Lang focus groups). At the university level, the annual Student Satisfaction survey, will provide valuable data. Focus group discussions will be conducted to obtain further, in-depth information on areas of importance to students, which can point to appropriate policy changes.

Post-graduation Accomplishments. Fall 1999 and fall 2000, the university administered surveys to former students who had graduated two years earlier. The surveys yielded some valuable information on the alumnae/i's current occupational and educational status, on evaluation of their degree program, and on satisfaction with various experiences at New School University. Some data on the success of alumni/ae were also collected through a survey of recent graduates of one program conducted in fall 2002. Milano, Mannes and Parsons occasionally conduct their own surveys of alumnae/i for various purposes. While these efforts represent a good start, considerably more work needs to be done in order to effectively evaluate the successes of New School University graduates. The university and the schools have begun a number of initiatives to achieve this. The university alumni office is updating the address database by the use of an address search firm and by several mailings to all alumni/ae yearly. The mailings include a brief survey form that will help the university assess its effectiveness in producing successful

graduates and gauge their overall satisfaction with their experience here. Some schools, for instance Parsons and Lang, are putting in place processes for obtaining information from their former students. The schools, the University Alumni Office, and the Office of Institutional Research work collaboratively on this project, enhancing its future success.

Other Evaluation Efforts

Faculty Effectiveness and Accomplishments. Evaluation of the effectiveness of full-time faculty takes place primarily within schools and, in some cases, within departments. It varies from school to school in form and rigor, particularly evaluation of part-time faculty. Student evaluations at the end of each course are universally used and provide useful data on faculty effectiveness. The information is used by deans and department chairs to improve student performance in the future and for making re-appointment and promotion decisions. Additional faculty evaluation practices include reviews by chairpersons or deans (Lang, Parsons, Actors Studio), end-of-year appointments with the dean (Lang), by peers (Milano, Graduate Faculty) and annual review of faculty productivity (Graduate Faculty). Information on accomplishments of particular faculty members is available to schools and it is used for re-appointment and promotion decisions. The information is not always kept systematically or in a form, such as a database, that can be shared with others easily. Part-time faculty are also evaluated by the schools or departments in which they teach. Procedures vary overall, and evaluation is less rigorous than evaluation of full-time faculty.

Quality of Academic Programs. Academic quality is evaluated and improved through the institutional accreditation by the Middle States Association, and program registration by the State of New York and the District of Columbia, and internal quality assurance reviews required of the colleges by the Provost's Office. In addition, the quality of one of the schools and of a number of programs is evaluated by national accrediting associations. Parsons School of Design is accredited by the National Association of Schools of Art and Design (NASAD); the Clinical Psychology program at the Graduate Faculty by the American Psychological Association; the Architecture program at Parsons by the National Architectural Accrediting Board, and the Urban Policy Analysis and Management at Milano by the National Association of Schools of Public Affairs and Administration. A number of the graduate programs, such as Cultural Sociology at the Graduate Faculty, are ranked among the top in the country. The results of the 2001 National Survey of Student Engagement, which measures performance in effective educational practices, show that New School students outperform their peers nationwide.

<u>University Academic Reviews</u>. External reviews of standards and content of entire degree programs, by internal and external evaluators have been carried out occasionally. Changes are made based on the findings of the reviews. The university intends to conduct such reviews systematically in the future. t is also working to improve the review process by developing new policies.

<u>University Academic Policies</u>. Finally, the administration has been aware for several years that its academic policies are no longer adequate to the changed status of university <u>qua</u> university, its size and complexity. The self-study has surfaced several of the most important challenges, notably faculty titles and review process. Individual policies have been modified, case by case, but a systematic review is now underway by the newly formed Academic Policy Group, which consists of the academic deans for all schools. The group, which is chaired by the deputy provost and university registrar, is charged with policy review and formulation in critical areas like: faculty titles and the review and appointment process, new program approval policy, university minimum syllabi standards, and course evaluations.

Assessment of Administrative Services

In addition to assessment of academic outcomes, the university undertakes some assessments of administrative effectiveness. The alumnae/i surveys gathered information on the importance of and satisfaction with various university services. University and school officials obtain students feedback regarding their satisfaction with administrative services through occasional surveying, interviews and, in some cases, focus groups with students. For example, the Library staff in cooperation with IR conducted a survey of faculty, students, and staff in spring 2002 to evaluate their services and to measure the satisfaction of patrons. Results of these surveys, discussed in detail in the Library chapter of the self-study, have informed discussions regarding funding for the libraries and needed holdings of library materials. Effectiveness of administrative services is one the president's priorities and in 2002, a major initiative began to make improvements in this area. Changes in the administrative structure integrated various offices under one umbrella coordinating the effort to provide increasingly better services. Part of the effort is the annual administration of the student satisfaction survey described previously as a vehicle for obtaining useful information on areas in need of improvement. The university is also undertaking an assessment of staff satisfaction, as part of an effort to increase teamwork. Using focus groups and a survey of employees, the project aims to assess satisfaction of employees with various aspects of their work and identify existing successful collaborative efforts, in order to make changes that will make New School University an employer of choice.

Recommendations

- 1. The assessment plan with improved funding needs to be reviewed by the deans and the faculty and integrated into ongoing academic planning.
- 2. Faculty participation in the process must increase. The university and schools should put in place structures that include substantial faculty input and leadership. The creation of a University Assessment Committee, including faculty and administrators from schools and representatives from appropriate university offices (provost, student services, among others) is ideal. In the interim, the Institutional Research Committee should be modified to include assessment among its goals. The committee will oversee the university's activities in this area. Coordinated by the office and consisting of school administrators and faculty, this group will set priorities for university-wide assessment activities and determine "best practices" for assessment within schools and administrative units.
- 3. The university should continue to promote a culture of data-informed decision making. Existing assessment results should be communicated widely to university and school administrators, faculty and students. All new initiatives undertaken should include expected goals and a process of assessing whether the goals are met.
- 4. University assessment processes should be coordinated by the Office of Institutional Research.
- 5. Expansion and improvement of institutional data is needed: areas to receive immediate attention: retention and graduation rates of subgroups of students and faculty data. The Office of Institutional Research should be the "official" keeper of university data to ensure accuracy and consistency.

CHAPTER 11—THE NEW SCHOOL

The New School—oldest of eight academic divisions that comprise New School University—was founded in 1919 for the purpose of providing "intelligent men and women" with insight into the "grave social, political, economic, and educational problems of the day." Education for educated adults has remained the heart of the school's mission. Every year, 20,000 adults enroll as non-degree, non-credit students and 10,000 more attend lectures, readings and concerts.

The New School's student base has changed since the last full re-accreditation review more than ten years ago. In part, the school responded to shifts in the landscape of higher education. Adult students returning to school to complete undergraduate degrees and to commence graduate studies had become an expanding sector. At the same time, non-credit enrollments were steadily declining as more and more academic and cultural institutions, especially in New York, began to program for adults. In response, the school revitalized the B.A. program and developed new graduate programs. While measures were taken to develop new courses and programs for non-credit students, the focus became degree programs. As a result, in fall 2002, 1,282 students matriculated in degree programs; within the university The New School now ranks second only to Parsons in the number of matriculated students.

Mission

The New School provides higher education for adult students, serving as an intellectual and cultural center with the aim of promoting an informed and reflective citizenry. Throughout its history, it has emphasized progressive thinking with a strong commitment to academic freedom, a global perspective and social responsibility. This core mission is enacted in different formats and settings: undergraduate and graduate degree and certificate programs; an extensive curriculum for credit and non-credit adult students taught by practitioners and scholars; and a wide variety of public events responsive to the political and cultural issues of our times. In all of these contexts, it strives to advance independent and critical thinking; the ability to link theory and practice; artistic and intellectual creativity; scholarly inquiry and publication; and civic engagement.

STUDENTS

During the past ten years, the percentage of students who are pursuing an academic degree has increased from 5% to 15% of the total number of students registered for courses. Headcount enrollments from 1990 and 2002 demonstrate the extent of the shift in populations.

FALL 1990		FALL 2002	
Nondegree:		Nondegree:	
Noncredit	11,435*	Noncredit	5,677**
Nondegree credit	532	Nondegree credit	299
		Certificate	428
		Institute for Retired Professionals	280
Total nondegree	11,967	Total nondegree	6,684
Degree:		Degree:	
B.A. Liberal Arts	265	B.A. Liberal Arts	576
M.A. Media Studies	184	M.A. Media Studies	416
M.S. Tourism	44***	M.S. in Teaching	8***
		M.F.A. Creative Writing	146
		MA./M.S. International Affairs	136
Total degree	493	Total degree	1,282
TOTAL	12,460	TOTAL	7,966

^{*} Includes one-time registrations for special programs

Since matriculated students typically carry a load of 6 to 15 credits each semester, while noncredit students usually take a single course, the shift in course registrations from non-credit to credit is even greater.

Recruitment and Admissions

In each of its degree programs, The New School seeks students who are mature, self-motivated, socially responsible and able to demonstrate intellectual and creative strength. Each program has specific admission criteria. The B.A. program judges applicants on the basis of (1) maturity to manage their own learning process; (2) ability to work successfully in an intellectually challenging academic environment; (3) evidence of being inquisitive, independent and self-directed; (4) verbal skills (spoken and written) and capacity for clear, critical thinking. Applicants must submit a statement of educational plans and goals, a writing sample and transcripts of all prior college work. An in-person or telephone interview is required. Applicants must have completed at least one year of successful college study in the liberal arts. (Exceptions: exceptional applicants who are 24 years or older with fewer than 24 credits may petition for admission; applicants who intend to complete their degrees online must have a minimum of 60 transfer credits.)

Graduate programs assess applicants on the quality of their preparation for advanced study in their field and on their commitment to the field of study. Applicants for the graduate programs are required to submit a statement of purpose, a résumé, two letters of recommendation (one academic and one professional) and transcripts of all prior college work, including documentation that they have completed an undergraduate degree. In person or telephone interviews are required except for the Creative Writing program, which requires the

^{**} Does not include one-time registrations

^{***} Programs phased out

submission of a writing portfolio. Fall 2002, the number of students admitted as a percentage of total applications was as follows: B.A.—76%, Media Studies—69%, International Affairs—89% and Creative Writing—32%.

Student Profile

The following chart summarizes demographic information for undergraduate and graduate students for fall 2002. See Appendix A for university and school profiles.

	Undergraduate	Graduate	Total
Total	576	706	1282
Male	206 (36%)	216 (31%)	422 (33%)
Female	370 (64%)	490 (69%)	860 (67%)
International	28 (5%)	125 (18%)	153 (12%)
Asian-American	13 (2%)	36 (5%)	49 (4%)
Black American	64 (11%)	59 (8%)	123 (10%)
Hispanic	41 (7%)	61 (9%)	102 (8%)
Multi-Ethnic	4 (1%)	6 (1%)	10 (1%)
White	316 (55%)	336 (48%)	652 (51%)
Unreported	110 (19%)	83 (12%)	193 (15%)

The New School has made special efforts, outlined in our Affirmative Action/Diversity Plan (described earlier), to attract students from diverse backgrounds. Some progress has been made diversifying the student body. One barrier for many prospective students is the high cost of tuition and living expenses, coupled with inadequate scholarship funds. As a private institution dependent on tuition revenue, additional resources for student scholarships and grants must be a priority to attract a diverse student population.

Student Services

With the increasing number of degree students, The New School has had to rapidly develop academic and student services appropriate for working adults.

Academic Advising. Studies show that adult students prefer and perform best in programs that allow them to make choices relevant to their own needs while having access to individual advising. To address this need, the school has created a core faculty to provide consistency in the curriculum and advising for degree students (see Faculty, below, for a description of core faculty.) Each student, undergraduate and graduate, is assigned to a core faculty member upon admission, based upon the student's academic interests and area of concentration. Students meet with their faculty advisor for course registration advising and approval every semester. In addition, all core faculty hold weekly advising hours. Student and alumni surveys indicate that most students consider the individual attention they receive from faculty advisors to be among the school's greatest strengths. This is one reason why retention and completion rates are high, especially for programs geared to working adults who often have high dropout and stopout rates. In order to continue providing adequate

advising for students, the number of faculty advisors needs to be increased. Although core faculty have been added as fast as the budget allows, increasing from zero in 1990 to twenty-nine in fall 2002, the advisee load for core faculty is too high, ranging from 1:40 to 1:60.

Skill Development. Another challenge given the rapid increase in degree students is the need for skills development, especially academic writing. While communication skills are among the criteria for admission, the reality is that students enter with a range of skills. Moreover, an increasing number of international students, especially in graduate programs, bring with them the challenge of providing support in English as a Second Language. These needs are being addressed in a number of ways: undergraduates with weak writing skills are required to take preparatory writing in the first semester; both undergraduate and graduate students whose first language is not English have access to The New School's courses in English as a Second Language; writing centers have been expanded to provide tutorial assistance and writing resources to adult undergraduate and graduate students.

<u>Career Development</u>. Degree students need career counseling, and in 2000-01 the University Career Services Office was established, providing workshops and panel discussions as well as one-on-one counseling. Workshops on résumé writing, interview skills, exploring various career fields, choosing a graduate program, and obtaining scholarships and grants are on going throughout the year. Additional professional development activities have been established within each of the graduate programs. The Writer's Life Colloquium offers M.F.A. students in Creative Writing the opportunity to hear directly from authors, editors and publishers about their work. The Practitioners Workshop offered by the International Affairs program brings to campus professionals working in the field. The Media Studies' series, "Fridays at 4," invites artists and media professionals to speak with students.

THE FACULTY

Faculty Structures

As the number of degree students increased in the early 1990s, The New School recognized the need to create new structures for providing instruction. The traditional reliance on part-time faculty has made it possible to offer an unusually fresh curriculum and provide, especially on the graduate level, a strong connection between theory and practice. We wanted to retain these strengths while also creating an involved faculty, which could provide a cumulative, progressive education for growing numbers of matriculated students. Over the past decade, major changes have occurred in the way we hire, compensate and review faculty.

<u>Independent Contractors</u>. In fall 1990, The New School had nearly 650 part-time instructors of whom 628 (97%) were paid as Independent Contractors. (The remaining 22 faculty members were part-time faculty members in the graduate program in Media Studies.) Independent contractors were hired to teach their "dream course" and students came to partake of a lively exchange with other adults. The emphasis was on teaching.

<u>Part-time Teaching Staff</u>. The first major change in faculty structures came in 1994, when all instructors teaching credit-bearing courses were converted from Independent Contractors to part-time teaching staff who were university employees. January 2002, this process was completed when virtually all instructors teaching non-credit courses were converted. The university now is able to better enforce standards regarding teaching responsibilities. At the same time, the institution has a

greater commitment to the faculty, including an obligation to engage part-time teachers in the institution's academic life.

In 1996, a multi-year plan was begun to improve salaries of teaching staff in the adult education/undergraduate program. With the increase in degree students, rigorous academic standards were implemented in all areas, particularly in departments with heavy credit enrollments, such as humanities and social sciences. Beginning with these departments, most faculty salaries were doubled over the next few years. For example, the salary of most humanities faculty increased from \$965 per course in fall 1996 to \$2,110 per course in fall 2002. This increase represents a sizeable investment by the school in its faculty.

Core Faculty. Another major change was the creation of core faculty positions in degree programs. The decision to create this new category was made to provide more continuity and coherence in the curriculum and in academic advising for degree students. The graduate program in Media Studies was the division's first program to introduce core faculty in 1991. The original intent was to select the new core faculty from among part-time faculty, asking them to assume additional responsibilities beyond teaching, particularly advising and, for graduate programs, thesis supervision. Initially, core faculty were paid a stipend in addition to their per course faculty fees. The B.A. program adapted this structure in 1996.

<u>Half-time Faculty</u>. Fall 1999, the model changed again when the administration created the position of half-time faculty. Instead of being hired on a year-by-year basis, now half-time faculty are appointed after national searches for three-year, renewable terms. Compensation is significantly improved because faculty are paid half a full-time salary with full employee benefits. Under the half-time model, various responsibilities for which core faculty members were paid separately became integrated. Half-time instructors teach three courses per academic year, advise students and serve on committees. With the creation of half-time core faculty, The New School has created a viable structure for recruiting and hiring faculty. This has required considerable financial investment, and has yielded a high quality, competitive faculty who are engaged in the school's academic life.

Fall 2002, The New School has 29 half-time faculty members: 13 in the B.A. program, 10 in Media Studies, 5 in International Affairs, plus one faculty member in Teacher Education (which is being phased out). The M.F.A. in Creative Writing follows a different model in order to attract a world-class faculty of published writers. The instructors are not categorized as "core," but their teaching role includes thesis supervision and mentoring.

Assessment of Faculty

<u>Core Faculty</u>. Degree program directors are responsible for oversight, evaluation and review of core faculty under the supervision of the Associate Dean for Academic Affairs. At the end of each academic year, directors meet with their core faculty individually to review performance and set goals. Core faculty are appointed for three-year terms on the basis of a thorough evaluation of teaching, scholarship and/or professional activities and service to the program, the university and the profession. For each reappointment review, the director is responsible for convening a faculty committee, which recommends individuals to the director who recommends to the dean and, finally, to the provost.

<u>Part-time Faculty</u>. Program directors and department chairs are responsible for oversight, evaluation and review of part-time teaching staff and part-time faculty. The sheer size of the part-time faculty presents a major challenge. Having well over 100 teachers in some departments, chairs were faced with the daunting task of maintaining regular contact with faculty and conducting class observations. Currently, chairs are asked to observe new instructors during their first semester of teaching, at a minimum. Also, course evaluations completed by students are an important measure of teaching effectiveness. These evaluations are reviewed by the chair each semester and made available to individual teachers upon submission of grades.

Faculty Support

Support for faculty has increased substantially and the administration is especially mindful of the responsibility to provide support and professional development for part-time teachers.

<u>Orientation</u>. All new instructors are invited to attend an orientation session conducted by the Associate Dean for Academic Affairs, covering topics like: developing a syllabus, methods of assessing outcomes, access to library and computer resources, ordering audio-visual equipment and pay schedules. A *Teaching Handbook* is distributed (available as an exhibit).

<u>Faculty Development</u>. The New School provides travel grants of \$200 to help fund part-time faculty who present papers at academic conferences. Part-time faculty are eligible to compete for university grants for curriculum development and innovative uses of technology in the classroom. Travel funds for half-time faculty are provided by their program. Half-time faculty may apply for paid sabbaticals.

<u>Benefits</u>. It has long been the tradition to offer part-time faculty full tuition allowance for as many equivalent courses as the faculty member is teaching during the term. In addition, most part-time instructors are eligible to select from a "cafeteria style" menu of benefits including health, pension and employee reimbursement accounts.

CURRICULUM

Adult Education and Undergraduate Study

Throughout its history, The New School has been known for its stimulating adult education. Course offerings are published three times a year—fall, spring, and summer—in *The New School Bulletin*. During each regular semester (fall and spring), over 1,300 courses are offered, of which more than 1,000 carry undergraduate credit. The liberal arts curriculum (Humanities, Social Sciences, Communication/Film, Writing and Foreign Languages) makes up over half of the courses offered for credit—over 500 each semester. Most courses listed are open to any interested adult on a non-credit basis. ⁵⁰

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⁵⁰ The New School has always treated noncredit students as engaged students who participate in the classroom and complete outside work. Teachers are required to submit syllabi for each course that meet standards established by The New School Academic Affairs Committee and described in the *Teaching Handbook*.

The primary undergraduate degree offered is a Bachelor of Arts in Liberal Arts. (In conjunction with the Academy of Musical and Dramatic Arts, The New School also offers a B.F.A. in Musical Theater.) The B.A. degree requires completion of 120 credits, of which 90 must be in the liberal arts. Students design programs of study to build on their previous education and to meet current needs. Advisors work individually with students to construct a program that balances general education in the liberal arts with a concentration, which can be disciplinary or interdisciplinary in nature.

Concentrations. Fall 1997, the faculty created concentrations to help students organize their studies. Disciplinary concentrations are now offered in: Psychology, Writing, Literature, and Film. Interdisciplinary concentrations have been developed in Democracy and Cultural Pluralism, Media Studies, and The City. Concentrations consist of 24 credits (ten courses) and are designed to provide a foundation in the discipline or subject area, introduce students to disciplinary methods of inquiry and prepare students for graduate study.

<u>B.A. Courses</u>. The majority of courses offered for undergraduate credit have been upper division. In recent years, recognizing the needs of increasingly diverse undergraduates, foundation courses in the primary disciplines have been added. Fall 1999, we initiated a group of courses for B.A. students. These "B.A. Courses" are introductory in content, emphasizing writing and research. Experienced teachers are assigned to teach them for which they are offered a higher salary to compensate for extra work. In the academic year 2001-02, we had 220 registrations in 24 courses.

<u>Curriculum Committee</u>. Fall 2001, the dean established and chaired a Curriculum Committee, made up of the chairs from the four largest liberal arts departments (Humanities, Social Sciences, Writing and Communication), the Associate Dean for Undergraduate Studies and the Associate Dean for Academic Affairs. During its first academic year, the committee reviewed the curriculum with the aim of creating more integrated programs of study including developing new interdisciplinary concentrations, reducing curricular redundancies and adding course sequences.

Mix of Students. The New School offers a rich, diverse curriculum because its courses are open to adults on a non-credit basis as well as those pursuing a degree or certificate. This mix of students in the classroom works well in several ways. First, and most importantly, all students, whether studying for credit or not, enroll in a course because of their genuine interest in the subject being taught. Since no one is required to take a particular course, no one is a reluctant learner. Moreover, most students have the characteristic qualities that researchers have associated with adult learners: motivation to learn, a preference for active rather than passive learning and a desire to connect theory with practice. In addition, noncredit students bring to the classroom considerable experience and knowledge. Since most are college graduates (nearly 90% have an undergraduate degree and 40% a graduate or professional degree), the level of course content and class discussion enhances the academic experience for everyone.

Graduate Programs

Fall 1990 The New School offered an M.A. in Media Studies and an M.S. in Tourism; the total number of courses offered was 36 and 228 students were matriculated. Today, the M.A. in Media Studies has tripled in size and we have added an M.F.A. in Creative Writing and an M.A./M.S. in International Affairs. (The M.S. in Tourism was phased out and a newer M.S. in Teaching will be phased out by spring 2003.) With graduate programs, we now offer 130 graduate courses each semester to 700 graduate students. Although the school's graduate degrees are in different fields of study, they share important characteristics. Each program is designed for adult students who have already launched careers and seek advanced knowledge in their field, or who are planning a career change. Qualified recent college graduates are welcome, but are not the focus. Also, each program is designed to integrate theory with practice. Finally, each program encourages students to address social, political, and moral issues that affect work in their fields.

Undergraduate/Graduate Status

Approximately one-third of New School B.A. students go on to graduate school, many of them within New School University. Qualified undergraduates can apply for undergraduate/graduate status in a specific graduate program after completion of at least 60 credits, which enables them to apply up to 12 graduate credits toward their B.A. degree requirements and then, upon graduation from the B.A. and matriculation into the graduate program, to apply those credits toward the requirements for the masters degree. Programs are available in Media Studies and International Affairs, as well as in all departments at the Graduate Faculty and the Milano Graduate School. Spring 2002, 44 students were accepted to undergraduate/graduate status: 9 with the Graduate Faculty, 1 with Milano, and 34 with The New School. We expect this enrollment to grow.

Online Curriculum

The New School in 1992 became a pioneer in asynchronous, online education for adults when it launched three experimental courses (see Appendix D). Today, the school offers over 100 online courses each semester, most of which can be taken either for credit or noncredit. During the last three years, nearly 600 registrations for credit in online courses have been offered by NSOU, now a university service to academic programs. Students with a minimum of 60 transfer credits in the liberal arts (with grades of C or better) can complete their B.A. in Liberal Arts completely online. This has opened the program to students living as far away as Beijing and Paris. In fall 2002, 57 B.A. students live at a distance, completing degrees online. On the graduate level, the Media Studies program offers 15 courses online each semester. These courses provide the curriculum for 100 M.A. students completing degrees online.

Certificates

The New School offers state-registered certificate programs, both undergraduate and graduate. Undergraduate certificates include Creative Arts Therapies, English Language Teaching, Film Production, Screenwriting, Graphic Design and Electronic Publishing, Design for the Web, and Web Development. Each certificate includes requirements and approved electives, ranging from six to ten courses. They can be applied to the B.A. or taken freestanding. In addition to undergraduate certificates, the Media Studies program offers a graduate certificate in Media Management, which can be applied to the M.A. in Media Studies, or taken alone.

Recommendations

- 1. Increase the number of core faculty committed to degree programs, both by increasing the number of half-time instructors and by introducing full-time teachers.
- 2. Improve the coherence of the curriculum for undergraduate students through increasing the number of concentrations and courses, providing more sequencing and advancing levels to the curriculum, and adding prerequisites to selected courses.
- 3. Implement rigorous syllabi and workload standards to strengthen the curriculum.
- 4. Develop new degree programs to prepare students for specific careers.
- 5. Increase student access to academic resources across the university through cross-registration and cross-divisional collaborations.
- 6. Develop procedures for faculty appointments and reappointments, especially for half-time and full-time faculty on multi-year contracts.
- 7. Develop effective pedagogical training and support services for faculty, especially parttime faculty who are practitioners.
- 8. Develop appropriate structures for faculty governance.
- 9. Increase the scope and quality of student services, especially in writing, English as a Second Language and career planning.
- 10. Increase financial aid to improve the quality and diversity of students as well as reduce student debt upon graduation.
- 11. Improve services that support academic programs, especially library resources, computer services and classroom technical support (both online with the university portal and in class with audio-visual equipment).
- 12. To sustain fast-growing programs, improve and increase the space available for classrooms, faculty offices and student study space.
- 13. Track graduates and develop relations with alumni. To improve assessment of student outcomes, collect data regarding graduate school acceptance and employment.

CHAPTER 12—GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE

Founded in 1933 as the "University in Exile," the Graduate Faculty of Political and Social Science consists of six M.A./Ph.D. programs in the social sciences and philosophy, plus two interdisciplinary M.A. programs. Its assets include a unique reputation as a center for graduate education and research from a distinctively critical and internationalist perspective; a full-time faculty (54 FTE) of international repute; a robust *esprit de corps*, manifested through a longstanding tradition and practice of academic self-governance; and a cosmopolitan student body of nearly 1,000. Education is shaped by dialogue—whether in classrooms, hallways, the cafeteria or nearby coffee shops—an ongoing conversation that draws together participants widely varied in their cultural origins and political experiences.

Mission

The mission of the Graduate Faculty of Political and Social Science—which derives from American progressive thinkers and the critical theorists of the University in Exile—is grounded in the core social sciences and broadened with a commitment to philosophical and historical inquiry. In an intellectual setting where disciplinary boundaries are easily crossed, students learn to practice creative democracy—the concepts, techniques and commitments that will be required if the world's people, with their multiple and conflicting interests, are to live together peacefully and justly.

Financial constraints remain the most vexing issue facing the Graduate Faculty. On the positive side, the Graduate Faculty produces a graduate program in the social sciences and humanities whose quality and reputation greatly exceed the resources invested. On the negative side, the Graduate Faculty remains undercapitalized. The challenge is to identify strategic changes to give the Graduate Faculty an adequate foundation to achieve its mission, and to determine a mix of sources (tuition, new programs and gifts) to pay for these changes.

According to figures publicized within the university beginning about two years ago, the Graduate Faculty annually runs a roughly \$1 million deficit in direct costs and \$3 million deficit in indirect costs. The total deficit of \$4 million is slightly greater than the total of all other deficit divisions in the university combined. In this context, the university administration has introduced new budget rules, encapsulated by the phrase, "every tub on its own bottom." The rules stipulate that the Graduate Faculty and all other schools will be held accountable, not only for their direct costs but also their imputed share of indirect costs. The implication of these guidelines for the Graduate Faculty, however, is unclear—particularly in light of the aggressive faculty hiring envisioned in the near future. President Kerrey has stated publicly on numerous occasions that the subsidy will be continued and perhaps increased. There needs to be a discussion about the extent to which the Graduate Faculty should be considered a free-standing,

revenue-maximizing unit. No other graduate school in the social sciences is constructed on that model. Other structural possibilities need to be explored, such as further curricular and budgetary integration of the Graduate Faculty and Lang College, and significantly enhanced fund-raising.

The Graduate Faculty's plan stipulates that at its core should remain at least seven Ph.D. granting programs, complemented by interdisciplinary M.A. programs in Liberal Studies and Historical Studies. The challenge is not to grow substantially, or to change radically, but to strengthen the underpinnings needed for the Graduate Faculty to achieve its mission. Three dimensions are essential:

- Total size of the student body will remain constant, although M.A. enrollment should increase by as much as 20% over the next four years, and Ph.D. enrollment should decrease by about 10%. As a result, the enrollment ratio should shift from the current 55% M.A./45% Ph.D. to 65% M.A./35% Ph.D. Changing the ratio will increase net tuition revenue (since M.A. enrollments are revenue positive) and allow the Graduate Faculty to improve financial support for doctoral students because there will be fewer doctoral students to support.
- Ten permanent new faculty members, including up to four Distinguished Professors, should be hired within the next two years. These positions will require financial support from outside the Graduate Faculty budget, and President Kerrey is committed to raising the money. In addition, faculty members who retire or leave need to be replaced in a timely manner; the administration already has approved searches for three recent or pending departures. As a result, the faculty will grow in number and distinction—bolstering New School University's scholarly rankings, strengthening the Graduate Faculty's reputation as a center for critical research, and reducing unacceptably high student/faculty ratios. The Graduate Faculty's aim will be to hire the most accomplished and innovative scholars available who can foster interdisciplinary strengths rather than simply build conventional academic departments.
- To strengthen the curriculum, course offerings will be adjusted and supplemented to promote synergies across disciplines and, to a certain extent, with other divisions. The goal will be to achieve efficiencies, sharpen focus on the Graduate Faculty's distinctive intellectual niches, and create a more interdisciplinary educational process while still preparing graduates with the appropriate level of disciplinary expertise. University policies—particularly budgetary—will need to be modified to encourage the full potential for interdivisional collaboration, such as emerging cooperative agreements with Media Studies, the Milano School and Parsons.

Achieving these goals will require—in addition to increased tuition revenue from M.A. programs and promised assistance from the administration—expanded fund-raising at the Graduate Faculty. Although he only assumed the position of dean at the beginning of the current academic year, Richard Bernstein already has launched both short-term and long-term fund-raising efforts. His immediate goal is to raise \$1 million in scholarship support by the end of the current year. In addition, a search is underway for a development officer to substantially increase major gifts, foundation grants and annual giving.

Recent History

Both the Graduate Faculty and New School University have made progress addressing issues raised by the Middle States Accreditation review in 1991. The enrollment decline has been reversed (new student enrollment has increased more than 10% since fall 2000, and matriculated student enrollment is up 8%); several new or restructured terminal M.A. programs have been successfully implemented; the "rebuilding fervor" of the 1980s is being rekindled through the recent hiring authorized by President Kerrey, particularly the Distinguished Professors; a stronger rapport has been established among faculty, the Dean's office, and divisional staff. On the negative side, fund-raising never reached goals established in the early 1990s; efforts to strengthen ties between the Graduate Faculty and Eugene Lang College have produced mixed results; despite successes with some M.A. programs, other attempts have not met expectations.

Perhaps the most important accomplishments since the mid-1990s have been the continued renewal of the Graduate Faculty's intellectual underpinnings:

- Since 1996-97, the Graduate Faculty has hired—in collaboration with Eugene Lang College—nine outstanding junior faculty members.
- The faculty has continued to earn its reputation for critical, socially-engaged scholarship; honors within the past three years include three visiting fellowships at the Institute for Advanced Studies, one at the Wissenschaftskolleg Institute for Advanced Study in Berlin, two at the Russell Sage Foundation, two at the Rockefeller Foundation's Bellagio center, one at Harvard's Radcliffe Institute, and one at Yale; prominent awards include one Guggenheim and two Carnegie Scholar Awards; competitive, peer-reviewed grants have been received from NSF, NIH, and the Mellon Foundation (three Sawyer Seminars). Since 2000, full-time faculty with multi-year contracts have published or have forthcoming a total of 40 books; 7 edited volumes; 40 articles in journals; and 21 chapters in edited volumes.

There also have been recent setbacks:

- Due to rising tuition and shrinking financial aid, the Graduate Faculty witnessed a steady
 worsening of the position of students compared to counterparts at competitive institutions—net
 cost to students currently is 50-70% higher than NYU, Northwestern, Boston University and
 Notre Dame. (See Appendix I.)
- Since 1999-2000, 12 senior faculty members have been lost, 8 of them recruited to major universities—including Johns-Hopkins (2), NYU (2) and MIT—the remainder retired or pursued other careers. In the meantime, only three full-time senior faculty members have been hired from the outside (in addition, four have been given tenure and promoted internally). Unable to replace departures in a timely manner, several departments suffered problems meeting obligations to students. Most strikingly, at the beginning of 2002-03 there were no senior faculty members and only two junior faculty in the Department of Anthropology to meet the needs of 90 graduate students.
- Since the departure of Dean Judith Friedlander in spring 2000, the Graduate Faculty has had
 two deans and an acting dean. Kenneth Prewitt, who served barely a year as dean, resigned in
 spring 2002 because he felt that the academic, administrative and budgetary priorities of the

university made it difficult to accomplish goals critical to maintaining the vitality of the Graduate Faculty.

On balance, though, there are promising signs. Dean Bernstein and others see a productive dialogue emerging about the ways in which the Graduate Faculty can contribute positively to President Kerrey's initiative to become New School University.

STUDENTS

Fall 2002, the Graduate Faculty had a total enrollment of 994 degree students, composed of 586 students in courses and 408 students on maintenance of status. (Eighty-two percent of students on maintenance of status are doctoral students, primarily completing dissertations.) Average age of new students in fall 2000 was 30.7 (slightly older than in previous years), and average age of continuing students was 33.2. Due to limited financial aid and high tuition, a large proportion of students are employed, which slows down progress toward the degree.

Roughly 30% of students come from abroad (37% of entering students in fall 2000 were international, 29% in fall 2001). The largest groups of international students are from Europe (32%), Latin America (28%) and Asia (22%). In addition, many are recent immigrants (28% of new students in fall 2001 were permanent residents, 5% in fall 2000).

Twenty percent of the students from the United States are from groups traditionally underrepresented in higher education, and the Graduate Faculty is committed to increasing this proportion. Fall 2002, it enrolled 50 new students from underrepresented groups, up 55% over the running average of 33 for the previous three years. To sustain this success, the university should recruit more full-time faculty members from underrepresented groups and offer competitive financial packages to these students.

Of greatest concern is the uneven academic quality of the student body. Although the Graduate Faculty competes against elite institutions for top-quality students, it also maintains a tradition of giving a chance to "non-traditional" students whose background might not qualify them for admission to graduate schools of comparable quality. Some students prove themselves at the M.A. level and continue to the doctoral degree, while others do not proceed beyond the Master's degree. The Graduate Faculty has made progress in recent years in improving the quality of entering students. The number of students that faculty and admissions staff identified as "fair" or "weak" was reduced from 28% of the entering class in 1999 to 6% in 2001, while the number identified as "very good" and "excellent" was increased from 45% in 1999 to 64% in 2001. However, the cold reality is that—in order to meet tuition revenue targets—the Graduate Faculty admits almost 90% of its applicants. One way to become more selective is to attract a greater number of well-qualified applicants, and that is one goal of the school's marketing efforts.

The Graduate Faculty admits only a limited number of students directly to the Ph.D. (Only 5% of 207 new students in fall 2002 were admitted to doctoral programs; 95% were admitted to M.A. programs.) Students must first complete the M.A. and meet other requirements before admission to doctoral study. As a result, only 25% of students admitted at the M.A. level continue on to the Ph.D. (according to cohort studies of students matriculated in the early 1990s—trends may have changed since then).

The Graduate Faculty faces a time-to-degree problem that is, in part, the legacy of practices in previous decades. Until the beginning of the 1990s, the Graduate Faculty took a laissez-faire approach to how quickly (if at all) a student completed his or her degree—with a significant number of students taking 15 years or longer to complete. Since the mid-1990s, the Graduate Faculty has instituted policies and norms to encourage new students to proceed more rapidly through their studies, while simultaneously making it clear to older students that they must finish soon. One indicator of this successful initiative is a 20% reduction of doctoral students on maintenance of status from 418 in fall 1996 to 335 in 2002.

Placement of Ph.D. graduates is satisfactory, although uneven across departments and not as successful as the Graduate Faculty desires. In 1999-2000, for example, 25 Ph.D. recipients (48% of the class) received academic appointments, which compares favorably to national results of 50% or less, depending on discipline. Appointments included positions at Notre Dame, Oxford, Northwestern, Williams, U of Missouri-Kansas City, Denison, Colorado College and Middlebury. Clinical placements (internships and post-doctoral) in recent years have included Yale Psychiatric Institute, Cornell Medical School, Harvard Medical School, U.C. Davis and Memorial Sloan Kettering.

To develop indicators of educational outcomes, in 2002-03 the staff will collect job placement data, including academic and non-academic positions for Ph.D. and M.A. recipients (unfortunately, placement data are sketchy for M.A. graduates). Faculty members now provide one-to-one advising for Ph.D. graduates, particularly those seeking academic careers. However, assistance is uneven, and most departments do not have a formally designated placement advisor. The division employs a half-time career/funding counselor who provides assistance in basic strategies for seeking external funding and employment, both within and outside academe. A comprehensive analysis is underway to determine ways in which career placement can be improved, recognizing resource limitations. It is expected that the Graduate Faculty will seek to hire a full-time career services manager to assist students and graduates in securing jobs in both the academic and non-academic sectors.

The Graduate Faculty is committed to measuring learning outcomes and to improving them, as needed. (See Appendix H.) Starting fall 2002, the Graduate Faculty has begun to monitor more closely existing outcome measures—including success rates for M.A. exams, Ph.D. qualifying exams, Ph.D. oral exams, doctoral internships and Ph.D. dissertations—to ensure that students develop knowledge in fields of study, and skills and methods of inquiry.

THE FACULTY

Over the past decade total FTE faculty has declined to 65 faculty members (includes part-time, visiting and joint appointments, pro-rated accordingly). The number of full-time faculty FTE also has slipped in recent years, from 53.5 in 2000-01 to 50 in the current year, while enrollment of matriculated students in courses has increased 10% during the same period. These broad trends were accompanied by the following changes in staffing and workload.

Since 1998-99, the Graduate Faculty and Eugene Lang College have hired and retained eleven joint appointments, and the Graduate Faculty has hired one additional joint appointment with the Media Studies program of The New School. On average, joint faculty members' classroom teaching is divided equally between the Graduate Faculty and the other colleges. The full-time teaching load is four classes per year, plus one additional course equivalent earned through dissertation supervision and other forms of educational supervision. Therefore, the replacement of 11.5 faculty who taught full-time at the Graduate Faculty with joint faculty effectively reduced the total teaching capacity by 22 courses, or roughly 10% from 215 courses in 1995-96 to 193 in 2001-02.

During this period, the core faculty shifted roughly 15-20% of their teaching from graduate to undergraduate courses. In addition to teaching roughly 30-35 undergraduate courses per year, members teach a considerable number of undergraduate students in M.A.-level courses. For example, in 2000-01 about 100 Lang students enrolled in Graduate Faculty courses (includes "cross-listed" courses). As noted above, twelve senior faculty members have been lost since 1999-2000, while only three full-time senior faculty members have been hired. (Some losses of senior faculty have been replaced internally. Since 1994-95, nine faculty members have been eligible for internal tenure, and five have received it.⁵²) Although comparable departures are normal at quality research institutions, financial constraints have not allowed the Graduate Faculty to replace these losses in a timely manner. The high cost of living in New York City complicates recruitment, as does the fact that competing universities generally offer senior faculty considerably better compensation, including subsidized housing and substantial research funds as well as reduced teaching loads and fellowship support for doctoral students.

The Graduate Faculty employs about 40 part-time and visiting professors who teach for one year or less and cover about 50 courses (25% of total). These teachers primarily serve two purposes: they cover disciplinary subfields in which full-time faculty do not have adequate expertise, or they replace courses normally taught by full-time faculty who are not available. Many of these adjunct instructors are distinguished senior colleagues who add considerably to the quality of education and who have been teaching at the Graduate Faculty for at least several years. The faculty and dean's office in the mid-1990s reduced the reliance on part-time faculty in order to free up funds to hire full-time faculty. Further reduction of the number of part-time faculty and visiting faculty will be more difficult, but should be attempted, whenever possible, in order to concentrate resources on hiring full-time faculty.

⁵² One additional eligible faculty member did not stand for tenure because he was told in an early review that he was not making progress toward expectations. One other faculty member was hired as an untenured Associate Professor, with the understanding that he would be tenured within roughly two years of hire.

In sum, the division has experienced modestly increasing enrollment in graduate courses, increased undergraduate teaching, but a slight decline in faculty FTE. One result has been local problems. New M.A. students in Psychology and Sociology have complained in the past two years about lecture-style courses enrolling 40 or more students, and advanced students find it difficult to enroll in popular seminars. Eight courses enrolled 35 or more students; of these, three courses in Psychology enrolled 50 or more students.

Ongoing searches for new full-time faculty are necessary to provide the long-term supervision required for effective doctoral education. In this regard, the worst ratios between full-time faculty and students in courses are in Anthropology and Psychology, which are departments targeted for significant replacement hiring.

FULL-TIME FACULTY / STUDENT RATIOS (FALL 2002)

	Anth	Econ	Phil	Pol Sci	Psy	Soc
Full-time faculty FTE*	2	7	8	9	13	7.5
Students enrolled in courses	27	71	83	79	173	81
Total students (in courses & on maintenance of status)		119	184	150	236	148
Students in courses / full-time faculty FTE		10.1	10.4	8.8	13.3	10.8
Total students / full-time faculty FTE	40.0	17.0	23.0	16.7	18.2	19.7

^{*} Full-time FTE: Tenured, tenure-track, recurring visiting professor, full- or half-time with multi-year contract.

As detailed in the 2001-02 workload report submitted to the provost, 40 core faculty (full-time without joint appointments) serve as the primary supervisors for an average of 8 dissertations, and as secondary supervisors for an average of an additional 6. A total of 18 or 45% of the core faculty serve as primary or secondary supervisors for 15 or more dissertations. Meanwhile, 12 younger joint faculty members serve as the primary or secondary supervisors for an average of 10.7 dissertations, a high number, given that 10 of the 12 joint faculty are tenure-track or non-tenured. One result of decreasing the number of doctoral students while increasing the number of faculty will be to reduce the dissertation supervision load substantially. It is particularly important to reduce the dissertation burden on young teachers with joint appointments, given the substantial pressures placed on them to publish scholarly work.⁵³

Teaching effectiveness is monitored through a quantitative and qualitative course evaluation process introduced in 1998, available as an exhibit. These evaluations have been useful to students and for reappointment and tenure evaluations. Faculty productivity also is assessed through an annual workload report prepared for the Provost, which emphasizes

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⁵³ A promising assistant professor was lost in 2001-02, in large part due to the comparatively high demands placed on her, and at least one other young "star" is being actively courted by an Ivy League university.

teaching and formal advising. The Graduate Faculty has recommended to the Provost that future workload analyses should include traditional indicators of academic excellence, particularly scholarly productivity and service.

CURRICULUM

The Graduate Faculty has five social sciences for a reason: politics, economics, social structure, and culture are permanent features of social life, and each finds a home in a social science. And as there is no social life separate from beliefs and choices, motivations and memories, psychology is the necessary fifth discipline. At the same time, social science divorced from the humanities is a thin enterprise. Though founded as a graduate program in the social sciences, the "University in Exile" never doubted that these disciplines were rooted in history and philosophy and the faculty embraced a broad set of interests designated today as the liberal arts. From this foundation sprung seven doctoral programs (philosophy and the five social sciences—Psychology offers two Ph.D.s, Clinical and General Psychology) and its two interdisciplinary M.A.s (Historical Studies and Liberal Studies).

Numerous curricular innovations have occurred in the past decade. The Liberal Studies M.A., redesigned in 1992, has flourished, growing from 17 students in 1992 to 45 in 2002. The M.A. Concentration in Mental Health and Substance Abuse Counseling, which was introduced in 1998-99, has grown substantially, both attracting new students to Psychology and helping retain existing students. A newly formalized M.A./Ph.D. collaboration between Sociology and The New School Media Studies program has produced substantial and immediate interest, leading to five new Ph.D. students in fall 2002. The results of an innovative M.A. in Global Political Economy and Finance have been mixed. Although it is helping attract some exceptionally bright students to the department, it has yet to draw substantially more M.A. students to Economics. Also, a small program to provide graduate training in global history for New York City public school teachers has struggled due to the complications involving the New York City Board of Education.

Other degree programs have been tried but suspended or discontinued. An M.A. in Gender Studies and Feminist Theory was launched in 1993, and—although successful in enrollment at about 16 new students per year—it was suspended in 1998-99 due to staffing problems, and concerns about student quality and morale. In response to considerable support among faculty and students, as well as continuing interest among prospective students, the Graduate Faculty currently advocates re-opening an improved version of the Gender Studies M.A. An M.S.Sc. in Psychoanalytic Studies was launched in 1992, but phased out in 2000, after the Graduate Faculty was unable to provide sufficient faculty. Looking ahead, potential exists in several new efforts to promote academic collaboration between the Graduate Faculty and the Milano Graduate School (urban economics), Parsons (design as a social and humanistic endeavor) and The New School (international affairs).

In terms of curricular challenges, the Graduate Faculty has identified two persistent concerns: (a) Can it give more concrete substance to its interdisciplinary commitments? (b) Can it ensure that each of its programs has depth and breadth, while recognizing the necessity of specialization in particular niches? In response to the interdisciplinary concern, nearly every department offers several courses infused with historical and philosophical concerns, and recommends that students take courses in other departments. Nearly every year, there are significant interdisciplinary offerings, such as the two-semester sequence taught this year by Dean Bernstein and Professor Fraser on the political and philosophical dimensions of critical theory. Nonetheless, opportunities for interdisciplinary study should be increased.

Interdisciplinary interests also are robustly pursued through centers and special programs such as the Transregional Center for Democratic Studies, International Center for Migration, Ethnicity and Citizenship, and Janey Program for Latin American Studies. These centers bring advanced students and faculty together around research, policy analysis and public education. (See the *Bulletin* and exhibits for further description.) These endeavors are a tradition we want to continue—always recognizing that academic departments are the school's permanent base, while research centers and other bodies have a natural life-course, giving way to new programs as intellectual and policy agendas change.

In addition, for more than sixty years the division has published the award-winning, interdisciplinary quarterly of the social sciences, *Social Research*. The Graduate Faculty is the editorial home of three other journals (the first two of which are substantially interdisciplinary): *International Labor and Working Class History, Constellations*, and *The Graduate Faculty Philosophy Journal*. In addition, the current editor of the interdisciplinary journal of the American Academy of Arts & Sciences, *Daedalus*, is a member of the Graduate Faculty. (Numerous faculty members also serve on editorial boards of disciplinary journals.)

In terms of breadth and depth of programs, a key issue remains ensuring a stable and adequate full-time faculty to mount the necessary courses and provide the extensive supervision required for graduate education. With small faculties and high student/faculty ratios, the departure of two senior faculty members from a single department can result in a "tipping point" of crisis. Anthropology experienced this during 2001-02.⁵⁴

In each department, there is a continual need to balance the development of a successful intellectual niche with adequate coverage of the discipline. Some of these issues are described briefly below. Although some departments understandably have aspirations for further growth, the ten appointments pledged by the president, combined with replacements authorized or requested, would provide the capacity needed by the Graduate Faculty to meet its mission.

⁵⁴ Two other departments (Philosophy and Psychology) face numerous departures in the near future, due to retirements and expiration of contracts, and thus could experience crises not unlike Anthropology.

Anthropology. Since its founding, the department has stressed the study of anthropological theory and empirical research on modern social and cultural systems. Students are encouraged to develop thesis projects that explore theoretical and social issues through fieldwork, archival research and theoretical reflection. With searches underway for three senior faculty and one junior, the Graduate Faculty has the opportunity to hire a cluster of distinguished faculty who would bring complementary research interests and quickly earn the department renewed international recognition. Hiring one internationally distinguished scholar whose research resonates with the critical tradition of anthropology is needed and will help attract other professors.

Economics. The Graduate Faculty remains one of a small number of centers of research and teaching that focuses on "heterodox" economic traditions, including Keynesian, post-Keynesian, structuralist, institutionalist, classical, and Marxist economics, and also on the history of economic thought. The affiliated Center for Economic Policy Analysis is internationally recognized for its applied work on the macroeconomics of economic development. Traditional fields of study, in which some students choose to write doctoral theses—such as Industrial Organization, Public Finance, Economic History, Game Theory, Econometric Theory, Economics of Discrimination, Urban Economics, and Regional Economics—are available only through other divisions of the university, or via consortium arrangements with other New York City doctoral programs. Furthermore, the department has yet to realize the considerable potential for curricular and intellectual relations with other departments at the Graduate Faculty. The department is seeking funding to hire a distinguished faculty member, hopefully to augment its teaching capacity in one of the areas mentioned above. The department's most pressing need is to make a series of distinguished appointments of mid-career scholars to ensure regeneration in the face of pending retirements of six tenured faculty over the next decade.

<u>Philosophy</u>. Philosophy, which regularly hosts visits from the world's most distinguished philosophers and political theorists, has built an international reputation as one of the few departments in the United States that integrates the continental and Anglo-American traditions of philosophy. Although proud of attracting promising students from around the world, Philosophy currently suffers one of the most disadvantageous student/faculty ratios. Recent and anticipated faculty appointments, combined with greater admissions selectivity, should alleviate this burden, while further enhancing the department's reputation. Negotiations are nearly concluded to hire a senior philosopher—one of the ten appointments pledged by President Kerrey—who is a recognized expert in Modern French Philosophy. Additional faculty expertise is needed in ethics, philosophy of race and gender.

Political Science. Political Science was rebuilt in the 1980s with a focus on three of the four main fields within the discipline in the U.S.: political theory, comparative politics, and American politics. At that time, international relations was not part of the department's profile, primarily due to a decision to concentrate resources elsewhere. This strategy was successful. Each of the three fields has distinctive features. Faculty members have received widespread recognition for their research, both via distinguished publications and fellowships from major institutions. Even so, the department has needs. The theory program is understaffed by at least one position, despite the fact that a number of faculty members in other fields can advise and teach in ways that strengthen that field. Conversely, the American politics field has not managed to attract as large a number of students as would be appropriate for its size within the department. At least as important, changes in the world and within Political Science make the initial decision not to include the field of international relations within the department's programs very problematic. As senior members retire in coming years, replacements will need to address these needs. In addition, there are opportunities for collaboration with the rapidly growing International Affairs program at The New School.

Psychology. The department continues its longstanding role at the Graduate Faculty of grounding the larger-scale social science discussions in the individual. It provides a leading example of theory engaging practice. The unusual degree of interaction between its clinical and non-clinical faculty is part of its distinctive profile as a program focused on the mind in social context. In addition, the department has been increasingly support of interdisciplinary discussion, most recently in promoting the appointments of two senior cultural psychologists, and in supporting student-initiated seminars in philosophy and psychoanalysis. Nonetheless, challenges exist. Given increased enrollment in 2001-02 and 2002-03, combined with two recent faculty departures and the fact that several valuable members are on part-time contracts and others are approaching retirement (notably the Director of Clinical Training)—the faculty is stretched so thin that carrying through possible improvements will not be easy. One sees this in overenrolled M.A. lecture courses, in Ph.D. supervision loads far beyond norms, and in recent departures of two faculty members to other institutions who offered improved salary, housing, levels of student funding and subject pool availability. To address these problems, the department currently needs to fill three positions (Social Psychology, Clinical Psychology, specializing in human development, and Director of the Clinical Psychology Program). Two replacement searches have been approved by the administration, and the third will hopefully be authorized as resources are identified.

Sociology. Building on its historical connections to European social science and their development in America, the department emphasizes a unique mix of critical, historical, comparative and theoretical sociology. Special strengths are the sociology of culture and politics. However, after the retirement of Professors Louise Tilly and Janet Abu-Lughod and the departure of Diane Davis to MIT, the department's strength in historical sociology has been undermined (which will make it difficult to sustain a strong reputation), and urban sociology courses (indispensable for a department in New York City) are not adequate. A recent success is the development of a concentration in media and sociology; however, increasing student enrollment will require more faculty attention, particularly in light of the increasing enrollment in the Media Studies M.A. at The New School who are interested in pursuing a sociology Ph.D. Given these conditions, the department needs the equivalent of two new appointments; initial preference would be in Historical Sociology and Urban Sociology. Subfields of particular interest are media, race/nation/ethnicity, or globalism. Conscious of the importance of interdisciplinary work at the Graduate Faculty, the Sociology Department would share the courses taught by each of these positions with Historical Studies, Political Science and/or Anthropology. Moreover, the possibility exists of a joint appointment with the Media Studies Program.

<u>Historical Studies</u>. Although the division has never had a traditional history department, it has a longstanding commitment to an historical approach to the social sciences. In the 1980s, the school created a distinctive M.A. in Historical Studies, and added a historical studies concentration in four of its Ph.D. programs. The Graduate Faculty has maintained its commitment to historical studies through the recent appointments of Professors Ikegami, Zaretsky, Blackburn and Frankel. Yet hiring at least one more senior historian and making one or more strategic interdisciplinary (and possibly joint) appointments will be crucial, if the program is to regain the prominence it enjoyed a decade ago, when Eric Hobsbawm, Charles Tilly and Louis Tilly taught here.

<u>Liberal Studies</u>. Currently staffed with adjuncts and full-time faculty who are actually based in other departments, Liberal Studies has no faculty of its own. However, if it could hire two full-time senior professors (one of the distinguished professors now being pursued would fit this role), Liberal Studies could instantly be transformed into a marquee, interdisciplinary program, conceivably able to offer a Ph.D. to compete with programs at the University of Chicago and U.C./Santa Cruz. There are simply no other serious interdisciplinary programs that pull together cultural criticism, literary exegesis and art history with the Graduate Faculty's strengths in history, philosophy and critical theory.

OTHER CONCERNS

Relationship with Eugene Lang College

Five years ago, the Graduate Faculty began to expand its undergraduate offerings to bring together the special strengths of the Graduate Faculty and Eugene Lang College as the first step toward creating a liberal arts foundation for the university as a whole. President Fanton hoped the move would improve the Graduate Faculty's financial underpinnings and increase its contribution to the university, while helping make Lang a superior liberal arts college, one that blended the social sciences and the humanities. As a result, the Graduate Faculty has shifted roughly 20-25% of the division's teaching to undergraduates, primarily at Lang. The number of courses taught at Lang by the Graduate Faculty increased from about 10 at the beginning of the 1990s to roughly 20-25 in late 1990s, then to 30-35 over the past two years. From 1999 to 2002, graduate students annually taught an additional 32 Lang courses on average. In 2001-02, two of five curricular concentrations at Lang were chaired by members of the Graduate Faculty, and about 100 Lang students enrolled in Graduate Faculty courses.

Despite such evidence of growing integration, several elements of the relationship between Eugene Lang College and the Graduate Faculty need clarification. The Graduate Faculty, in general, supports the Lang mission of providing a high-quality liberal arts education, largely in seminar classes. Dean Bernstein is personally leading efforts to improve the governance and administrative arrangements crucial to an effective working relationship between the two schools. Of particular concern is the development of a fair division of labor for the joint faculty who, at times, find it difficult to meet the substantial expectations of both the Graduate Faculty and Eugene Lang College.

The Provost in 2001-02 established a Joint ELC/Graduate Faculty Committee to seek ways to improve the relationship between Lang College and the Graduate Faculty. Although the committee did not reach consensus, suggestions emerged that the university consider building a social science offering at Lang and focus recruitment to this end; that it increase joint faculty members; and that it move toward a truly integrated faculty, combining the Graduate Faculty and Lang under a single dean. A new committee, more broadly based, is continuing discussions about how to integrate and strengthen liberal arts faculty at the university.

Recommendations

In addition to the ten new faculty positions approved by President Kerrey in spring 2002 and replacements subsequently approved, the Graduate Faculty envisions the following changes:

- 1. M.A. degrees in existing programs will be enhanced and expanded, increasing enrollment by about 10% by 2006 and shifting the orientation toward a mix of both career-oriented studies and preparation for further graduate study.
- 2. At least one new interdisciplinary M.A. program will be added that complements the mission, while adding a new revenue stream. The Graduate Faculty has submitted a formal request to the president and provost to re-start Gender Studies, which is supported by numerous current full-time faculty in a mix of departments.
- 3. Doctoral programs will be refined to compete with the world's finest in the Graduate Faculty's areas of specialization. Admissions standards for Ph.D. programs will be tightened, reducing the total number of doctoral students by about 10%, and making it possible to increase the average tuition scholarship for doctoral students from 50% to at least 75%.
- 4. Although total enrollment would remain stable, the balance would shift from the current ratio of about 55% M.A./45% Ph.D. to 65% M.A./35% Ph.D. Net tuition revenue would grow, due to the expanded number of M.A. students and decreased number of students on maintenance of status.
- 5. The division will launch its own comprehensive fund-raising effort, hiring a development officer responsible for increasing major gifts and building endowment, as well as expanding foundation support and alumni giving.
- 6. Career services will be expanded as resources allow, with the objective of increasing quality employment of graduates.
- 7. The Graduate Faculty remains open to cooperate with new liberal arts initiatives, particularly in the development of the undergraduate curriculum.
- 8. With the Graduate Faculty on a stable and productive foundation, new projects could be undertaken. Examples include a joint M.A. or Ph.D. program with Milano or other divisions; a new research center focused on a critical issue at the juncture of scholarship and current policy debates, such as race and identity.

CHAPTER 13—PARSONS SCHOOL OF DESIGN 55

Parsons School of Design has been a pioneer in the field of art and design since its founding in 1896 by American impressionist painter William Merritt Chase. In 1904, Frank Alvah Parsons joined the faculty of what was then known as The Chase School (later renamed The New York School of Fine and Applied Arts); six years later, he became the school's president. The institution became one of the nation's leading design schools during the quarter century of Parsons' stewardship. His innovation was to give the applied arts—the disciplines now known as design—equal footing with the fine arts, creating a new academic culture. At Parsons, students were educated to improve the quality, beauty and use of mass-produced goods. The curriculum sought to balance the practical and the conceptual. Mr. Parsons virtually invented the modern concept of design and design education, introducing the first formal programs of instruction in the United States in Interior Design and Fashion Design. In 1920, the school created a program in Paris, becoming the first institution in America to establish a campus abroad. In 1939, nine years after Parsons' death, the school officially adopted the name it bears today. In 1960, Parsons was accredited by the National Association of Schools of Art and Design (NASAD).

In the late 1960s, following a period of financial and managerial difficulty, Parsons merged with New School University (then known as the New School for Social Research). An infusion of funding, support and leadership, along with the resources of a large, multi-purpose institution, enabled a full-scale revival. The merger enabled Parsons to offer degree programs, ushering in a period of dramatic growth and program development. Enrollment grew from a few hundred to nearly 2,000 degree students as well as an adult enrollment of several thousand, and a large summer program for college and pre-college students.

Parsons' growth in student enrollment, expansion abroad, and focus on design continued during the 1990s. With technological advancement rapidly changing the design professions, Parsons and the university began to make serious investments in information technology and associated curricula. The last four years have been a period of significant development. Changes in senior academic leaders, strategic planning, formal assessment of academic programs and the evolving character of New School University—all have had a substantial impact. Parsons' leadership has committed itself to exploring to: new modes of interdisciplinary work; integrating critical thinking and the liberal arts with studio practice; and focusing dialogue, projects and coursework on the designer's social responsibility. A new emphasis on graduate study has strengthened the intellectual and creative quality of all programs.

Parsons continues to refine the unique balance of art and design that its namesake initiated, while also addressing 21st Century challenges. Mr. Parsons worked to integrate art and beauty with engineering and manufacturing. Today, design is much more than the commercial application of art. It has evolved from a skills-based activity to a knowledge-based one, which

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⁵⁵ A separate document, given separately to NASAD team members and included in the Exhibit Room provides more complete discussion, data and analysis of Parsons School of Design, in accordance with NASAD self-study guidelines.

is central to the technological world in which we live. Artists and designers have a special role to play in creating an advanced technological society that is also a humane environment and, ultimately, a sustainable way of living. New expectations are set forth for schools of art and design and a *new kind of designer* is needed. Design schools need to function as experimental teaching and learning laboratories for the ideas, processes and methods that enhance understanding of the transformed landscape in which we live—to become places where artists and designers can explore, anticipate, shape and configure the products, systems, services and environments that surround us. At the same time, design schools need to foster a profound breadth and depth of intellectual inquiry, one that incorporates the humanities, social sciences and technological sciences.

Mission

Parsons School of Design focuses on creating engaged citizens and outstanding artists, designers, scholars and business leaders through a design-based profession and liberal education. Parsons students learn to rise to the challenges of living, working and creative decision-making in a world where human experience is increasingly designed. The school embraces curricular innovation, pioneering uses of technology, collaborative approaches, and global perspectives on the future of design.

STUDENTS

Degree Students

Known for its diverse student body, drawn from all 50 states and more than 60 foreign countries, Parsons serves the largest degree student population of any of the university's eight schools and colleges. Its 2,600 degree students fall into three categories:

<u>Associate's Degree.</u> Students pursuing an A.A.S. degree comprise 14% of the student body. The most successful of these students are prior degree holders with work experience who are using the program for a career transition. Thirty-five percent are international students and 23% are from underrepresented groups. Students may enroll in one of five studio majors. The A.A.S. is the only degree program with a significant proportion (26%) of students who attend part-time.

<u>Bachelors.</u> Students pursing undergraduate B.F.A. or B.B.A. degrees reflect 71% of Parsons' student body. Fewer than half of these undergraduates enter Parsons directly out of secondary school. On average, 54% have had prior college experience. International students make up 29% of the undergraduate student population and 32% are from underrepresented groups. Students are distributed across the eleven majors and programs.

<u>Graduate</u>. Graduate students comprise 15% of the student population. Typically, graduate students begin graduate study within a few years of completing their undergraduate education. International students comprise 49% of this group, and 15% are from underrepresented groups. Students enroll in one of six programs.

Diversity

Parsons' student population continues to grow more diverse. Student diversity increased from 24% in 1990 to 28% in 2002. Fall 2002, 70% of enrollees were residents of the United States; of this group, the largest percentage were White (32%), followed by Asian-Americans (18%), Latinos (6%) and African-Americans (3%). Although we have seen dramatic growth in the Asian-American student population, the percentage of Latinos and African-Americans has not increased at nearly the same rate (though the actual numbers have increased due to the growth in the student body).

While Parsons is statistically diverse, the goal is continued growth and balance in our diversity. Parsons' international student body has grown 154%, from 18% of the population in 1990 to 30% in 2002, and international students hail from 62 countries. While this increase has enriched the academic environment by providing an invaluable global perspective, it leaves Parsons at risk when economic downturns impact regions of high international enrollment. For example, the largest international group (52%) comes from Asia, followed by 18% from the European continent. Such a large number of international students also require special support: Parsons has developed a pre-enrollment ESL program for international students that prepares them for the academic and studio environment. However, these resources need to be sustained and developed in order to serve this sizable population in a realistic and ongoing manner.

Admissions

An extremely diverse student body is admitted to degree programs through a rigorous, competitive admissions process that assesses experience, achievement and potential for creative and intellectual growth. Parsons seeks serious, responsible and highly motivated applicants; a prospective student's potential for artistic achievement is one of the most important criteria. Academic achievement is also a significant factor. While Parsons recognizes the benefits of artistic preparation, some applicants are admitted after a review process that may emphasize their academic background more than the visual material presented. Undergraduate admissions decisions are made by a staff Admissions Committee, while chairs and faculty determine acceptances for graduate programs.

Non-Degree Students

Since 1975, Parsons has offered an adult education program to serve the needs of the general public and the design professions. Today, Parsons has an average of 5,000 individuals enrolled in continuing education annually, including 1,900 in sequential certificate programs and 500 in Parsons Academy programs for young people. Three years ago, the school incorporated the

⁵⁶ Data on admissions trends for Parsons and issues like selectivity can be found in the NASAD Self-study Report as well as exhibits available to both teams during the site visit.

Office of Special Programs into the Continuing Education department for efficient control and planning of all non-degree enrollment.⁵⁷

Enrollment Management

Current annual retention rate is 90% in the baccalaureate programs. Attrition in the A.A.S. program is considerably higher (24%), but we are determined to improve retention over the next five years through a coordinated approach to admissions and advising. The high attrition is most likely due to the character of the student body and the career goals with which they enter. With the appointment of a senior associate dean responsible for enrollment management strategy in 2001, Parsons committed to a new focus on retention of degree students.

Securing the enrollment of outstanding applicants is a pressing concern. Although Parsons enjoys a large and diverse pool of applicants, converting them is an ongoing challenge. The fall 2002 conversion rate (accepted-to-enrolled students) was 48% overall: 50% for undergraduate, 52% for A.A.S., and 41% for graduate. Substantial improvements in financial aid, facilities and campus life must be accomplished to improve conversion of talented applicants and underrepresented groups from within the United States. Major investments in scholarship support are needed over the next five years.

Parsons will continue to work closely with the university in the development of its overall Campus Master Plan, and with the University Office of Student Affairs to meet the challenges of creating a supportive campus within an urban environment, and to develop services that enhance students' quality of life.

Until 2000, Parsons maintained a well-developed, freestanding Office of Student Life that provided all forms of advising and counseling to degree students. That year, the University Office of Student Affairs was created to provide counseling, medical services, residence life programming and student activities coordination, and international student services for all of the university's colleges and schools. Some members of the Parsons staff were reassigned to the University Office of Student Affairs. It was a difficult transition, but one that enabled Parsons to create a new Department of Student Advising to concentrate its efforts on the academic and professional development of students. This office encompasses academic advising, student support (general advising as well as special services) and career services.

The importance of the Office of Student Advising in maintaining and improving Parsons relatively high retention and graduation rates cannot be underestimated. With an almost exclusively part-time faculty, Parsons relies on a small staff to carry the burden of advising students. For the major departments that use staff and full-time faculty for student advising, the office is required to coordinate and supplement departmental efforts. Recent university initiatives to improve student services by offering early registration have strained an already inadequate number of staff. Strengthening the Office of Student Advising while, at the

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⁵⁷ The office runs the Summer Intensive Studies program for over 400 students in New York and nearly 100 in Europe. A large number of students in the summer programs come from college and pre-college populations, and many are international. These students are directed toward professional art and design study, including programs at Parsons.

same time, expanding the full-time faculty with advising responsibilities must be priority if Parsons is to meet retention goals.

Financial Aid

Parsons has one of the highest tuition rates of any art and design school in the nation. Over 85% of students receive some form of financial assistance thanks to modest but consistent increases in the pool of institutional funds set aside for scholarships. Still, a sizable unmet need exists for virtually all Parsons students, and most work at least part-time while enrolled. Parsons' 2001 Strategic Plan recommends an increase in scholarship aid in order to attract and retain the best and most diverse student body. The school has allocated \$250,000, in addition to the university's investment, for merit scholarships for undergraduate students from underrepresented backgrounds. The school worked with the Financial Aid office on experimental aid packaging strategies for this population during the 2001-02 academic year, and will apply the new funds to the 2002-03 admissions cycle.

THE FACULTY

The Parsons faculty—over 700 artists, designers, scholars, practitioners and professionals—is the school's most valuable resource. The majority teach at Parsons on a part-time basis under the direction of experienced department chairs who serve as the school's academic leaders. This large adjunct faculty allows Parsons to take full advantage of the city's extraordinary intellectual and creative resources; it also provides Parsons with flexibility in deploying talent to new initiatives and adjusting its academic program as the design professions change. The professional relationships and opportunities made available to the school and its students are extraordinary. Sponsored projects, industry partnerships, site visits, internships and placement assistance are all common contributions made by this accomplished faculty. In turn, Parsons offers its part-time faculty various levels of engagement through a flexible appointment structure, stipends for committee work and program development, and benefits such as tuition remission, faculty development grants and paid leave. Of some 700 members of the part-time, adjunct faculty, 156 (22%) teach at least a half-time load, and over 70 (10%) have been at Parsons for more than ten years. They are active in departmental and school-wide governance groups, formal and informal, and participate as fully as professional obligations allow.

The balance between flexibility and continuity is a difficult one to achieve. Parsons' over-reliance on adjunct faculty is a growing concern, particularly as new curricular initiatives unfold. Currently, the faculty includes 30 full-time, non-tenured, unranked faculty members. These full-time faculty members carry heavy teaching loads and hold multi-year, renewable contracts; half serve as program directors, associate chairs or curriculum coordinators. The priorities for evaluating this group—both for hiring and reappointment—are professional activity and teaching effectiveness.

In 1988 a survey of department chairs suggested that no additional full-time faculty were needed or desired. Students enjoyed a wide variety of teaching and learning experiences driven by faculty members' professional orientations. Consequently, Parsons developed, and

has today, one of the highest ratios of part-time to full-time faculty of any major design school. Since that survey, the Parsons curriculum has evolved dramatically. Other changes have occurred: The philosophy relative to the need for academic support for students has shifted. The benefits of community building have become apparent. New opportunities for engagement in university life have emerged. Because of these transformations in thinking and context, more full-time faculty now makes sense for Parsons.

The 2001 Parsons Strategic Plan calls for doubling the full-time faculty from 30 to 60 over the course of five years. A larger base will encourage cross-departmental learning through joint appointments; support programmatic growth; increase instructional quality and continuity; and provide academic support for students, including advising. Efforts on this front have begun: Parsons has increased its full-time faculty base to 34 for the 2002-03 academic year and has proposed at least six additional appointments for 2003-04.

Parsons is working closely with the Office of the Provost to develop of policies and procedures governing the appointment and review of faculty members as well as the regularization of terms and standards for faculty across the university.

Faculty Compensation

Historically, Parsons has established full and part-time faculty lines based on a modest entry-level annual salary. While annual increments have been consistently given and some out-of-scale improvements made, regular improvements and adjustments to the base salary, which must be funded by the operating budget, have rarely been possible. Parsons is now at a disadvantage in the local market for part-time faculty in some design disciplines as other institutions have improved their rates. Moreover, as additional full-time positions, including those in theory and history, are sought through national searches, Parsons must be able to fund senior as well as junior appointments. If we are to attract and retain high-level designers and scholars, especially from underrepresented groups, competitive salaries must be available.

Faculty Resources

Knitting a large faculty together into a cohesive, working community is one of the greatest challenges facing Parsons leadership. Department chairs and deans have identified three areas where considerable improvements are needed:

- 1. <u>Orientation and Training</u>. Current methods of faculty orientation and training are minimal and informal. As new teachers are hired, Parsons needs to develop an orientation process and training program to involve new people in the Parsons community and the university.
- 2. <u>Communication</u>. Enhanced use of a Web-based information portal for Parsons faculty, proposed by the Faculty Affairs Committee, would provide essential communication capacity. The portal would be linked to the New School Online University portal.

3. Office space. As Parsons increases the number of full-time faculty members and expands their responsibilities to include planning and advising, adequate office space—both private and shared—will be required. The school is now unable to provide this even for full-time faculty.

Faculty Governance

Parsons faculty and academic leaders are full, enthusiastic participants in planning activities that will design institutional faculty governance. Systems already in place at Parsons, wherein all full and part-time faculty are eligible to participate, include a complex and flexible group of committees, councils and task forces at both departmental and school levels.

CURRICULUM

Tremendous curriculum change has taken place over the last ten years. Previously, students more or less on their own had to navigate curricula that were built around individualistic faculty members. That approach has been replaced by structured, cohesive and intellectually rigorous sequences of courses and experiences. Both degree and non-degree programs are professionally oriented, preparing students for careers in art and design. These programs involve students in a range of intellectual and creative endeavors that knit theory with practice, concept with method, historical context with future projections. In the last five years, the senior leadership, including deans and chairs, has worked toward consistent elements and standards. The Office of Academic Affairs was created in fall 2001, a first step toward strengthening support for academic programs and development. Five general themes provide the framework within which the curriculum is developed and assessed: design, information technology, social responsibility, critical thinking and trans-disciplinary study.

- 1. *Design*. Design education is Parsons' central mission and core competence. The school's distinctive mission is adapting to the next major shift in demographics, economics and culture brought on by technology, globalization and the new information economy.
- 2. Information Technology. Beginning in 1988 and supported by the university, Parsons began a belated exploration of technology, then considered a mere aid to design. Rapid expansion, investments in facilities, faculty development and curricular experiments have resulted in an extremely thorough integration of technology throughout the curriculum and the development of new pedagogy. Parsons continues to explore and put into place modes of learning appropriate to new technological understandings. Attuned to the subtle relationships among people, technology and the natural and man-made worlds, the new designer will be capable of understanding and designing the products, systems, services, communications and environments that shape society.
- 3. Social Responsibility. Several departments have been exploring the role of the designer in society and their work has provoked this ethic school wide, now one of Parsons' central philosophical ideas. This idea finds expression in the thematic orientation of senior year curricula, the availability of electives dealing with new materials, the topic of sustainability, field-based community projects integrated into programs, and design projects in partnership with local, national and international community agencies. (See Parsons exhibits.) The idea of social responsibility takes on new dimensions in light of new technologies. The hope is to create

- advanced technological societies that are also humane environments—physically, psychologically and socially.
- 4. Critical Thinking and General Education. All Parsons undergraduate degrees are professional. As such, they require 25-30% of total credits to be in general education, comparable to the allocation of credit for a major in a traditional baccalaureate degree. Within this framework, the B.B.A. program requires 54 credits, the largest component of liberal arts; the B.F.A incorporates 42 credits of liberal arts and art/design history; and the A.A.S. calls for 21 credits in general education. In studio-based, graduate programs (Fine Arts, Lighting Design, Design and Technology, Architecture), 10-15% of total credits are in academic support areas, as prescribed by NASAD and the NAAB. Traditionally, design has not been seen as an intellectual discipline. For Parsons, this underscores the need to bolster its intellectual and academic core, and re-conceive how programs draw on university academic resources. Parsons' Liberal Studies Department currently provides most of the coursework for degree students through its own course offerings and those of the University Undergraduate Liberal Studies (UULS). University initiatives aimed at restructuring undergraduate liberal arts university-wide may alter this structure.
- 5. Trans-disciplinary Study and Collaboration. Many new developments in design are no longer based on traditional design disciplines. Issues such as sustainability, interaction and interface design, and use of new materials and technologies are trans-disciplinary in nature. Priority must be given to new programs in trans-disciplinary areas and creating a new matrix model of study paths. Ideally, these study paths will be supported by a new core program of design studies that integrates studio disciplines with Parsons and university liberal arts and sciences. Parsons has already begun developing a comprehensive approach to the issues involved in trans-disciplinary curriculum design and teaching methods, including faculty training, for implementation in the 2002-03 academic year. In addition, the Integrated Design Curriculum (IDC), established as a B.F.A. track in 1999, was a result of faculty initiatives to formalize previous experiments in trans-disciplinary students. While working across disciplines, Parsons also remains committed to effective collaboration within the school as well as with other of the university's schools and colleges, and corporate partnerships on discrete projects.

Program Review

In the last five years, Parsons established a process of program review by outside specialists, which is unusual among similar schools of art and design. Placing the process within the newly established Office of Academic Affairs, Parsons will continue to extend and refine program review strategies, introducing annual internal program and departmental reviews, supplemented as needed by external review panels and examiners.

Facilities

Under-funding and deferred maintenance have led to considerable deterioration in physical facilities. For Parsons to maintain its leading position, it must provide faculty and students with facilities that are optimally-suited, and specially-designed, for teaching and learning the fine arts and design. This includes addressing shortfalls in space for existing academic programs, improving adjacencies between departments, and upgrading classroom and related circulation

spaces. In addition, as Parsons increases administrative demands on full-time faculty whose numbers will increase, additional office space will be needed.

Parsons needs to consolidate shop functions in a central production facility and to enhance technological infrastructure. Fabrication and production facilities, particularly in the area of three-dimensional design, are out-of-date and inadequate for students working on advanced projects. Given the investments currently being made by the competition, Parsons must renew its shop facilities within the next three years. In addition, Parsons needs to expand the operating hours of existing and new facilities to ensure that they are accessible and available to students outside of class, as is the case with computer labs. Student work and study space is a priority. Facilities plans have been a source of conflict between the schools and the university. (The university's facilities and intention to create a campus Master Plan are described elsewhere.) At both the school and university, facilities master planning has been inconsistent; incremental improvements have alleviated some problems, and external funding has enabled Parsons to provide enhancements. But a comprehensive approach is an urgent need.

Other University Services

ESL Transition. While a large international population enriches the school's global perspective, special services and resources are needed to assist students for whom English is a second language. To serve them, a new relationship has been established between Parsons and the English Language Studies (ELS) Department of The New School. During the 2002-03 year, ELS will provide support to Parsons by evaluating current instructors; recommending changes in the program, curriculum, and materials; reviewing current content and sequencing as well as the summer program (SOPIS); and assisting in the hiring of new faculty and tutors.

<u>Writing and Tutoring</u>. Currently, the Office of Academic Advising provides support to all degree students. The program has grown substantially over the last few years due to student interest, faculty referrals and expanded office hours. Within the last year, the University Writing Center has begun to provide supplemental services to Parsons students, as well as enhanced training and support for tutors. (See Provost Initiatives exhibit for details.)

Future Projections

University and school plans project enrollment growth, both to support the university's development and to enable Parsons to take advantage of the new budget rules. But a major challenge is to resolve the tension between increasing enrollment in order to bring Parsons' base budget to more competitive levels, and finding adequate funds to address a decade of deferred spending. Parsons also seeks to strengthen its public relations in the years ahead. Historically, the school has expended relatively little effort on developing its external image and identity, relying instead on its reputation for graduating first-class artists and designers, and on positive media coverage. But as the school refines its definition of well-prepared artists and designers to include aptitudes in advanced design practices, the liberal arts and social sciences and emerging technologies, it will become necessary to promote itself as *the* educational institution that produces this new kind of artist and designer.

Recommendations

- 1. To accommodate enrollment growth and the curriculum's increasing complexity, increase both the number of faculty for advising and number of full-time advisors.
- 2. Increase financial aid because of its connections to conversion ratios, diversity and retention.
- 3. Provide additional support for Parsons' large international population.
- 4. Improve the sense of community, particularly for students new to a populous urban environment and those coming from diverse cultures. Parsons will work with University Student Affairs to develop additional student programming, to increase the number of beds available to continuing students and to advocate for dedicated resources—including space—for the development of community life.
- 5. Over the next five years, reduce the high ratio of part-time to full-time faculty by at least doubling the amount of full-time faculty.⁵⁸
- 6. Work closely with the university to implement new procedures and protocols to manage faculty searches, appointments and evaluations, and to introduce training for administrators and faculty.
- 7. Faculty compensation, both full and part-time, must be improved, not only to enable Parsons to be competitive in national searches, but also to facilitate the intensive inter-departmental and divisional collaboration on which new curricular initiatives depend.
- 8. Improve faculty resources. Existing classroom and work facilities must be optimized and new office spaces created. Faculty training and development opportunities must be offered to bring faculty into, and keep them integrated in, the life of the school.
- 9. Strengthen the academic core of study, tapping into the university's intellectual resources, and helping to shape the university's liberal arts initiative to benefit Parsons students.
- 10. Remove barriers to curricular development across disciplines and establish a new matrix model of study paths that provides students with more possibilities. Ideally, a program of design studies, integrating studio disciplines with the liberal arts and social sciences, will form the foundation and provide continuity for flexible study paths.
- 11. Enhance collaboration across departments. By re-organizing the Center for New Design and establishing it as a visible "front door," Parsons seeks to strengthen its links to industry and to facilitate corporate sponsorship and research funding.
- 12. Continue to evolve the faculty's understanding of the critical and creative aptitudes designers need to be vital, socially responsible overseers of technology.
- 13. Address pressing facilities needs, with particular attention to fabrication and production. Consolidating shop functions into a central, up-to-date facility, accessible to students virtually around-the-clock, is necessary.
- 14. Refine and extend Parsons' program review process while cultivating the new Office of Academic Affairs as a force in curricular review, change and development.
- 15. Skilled pubic relations staff and a guiding committee will need to develop initiatives to communicate Parson's unique image and strengthen its identity.

⁵⁸ This effort will introduce multi-year appointments with proportional workloads, salaries and benefits, in numbers generally equivalent to the number of full-time appointments.

CHAPTER 14—MILANO GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY

The Robert J. Milano Graduate School of Management and Urban Policy admitted its first graduate students in 1971 into the Urban Affairs and Policy Analysis program of the Center for New York City Affairs. The center, which is still active, had been established in the 1960s to focus attention on issues facing urban America, particularly those of New York City. Throughout the 1980s and 1990s, the school evolved, accepting part-time students and adding programs as expertise grew and needs arose. An early focus in fund-raising became the Nonprofit Management program in 1984, one of the earliest such programs in the United States. In 1998 the rededicated Milano Graduate School opened a Ph.D. program in Urban Policy. Finally, the evolution of the field of human resource management led to the development in 1999 of a new program in Organization Change Management.

Mission

The Milano Graduate School of Management and Urban Policy motivates and prepares students of diverse backgrounds to be agents of social and organizational change. The curriculum enables students to make innovative contributions to the public, non-profit and private sectors based on a practice-orientation that provides them with action-oriented knowledge and skills. Teaching, research and sponsorship of public inquiry and debate enable the school to stay relevant to ever-changing organizational and public policy issues. True to the progressive and cosmopolitan traditions of New School University, Milano is committed to helping people, organizations and communities—from the local neighborhoods of New York to regions of the world—realize their potential.

This mission, which guides all programs, was developed to respond to a changing context, one defined by diverse student enrollment, a professional environment in which sector, geographic and functional distinctions have blurred or disappeared and a need for different combinations of skill sets for different professions. The school's educational goals have been revised to provide students with policy and management skills to equip them for changing national and international urban centers. Rather than train students for careers, discipline by discipline, a *Milano education* values diversity, ethics and social responsibility, and supports professions to build civic institutions in support of democratic society.

In addition, the school was reorganized in 2000-01 from a program-based organization to a school-based organization to ensure that the curricular emphasis and perspective worked at every level. For many years, Milano existed as an administrative entity presiding over semi-autonomous programs. This was, in large part, a function of physical separation—two of the programs were located in a separate building. With the consolidation to 72 Fifth Avenue in

2000, Milano's programs were co-located for the first time. The leadership took advantage of the move and centralized administrative and management staff, thus enabling programs to focus on academic issues. Admissions, student services, course and semester management and financial management—all were centralized. By fall 2002 all changes were completed, except financial management for grants and research activities, which will be completed by the end of 2003. In sum, Milano has implemented a great deal of change to make the quality of education its main activity.

STUDENTS

Profile

There is no typical Milano student. The rich diversity of the student population makes the school's learning environment distinctive. The Milano student is twenty-one years old, or thirty-six, or fifty-two. She is right out of undergraduate school, or five years out, or twenty-five. He has little experience in the field he wants to study, or has been employed in it for many years. She has worked at meaningless jobs for a few years, or as a senior executive for many, but wants to change careers. Age and professional experience are not the only sources of diversity—the graduate school student is African American or Caucasian or Asian American or Latina or is from the formerly Communist countries, Europe, Asia, Africa, or Latin America. This student is a life-long New Yorker or moved from California, Texas, Maine, or Washington, D.C. With all these differences, Milano students share a great deal in attitudes, values and broad interests. Most are employed. They are all united by a common concern for people and their desire to advance the cause of positive change at the organizational, community, national, or international level.

Admission and Recruitment

Milano's goal is to attract applications from a diverse student population eager to make a difference in cities. Recruitment efforts, including campus and organization visits, are directed at both traditional and nontraditional populations. These efforts have produced consistent success attracting applicants whose goals coincide with Milano's mission. The admissions process encourages diverse students to enroll because of the materials that are used, the descriptions of what Milano faculty and students teach and learn, and most important, what its graduates do. Admission criteria include a successful undergraduate record from an accredited college or university, submission of an essay and at least two recommendations from undergraduate faculty, or professional mentors. Milano does not require the GMAT or other standardized tests, believing that such assessments do not predict academic or professional success.

With regard to its programs held at extension campuses, Milano is no longer recruiting students into its Health Services Management programs in Middletown, Utica and Syracuse. In 2001, it became apparent that profound changes in the health care economy and increasing competition for health services education led these programs to wither. On the other hand, Milano recruits undergraduate students to its B.S. program in Malta, New York. This program

is *only open* to Department of Defense employees and their dependents; its students are U.S. Navy personnel who are training to become nuclear technicians and submarine nuclear power officers. The admissions process for these students is based directly on the process established by the U.S. Navy for its Navy Educational Partner colleges and universities, a designation that Milano is in the process of earning. Students at the extension campus in the Bronx are admitted through the main campus and follow the same process as main campus students.

THE FACULTY

Profile

Like its students, the Milano Graduate School's faculty is a highly diverse group in sex, racial/ethnic origin, years at Milano, professional training and academic interest. This heterogeneity results, in part, from a formal effort to build such a faculty. Fall 2002, Milano has 23 professors with full-time appointments, including two, two-year visiting professors and one, one-year visiting professor. Of these, 13 have a form of quasi-tenure called extended employment, which is unique to Milano. There are six full professors, seven associate professors, five assistant professors and five professors of professional practice (hired for professional excellence on non-tenure track multiyear contracts), including Milano's sole endowed professorship. Not including leaves and visitors, the current 20 full faculty members have been in residence an average of 8.6 years, including three with 20 or more years of service and four who have arrived since 2000. Including three visiting professors, we employ 13 men, 10 women and 7 professors from underrepresented groups.

The faculty have an equally wide range of professional backgrounds and academic interests, broadly including community development; labor, development, and health economics; urban, education, housing, healthcare employment, immigration policy; organizational change, executive development and international business. Milano maintains a mix of scholars and practitioners, the latter being important because the skills taught are based in professional life. Milano's special character derives from this blend—the application of theory to practice and the informing of theory by practice.

Promotion/Advancement, Obligations

Historically, the faculty grew with the school, having reached its full complement in the early 1990's. New appointments are initiated by a need for a position, although since 1999 all new appointments have occurred based on school-wide needs, irrespective of the program where the vacancy occurred. Searches are national and seek to broaden diversity while recruiting the best possible candidate. An *ad hoc* committee appointed by the dean conducts searches; it is chaired by a senior faculty member and includes at least the chair of the hiring program and one faculty member from outside the program. Top candidates visit Milano at least twice, including an opportunity to present work to the faculty and school leadership. The dean, based on the committee's recommendation, makes final choices; final approval comes from the Provost and the Board of Trustees.

Promotion and advancement are based on published guidelines that are both universitywide and Milano-specific. The dean has appointed a senior faculty member to be the assistant to the dean for advancement and promotion; this person chairs the individual ad hoc committees, membership of which is codified in the Milano faculty employment agreement. A separate advancement process exists for initial appointment, reappointment on extended track, advancement to associate professor with extended appointment and full professor. In addition, every faculty member with extended employment must undergo review for institutional suitability every five years. Professors of professional practice are not eligible for extended employment; a subcommittee and the dean handle reappointments. In addition, every program has a chairperson appointed by the dean. In 1999, the dean implemented a formal, annual evaluation of all instructors, which focuses on presentations, publications, teaching evaluations, other professional activities, and Milano and university service. These evaluations serve as the basis for the dean's salary reviews and establish a baseline for promotion and advancement. The performance of adjunct faculty is evaluated annually, both by the respective program chairs and the dean. In addition, all of the adjunct faculty members participate in selfevaluation, a process initiated by the dean in 1999.

All Milano faculty members have an annual five-course teaching obligation and are allowed to consult and perform other non-university related work for up to 20% of time. Every faculty member is eligible to purchase course relief for one or two courses at the rate of 20% of base salary plus benefits. Course relief is also extended for being program chair, research center director, or for assuming responsibility as a committee chair or for being chair of a program at another division. The entire faculty, as appointed by the dean, performs committee work. Finally, all serve as academic advisors.

The course and faculty teaching evaluation process is the same for all faculty and all courses, full and part-time. Student input is solicited with a standard form at the end of every course. The answers, numerical and text, are input into a database by staff in the Dean's Office and reported in summary fashion (but with all text comments in full) by the associate dean to the chairs and dean, and to the faculty members. All course evaluations are available to students. Quality assurance for courses taught by part-time instructors is accomplished by course evaluations and chair review of course descriptions and syllabi. With 650 students at the main campus, Milano is small enough so that program chairs and others learn rapidly how a part-time faculty member is performing.

The growth and maturation of the Milano faculty has created both success and structural issues. Most of the faculty members have been appointed into particular programs, based on the programs' needs at the time a vacancy or new need existed and because of the school's longstanding emphasis. Over time, enrollment has grown (Human Resources and Nonprofit Management) and shrunk (Urban and Health), but faculty numbers have remained stable, resulting in disparities in program faculty compared to student enrollment. Fall 2002, Human Resource Management with 220 students has only one full-time faculty member and one non-faculty acting chair⁵⁹; in contrast, Urban Policy and Management has nine, including the dean,

⁵⁹ At the end of 2001-02, the former HRM chair moved to the Organizational Change Management program, which he founded; this program has one other faculty member, whose visiting appointment ends after this year.

for 100 students and Health Services Management has four for 52 students. These disparities are being addressed by the dedicated recruitment of new positions as they become available by attrition and retirement, and by the investment of financial resources. Milano is searching for an associate professor in human resource management. In future years, Milano must recruit for the Nonprofit Management, Organizational Change, and Human Resource Management programs, and continue to leverage expertise and flexibility from the programs that are more heavily staffed on a per-student basis.

Notwithstanding this structural issue, the Milano faculty is known for scholarship. Most professors maintain research agendas with a number bringing in research grants. Their work is in major texts, trade press, and peer-reviewed scholarly journals. This impressive effort occurs even in the face of an above-average course load, extensive committee assignments and administrative duties.

In addition to its full-time faculty, Milano has a part-time faculty of 70, each of whom has taught at least once since 2000-01. Almost all are active professionals hired to teach their area of expertise. Part-time instructors do not have service obligations in Milano or the university, although many serve as advisors to students, especially in human resources management and nonprofit management. The extension campuses are entirely served by part-time faculty. In practice, part-time teachers are hired by program chairs for courses mounted by programs. The associate dean recruits for school-wide management and finance courses. Although there is no formal orientation and training process for part-time faculty, a part-time faculty handbook, containing everything from policies to model syllabi and course descriptions, is provided to each new instructor. Orientation and continuing education for part-time faculty are needs; satisfying these needs is complicated because almost all instructors are busy professionals, which is why Milano recruited them to teach.

Governance and Participation in Decisions

The faculty is involved with every dimension of Milano, including decision-making. Fall 2002, the faculty executive committee has been eliminated; issues are now discussed by the faculty as a whole, meeting as a body without administrative staff. In addition, faculty members meet regularly in their programs and make recommendations to the dean via program chairs. Milano faculty members are leaders in university-wide faculty forums. Part-time faculty have not, until now, been part of Milano's governance structure, although the dean hosts regular meetings of adjuncts to inform them about Milano and university affairs and solicit input into Milano's planning. Fall 2002, part-time instructors are being brought into a delegate selection process for university governance and are invited to faculty meetings. As an example of how part-time faculty participate in governance, in 2000-01 the Curriculum Committee reviewed and approved the entire core curriculum, the four courses taken by every Milano student. These courses were extensively modified by the committee and its subcommittees based on recommendations by the entire regular and part-time faculty.

⁶⁰ Every month from September-May the faculty meet with the dean – (through 2001-02 this occurred both as a whole and as an executive committee comprised of faculty with administrative positions and an elected representative of the junior faculty).

CURRICULUM

Educational Goals and Direction

Milano has grown from its roots and its perspective now embraces a range of urban, public, and health policy issues and its management expertise ranges from organizational change management to advanced financial management in public/private ventures. Challenges for Milano stem from the basic fact of its location in New York City and the needs of its students. Because the organizations represented by Milano students are so varied and the positions the students seek to fill require such wide-ranging skills, there is no consensus about "the most important things" a new graduate needs to bring to an organization. However, certain skills are recognized as prerequisites—writing and oral communications, quantitative analysis and financial management top every list, along with institutional savvy and multicultural sensitivity. To ensure that every student in the school learns these skills, the curriculum was revised in 1999 to establish a) required *school-wide core courses* in policy, quantitative methods, economics, and management for every student and around which the individual programs would model their required and elective courses; b) *an international perspective* that would permeate the entire curriculum; and c) a variety of means to develop *student skills in policy and managerial writing, quantitative analysis, and financial analysis*.

Major Changes and Effects

The repositioning of the curriculum has also led to a broad understanding of Milano students' needs for remedial assistance in analytical and professional writing, mathematics and accounting. Diagnostics and remedial learning opportunities were put in place to assess students' needs upon matriculation and before studying quantitative methods and financial management. The new University Writing Center provides writing tutorial assistance; Milano provides assistance in mathematics and accounting. The success of these changes has not been systematically assessed, although both the quantitative methods and financial methods courses have been changed as a result of the remedial work. The Writing Center is working with Milano to develop means of assessing students' writing needs and evaluating whether these are being met.

The reorganization has led to the centralization of all student records and monitoring of progress toward graduation. This is especially important since so many students are not graduating in two years, as is often the norm with full-time students. With the reorganization, monitoring systems were implemented to ensure that students took required courses before elective courses to enable them to excel, to ensure that students with learning difficulties were identified early, to ensure that students are completing coursework and that students who are not succeeding are handled individually and with sensitivity.

In 2000-01, Milano began to emphasize an international perspective, the first priority articulated by the dean after his arrival in 1999 to build on existing expertise, broaden the curriculum and spark new enrollment interest. Field studies were integrated into the curriculum, a major shift in Milano's orientation. Students now travel to other countries as a means of

increasing their knowledge of, and sensitivity to, New York City. Until this time, Milano looked at New York City as a model for urban environments worldwide—the new orientation views the world as a means of better understanding New York. To establish the new emphasis, the faculty created courses with travel components and international perspectives. This has energized the faculty, who have taken turns developing international courses, creating great excitement every semester as more than twenty students prepare to travel during the midsemester break. Although the international emphasis has not been studied to determine its effectiveness—for example, as to whether student attitudes, beliefs, and knowledge are different for having participated—course evaluations indicate that students have had eye-opening intellectual experiences and worked far harder then they imagined.

In addition, Milano is opening venues for its students to broaden their education by creating articulation agreements with business schools and law schools. As of this writing, Milano has a completed dual-degree agreement with the Marist College School of Management for its AACSB-accredited online M.B.A. program. This will allow Milano students to add an M.B.A. to their Milano M.S. in fewer credits than the two programs would have demanded, if taken separately. Discussions with a law school are underway to develop a pathway for students to take specific courses in employment and discrimination law as a complement to the human resource management curriculum.

Academic Programs

The <u>Urban Policy Analysis and Management Program</u> was established in 1971 and is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).⁶¹ Its goal is to prepare students for public service. The program has evolved from its roots in municipal government to a community-based orientation, a change that mirrors the long-term evolution of the public professions. The challenge is its need to attract top students in the face of steadily increasing competition.

The <u>Human Resource Management Program</u>, also in operation since 1971, recruits students from corporate and nonprofit sectors with the goal of developing new managers in human resources efforts and specialists in organizational development. Milano will recruit at least one new position in both 2002-03 and 2003-04. The program relies on industry professionals to teach specialty courses. Milano's program has the same challenge faced by the human resource management education field nationwide, that of teaching a discipline undergoing rapid transition.

Milano also operates a Human Resources Management program in upstate New York. In the early 1970's the school responded to a call from the U.S. Veterans Administration and initiated a program in personnel management at Griffiss Air Force Base in Rome, New York. Based on the Griffiss success, which lasted until 1995 when the base closed, the Veterans Administration requested the same program for technicians at the U.S. Navy's secure nuclear training base in Malta, New York. The program has thrived at both the undergraduate and master's levels, in a campus facility near the base. ⁶² The faculty has recognized the importance of quality assurance in

⁶¹ The most recent NASPAA survey was in 2001-02 and resulted in renewed accreditation.

⁶² In fact, the bachelor's program has been so successful that the school is preparing to widen its online capability to include nuclear technicians at Malta's sister base in Charleston, South Carolina; Milano is planning to then include sailors at sea worldwide as a U.S. Navy educational partner.

off-campus efforts and is making academic oversight for the off-campus program part of the responsibilities of the senior faculty member being recruited during 2002-03. As the Malta program continues to grow, members of its part-time faculty who have doctorates are assuming additional responsibilities for curriculum development, writing supervision and evaluation. In addition, since the expansion of this program will be online, additional faculty members will be added to supervise online study.

The Health Services Management and Policy Program has a 25 year history in training managers for positions in healthcare institutions and policy skills. Over the past decade, the program has developed significant strength in health policy, particularly in issues of access to health insurance, disparities in health indicators and in healthcare reimbursement, all issues that are central to the school's mission. During the past four years, the curriculum has been revised to recognize changes in the healthcare system—for example, courses in operations have been replaced with courses in quality management and regulatory affairs. A new concentration in urban environmental management is being developed for 2003 to address interrelated issues concerning urban health. In recent years, the health program (along with many similar programs nationwide) has suffered continual enrollment decreases, a direct result of the decade-long contraction of the healthcare industry and the growing perception that healthcare management is not popularly viewed as a promising career.

In 18 years the Nonprofit Management Program has grown into the largest such program in the New York metropolitan area and one of the nation's highest rated programs. ⁶³ Its goal is to train leaders in nonprofit organizations, which are numerous in New York City where there is a shortage of potential leaders in coming years as a founding generation retires. The program offers courses in fund-raising and development, community development, legal issues and the financial, operational, and policy problems facing nonprofit leaders today. The greatest challenge facing the program is that its enrollment has grown faster than its full-time faculty complement of four professors. Although these faculty members are productive and have broad expertise in community development, board governance, international management and public/private ventures, they must rely on many nonprofit professionals to teach both specialty and program core courses. In addition, none of these persons have extended employment.

In 1999, a new program in <u>Organizational Change Management</u> was inaugurated to respond to the demand for expertise being sought by the corporate, nonprofit and governmental sectors. A small program (39 enrolled in 2001 and 33 in 2002) uses a cohort model, and its courses are highly experiential, focusing on group consulting work and the phenomenon of effective organizational change from within. The greatest challenge facing this new program is to grow enrollment while maintaining its individualized focus.

In 1998, the Milano Graduate School admitted its first class in the Ph.D. Program in Public and Urban Policy. The program's mission is to produce individuals with the policy background needed to craft effective, equitable public policy. The program, which is directed by a professor of urban policy and management, uses full-time Milano faculty members and other Ph.D.-trained instructors for teaching. It enrolls 40 students, with the first graduation anticipated in January, 2003. The student body ranges in age from recent university graduates to individuals with decades of job experience; it is diverse, with more than 50% women and 50% minorities. The presence of doctoral students has contributed significantly to the upgrading of teaching and research assistantships. Challenges for this new program include sufficient fellowships to support full-time students,

⁶³ US News and World Report. Ranking: #7, up from #10 in 2001.

offering a range of high-level substantive and methods courses, expanding the program to utilize faculty expertise in management and improving applicant quality. To achieve these goals, the faculty recommends that the program hold down enrollment, include more faculty members in teaching Ph.D. courses and continue to raise entry standards.

Fit of Academic Programs to Mission

Milano's primary vision, to "motivate and prepare students of diverse backgrounds to be agents of social and organizational change," defines all of its efforts. This is a discussion that has continued since the arrival of Dean Blakely in 1999, in an ongoing attempt to seek a future direction amidst constant change in all of the professions served by Milano students. At this point, the faculty is witnessing full-time urban policy students showing interest leading organizational change and human resources management students taking courses in immigration policy.

Regarding its undergraduate program at Malta, Milano has initiated numerous discussions among its faculty regarding the future of its undergraduate program in Ballston Spa. Recognizing that financial success and opportunity are not the same as mission fit in the long term, a recognition has grown that even though these students are quite different from those in the main campus' M.S. programs, they are seeking skills in organizational change. The Navy has made baccalaureate and master's level education a matter of great importance to its recruitment needs, and Milano's reputation for human resource management has meshed well with the Navy's needs. Within the school, there is discussion concerning the fit of increasing numbers of undergraduate military students at a branch campus to a predominantly graduate intellectual environment. Milano would probably not pursue this investment in undergraduate education to students who are not at the main campus if it had the financial ability to avoid it. However, the school grew for twenty years with surpluses earned from its upstate campuses and now finds itself unable to maintain financial viability without a new source of income. As a business model, the mission fit is acceptable, if imperfect. It is educationally sound and it supports a main campus that cannot otherwise support itself.

School-wide Change

The two most significant changes have been relative size among programs and the school's unification. A decade ago, Milano was oriented around the Urban Policy program and faculty, which had been the first group and the school's core, and the Health program, which grew from the Urban program and during the 1980s grew to be Milano's largest program. The latter two programs are both the largest programs in the school and the programs with the fewest dedicated full-time faculty members on an absolute and per student basis. This change demands redirection of resources. With the initiatives introduced in 1999, the school's orientation changed from a focus on *individual* degree programs to *school-wide education in management and policy*. As a result, all new candidates for appointment are evaluated for their potential contribution to the whole school and a range of school activities as well as their value to the recruiting program.

The intellectual change has been far-reaching. Milano is constantly challenged to bring curricular change to students who are employed in organizations undergoing major, rapid change. ⁶⁴ The advent of environmental awareness in almost every profession is leading Milano to embrace the university's effort to provide environmental education. Finally, the evolving corporate arena is providing new frontiers of educational need in social responsibility and corporate ethics.

OTHER CONCERNS

School Life

The school faces the same non-curricular dilemmas seen at professional graduate schools that serve both full-time students and part-time students/full-time working professionals, how to build an academic community. The four core courses introduce students to the faculty and each other at the beginning, and become a means of building relationships, enabling the students to learn about other.

One of Milano's distinctive features is the Laboratory in Issue Analysis, a major course in which students gain experience in policy analysis and presentation of New York City-based issues. To build on the lab's success for full-time students, in 2001-02 the first lab course for part-time urban policy, nonprofit management, and health care policy students was implemented. The Center for New York City Affairs is another area of student life that affects education, but is not part of coursework. The center is a forum for issues to link students and teachers to the worlds of policy and practice in New York City. Students get the opportunity to expand their knowledge and participate in the debates outside class.

Academic and career counseling are provided in several ways. Full and part-time faculty members establish active relationships with students and provide advice. There are structured group academic counseling sessions and regular opportunities for students to meet with faculty, student support staff, and graduates of the program. The smaller programs assign all of the students faculty advisors. Milano also has an Office of Career Development and Placement, which works with students from the moment they enter. The office conducts 35 workshops a semester and prepares students for job searches, interviews and negotiations. Milano also provides support groups for students and alumni who have lost their positions and are seeking new ones. 66

Finally, access to faculty is important for developing community. Although Milano is not large, its classrooms always have less than thirty students, most often 15-18; elective

⁶⁴ The growth and increased availability of statistical and mapping technology has made these skills essential for students, so the faculty is pursuing excellence in teaching both topics.

⁶⁵ Every student who is full-time and does not have professional experience in his/her field of choice completes a summer internship between the first and second years. These services recognize a changing working environment and the expectation that adults will change jobs more frequently than in the past.

⁶⁶ In the B.S. program at Malta, New York, students receive ongoing academic and career advisement by the faculty and by the Campus Director, who is a retired USN education officer at the Malta base and a graduate of the Milano B.S. and M.S. programs. In addition, these students benefit from a wide range of Navy career services.

courses often have 8-10 students enrolled. Most professors get to know their students, their interests, plans and professional challenges. However, when three-quarters of the students are part-time taking two courses while working full-time, it is difficult to engage them in the life of the school. Two new organized student groups formed by Organizational Change students and Health students are faring well.

Challenges

Milano faces three significant challenges—adapting to all the changes since 1999, achieving financial stability, and maintaining excellent quality in everything it does. In a school in which faculty are already heavily involved with teaching, advising students, school and university committees, and individual research, finding additional capacity to implement new efforts is a challenge. To fund its growth and afford its initiatives, Milano must achieve financial stability. It is, like the university, deeply dependent on tuition. At this writing Milano has a single endowed professorship, but ongoing obligations to thirteen professors with extended employment. It must raise capital to fund its faculty and the research infrastructure. Finally, it must recruit more students and scholarship funds.

Recommendations

- Address current disparities between program enrollment, and the number and status of program faculty within the Human Resources Management and Non-Profit Management programs.
- 2. Further integrate the management and policy components of the school in the curriculum, in public events and in faculty research.
- 3. Manage the evolution of the Health Services Management and Policy Program, improvements to the Urban Policy Analysis Program, the "scaling up" of the Organizational Change Management Program and strengthening of the Ph.D. Program.
- 4. Support outreach activities of the Center of New York City Affairs, the research activities of the Community Development Research Center and the Health Policy Research Center, and such initiatives as the Living Cities-Milano Collaborative.
- 5. Enhance the multi-faceted diversity of the school's student body.
- 6. Pursue alternative revenue sources while maintaining the core pedagogical functions of the school.
- 7. Improve current internal management and academic governance, including grant support and administration.
- 8. Provide for additional faculty development, particularly as it relates to junior professors and generally as it relates to faculty scholarship.

CHAPTER 15—EUGENE LANG COLLEGE

The liberal arts are the foundation of the university's educational project. As Eugene Lang College with its dedication to liberal learning approaches its twentieth anniversary, the college has become the symbol of the university's future. With determination, the administration has turned its focus on the college. Presidential commissions, planning committees, and resources for scholarships and new faculty appointments mark a commitment to a new level of excellence.

Mission

Eugene Lang College offers interdisciplinary liberal arts education distinguished by small seminar classes. Creative, self-motivated students develop skills in critical thinking, writing, and understanding theory as well as gain practical experience in an exciting urban environment. Intellectually adventurous graduates are thus equipped to take on leadership roles in fostering cultural and social change in a diverse, global society.

State of the College

The 1991 Middle States Association Site Team identified eight areas for improvement (available as an Exhibit). Three areas remain a concern:

- 1. Long-range planning for the curriculum to provide greater stability, structure and depth and coverage of scientific understanding and quantitative reasoning.
- 2. A more careful process of curricular review, both in individual courses and the concentrations, and an articulation of minimum standards for a concentration.
- 3. Increase the number of full-time faculty to provide continuity in the curriculum and in advising.

Since the previous Middle States Accreditation review in 1991, Eugene Lang College has changed a great deal. Its enrollment has grown by 76% from 338 students in 1992 to 595 in fall 2001 with 80 joint B.A./B.F.A. degree students. Its students are better prepared academically. (Average SAT scores for enrolled students have risen from 1160 to1192 in three years, 1999 to 2002.) Retention has improved. For enrollment management purposes, in tracking spring to fall attrition for all continuing students, the fluctuation has gone from 30.4% in 1991/92 to a stable average of 17% in subsequent years. Progress is, in part, due to improved curricula, a better system for monitoring student progress, the creation of a first year workshop and orientation, and the establishing of a professional internship and career development office.

For both the categories of full-time Lang-based and joint appointments, diversity has been a key factor in recruiting and hiring. Thirty-eight per cent of full-time Lang College faculty members are from under-represented groups as are one third of the joint appointments.

The importance of recruiting and retaining a high quality, diverse faculty remains our biggest challenge. The new five-year plan emphasizes building the full-time faculty. The president has recently committed to adding ten instructors in the next two years, a strategic decision making it possible to reach for a new level of quality.

With the creation of a Curriculum Committee, curriculum development is securely in faculty hands. Curricular planning has improved and the curriculum is tighter. For example, the number of redundant courses has been reduced. Average class size has risen from 10.7 four years ago to 14.7 in fall 2002 without sacrificing breadth and depth. In the same period, the college has expanded its offerings in the social sciences, philosophy, media, and urban studies. Three full-time instructors were added in science and mathematics, and the faculty developed a science-based Science, Technology and Society program as well as a program in Quantitative Reasoning (responding, in part, to a 1991 concern by MSCHE).

Enrollment growth has outpaced the growth in infrastructure with the consequence that clerical and administrative support for faculty and students is perceived as minimal and pressure on the staff is high.

The university has added undergraduate residence halls and centralized student affairs. It aims at creating a presence for the college and a sense of place for its students. The college has made great strides in improving its physical space, including a cafeteria, reading room, writing center, science laboratory, additional classrooms, and faculty offices.

Many challenges remain. Indeed, as the college gets better the areas that need improvement become more apparent. Two of the college's founding principles tied fulfillment of its mission to using university resources effectively: the college will build on existing university strengths in the humanities, social and policy sciences and the arts; the college will draw on all faculties of the university but about one-half of the instruction will be offered by teachers with primary appointments in the college.

True to its charter, the college has been a driving force in building collaborative relationships with other divisions. In particular, the college has a special relationship with the Graduate Faculty of Political and Social Science, which provides leadership in three concentrations as well as all course instruction in the social sciences and philosophy. While the relationship between the Graduate Faculty and the college has strengthened over the last five years, the structural, cultural and budgetary differences between the two divisions have become highlighted.

The college also depends on The New School, Milano Graduate School and Parsons School of Design and these relationships will need to be strengthened and rationalized in order to ensure Eugene Lang College students the best possible education. The issues that are emerging represent the university in microcosm. As the university continues to build a more centralized institution out of eight distinct academic schools, differences that exist among the schools become apparent. Success in forging strong interdivisional ties will complement the college's on-going efforts to improve its curriculum.

Excellence comes at a cost. The college faces financial strain in the next five years as the university invests in its future. Currently, the college has a small surplus. With the addition of full-time faculty, before projected enrollment growth is achieved, the surplus will be expended and the college will need university support. Even if the college is successful in reaching its enrollment goals, fund-raising will be increasingly important to the college in achieving both academic quality and financial solvency in the division. Key items in the action plan for the next ten years are: hire more full-time faculty; create a more fully developed, balanced curriculum; maintain a strong financial foundation.

STUDENTS

Admissions

The Admissions Office prides itself on its ability to represent and communicate the college's unique attributes to prospective students and their parents. Through colorful publications, aggressive recruitment strategies and the infusion of new technologies such as a redesigned website, the college has exceeded its enrollment goals in all but one of the last nine admission cycles. The recruiting strategy over the last two years has been streamlined, with detailed data analysis, to pinpoint prospective students that match the desired academic profile. To attract highly desirable students, the Admissions Office uses a blended approach of mailings, high school visits and college fairs to educate students about the opportunities that exist at the college. They organize campus events such as tours, interviews, class visits and information sessions to allow prospective students the chance to experience the college firsthand.

The commitment to diversity has been prevalent within the Admissions Office from its inception in 1985. Gradual increases in students of color have occurred over the past three years, but more progress can be made. Thanks to a presidential initiative, the introduction of full-package LaGuardia Scholarships in 2002 will attract talented New York City students of color for years to come. Also, the Admissions Office is developing for implementation fall 2003 an action plan to recruit and retain students of color.

Financial aid has been critical in attracting and retaining more and better students. The discount rate has hovered around 40% for nearly 10 years. As soon as the rate was increased the size of the entering class rose dramatically. Currently, 65 to 70% of the students receive aid, but lack of sufficient aid is the second most frequently stated reason for taking a leave or withdrawing. ("Academic problems" is the first.) Polls of students who decline offers of acceptance cite lack of aid. Financial aid is also the college's single largest expense, 44% of its overall budget. Keeping aid levels high and moving the expenses from operating costs to endowment is essential for the college's well being and diversity.

The following statistical overview of Eugene Lang College is taken from its most recent entering first year students, the Class of 2005.

- Average grade point average was 3.3 on a 4.0 scale.
- Average SAT Verbal was 621 and SAT Math was 577; total SAT was 1192.
- ACT score average was 25.

- Geographically, the majority of the students (38%) came from the Middle Atlantic Region (NY, NJ, PA, DE, MD, DC, VA). The New England territories were second with 22%; the West was third with 19%.
- The ethnic makeup was 49%-White, 31%- Unreported, 9%-Hispanic, 8%- Black, 3%-Asian, 0%- American Indian.
- Gender is 67% female.

Profile

Eugene Lang College students are liberal, independent, self-directed, non-conformist and intellectually curious. They choose the college because it requires active engagement in the classroom and in creating an individualized educational program. As a consequence of their pursuit of self-expression, many students arrive at the college with good writing skills. These skills match the college's academic curriculum. The admissions office requires two written essays from all applicants. Essays and recommended interviews are key to the selection process. Students also choose the college because they are anxious to be taught in the seminar classroom environment. In general, they respect a professor's expertise, but they do not hesitate to disagree or question an instructor, or classmate's point of view. The pedagogy and curriculum are designed to refine, polish, develop and perfect oral and written presentation.

At Eugene Lang College, students come into a class ready to defend, debate, refute or applaud a topic as if it was their own. Many students have an active social conscience. Encouraged by a faculty dedicated to social justice, students bring their idealism to class and their values affect the way they approach their studies. Gaining knowledge is more important than working for grades. Eugene Lang College students prize their individuality. But a dynamic tension exists between individual expression and collaborative learning in seminars. It is one of the challenges of the college and its faculty to create an atmosphere in which collaborative learning can occur and in which students develop insight, understanding and openness to different perspectives and approaches to a problem.

Many students who attend Eugene Lang College possess artistic skills or interests that they wish to incorporate into their educational experience. New School's art schools—Mannes, Jazz, Parsons, and the Actor's Studio—attract students who want increased access to the rich offerings in other divisions. An emerging collaboration between the Arts in Context concentration and the Parsons Foundation/Fine Arts departments and Mannes College of Music is a promising pilot project.

Students are curious about the world beyond their immediate set of experiences. This is one of the reasons that they pick a college located in a large, diverse city. Students tend to be very resourceful, seeking out and finding what they need in the City. Internships, activist organizations, special interest groups, for example, are avenues that students often pursue on their own. The city's attractions make it difficult to create a sense of community. ⁶⁷

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⁶⁷ As the 2002 edition of *The Kaplan Guide to 320 Most Interesting Colleges* puts it: "Social life at Lang is centered around New York City itself, the reason most students came to the school in the first place, and the campus community can seem a bit diffuse...Once students move off-campus...they are likely to form their own social circles. The school does sponsor activities, but students are often more interested in doing their own thing." (183)

Lang student's liberalism and intellectual curiosity is reflected in their cultural awareness. (The data that follows was gathered in a questionnaire on diversity distributed in spring 2002.) Students are sensitive to differences in ethnic, cultural, and sexual orientation. They are extremely tolerant of difference. However, they do not believe that others should be defined by these differences. Students said that Eugene Lang College has to increase its efforts to attract poor and minority students. At the same time, a significant number of students reported concern with excessive political correctness on campus.

Life after Lang: Internships and Career Development

Lang students tend to be less career-oriented than are traditional college students. In surveys that ask about plans after graduation, students respond that they make a distinction between the way they will "earn a living" and the goals that they truly wish to pursue. Lately, we are seeing a change in student attitudes toward careers and increasing numbers of students are taking internships and classes to prepare them for graduate school. The growth and evolution of the Internship Program is consistent with the increased interest in career development and planning. The Internship Program enrolled about 125 students during the fall and spring semesters, approximately 15% of the eligible population. In response to demand, career development services have been added. Students and alumni have access to an online job posting and recruitment service, which features résumé writing and job searching resources. Working with the University Office of Career Services and a graduate intern in the TLSC, services are offered in career counseling, assessment and job placement.

Advising

One characteristic about the college that students prize is its flexibility. The centrality of individual choice makes academic advising a crucial function. Faculty mentors are responsible for academic advising. A small staff of administrators and students who serve as peer advisors assist and support them. The faculty advisor is key. Freshman year, students choose a course in which the instructor is their advisor for the first two years. After students choose a concentration in their second sophomore semester, they are assigned a faculty advisor who has interests matched to their own. Through private individual conferences with students, telephone and e-mail communication, the faculty advisor helps students refine goals and choose courses.

The structure of advising matches institutional goals for academic advising.⁶⁸ Key goals are: development of individual educational plans; selection of appropriate courses; a knowledge and understanding of institutional requirements; increased student awareness about educational resources available (e.g., opportunities to study in other divisions; internships, study abroad and

⁶⁸ Academic advising staff is organized in the following manner. The Director of Academic Advising trains the faculty advisors and makes sure that all students are paired with faculty advisors within their main area of interest. The Associate Director of Academic Advising is a resource person for all first year students and oversees the First year Workshop and the Peer Advising system. The Peer Advising system is designed to give first year students more thorough and frequent access to academic advising. Freshmen get the benefit of working with older students who 'have been there before' and can provide invaluable "inside" information. The Sophomore Class Advisor serves as a resource person for sophomore students. She organizes co-curricular, social and informational events designed to serve the needs of the class.

student disabilities office); fostering students' responsibility for their choices; and collection and analysis of data regarding student needs and preferences.

As a measure of the effectiveness of the new advising system, student participation in early registration has increased. In particular, there was a 20% increase in freshmen participation. Students show increased understanding and knowledge about institutional requirements, procedures, and the advising process. For instance, more students required to declare concentrations spring 2002 did so *before* the deadline.

THE FACULTY

The faculty at Eugene Lang College has a complex structure. The college has 13 full-time teachers with appointments only at the college. It shares 14 full-time members (joint faculty) with other divisions, primarily the Graduate Faculty. There are 66 part-time faculty, 11% long-term part-time, about 33% adjunct, and the rest more persistent but not long term. In addition, 54 graduate students from the Graduate Faculty and two or three from other divisions teach at the college. (This snapshot is from 2001-02.)

The college has sought out teachers who are interested in multi or interdisciplinary work. It has attracted excellent scholars and artists despite the fact that it does not offer tenure-track lines, high salaries, subsidized housing (often lower-priced housing options), and substantial faculty development funding. Faculty salaries and benefits for full-time and part-time faculty have improved, but more is still to be done. The retention of qualified faculty from underrepresented groups has proved difficult in a highly competitive market. Diversity remains a high priority among current faculty in recruiting talented colleagues. The availability of tenure track joint positions might help retention if we can clarify and articulate roles and responsibilities carefully. But these positions will only be available in the Graduate Faculty departments of philosophy and the social sciences.

Faculty members across the institution have expressed concerns about governance, but feelings are particularly strong at the college. In the current system, faculty members are not content to have their role designated as "advisory," or to make decisions that are "recommendations" to the administration. Feelings of lack of involvement in decision-making and planning are intensified by inadequate feedback loops and communication channels regarding decisions made in meetings.

The introduction of a new type of faculty appointment, the joint appointment, continues to present both advantages and challenges. Part of the challenge is that the university must work with the schools to define the roles, responsibilities, review criteria and processes for joint positions. As a consequence of the new appointments, courses taught by Graduate Faculty instructors have increased—joint appointments are obligated to teach a total of 24 classes at the college. The number of courses taught rose from fewer than 10 per year at the beginning of the decade to 30-35 per year in the past two years. Joint appointments have more involvement with the college than most other Graduate Faculty. But because most are junior (10 out of 12), they have not been asked to take on leadership roles. In social sciences and philosophy it has been difficult identifying stable leadership.

The increases in courses taught by the Graduate Faculty have not kept pace with student needs and the size of the student body. To be able to offer a reasonable curriculum in the social sciences and philosophy, the college has had to rely on Graduate Faculty graduate students, who annually have taught additional 32 courses (on average) from 1999-2002. In 2001-02, graduate students taught 54 courses (nearly one fifth of the total number of classes), with very mixed results judging from student course evaluations. Eugene Lang College relies heavily on long term part-time and shorter-term part-time faculty. For the past four years, only 30% of Lang courses have been taught by full-time teachers, including short-term visitors and Graduate Faculty instructors who teach a maximum of one course per year.

The college has a well-articulated review and re-appointment process for full-time faculty. Review and evaluation of joint faculty and part-time faculty is a current priority. In the last five years, difficulties have arisen as the Graduate Faculty and Eugene Lang College faculties move closer together. Graduate Faculty instructors are struck by the fact that the university emphasizes teaching and formal advising with little credit given for scholarly productivity, and grantsmanship. Lang faculty are struck by the recent emphasis—attributed to the hiring of joint appointments between Lang and the Graduate Faculty—on scholarship, research and publishing in refereed journals and academic presses without additional faculty support or release time provided either by the division or the university. Given their workload, their own productivity and the perception that they must compete with junior faculty on tenure track lines, Lang-based professors (especially senior professors) are demoralized.

Teaching effectiveness is monitored through a qualitative and, as of spring 2001, a quantitative course evaluation. Assessments have proved useful in reappointments and in specific cases in which questions have arisen about the effectiveness of individual faculty member's teaching. However, course evaluations do not provide a means to evaluate the effectiveness of faculty as academic advisors, senior work supervisors, or to evaluate the overall effectiveness of a concentration's curricular offerings. The College Executive Committee is considering a more adequate full-time and part-time evaluation process.

CURRICULUM

Students seek out Eugene Lang College because they want a broad liberal arts education and do not want to be trapped in one discipline. The curriculum features concentrations, not majors. Concentrations are *disciplinary*, Literature, Philosophy, or Psychology; *multi-disciplinary*, Social and Historical Inquiry; or *interdisciplinary*, Cultural Studies and Media, Education Studies, Arts in Context, Religious Studies, and Urban Studies. Two concentrations develop skills, Writing and Theater, but both approach skills from a liberal arts perspective. Science, Technology, and Society is also interdisciplinary. It has a well-developed track in biology. Because it is does not have articulated tracks in a full range of topics, this is not yet a concentration. Unlike traditional majors, which emphasize narrow focus and depth, concentrations account for only 25% of a student's education. Concentrations require only 9 to 10 courses. Concentrations offer some focus and depth without sacrificing breath. They are constructed to overlap and interlock, thereby, strengthening the whole curriculum, showing connections between subject areas and allowing students flexibility in the curriculum.

Recently, the faculty has been redefining concentrations. Faculty and students in the concentration, led by concentration chairs and program directors, critically examine each course of study. Recommendations for changes are brought to the Curriculum Committee, consisting of all chairs and program directors; the Curriculum Committee brings a recommendation to the General Faculty for debate and resolution. The General Faculty makes its recommendation to the dean. If the dean approves the change, she is responsible for putting in place the budgetary and faculty resources to accomplish the proposed goals. If she does not approve, she returns to the General Faculty to explain her decision. Collaborative programs with other divisions must go through that division's processes. Programs may also be subject to review by the Provost and/or University Budget Committee.

In 2001-02, the number of concentrations jumped from 5 to 12. Eight programs, writing, literature, arts in context, theater, philosophy, psychology, religious studies and science, technology and society, were buried within larger concentrations. Each of these programs had directors. Each, except Science, Technology and Society and Religious Studies, had a fully articulated curriculum. All had (or would have by 2002-03) full-time faculty leadership. Several, writing (92 students), arts in context (43), and psychology (17), were as large or larger than existing freestanding concentrations in terms of student enrollment, e.g., urban studies (18). In addition, a program, education studies, which provides students with critical tools to understand how we create democratic urban schools and communities, became a concentration.

The Curriculum Committee also recommended that a Media Studies program be added to Cultural Studies. Students will learn to assess the impact of culture and media on their lives through courses in cultural theory, history and criticism as well as through learning to interpret the formal properties of cultural texts such as newspapers, magazines or films. A new collaborative program with The New School in Media Studies will give students the opportunity to learn by doing, i.e., give them hands on experience in creating video presentations. Graduate study is possible. Social and Historical Inquiry, which provides an overview of modern social thought, addressing themes common across disciplines, will offer more disciplinary tracks in the social sciences as a result of student interest and faculty approval. Students may enroll in B.A./M.A. programs in all the Graduate Faculty departments.

Working with Milano Graduate School of Management and Urban Policy, the faculty redesigned the Urban Studies program, which provides the tools with which students can begin to understand the peoples and structures that make up cities both in the U.S. and internationally. The concentration is directed towards both the student who wants to think critically about the urban setting and the student who seeks graduate training or a career in education, law, community development, journalism, urban management, public policy, or the health professions. The concentration connects with departments at Milano.

All concentrations share a simple structure. At the 1000 level are first year seminars, which develop skills in reading complex texts, thinking in a sustained way, and develop skills in writing and other forms of expression, including seminar participation. Some courses deal with texts, figures, or issues from the vantage point of multiple disciplines; others clearly have a disciplinary base. Students are encouraged to experiment and explore in their first year. Then,

2000 level courses are broad, introductory courses suitable for freshmen and sophomores or for upperclassmen who have no background in the material. 3000-3499 level courses have no prerequisites. Some courses at this level serve as "core" within concentrations. They introduce students to methods and material necessary to proceed within the concentration. Courses at the 4000 level are advanced and 4500 level courses are cross-listed graduate courses. Utilizing graduate courses extends and deepens several concentrations, Social and Historical Inquiry, Urban Studies, Cultural Studies and Media, Philosophy, Psychology and the Science, Technology and Society program.

At Eugene Lang College there are "three exceptions to nearly every rule." But there are no exceptions in two cases. Freshmen are required to take a first year writing seminar to improve their writing and to learn academic writing. Seniors are required to develop an independent project, scholarly or creative work as a culminating achievement. In areas that are usually covered by distribution requirements, scientific and quantitative reasoning, and information literacy, the college relies on the good judgment and motivation of its students. Faculty and staff advisors encourage students to pursue "well-rounded" educational programs. For instance, in science and mathematics, the faculty has designed a program, which focuses on problem solving and debates on social issues. Students become strongly motivated to develop the skills that they need, including mathematical and technological skills, to pursue more advanced studies in the sciences. In all subject areas, students (and the rest of us) remember and focus on what they believe they need for success. The same is true of gaining technological and information literacy competency. As faculty incorporate these skills into courses, students see the need to perfect them. Necessity is not only the mother of invention; it is the mother of competency.

Support for Undergraduate Writing

The writing program has been the mainstay of the college. It provides a variety of courses informed by the conception of "the writer in the world," that is, the idea that the artist has a vital relationship to culture, nature, and society and the she/he is shaped by and, in turn, shapes her/his environment in the pursuit of the craft of writing. Many students who have not selected writing as their concentration take writing courses. Eugene Lang College supports undergraduate writing with its Writing Center and Writing Fellows Program. ⁶⁹ It is staffed with five tutors, all of whom are experienced college writing teachers. Writing Center staff work one-on-one with writers in appointments that can take from fifteen minutes to an hour and may address any aspect of the writing process, from first ideas to fine tuning to extensive revision. The Center receives about 35-45 visits per week during peak times, about 20-35 at other times, with an average of 350-400 visits per semester. About 60% of the appointments are repeat visits. The Writing Center also administers the Writing Fellows Program. Through this program, approximately ten juniors and seniors per semester receive training in tutoring skills.

Since 1993, Eugene Lang College has required all entering first time freshmen to participate in a first year workshop program. A required program is somewhat of a paradox at a college that prides itself with not having many requirements. Accordingly, freshmen often

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⁶⁹ Lang writing instructors have also been leaders in the new University Writing Center.

complain bitterly about it. The focus of the program is transition to college, in general, and transition to this college, in particular. This is a safety net. Freshmen attrition declined dramatically from 1992, 60%, to an average of 30%, after the program was put in place.

Recommendations

- 1. One goal for the 2002-03 is to link internship opportunities to academic concentrations.
- 2. To track its graduates, the college will develop meaningful indicators of educational outcomes and collect data on job and graduate school placement.
- 3. The college will increase support for the faculty regarding advising.
- 4. Instruments that measure the impact of academic advising on student performance and track the quality of faculty advising will be developed.
- 5. Faculty governance structures will be improved to bridge differences between divisions.
- 6. The feedback loop to faculty and administrators on committee decisions needs to be improved.
- 7. To improve communication, documents that describe the roles and responsibility of faculty members need to be updated and re-distributed annually. The importance of new faculty orientation needs to be emphasized and better material distributed.
- 8. Systematic examination of credentials, workload and productivity in the various liberal arts divisions is necessary to rationalize workload expectations as well as reappointment criteria for tenure and non-tenure track.
- 9. A critical mass of full-time faculty as well as core half-time faculty dedicated to undergraduate teaching is absolutely essential. The proportion of part-time faculty must be reduced.
- 10. To improve academic quality, the college needs consistent and clear promotion and reappointment standards for full-time, joint, core half-time and part-time faculty.
- 11. The college should move forward on a plan to promote a group of long-term part-time faculty in recognition of their role at the college and the unique strengths they bring.
- 12. To promote an interdisciplinary curriculum, the college will target interdisciplinary research projects that may increase grant opportunities.
- 13. The college and university should provide support, training and encouragement to faculty so that they might incorporate technology into the classroom where appropriate.
- 14. Systematic syllabus review and a clearer understanding of learning outcomes will help ensure quality and continuity in the curriculum.
- 15. The nature of "core" classes must be defined by the faculty because the term core means different things for different concentrations.
- 16. The faculty and leadership of Science, Technology and Society and Religious Studies need to create a plan for a course of study.
- 17. The integrity and excellence of concentrations must be subject to periodic review.
- 18. The college must strive to develop collaborative relationships with the other schools to improve the quality and variety of educational experiences available to Eugene Lang College students.

CHAPTER 16—MANNES COLLEGE OF MUSIC

Mannes College of Music has prospered since the 1991 Middle States review, which took place only shortly after Mannes joined the New School for Social Research. Not yet integrated into the university in 1991, Mannes's fiscal problems lingered and the benefits of affiliation were not yet apparent. In the years since, Mannes has strengthened its position as a major New York City classical music conservatory. Kurt Masur, in a 2001 letter written after his annual rehearsal with the Mannes Orchestra, cites Mannes's "enormous strides . . . Many of your students are now of as high a quality as those at any conservatory . . . It is clear from their responsiveness, musicality and willing eagerness to try new ideas that Mannes provides them with a thorough, comprehensive musical education." This report describes the college's current structure and status, surveys accomplishments of the past decade and analyzes the challenges facing Mannes in the coming years.

Mission

Mannes College of Music attracts superb students from around the world to study at the highest level in the international capital of classical music.

STUDENTS

<u>Enrollment</u>. When Mannes joined New School, a plan was put in place to increase enrollment until it stabilized at about 290 students.

	Fall Enrollment since 1990 *												
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
All Undergrads:	127		97	106	131	128	133	137	137	125	134	125	124
M.M.:**	71		91	91	81	84	94	102	101	113	101	102	115
P.S.D.:	42		42	55	57	54	57	58	54	51	61	59	67
TOTAL:	227	230	230	252	269	266	284	297	292	289	296	286	306

^{*} Full data not available for fall, 1991.

<u>Mannes's Size vis-à-vis Mission</u>. Mannes believes that this size (considerably larger than Mannes's size prior to its affiliation with New School) is appropriate for its vision of a high-quality conservatory. Mannes's curriculum is based on several principles:

Musicians should be more than "finger-athletes." Besides high-quality performance studies (studio lessons and ensembles), aspiring musicians should be literate in music and have a superbly developed ear (taught via Mannes's signature Techniques of Music program), should understand musical structures (taught via Mannes's counterpoint, harmony, and analysis curriculum), and

^{**}Masters of Music and Professional Studies Diploma

should be knowledgeable about the culture within which classical music arose as well as the cultures within which we live (covered by the humanities curriculum). This is more important than ever, since today's students face new technologies, and classical music is now established worldwide.

A conservatory should be a community. Student interactions with each other and with faculty best occur in classes averaging fewer than ten in a small school.

Musicians must develop professional standards, but without professional pressures. A conservatory should be nurturing with competitive situations (concerto competitions or auditions for entry into the opera program) kept to a minimum.

Mannes is large enough to support its programs and infrastructure, but small enough to project its pedagogical vision. For instance, one orchestra encompasses entering freshmen as well as professional-level graduate students—each group learns along with and from the other. The institution's small size sets it apart.

Student Profiles. About 50% of Mannes's students are international.

Fall, 2001 Students by Country of Origin

Enrolled:	286
U.S.:	140
International:	146
Korea	53
Japan	25
Taiwan	10
China	6
Chile	
Israel, Canada, Spain	3 each
Brazil, Greece, Mexico, Moldova, Poland, Russia, England	2 each
Argentina, Bulgaria, Columbia, Croatia, France, Georgia, Germany, Hong Kong,	
Iceland, Lithuania, South Africa, Switzerland, Turkey, Ukraine, Uzbekistan, Serbiaunknown	

Fall, 2001 Students by Ethnicity

Ethnicity/cohort:	African Amer.	Latino	Asian Amer.	Native Amer.	White	Int'l.	Unreported
All Mannes students:*	2.7%	2.4%	4.6%	.3%	27.4%	48.3%	14.3%

^{*}Figures in this table are based on 286 College Division students plus 43 Extension Division diploma students, since Table 2.11 of the *New School University 2001 Fact Book* includes extension division diploma students in its count of "degree and diploma" students.

<u>Financial Aid.</u> As Mannes has become more competitive in recent years with other major (and better-funded) conservatories for the best students, its discount rate (financial aid as a percentage of tuition revenues), 28-29% in the mid 1990s, has risen to 36%. Surveys of accepted applicants who decided not to enroll at Mannes confirm that higher financial aid awards elsewhere were the most cited reason. Without substantial endowment and dependent upon annual fund-raising to complement tuition revenues, the college is challenged to meet the demands of its improved student body for financial aid while it should be building an endowment and, under new university budget rules, decreasing its dependence upon university subsidy.

<u>Diversity</u>. Mannes has fewer white students than any university division. It targets recruitment to attract more American students, especially a greater diversity of students, by recruiting solely within the United States at over 35 annual trips. In 2001-02, Mannes visited six summer festivals, 16 NACAC fairs, 20 music high schools around the U.S. and one conference. Yet we continue to receive more applicants from advanced international students who learn about the school through its reputation, its website and ads in professional journals. We anticipate substantial international enrollment to continue.

Mannes's Diversity and its Curriculum. Mannes's international enrollment yields a mix of cultures as well as pedagogical challenges. Levels of English and knowledge of European history and culture within which classical music arose vary widely. Despite having created an intense ESL program—required ESL courses, drop-in ESL tutoring, and (for five years) a summer ESL program—significant problems remain, especially in courses requiring written work in English (Composition, Literature, Western Civilization, Music History and graduate electives) and in areas such as diction or other foreign language studies (for singers). Mannes is working to reduce these problems. Because Mannes is increasingly competitive, overall, for incoming students, it is now enforcing higher ESL standards for incoming students. In addition, a committee is studying how to create a more effective ESL program.

<u>Mannes Students' Focus</u>. Most of Mannes's students have been focused since their pre-teens on becoming musicians in the European classical music tradition, differentiating them from typical liberal arts undergraduates. As a result, these students are ready for a demanding curriculum.

THE FACULTY

<u>Numbers</u>. Mannes had 167 active college division faculty members during 2001-02. Four were salaried faculty (three in the Techniques of Music and one in Music History), each teaching 15-18 hours per week (classes plus private lessons). One hundred sixty-three faculty members are paid individually negotiated hourly rates that are reviewed annually. There are no load limits for hourly faculty members.

Profile. Most music teachers are distinguished performers; a few are scholars, including:

- Renowned performers (e.g., Vladimir Feltsman, Richard Goode, and Peter Serkin)
- Members of premiere institutions (e.g., Thomas Stacy, English hornist of the NY Philharmonic; Elaine Douvas, first oboe in the Metropolitan Opera Orchestra)

- Eminent teachers with studios at Mannes and other conservatories (e.g., Arkady Aronov, at Mannes since 1977 and at Manhattan School; Timothy Eddy, at Mannes since 1980 and at Juilliard; and Edward Aldwell, at Mannes since 1969 and at Curtis)
- Eminent scholars (e.g., Carl Schachter, at Mannes since 1956, Professor Emeritus of Queens College and the Graduate School, CUNY, and faculty at Juilliard)

Faculty and Mannes's Stature. Mannes's faculty profile is similar to the faculty profiles at Mannes's peer institutions in New York City (Juilliard and Manhattan). All three institutions rely more on hourly faculty than do conservatories elsewhere because of the large pool of top music faculty in New York City, many of whom perform with major organizations (Metropolitan Opera, New York Philharmonic, or major chamber ensembles) or teach at area schools. Their presence and Mannes's long-term policy to allow students to have a major say in choosing their studio (private-lesson) teacher ensure that the school retains an attractive faculty. Many instructors have taught at Mannes for decades, providing stability. Students apply to Mannes to study with this faculty. Through a range of outcome assessments including self-selection of studio faculty and student course evaluations, Mannes students express their support of these teachers. Through evaluations of the students including annual performance juries, Mannes ensures that students are making progress in their work with these teachers.

There are advantages and disadvantages to having so many hourly faculty members. A major advantage is that Mannes remains responsive to students' desires to select leading studio teachers (unlike conservatories with only salaried faculty, where students must fill all teachers' studios), and that that faculty can teach at Mannes while maintaining extensive professional activities. The disadvantage is having many teachers who have only a minimal affiliation with Mannes, its pedagogical mission and governance. Creating department chairs and activating executive committees in recent years has brought a sense of participation by low-activity faculty.

<u>Artists in Residence</u>. The Orion String Quartet, Newman & Oltman Guitar Duo, Areopagitica brass trio, and the Mannes Trio perform and work with students; Regina Resnik and Renata Scotto coach in the opera program.

<u>Program Leaders</u>. Mannes has a distinguished roster of leaders of its flagship performance programs: The Orchestra is led by David Hayes (Assistant Conductor, Philadelphia Orchestra; faculty conductor, Curtis), with Samuel Wong as Principal Conductor (Music Director, Hong Kong Philharmonic and Honolulu Symphony); The Mannes Opera is led by Joseph Colaneri (Associate Conductor, Metropolitan Opera).

A performance area that emerges now as the next area for improvements is chamber music. Mannes has worked to match players of equal ability in its ensembles and monitors all groups and ensures that they perform. Premiere groups perform at off-campus Mannes festival concerts. But Mannes still needs a more directed chamber-music curriculum to foster the development of string quartets and other ensembles, and to create a graded approach to studying repertoire. A new position of Chamber Music Director would nurture further development.

Juilliard, Mannes, and Manhattan, as well as Yale School of Music in New Haven, Schools of Music at SUNY Purchase or Stony Brook, Curtis Institute in Philadelphia, and also Queens College, Brooklyn College.

<u>Nonmusic Faculty</u>. Besides music faculty, Mannes has about ten other faculty members who teach humanities courses and ESL. They meet regularly with the administration to discuss students and program concerns.

Monitoring Teaching Effectiveness. The dean and associate dean continually monitor teaching effectiveness via class observations and via students' teacher and course evaluations. During mid-semester, each faculty member reports students whose work is not up to par. Studio faculty fill out lesson reports several times per year, confirming that they are teaching the proper number of lessons.

<u>Faculty Professional Development</u>. Because of our faculty profile (many hourly faculty who already have substantial careers), professional-development issues differ from those at liberal arts colleges. Several improvements over the past half-dozen years have enhanced Mannes's attention to faculty development: in 1999-2000, Mannes created a Faculty Assistance Fund to provide professional-development grants totaling \$2,500 to about seven faculty members per year; using student evaluations as a basis, the deans mentor faculty whose rankings are lower than that of their peers.

<u>Faculty Recruitment</u>. Mannes adds a few faculty each year (after consultation with the department chairs) to replace departing faculty, or to strengthen performance areas. Five faculty joined in 2002-03: violinists Michelle Kim (Assistant Concertmaster, New York Philharmonic) and Mark Steinberg (first violinist of the Brentano String Quartet), violist Ira Weller (Metropolitan Opera Orchestra), cellist Fred Sherry (former Director, Lincoln Center Chamber Music Society, and soprano Amy Burton (New York City Opera).

CURRICULUM

Besides the *College Division* (degree and diploma programs for about 290 full-time students), Mannes has two non-degree divisions not discussed in this report: ⁷¹ *Extension* (diploma program for about 50 full-time students and adult education courses for about 400 per-course registrants), and *Preparatory* (with about 450 students ranging in age from 4-18). The college offers two degree curricula and one diploma curriculum:

<u>Bachelor's programs</u>: B.M.—Bachelor of Music, a four-year degree program; B.S.—Bachelor of Science, the B.M. program plus 30 liberal arts credits; U.D.P.—Undergraduate Diploma Program, the music courses of the B.M.

Master's program: M.M.—Master of Music, a two-year degree program

Artist diploma program: P.S.D.—Professional Studies Diploma, a two-year artist diploma program.

Within each program, students major in all orchestral instruments, guitar, piano, harpsichord, voice, theory, composition and conducting. (Majors in organ and historical performance are inactive.) The curriculum focuses on performance (studio lessons and

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⁷¹ In 1991, Mannes still offered a Jazz diploma program via its Extension Division. In 1995, that program merged with the B.F.A. degree program of the New School Jazz and Contemporary Music Program (a Mannes division from 1994-97).

ensemble work—opera, orchestra, chamber music) and the Techniques of Music (TOM). Undergraduates also take liberal arts courses: a year each of Western Civilization, Literature, Art History, English Composition, a semester of Introduction to Humanities, and two years of Music History.

Issues Concerning the TOM Curriculum:

The TOM program has been the heart of the undergraduate curriculum for fifty years. It is Mannes's signature program, a most comprehensive program integrating ear-training, dictation, solfege, keyboard, music theory and Schenkerian analysis. This four-year program was visionary when developed and remains unique. Several concerns exist:

The percent of Mannes students who profit from this curriculum. Only undergraduates take the entire TOM curriculum. Master's students with bachelor's degrees from elsewhere are often taught at a lower level than upper-level undergraduates. Over the past seven years, Mannes has added a required first-year Graduate Theory course and strengthened requirements in musicianship skills and music history. But the gap remains and a solution is elusive.

The future of the faculty who teach the curriculum. Two groups of faculty teach TOM. Three salaried faculty members and one of the most distinguished music analysts alive have been teaching at Mannes over three decades (nearly five decades for two of the four). The second group consists of about 20 hourly faculty members, some having taught with us for decades. Others are recent Mannes graduates. A few have doctoral degrees; most do not. None of the hourly instructors are active as scholars, reading and publishing papers. For the health of this signature program, it is essential that a mid-level group of faculty be created before the salaried teachers retire. To this end, Mannes searched in 2001-02 for a fourth salaried TOM position. But this search did not yield a hire, largely because Mannes does not offer tenure. Mannes can offer contracts for salaried faculty that last for up to five years, and those contracts can be renewed indefinitely. But without the option of tenure, the pool of candidates lacked depth. Mannes has tried to spur university discussions about expanding tenure beyond the Graduate Faculty. But this issue remains unresolved.

Keeping the TOM curriculum current. Mannes's comprehensive undergraduate curriculum leaves no room for expansion; new topics can be added only by cutting others. As it is, the TOM curriculum had to be reconfigured and contracted in the 1970s when the Mannes undergraduate curriculum was cut from five years to four. Recent areas of analytical interest receive little or no coverage. In particular, very little coverage of 20th century music is possible; there is only sporadic coverage of new perspectives on musical form.

Mannes has addressed each issue in recent years. A yearlong Graduate Theory course is now required for all M.M. students, raising the level of M.M. students in 2nd year courses. During 2002-03, this course has been expanded to review music history. In addition, as of 2002-03 all undergraduates will cover additional 20th Century music.

Academic Advisement

Mannes's degree students receive extensive academic advisement, beginning at their auditions when they perform solo auditions graded by a faculty jury, take musical and academic tests,

and meet with faculty who assesses their status. Upon entering, they meet with senior administrators to plan their program, select a studio teacher and discuss expectations. Each semester, students meet with an academic advisor to register. Each April, students perform a graded jury before a faculty panel and receive the jury's comments. The year before students are eligible to graduate, the jury assesses student readiness to complete the program. The Director of Academic Advisement monitors student progress reports during each semester. The Techniques of Music faculty discusses individual students' progress during each semester. The Academic Standing Committee assesses students not doing well each semester. Degree of personalized attention students receive has been and remains the signature of a Mannes education.

Mannes's Humanities Curriculum

In 1997, Mannes instituted a new humanities curriculum for its B.M./B.S. students organized in 3-hour/3-credit courses, replacing co-requisite 1-hour/1-credit courses in the past that were no longer effective for a varied student population.

Performance Juries

Department chairs and the Executive Committee worked for two years to create specific jury requirements that have created clearer goals for students in all degree cohorts.

Mannes's Festivals

Since 1999, Mannes has organized a yearlong festival of about 20 concerts plus master-classes and symposia. These festivals (beginning with *Chopin at Mannes 1999*, during which Mannes students and recent alumni performed Chopin's complete works), with their concerts in elegant venues (foreign consulates, the Harvard Club, Weill Recital Hall) plus master classes with Andras Schiff, Vladimir Feltsman, Richard Goode and others have expanded the opportunities for pianists, chamber-music groups and singers (in *Lieder*) to perform. (See Appendix K.)

Governance

Mannes has made strides in governance during the past seven years, increasing faculty, staff, and student participation in decision-making. Recent changes include: composed faculty statutes that lay out Mannes governance procedures, activated Executive Committees in each area, created department chairs in each performance area to be liaisons, created a Student Advisory Council that meets regularly with the dean, created monthly Senior Staff meetings, and created Coordinators of Instrumental, Vocal, and Non-Performance Studies. These changes supplement areas in which the Mannes faculty has long had significant input in governance. For instance, the TOM faculty meets weekly to discuss curriculum, students' work, and other relevant topics. Faculty members play decisive roles on the crucial Admissions and Academic Standing Committees. *Ad hoc* committees with faculty regularly discuss special issues, such as

revision of the humanities curriculum, strengthening the M.M. curriculum, and discussing ESL issues. With almost all faculty paid hourly, it remains a challenge to ensure faculty participation in governance. But the record of the past half-dozen years shows that hourly instructors will involve themselves in governance when they have a substantial role in decisions. Since the last Middle State's visit, Mannes has become an active participant in university governance. Faculty members serve on standing university committees. The dean and/or associate dean have been active participants on several *ad hoc* committees discussing liberal arts, academic policy, intellectual property and other issues. Other administrators or instructors have served on *ad hoc* committees concerning technology.

Student Life at Mannes

Mannes serves a wider range of student needs than in the past. Since 1998, a full-time Office of Student Services (a part of the University Office of Student Services since 2000) addresses visa needs for Mannes's large international population as well as housing, counseling, and other services. About 40 Mannes students live in university dorms. Mannes assists students in professional development through its Office of Community Services (run by a salaried faculty member), which creates paid performance opportunities at hospitals, schools, senior centers and community centers, and books students to perform at weddings, corporate or government events, and in orchestras. A career counselor complements Community Services, circulating information about all sorts of jobs (musical and non-musical) to allow Community Services to create more performance opportunities in community venues. Community Services has initiated a relationship with Brandeis High School (immediately adjacent). Mannes donated a piano to Brandeis, and provides student performances and student teachers. The Mannes Community Orchestra rehearses there. Overall, students and alumni regularly cite Mannes's community spirit and supportive administration and services as strengths.

School Facilities

Mannes is in a crowded building (with 10% of the per-student space of Juilliard or Peabody) with poor acoustics and without basic facilities (e.g., a large hall and enough practice rooms). The Concert Hall, which seats 200, doubles as the only large rehearsal venue, so Mannes's orchestra and opera have to perform elsewhere, creating scheduling problems with these venues, and diminishing community spirit. Prohibitive real-estate costs mean Mannes will remain where it is for some time. Refurbishment (including added AC, compact shelving) and adding practice rooms and an opera room in an annex have helped. But Mannes remains cramped and noisy.

Equipment

Mannes has upgraded its the equipment required of a conservatory. Decades of fiscal exigency left Mannes with old pianos, many in poor repair. In recent years, Mannes has purchased \$300,000 worth of Steinway pianos and created a workshop to rebuild older instruments.

Regarding orchestral instruments, recent purchases include doubling instruments, timpani, and a new harp. Mannes has also created a modest Computer Lab and e-mail stations.

Diversity

Mannes is an active participant in the university's Diversity Initiative. As noted earlier, Mannes has the lowest percentage of white students of any division, and makes special efforts to recruit African American and Hispanic American students. But since instrumentalists have typically studied music avidly since their pre-teens, ethnic groups most fully represented at Mannes are those who were most likely to receive pre-professional training for a decade or more before they reached college—many international students (especially from East Asia and Eastern Europe) and other cohorts, but not many African Americans and Hispanic Americans. Until a larger, better-prepared applicant pool emerges, those numbers will remain low.

Mannes strives to increase faculty diversity in new hires and leadership selections. But the low percentage of African Americans and Hispanic Americans among leading classical musicians hampers our efforts. The much greater presence of women and of musicians from East Asia in recent years is reflected on the faculty. Among the results in recent years are: The Orchestra's Music Director 1999-2002 and Principal Conductor in 2002-03 is Chinese Canadian; one of the department chairs is Japanese American; the faculty teaching required Intro to Graduate Studies is Chinese American; the new Associate Concertmaster of the Metropolitan Opera Orchestra (a Mannes alumna) and the new Assistant Concertmaster of the New York Philharmonic are, respectively, Chinese American and Korean American. Both are on the faculty. Mannes has had a diverse pool of candidates for all administrative searches, and has hired from underrepresented groups whenever possible.

Relationship between Mannes and New School University

After thirteen years as a division of New School University, some Mannes operations merge seamlessly with the university, especially student-services issues that were notably lacking in 1991. Other aspects of Mannes are still independent.

Mannes houses four university offices and cooperation has been seamless (Bursar, Financial Aid, Student Services, and Records and Registration and the Scherman Library). These offices report to supervisors at the university, yet interact closely with Mannes. Mannes students now benefit from full access to university health services, counseling, and visa assistance for international students, and over 40 students live in university dorms. Mannes works closely with the Scherman Library, paying for many upgrades (e.g., \$65,000 for compact shelving, annual support for binding, cataloging, and purchases, and salary upgrades).

Because it is located thirty minutes from the core campus, Mannes takes care of many items handled centrally for other divisions: maintains its building with its own crew, and proposes and funds all building improvements (painting, furniture, AC); a full-time computer technician maintains all technology; creates its required liberal arts courses, and its ESL

program; its development office, which has increased funding during the past seven years from \$600,000 to around \$1,300,000 during the past three years.

Mannes students take university courses in areas where Mannes does not offer comparable courses. This is especially useful in foreign languages for singers. Fall 2002, about 8% of Mannes's students are taking courses (undergraduates taking substitutes for Mannes's required humanities course or other electives, and undergraduates and graduates taking language courses).

Some areas of friction exist. Geography and needs special to a conservatory have made it difficult to fully join certain centralized university operations. During 2001-02, for instance, Mannes found that the first round of centralized university admissions record-keeping and operations were not usable for running its auditions, and had to create its own databases. A congenial relationship concerning admissions is apparent in 2002-03.

When Mannes joined New School in 1989, Mannes had long been near bankruptcy. The following years were a time to work out basic business issues concerning Mannes: reporting structures of various offices vis-à-vis the university, budget structure, fund-raising. The dean during these seven years was the previous president of Mannes. Since 1996, when Dean Lester began his tenure, Mannes has drawn closer to the university, so that the college now participates in many university discussions and has students in university dorms. Nevertheless, Mannes remains apart from the university. Few university students or personnel attend Mannes course offerings, or numerous public concerts. And geography is not the sole reason. Some parts of the university, although they respect Mannes's stature, view it as a "museum culture" created by "dead white European males." This, plus the inertia of large institutions, has hampered Mannes's unsuccessful suggestions several times over the past half-dozen years to create joint degree-programs (such as a "music specialization" with the Lang College degree program) to help relate Mannes more closely with the university. Since moving Mannes to a new facility closer to the core campus is not feasible (it would cost at least \$40 million to create a proper facility), Mannes and the university must continue to seek ways to create a deeper integration, or come to an agreement that the proper relationship already exists.

Recommendations

- 1. Continue Mannes's renaissance while maintaining Mannes's traits, by continuing to enhance musical leadership (by creating more full-time faculty positions, by creating a Director of Chamber Music); strengthening the student profile (attracting more undergraduates and more American students); and strengthening the curriculum (with more studies of music history, 20th Century music, more focus on writing).
- 2. Continue to improve facilities by further renovation of the Mannes Concert Hall (especially acoustics and lighting), installation of a new elevator and purchase of a nearby Annex (15,000-20,000 sf).
- 3. Continue to strengthen finances, by expanding and strengthening the Mannes Board of Governors, improving the size of the donor base, and creating a capital campaign.
- 4. Build more interactions with other New School University divisions.

CHAPTER 17—ACTORS STUDIO DRAMA SCHOOL

The Actors Studio Drama School enrolled its first students fall 1994. It is the culmination of the Actors Studio's long exploration of the sources and methods of the craft of acting. Founded in 1947 by Group Theater alumni/ae Elia Kazan, Robert Lewis and Cheryl Crawford, it was designed to be just what its name implies: a studio, a protected workshop where actors, playwrights and directors could practice their craft out of the limelight and free of the commercial pressures. Collectively, the Studio's actors, directors and playwrights have received more than one hundred and fifty Oscar, Tony and Emmy awards.

In 1993, then Studio President Paul Newman and members Ellen Burstyn, Carlin Glynn, Lee Grant, Norman Mailer, Peter Masterson, Robert Wankel and Arthur Penn joined a Actors Studio committee under the chairmanship of James Lipton to create a three-year Master of Fine Arts program that embodied the Studio's rich legacy. The new partnership built upon the New School's theatre tradition, going back to Erwin Piscator's Dramatic Workshop in the 1940s, where Lee Strasberg and Stella Adler taught for the first time, and Marlon Brando, Walter Matthau, Tennessee Williams and Shelley Winters began their training.

Mission

The mission of Actors Studio Drama School is to translate the fifty-five year experience of the Actors Studio to a three-year Master's Degree program that trains its actors, playwrights and directors side-by-side in a coherent program organized around a central principle: the Stanislavski System. With every core course taught by an Actors Studio member, the School's goal is to provide every graduate in each of the three disciplines with the tools necessary to define his or her unique talent and promise.

In the course of three years of full-time study, every student acquires what Stanislavski called "a common grammar" that enables the three disciplines—acting, writing and directing—to communicate readily, freely and, most important, specifically with each other—in the Drama School, and ultimately in the professional world outside. This rigorous technical training combined with the ethical culture of the New School teaches *life* skills that are applicable in many circumstances.

The Master of Fine Arts degree is the only degree offered. Enrollment has grown steadily from 61 students in fall 1994 to a program high of 242 in Fall 2000, followed by sustained enrollment of 203-209 each term thereafter. Fall 1996 marked the inaugural term with a full compliment of first, second and third year actors, directors and playwrights, corresponding faculty, courses and curriculum, and in spring 1997, the first Repertory Season was produced and the first M.F.A. degrees were conferred upon 77 members of the first cohort (87 entering students), a remarkable 89% graduation rate.

Significant preliminary program enhancements include publishing a program *Catalog* and *Student Handbook*, restructuring administrative positions, creating positions in all areas, including an Associate Dean, Director of Admissions, Director of Professional Development and Director of Academic Support Services (net staff increase from 5 to 10), appointing department chairs and directors, hiring general tutors and student assistants and improving program visibility and outreach with a presence on the Web and international television distribution of *Inside the Actors Studio*, establishing Cohort Councils and a Student Senate, and also convening an active Diversity Task Force and Dean's Advisory Council. In addition, the Drama School established mechanisms for on-going institutional self-study and planning aimed at increasing the program's effectiveness.

STUDENTS

Fall 2002, the Actors Studio Drama School enrolled 210 degree seeking students (77% Actors, 11% Directors and 12% Playwrights); of the 210, 44% are male, and 56% are female. Approximately 24% of all students self-identify as members of U.S. minority groups (9% African-American, 9% Latino, 5% Asian-American, .5% Native American and 2% Multi-Ethnic), and 18% are international students from countries including Argentina, Australia, Belgium, Brazil, Columbia, Canada, England, France, Germany, Greece, India, Israel, Italy, Japan, Norway, Poland, South Korea, Spain, Thailand, and Venezuela. Combined, international students and students from U.S. minorities represent 42% of the student body, as compared to 24% in Fall 1996

With the exception of three or four classes, all courses meet Monday through Friday during the hours of 9 am to 6 pm. Students range in age from 21 to 55 years old, with the majority of students in their mid-to-late 20s. Each cohort moves together through a progression of courses in sequence and 89% of students finance their studies with school-based partial scholarships and loans, with the vast majority also working a minimum of 20 hours a week.

Recruitment and Admission

The Drama School does not run a full-scale admissions office and has met enrollment targets for 17 consecutive semesters. Demand summaries reveal that presence on the Web increased the number of requests for applications by over 100%, with a substantial increase in international inquiries and students enrolling from a variety of countries and regions beyond the Northeastern United States. Candidates are better prepared for auditions and interviews, having had a chance to review additional information available on the Web, above and beyond the (basic) *Catalog*, and Strategic Planning Data indicates that each year, the program is recruiting, admitting and enrolling a higher percentage of top-ranked applicants.

Of the individuals admitted to Cohort IX (Class of 2005) who actually enrolled, the majority (23%) discovered the program through *Inside the Actors Studio* and by virtue of the reputation of the Actors Studio proper (23%), with the next highest percentage (19%) referred by college professors or professional instructors/advisors, followed by (16%) who heard about the program from Drama School faculty, students or recent graduates, (12%) who learned about

the program through personal research on the internet and (6%) from *American Theater*. A remaining 3% were scene partners recruited at the time of auditions. Applicants' profiles range from young adults with recent Bachelor's degrees, to working (theatre arts) professionals, to older adults pursuing a second career. Strong candidates demonstrate independent initiative in the arts, commitment to artistic endeavors and a unique talent and a thorough understanding of the program's philosophy. Historically, 75% of each admission decision is tied to audition and interview rankings.

Program Size and Quality

Startling enrollment growth in the first six years was welcomed by the university. By its third year, the school became the country's largest graduate drama school, which was a mixed blessing. Because of the university's dependence on tuition revenue, the Drama School was urged to grow too large and too quickly. Intensive professional training can only happen at the highest level in small-class relationships with master teachers. To meet higher enrollment targets, the selectivity ratio rose to 66%, with new student enrollment reaching a program high of 102 in fall 2000. The appearance of exclusivity was compromised and had a significant impact on attrition from fall 2001 to fall 2002, as a cohort of 102 re-enrolled only 75 members, creating a radical increase in overall attrition from 3% to 13%, highest in program history.

Enrollment targets are now set back to the mark established in fall 1994 of 80 new students to combine with enrolled students for a general population of 203-209 each year. Within this population, the Director of Admissions seeks to maintain a balance of new male to new female actors, while also working to increase the representation of women and members of U.S. minorities within the roster of directing and playwriting majors. Maintaining proportioned enrollment of approximately 63% actors and 37% playwrights and directors is essential for providing a diverse pool of actors with a full repertoire of new playwrights' work to explore, and a solid base of directors to lead a viable Repertory Season of those works. In addition, these adjustments to cohort size and composition afford more opportunity for addressing the individual needs of students, particularly within the first year of study, which demands the most of the program's resources in terms of number of classes, advising, course material and faculty contacts.

An acceptance rate of 20%, or one out of five applicants accepted for admission, is the standard the Drama School seeks to reach. Next steps toward enhancing the applicant pool and increasing selectivity include revising the admissions application deadline to align this date with that of many top-ranked programs. Fund-raising is planned to increase scholarships to attract and compete for top candidates and the Director of Admissions will continue outreach to individuals who advise talented emerging actors, directors and playwrights, with particular efforts to network with those who advise emerging performing artists of color. Another goal is to fully implement admissions evaluations. Evaluations serve to track the progress of first semester students as well as to assess the admissions applicant ranking system. Continued expansion will improve service to applicants and admitted students, and allow quality assessment.

Academic Standards

Improving admissions standards and dismissing students unable to meet standards are two concerns of the faculty and administration. The Drama School has achieved a level of maturity in this regard (establishing clear academic policies, assisting instructors to exercise effective grading), and the number of students placed on probation each term is steady (four to eight), with an additional two or three students dismissed each year. Enrolling students with stronger academic and performing backgrounds establishes a base upon which to build. In the future, the Drama School will track student progress not only by reviewing academic transcripts, but also by examining information from admissions evaluations, newly established on-going instructor summaries and (pre-graduation) exit interviews. In addition, a jury system of evaluation initiated by the Voice & Speech Department will serve as a cross-discipline jury to evaluate each student's (comprehensive) performance at the end of each term.

Attrition and Graduation Rates

Attrition currently averages 7% overall. To identify retention problems, the associate dean conducts individual interviews with any student who files for a Leave of Absence or Withdrawal from the program. Each year, the associate dean surveys financial aid awards to determine what role unmet financial need may play in student recruitment and retention. For example, we know students of color do not take Leave or Withdraw to a greater extent than other students.⁷²

Creating the sense in students of an artistic "home" enhances the in-school experience while building a foundation for out-of-school collaboration. Also, the sense of community creates alumni loyalty. If the school is too big, then students move in cliques or pairs and the communal feeling is lost. Again, such a phenomenon occurred over the course of the 2000-01 academic year within Cohort VII, the largest cohort (102) ever enrolled. For the first time since fall 1996, "Dissatisfaction with the program" was the primary reason for student attrition. Despite the fact that student activities were enhanced in 2000-01, or that individual class (course) size remained small, or that students had on-going direct access to faculty and consistent access to administration, including regular meetings with student councils, students could not reconcile the marketing of the program as elite with the cohort size of 102 and program size of 239. In addition, as suggested earlier, low attrition may be related to insufficient academic rigor, affecting the overall educational experience for students as well as the academic reputation of the school and, in turn, students' self-image.

Studies show that students leave because of stress related to the high cost of living in NYC and rising student loan and credit card debt, interest in professional opportunities and "seeking a break," although individuals confronting these issues generally opt for a Leave of Absence, not Withdrawal. In addition to reducing cohort size and improving the ratio of actors to directors and playwrights, strategies for addressing attrition include appointing senior

⁷² Recent national statistics (1995) reveal that 9% of all Master's degrees in performing and visual arts are conferred to students from U.S. minorities. The Drama School has surpassed this average every year since it began conferring degrees: 17%, 23%, 17%, 16%, 17%

instructors to Year #1 courses; continued strategic use of financial aid; sustained outreach/support by strong administrative team; intervention with students who are not meeting academic standards; integrating student access to services available through newly established Office of Professional Development; outreach to students on Leave; hiring for a new position, Director of Academic Support Services.

Student Services

Students benefit from services offered within the Office of University Student Life, the Office of Professional Development, and a newly defined, Office of Academic Support Services, providing on-going advising and programming relevant to students' academic success and quality of life. First year students demand the most of program resources in terms of number of classes, advising, course materials and faculty contacts, and the Drama School is concerned with their needs. Despite staff vacancies, on-going services to date include part-time advising from the student/faculty liaison, "Money Search" Workshops to assist students in identifying and applying for external grants and fellowships for cost of education and (professional) projects, the hiring of general tutors and tutors for students for whom English is a Second Language, and the hiring of note-takers for students with disabilities.

In addition, the Diversity Task Force was established in January 1997 to assist administration to plan and implement faculty/staff development practices and approaches to the recruitment and retention of students under represented in higher education in the arts. The result has been five years of on-going faculty, staff and student participation. Other programming in this area includes co-curricular events developed by the Diversity Task Force co-sponsored by the University Diversity Initiative, student council-hosted cross-cohort performances and receptions, and "Chat and Chew" mid-semester faculty meetings to share feedback on student discipline and/or academic challenges.

The appointment of a Director of Professional Development in December 2000 consolidated efforts to expand and enhance all aspects of career services and professional development at the Drama School. The Office of Professional Development is responsible for general and industry audience recruitment for the Repertory Season and Industry Showcase, career colloquia, internships and alumni outreach. The Repertory Season is students' calling card to the community and the professional performing arts industry and remains the ultimate statement of our commitment to cultural diversity with, as Dean Lipton notes, "every point of view front and center, firm, unequivocal and self-assured in an environment of mutual respect, exploration and pride."

Under the leadership of the Director of Professional Development, industry representation at the Repertory Season has more than doubled since the first season in 1997, increasing the concurrent placement opportunities for students and graduates along with that. Nonetheless, survey results indicate disappointment with the program's ability to place graduates directly within their chosen fields. To what extent an academic institution should or can be expected to provide career placement *per se* is a topic of on-going debate at the Drama School.

Being a new division, the Drama School is only beginning to formulate an alumni network. The Director of Professional Development tracks the progress of graduates and will be giving priority to this task within the coming year despite lack of university services in this area. What is clear is that increased level of loan debt and industry slumps are raising the stakes for alumni, and it is essential that the school determine how to offer more support to, and engender lifelong creative partnerships among, graduates. The Office of Professional Development will continue to work one-on-one with students, facilitate "Conversations with Playwrights" and colloquia led by producers, casting agents and artistic directors and direct new resources toward activities to increase communication, develop mentoring networks and cultivate access to on-going relationships within the professionals within the performing arts industry. Such activities include enhancing the Alumni Newsletter, developing an interactive website, hosting colloquia to address inter-disciplinary topics and organizing (employment) strategy sessions and social events. Goals include enhancing services appropriate to the educational, personal and career needs of students, increasing number of graduates with agent representation upon graduation, increasing number of graduates employed within their fields within nine months of graduation, enhancing roster of graduates within professional organizations such as Actors' Equity Association, the Dramatists Guild, Directors Guild, Screen Actors Guild and the Writers Guild of America and increasing representation of members of color at the Actors Studio.

As more students are seen and signed, the reputation of the Repertory Season, the school—and future graduates—will be enhanced. Students are invited to audition as a result of having been seen on *Inside the Actors Studio*. In addition, of the 405 graduates of our first six cohorts, 65 have been admitted to life membership in the Actors Studio.

THE FACULTY

Actors Studio Drama School is a partnership between New School University and the Actors Studio. There is one full-time faculty member who also serves as Chair of the Acting track working with forty-six part-time faculty in areas ranging from playwriting to voice to set design. Instructors who teach core courses, which represent 80% of the curriculum, (Basic Technique, Workshop, Scenework, Directing, Playwrights, Actors and Directors Labs and Process Units, and Classics, Period and Style), are required, by contractual agreement between the university and the Actors Studio, to be life members of the Actors Studio. Movement curriculum is led by Alvin Ailey Dance Center and taught by seven instructors on site. The school faces a special challenge: to support part-time instructors who are professionals in the performing (theater) arts. A review of vitae for faculty members who teach non-core courses indicates that while an advanced degree is not a requirement to teach, a demonstrated record of excellence in the field, as well as five to six years teaching experience—with adults, preferably in an academic setting—are essential. The current faculty represents more than 250 years of Actors Studio membership and experience, fulfilling the goal of "professionals producing professionals."

The Drama School has established an outstanding faculty and courses are full year. Individuals who constitute part-time faculty are not the characteristic "commuter" team one might expect. Their investment in the success of the program and the work of their students is

exemplary, there is minimal turnover (historically, less than four new faculty appointments in any given year since fall 1996), and many part-time instructors, once on board, seek careers at the university. Although conventional wisdom suggests individuals would be more attracted to full-time teaching appointments rather than part-time, this has not been the case in terms of *initially* recruiting outstanding candidates to teach. Lack of availability due to professional conflicts is the most frequent obstacle to faculty recruiting and hiring, particularly with respect to faculty of color—and faculty recruitment remains the most challenging aspect of the diversity initiative with representation of faculty of color fluctuating between 11% to 18% in any given year (including Ailey instructors).

Faculty Development

Many faculty members identify themselves as professionals "who also teach." Historically, teachers have neither expected nor demanded much in the way of faculty development opportunities; rather, they have solicited help with teaching skills (curriculum and syllabus development, grading issues and pedagogical strategies). Additional efforts have been for administration to distribute available information on funding sources available either through the university (the Faculty Development Fund), or outside funding agencies. Faculty accomplishments are noted on a central bulletin board: *Home Team Highlights*, and in the online *New School Observer*, but this is not enough. The faculty is expressing interest in funding work at conferences, workshops and other theatrical events; however, no support exits for such projects now, nor is there funding for sabbaticals or course release.

The Drama School wants to enhance faculty development. One goal is to coordinate workshops in which teachers share information on external grants and fellowships, discuss strategies for presenting their work and how to benefit from contacts within their network as well from university resources and contacts. In the future, school administrators will assist faculty to take advantage of university academic exchanges, promote active participation at events across divisions and assist with matching faculty interests with those of faculty in other divisions. Establishing additional full-time positions is an important goal.

Faculty Governance, Hiring and Review Policies

Academic authority remains within the Office of the Dean, with policy formulated to the greatest extent as a result of ad-hoc consensus building or (divisional) committee review and recommendation. Although faculty and course evaluations have been in place from the onset, departments lack standard policies and procedures for hiring and review. For the first five years, the Drama School had assigned the title of chair within the acting, directing and playwriting departments, but nowhere else. Other non-major departments did not yet have provost and board- approved representation, although department leaders were selected by the dean to serve on school and university committees, participate in curriculum review and hiring decisions. The appointment in fall 2000 of department chairs and directors was an important step forward and provides a rational division of labor in an effort to assist the dean to supplement university faculty hiring and review policies as well as to examine and enhance structures to formalize the role of faculty in school decisions.

CURRICULUM

The curriculum treats all aspects of the dramatic arts as a unified process, with a guiding central methodology and common language. That language is based on the concepts of Stanislavski's important works: An Actor Prepares, Building a Character and Creating a Role, books that serve as a template for each student's program of study. The Drama School does not duplicate the curriculum of established graduate programs. All three disciplines, acting, writing and directing, train side-by-side. Every student, including directors and playwrights complete a rigorous sequence of courses in Basic Technique, Vocal Training, Alexander and Dance Movement and Theater History, and they attend workshops led by eminent theater practitioners. Students are afforded Observer privileges at the Actors Studio, providing an experience permitted rarely, even to the professional community.

In addition, each graduate has 48 experiences, over the course of three years in the program, to be taught face-to-face and hands-on by the most renowned theater and film artists of our time in the Drama School's course, the Craft Seminar, seen on television as the award-winning series, *Inside the Actors Studio*. And every graduating Master's Degree candidate is provided with Working Finalist status at the Actors Studio, the final step to life membership.

During the first year, while the playwrights and directors master a new theatrical vocabulary, they are trained in their own craft. First-year directing and playwriting classes enable them to fulfill demands made in the Playwrights and Directors Lab, which begins with the first sessions of the second year. The second year features specialized training and all three disciplines move onto parallel tracks; in the third year, the three tracks re-converge. Spring of the final year, students in all three disciplines are united in a unique, professionally-produced, eleven-fifteen week Repertory Season in which the theses of the graduating playwrights, directors and actors are performed free-of-charge to the New School University, New York City and professional communities.

Actors Studio Drama School differs from many schools at New School because the heart of its curriculum—all acting and directing classes, as well as the movement and voice classes—are courses in *technique*, employing terms of art that are often as subject-specific as the terminology of the disciplines of medicine, physics and law. This requires faculty members who are not only versed in the theatre arts, but in those theatre arts as they have been developed over the past fifty years at the Actors Studio, within the context of what the world knows as the Studio's Method. The challenge is to develop a common technical language while, at the same time, encourage diverse perspectives. This is accomplished by virtue of the eclectic backgrounds and views of the faculty whose training incorporates the entire panorama of contemporary theatrical theory and practice from Stanislavski to Vakhtangov to Meisner, Adler, Lewis and Clurman.

Important curricular debates are ongoing. Should Sense Memory be taught beyond the first year? Is the performance model of a Repertory Season adequately meeting educational goals—and should there be (produced) public performances prior to the third year? How to best structure the Playwrights and Directors Unit? Does program mission have an evident throughline across disciplines and does curriculum consistently support the synthesis of core disciplines? In what capacity is script analysis emphasized throughout the six-semester

progression and is the integrity of the progression in tact across disciplines? Should screenwriting be added to the playwriting curriculum to keep pace with market impulses? In addition, questions prevail with respect to how to assist students to examine the contributions of all Americans to American Theater and encourage faculty to expand beyond the traditional American curriculum, *where_possible*, and where not possible, assist students to identify sources and resources to enhance this knowledge.

OTHER CONCERNS

School Governance

The faculty tries to form a student *community* that includes all students of each cohort, and excludes no one. That unity of work and purpose is essential to the Repertory Season; to succeed, students must face all their problems and aspirations *together*. The school is governed, contractually, by two bodies: New School University and the Actors Studio. Several responsibilities are, of course, identified contractually as collaborative endeavors with New School University, subject to approval by the institution's normal budgetary, administrative and academic authority.

The governance of Actors Studio Drama School is overseen by the Advisory Committee, which is composed of the Studio members who created the program Ellen Burstyn, Carlin Glynn, Lee Grant, James Lipton, Norman Mailer, Paul Newman, Arthur Penn and Bob Wankel. This committee, chaired by the dean, meets annually. The Board of Governors of Actors Studio Drama School meets quarterly. While it does not have authority over the curriculum, faculty or administration, the board serves as a useful sounding board. With the recent creation of Theater and Scholarship subcommittees, it has a growing influence on the practicum year, of which the Repertory Season is the center, and the makeup of the student body, where scholarships are essential to enhancing both quality and diversity.

The administrative staff of Actors Studio Drama School is a team consisting of the Dean, the Associate Dean and the Director of Professional Development working in close contact with a Director of Academic Support Services, Director of Admissions, Administrative Program Coordinator, Program Assistant, the Production Supervisor of the Repertory Season and the Student/Faculty Liaison in addition to staff.

All faculty are part-time but for one full-time faculty member. The faculty is led by newly-minted department chairs and directors but members are encouraged to participate directly at every level of their own department and program governance.

Faculty, staff and students are participants in a full-time, day-time, degree-granting program and faculty, staff and students work in close proximity all day, every day, Monday through Friday. Administrators are here all hours when students are here with 90% of the faculty teaching a minimum of three days a week. In addition, student mailboxes are situated outside the main office and are, therefore, accessible all hours the 66 West 12th Street building is open; faculty, staff and students are constantly able to share feedback and information. The faculty and course evaluation process, conducted at the conclusion of each semester, is the

primary way student needs are voiced. Reasons for student exits (Leaves and Withdrawals) are solicited in a required exit interview and reported to the University Budget Committee each term. In addition, in order to further enhance participation and support institutional change and renewal, several important structures exist.

Fall 1995, students established Cohort Student Councils. Fall 2001, the three cohort student councils of the Drama School combined to form a Student Senate. Senate members are elected by the students assuring full student representation (generally three or four representatives from each of the three cohorts). The senate meets regularly during each semester, reviewing all student issues, and bringing students' views to the administration through meetings with the dean's Advisory Council (see below), or with individual senior administrators or directly with the dean. Minutes of Senate meetings and follow-up meetings with senior administrators are distributed to the student body.

The Dean's Advisory Council, created within each school, began meeting spring 1998. Membership consists of nine students from the senate, one from each discipline (acting, directing, playwriting) within each of the three cohorts; six faculty members, one from each discipline (acting, directing, playwriting), as well as one faculty member from Theater History, Voice and Movement; and, three administrators. Minutes from these meetings are distributed to members for further distribution to their constituencies (as well as maintained by the associate dean). Faculty, students and staff are invited to serve on divisional committees, university committees and advisory boards. Every student must regularly check the program bulletin boards and personal mailboxes for important information. An *Alumni Newsletter* is now available via e-mail and is essential to enhancing communication with graduates, giving voice to their concerns and re-establishing a sense of community and "ownership" of program issues and goals.

In conclusion, academic authority remains centralized within the Office of the Dean, with policy formulated to the greatest extent as a result of ad-hoc consensus building or (divisional) committee review and recommendation. Goals include implementing regular departmental [faculty and faculty-student] meetings, increasing faculty participation and sense of ownership at all levels of governance and shifting committee focus to balance systematic policy review with case management and, where applicable, event programming. As of spring 2002, two members of the faculty have been appointed to the Executive Board of the Actors Studio, which will foster another line of communication for all members of the partnership, including students and graduates.

School Fund-raising

Since opening its doors, the Drama School remains each year within 5/10ths of one percent of projected program costs, (non-university costs) and the division's financial viability is outlined in detail within The Five Year Plan submitted to the University Budget Committee in spring 2002. The principal fund-raising activity has been, is and will continue to be, *Inside the Actors Studio*. December 2001, determined to move beyond the planning phase of fund-raising, the Drama School successfully competed for a grant from the university's Fund for New Initiatives

to hire a development officer to design and execute a fund-raising plan for two primary needs: scholarships and facilities.

Scholarships

In the eight-year history of Actors Studio Drama School, fewer than twenty-five full tuition scholarships have been given, allocated from the school's unrestricted scholarship resources. Each year, funding permits only two to four competitive (named) scholarships, generally to continuing students with substantial need, "Super Stars" with demonstrated records of excellence. At any given time, less than three students in a population of 203-209 carry a full tuition scholarship. Cohort comparisons reveal that prior to fall 1998, approximately 75% of first year students enrolled with scholarship. Fall 2001, 87% of new students enrolled with scholarship, and the total percentage of students applying and qualifying for aid remains high at 89%. Loan debt is a special concern with Actors Studio Drama School students carrying the highest private loan debt in the university. (Typical loan debt for graduates is \$65,000; monthly payments \$697.) As participants in a full-time, daytime program, students are rarely able to work full-time. Students facing financial hardship cannot reduce costs by attending part-time, or seeking full-time employment (and the health or tuition benefits many full-time positions provide). Increased financial aid, including continued University Scholars Program Scholarship support, is crucial to the School's ability to recruit and retain talented students (discussed earlier), particularly students of color, including international students.

Recommendations

Over the course of the next few years, Actors Studio Drama School anticipates welcoming a new dean, establishing an artistic home and vital theater center at a new location and mounting a Summer Didactic. To maintain excellence, the school will:

- 1. Design meaningful outcomes assessment, beginning with a focus on the effectiveness of the school's recruitment and admissions process admitting students whose interests, goals and abilities are congruent with the school's mission.
- 2. A survey to determine students' perception of their role in governance will be an important tool for setting future goals.
- 3. Support faculty development and governance with emphasis on opportunities for professional growth and designing a protocol for governance in keeping with established university policies.
- 4. Develop a campaign to raise \$8-\$15 million dollars for scholarships and facilities.⁷³
- 5. Undertake curriculum review to determine the viability of the Repertory Season performance model including assessment of ways to improve the thesis approval, advising and evaluation process.
- 6. Enhance student services by hiring and retaining senior staff to design and execute organized programs to improve academic success and professional development.

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⁷³ Facilities have been a major concern and are discussed under University Facilities. The planned move to Westbeth is proceeding as of this writing.

CHAPTER 18—JAZZ & CONTEMPORARY MUSIC PROGRAM

A period of accelerated growth and review has been underway since fall, 1998. The program with new administration has identified three goals: the resolution of its identity and place in the university, a re-focus and new examination of its educational and artistic mission, and a financial strategy to support both academic quality and future initiatives.

The Jazz and Contemporary Music Program was founded in 1986 by David Levy, Dean of Parsons. Arnie Lawrence, an established Jazz saxophonist, was hired to develop the fledgling program, which immediately attracted students and prominent musicians as faculty. The program began in the fall of 1986 with 36 students, and by fall, 1990, the program had grown to 116 students enrolled in a four-year curriculum. By September, 2002, 272 mostly full-time students were enrolled.

The program's location in the university has changed three times in sixteen years. Initially, the freestanding program reported to Parsons. With the departure of Mr. Levy, the program reported to the provost. In 1991 the program became a part of Mannes College of Music. In 1995, the Jazz program moved to new facilities at 55 W.13th Street along with the Mannes Extension Jazz Diploma Program. Finally, in 1998 the Jazz program was made independent of Mannes. The decision to dissolve the relationship was made in recognition of the two school's different cultures and teaching philosophies, and because physical separation, Mannes being uptown, made efficiency and collaboration difficult. Since separation, the program has flourished and in the last two years, in particular, it has shown improved academic and financial performance.

Mission

The Jazz & Contemporary Music Program prepares students for the artistic, technical and professional demands of employment and performance in the music world. Engaging the skills and expertise of an internationally renowned artist faculty, in the city that is the center of the Jazz universe, the program encourages and nurtures each student's unique talents, cultivating future generations of Jazz leaders.

STUDENTS

The program's international reputation, along with specialized recruitment efforts and aggressive outreach with premiere national young artist outlets, has resulted in top echelon applicants. Among the entering students in the fall of 2001 were 23 students who were winners

⁷⁴ The Diploma Program was phased out in favor of the B.F.A. Program. By 1997, Diploma students had graduated and the B.F.A. enrolled 225.

in the Arts Recognition and Talent Search, six from the Jazz Grammy band and four of the five students selected as winners of the Stan Getz/Clifford Brown award program through the International Association of Jazz Educators. Once enrolled, students are exposed to a variety of types of music and their interests are diverse (e.g., blues, hip hop, world music, fusion). The clubs and theaters of Greenwich Village and a performing faculty motivate students to begin performing while enrolled as undergraduates. The location and direct participation of the Jazz program in the New York City Jazz community is, arguably, the primary attraction to students. Indeed, many students perform at high-profile venues, such as the Monterey Jazz Festival and the Chicago World Music Festival, while still in their first or second year.

Despite the inclusive definition of style embodied at the Jazz program, prospective students have a surprisingly strong sense of program identity and expectation when they apply (demonstrated by personal essays and through conversations with prospective applicants, survey of new students after arriving). Students applying understand themselves as musicians and are motivated to be here.

Graduates. With increasing enrollment and a growing reputation, more and more students are continuing to professional careers. In addition, for some years the program has focused on career skills at the college level with course offerings in music business, film scoring and editing, digital design and music therapy. Broadening student experience and interest—while maintaining a solid Jazz curriculum—has prepared students for work after graduation. Other graduates have careers in allied fields, such as teaching or producing. Anecdotal evidence suggests that 60% of graduates engage in a music-oriented profession immediately upon graduation. Within five years of graduation, this group drops to approximately 45-50 percent, and within ten years of graduation, 35 percent of graduates remain in performance careers. Another 35% appear to be functioning in related career paths (teaching, business or technology fields) and 30% appear to have left the field.

Alumni and Student Accomplishments. Alumni and current students have received recognition for their achievements. To name only a few recent awards: alumnus and pianist Brad Mehldau made his debut appearance at Carnegie Hall during the JVC Jazz Festival in June, 2002. Mehldau appeared on the cover and in a feature article in the September, 2002 issue of *Down Beat* magazine. At the International Thelonius Monk Institute Jazz Competition in April of this year, program alumni placed second and third, with a Jazz program part-time faculty member earning first prize. The competition—one of the world's most prestigious—features a different instrument each year and uses an all-star panel of judges. Student bassist Renee Cruz was selected in December, 2001 by the International Association of Jazz Educators to participate in the 5th Annual Sisters in Jazz program at IAJE's convention in January, 2002 (one of six winners worldwide of female Jazz students). Prior to her performance, Ms. Cruz was featured alongside faculty member Jane Ira Bloom in an interview on NPR Radio. Alumni consistently place in critics and audience polls (*Downbeat*, Jazz Journalists Awards) and students have been selected for inclusion on the *JazzIz* magazine education CD for the last three years.

<u>Enrollment</u>. Enrollment trends have been consistent with planned growth and governed by the normal factors of the marketplace and space. A period of flat enrollment before moving to the new 55 W. 13th street facility reflected the limits of the previous space to accommodate a large student population. Growth since moving to the new facility (225 to 272 over the past seven years) has resulted in maximized capacity for enrollment possible in the new space. Future

enrollment growth of instrumental B.F.A. will be modest due to space limits (300 maximum by 2003, even with new practice annex planned). Future growth will be achieved by expanding summer and weekend programs and through collaboration in new degree programs with other New School divisions. An important first step will be to consolidate the free-standing Guitar Study Center (offering adult music instruction on non-credit and certificate basis) into the Jazz program as a continuing education unit, utilizing combined resources for cross-marketing of existing programs and development of new programs.

Enrollment Tends

Leveling of the Applicant Pool. Applicant history shows a recent leveling trend. Applicant pools may be too shallow for expected enrollment goals. The conversion of 95 students for fall 2001 suggests the program has created a clear brand that depends, in part, on student awareness of our educational philosophy. However, a larger applicant goal of qualified candidates is a key goal for fall 2003 and beyond. New strategies have been implemented to improve visibility and marketing outreach, including new international, national, local and web recruitment. Even while engaging broader marketing to attract students, Jazz education is a niche market requiring specialized and personalized effort.

Change in the Ratio of Entering Freshman to Transfer Students. The program has engineered a reversal of entering freshman to transfer over the past four years through a strategy aimed at performing arts high schools, talent recognition and award programs. This is encouraged by the peer effect of "friends following friends," and by university service efforts like housing that cultivate a traditional, younger student body than seen previously. Assuming this population can be retained at current levels, this trend should relieve over-dependence on large entering classes as students stay longer in progress toward graduation. More importantly, cultivating a four-year student body brings a deeper sense of school loyalty and participation, and improved learning outcomes. Conversely, more first time freshmen stimulate the faculty to modify the curriculum. For example, admitting younger, less developed students makes it necessary to emphasize foundation courses over electives.

<u>Decline of International Students</u>. The program is at a historical low of the percentage of international students. This is due to many factors including a tighter academic policy that discourages those not intending to stay to graduation, the strength of the dollar against local currencies and political erosion of home country support for arts study abroad, combined with the established history of strong Jazz education programs in home countries.

<u>Attrition and Retention</u>. Attrition trends have been constant and continue to hurt, resulting in the need for large entering classes. Student feedback indicates financial difficulty as the primary factor. Beyond tuition, the high cost of living in New York forces many students toward part-time or full-

time work. Other factors are lack of, and overcrowding of, facilities, higher expectations for artistic and educational performance and personal factors affecting commitment to a career in the arts.

<u>Student Quality</u>. Data demonstrates progress in increasing the program's student quality level. Progress has occurred in the high range, achieved by admitting fewer middle-range students. Finally, the growing notoriety of alumni has attracted students worldwide. ⁷⁵

THE FACULTY

The concept of Artist as Faculty is the heart of the program's philosophy. Jazz artists create a dynamic culture, one that includes traditional and new expressions. The program's educational model recognizes the benefits of immersion in New York's Jazz culture as well as the value of using practicing musicians as mentors who are leaders of that vibrant culture. The Jazz program has recruited established artists who live and work in the metropolitan area, including its two full time performance faculty (Jane Ira Bloom, Reggie Workman) and 70 part-time faculty (a third full-time faculty member, Chris Johnson, teaches liberal arts, Jazz and social history). The program's part-time faculty is loyal and committed, with more than 50% of current members teaching for more than ten years.

Employing a professional part-time artist faculty presents both special rewards and challenges. The Jazz community does not naturally adapt itself to institutionalization; being active professional artists, most teachers do not seek full time appointment. This forces a balancing act between teaching needs, creative needs (transient nature of jazz performance) and practical needs (income and benefits) for both artist and program. In 1997 the part-time faculty voted for collective bargaining and in 1998 an agreement was signed between the university and Local 802 of the American Federation of Musicians.

The idea of Artist as Faculty requires a creative application of management and curriculum development. While most faculty members have formal music education backgrounds, the individual nature of Jazz expression necessitates multiple approaches for any given subject, especially where expressive individualism is the highest outcome and aesthetic goal. In such a culture, the program's initial evolution was somewhat organic, with various faculty members emerging as leaders in establishing new ideas and curricular concepts. Over the years, the best practices became institutionalized, resulting in a unique teaching model at New School, one that blends formal pedagogy with individualizing teaching.

A faculty largely made up of part-time Jazz artists also presents administrative challenges. Communication and knowledge base can be fragmented and inefficient, faculty compliance with process needs is a constant re-education effort, and committee service must be actively solicited. Since many part-time faculty members teach only once or twice weekly, interactions with students—and understanding of the student body and program mission—are limited. The program compensates through the efforts of its dedicated program staff and full

⁷⁵ Many graduates have gone on to Jazz careers, including: Miri Ben-Ari, Peter Bernstein, Walter Blanding, Jr., Larry Goldings, Roy Hargrove, Susie Ibarra, Ali M. Jackson, Virginia Mayhew, Brad Mehldau, Shedrick Mitchell, John Popper, Chris Potter, Jaz Sawyer, E.J., and Marcus Strickland.

time faculty, committee structure represented by all members, constant written and verbal communication, and, in the longer term, through the encouragement of faculty to teach in other

areas, thus diversifying their knowledge and program participation. The Jazz program must have additional full-time faculty.

The program supports and encourages faculty understanding and teaching development through the following ways:

- Feedback and discussion of student course evaluations
- Meeting of teachers in each curricula area
- Curriculum and Executive Committee meetings four times yearly (min)
- Feedback solicited from student advisory groups
- Mandatory orientation seminars for new entering faculty on course outline and syllabi, attendance and grading, and all other processes that connect with teaching
- Seminars for faculty members on instructional method, health and well-being (spotting depression, signs of drug abuse, sexual harassment and discrimination)

Faculty Accomplishments. Faculty members range from senior, legendary figures in the music world through several generations of artists that include program alumni, all of whom are active professionals of distinction. Perennial poll-winners include Jane Ira Bloom named among the top five Soprano Saxophonists of the Year in the *Down Beat* Annual Critics Poll for 2001, also awarded the honor of Soprano Saxophonist of 2001 by the Jazz Journalist's Association. Bill Kirchner's Oxford Companion to Jazz (Oxford University Press) was nominated by the Jazz Journalists' Association for "Best Book on Jazz of 2001." Jazz Times magazine also selected it one of the "Top 10 Jazz History Books" of 2001. Pianist Armen Donelian received a Fulbright award in 2002 for his "Jazz in Armenia" Project, which included teaching and performance at the Yerevan Komitas State Conservatory, Armenia, and gave clinics in Paris and St. Petersburg. Pianist Phil Markowitz received a \$20,000 fellowship for composition from the George and Eliza Howard Foundation (one of twelve artists, nation-wide, to receive this honor), which will support work on his original composition, Abstract Expression: Musical Portraits of American Masters (Suite for Piano Trio and Chamber Orchestra). Full-time faculty member Chris Johnson received a 2002 lecture/research Fulbright award for: "Seeing African America: The European Vision of Black Culture in the Colonial Era," University of Muenster, Germany. Finally, in June, 2002, Executive Director Mueller received an Achievement Award for Excellence in Jazz Education from Down Beat magazine.

CURRICULUM

The talents and skills needed to perform Jazz are different from those of classical music. Therefore, the education of is different. Jazz is not simply interpretive music, as popularly thought; rather, the education must focus on more than instrumental technique and interpretive skill. Jazz performance requires deep understanding of the harmonic structure of music coupled with the skill to manipulate this structure in live performance. This process occurs spontaneously in performance, often outside a formal composition. For the program, this requires, first, judging incoming students for potential to improvise, and second, constructing a

curriculum that balances the need for improvisational skills and theory. Given the subjective nature of evaluating improvisation, technical skill at admission does not adequately measure improvisation skill, or the ability to *learn* to improvise.

Before the program was founded, Jazz education had traditionally focused on a *big band model*, emphasizing musical training with music written out. In contrast, our approach focuses on *small group improvisation* and the ability of musicians to relate to one another. The curriculum seeks to provide students with a technical, conceptual, and historical grasp of Jazz and contemporary music. Students earn a B.F.A. and major in Performance (instrumental or vocal), or Composition-Arranging. The degree requires 134 credits including 18 credits of liberal arts courses; 17-20 credits of music history; and 96 studio credits. Studio credits are comprised of applied core requirements (Theory, Theory & Performance, Rhythm Analysis, Piano Proficiency, Sight Reading, Ear Training, Arranging), 16 credits in Improvisational Ensemble and 16 credits of private music instruction, and 30-36 credits in elective courses. Required studio is balanced with a widely varied elective curriculum in performance, musical analysis and advanced composition and arranging. Ensemble performance and private lessons are constants throughout the four-year curriculum.

Mentoring by professional players takes place in private lessons, which begin first semester of the freshman year and continue each semester thereafter. Mentoring is a central feature of the Improvisational Ensemble courses, which students are required to take during their eight semesters; mentoring also figures prominently in most required studio courses. As a result, mentoring is a mainstay of nearly half of all courses.

Academic Advising. Advising takes place through the registration processes, through private lesson advising, in academic progress review through the mid-semester evaluations and semester grades. Additionally, all first time students are assigned an advisor drawn from the full time staff and faculty for the first year of attendance. Advising for important artistic checkpoints (jury, listening sessions) is provided by performance faculty members. Liberal arts advising is provided by full-time faculty member Chris Johnson.

Core Curriculum. The required core, the first two years of the degree, provides, first, an organized body of knowledge and skills that build the foundation for the degree and, second, preparation of musical craft, also forming the foundation for the electives. Progress over the years has included: codification and articulation of the curriculum for each course area, recognition of an *ad hoc* faculty chair for each area, standardization of syllabi, development of placement test and exit exams, and bi-annual meetings of faculty members in each area of studio concentration. In recognition of the primary role of aural development in Jazz, the Ear Training (ET) requirement is the key component. Attention has been given in organizing and articulating the ET course content, with a required text and joint syllabi used by all faculty members. The ET faculty are participating in the portal project, an on-line teaching resource vehicle.

While creative improvisation has always been the primary goal, the program has worked hard to enhance the foundation curriculum by adding additional sections and by lowering enrollment caps for each of the core courses, and through cultivation and development of new faculty members. A support structure for the foundation core has been created through

offering both basic preparation courses and advanced electives in the core studio. Fall 1995, a sight-reading curriculum was implemented for all instruments (including vocal sight-singing). The reading requirement is now being expanded to include multiple levels of advancement for

all instrument groups. Major curriculum changes of the last two years have also focused on integration of the studio curriculum, particularly the intersection of ear training and theory, and in improving the evaluation processes for these important courses. Progress has been achieved in codifying and improving the Vocal Program and Composition curriculum.

Learning goals and outcome assessment begin at entrance and continue through graduation. A student's musical skills are evaluated and, based on this evaluation, students are assigned to appropriate sets of courses in required areas such as Rhythm Analysis, Sight Reading and Ear Training. Student progress is monitored by reviewing class attendance, assignments, mid-semester evaluations, juries, final grades and private lesson evaluation reports. Listening sessions with written feedback are held each semester for the Improvisation Ensemble; all required and elective ensembles perform and are recorded. Feedback from peers is an important influence.

General education is met through specialized liberal arts courses framed in the context of Jazz (Jazz & the Culture of the African-American Experience, Jazz & Social History) as well as participation in the university's liberal arts curriculum. The joint degree program with Lang College (B.A./B.F.A.) is an opportunity for students to earn simultaneous performance and liberal arts degrees. Jazz B.F.A. students are also given the option to substitute an additional three credits of liberal arts for studio work. In comparison to other music schools, particularly conservatory models, the program requires a concentration of music history (20 credits covering all historical genres), a contributor to student general learning. Writing and literacy skills are service needs for a creative population; a profile for many entering students shows deficiencies. The program has begun to work with faculty and the University Writing Center.

The meaning of contemporary music is not a trivial question. For the program, contemporary music is an evolving art form realized through the influence of *all* musical expression. In practical terms, the program want to prepare students for successful careers. While many students go on to performance careers, the program must develop other career avenues within music. Students are encouraged to take electives in other schools (e.g., the Milano Graduate School, Parsons) to complement their Jazz training. The program is currently collaborating with Parsons to offer a course called Class, Sound & Vision, allowing Jazz students to work closely with visual artists on original video works as team-taught by instructors from Jazz and Parsons' state-of-the-art Digital Design department.

Career preparation must address the huge impact of technology on the world of music that is in so much flux. Computers are now routine in composing music for performance, for film and video, for web sites, and for animation. Computers are used for career management (for accounting, to generate legal documents related to contracts, publishing and copyrights, for marketing through a website or using desktop publishing). The program has developed a solid component of courses serving this need (Film scoring, MIDI, Finale, Protools, Web design), and is committed to new technology coursework, improvement in equipment, technology standards, and technical support, as well as close participation with university initiatives.

Additional interdisciplinary collaborations have included Joffrey/Jazz team-taught course for composers and choreographers leading to an end-of-semester performance; option of undergraduate management course concentration through the Milano Graduate School; music therapy courses through the Creative Arts Therapy Program, New School Division; E-Music panels held in conjunction with the Parsons Center for New Design.

New Initiatives

Fall 2001, the program launched the New School Jazz Outreach Project (NSJOP), an important initiative intended as both a practical student service resource and as a calculated mission shift toward better career and professional development. The program provides two unique opportunities for students: Jazz Industry Internships and the Performance Mentor Program. New School's proximity to major Jazz record labels and performance venues offers experience for students as interns. Music industry internships have taken place at Blue Note Records, Verve Records, Jazz at Lincoln Center and the Blue Note Jazz Club. As performers, the Performance Mentor Program creates an opportunity for students to hone professional skills as leaders through performance opportunities offered by the NSJOP. These opportunities include performances from Jazz clubs including the Blue Note and Jazz Standard to Greenwich Village coffeehouses, charity events and private functions.

Fall 2002, the program launched a recording label initiative, with a core class experience involving cross-divisional student collaboration. The class experience is both a learning model and think tank. Students create an innovative business model and get experience with a student-run record label.

In partnership with the Milano Graduate School, the program is developing a master's degree program in Creative Arts Management. While many music schools and universities offer master's degrees in music business, this program will be specifically designed for artists and musicians with an in-depth knowledge of the field, seeking to apply that knowledge to enrich the business side of the industry. A master's degree program that combines Jazz expertise with management and business acumen answers the needs of many music-performance graduates who choose not to pursue a performance career.

OTHER CONCERNS

Fund-raising and Development

The Jazz program, like most university divisions, is too dependent on tuition revenue. Recognizing that a career in the arts does not justify the return for an education costing \$20,000 annually, the program has worked toward financial self-reliance. As expressed in the five-year plan, the strategy includes increased fund-raising and new revenue through summer, continuing education, collaborative degrees. In year 2000-01, the program opened a development office for fund-raising, promotional efforts and special events. In addition, the administration rebuilt the Board of Governors, increased outreach and improved the sense of program identity in

publications and activities. New leaders were recruited and members of long standing reinvigorated. In 2001 the administration launched an annual giving alliance, the Jazz Vanguard, which has raised over \$100,000 to date, with approximately 75 members. Annual dues in the Jazz Vanguard (for both individuals and corporate partners) provide members with Jazz-related benefits while supporting scholarships. The program is bringing the Jazz Vanguard into alignment with the Jazz program's two major fund-raisers, the Beacons in Jazz Gala and the Jazz Now student showcase, both successes in the past two years. All these initiatives have been successful, including the cultivation of three new donors who have committed to the creation of endowed \$170,000 scholarship. This rapid improvement in fund-raising suggests that the Jazz program has excellent potential to meet its three financial goals: financial self-sufficiency, scholarships to enroll the best and brightest students, and to support faculty and staff.

Space and Facilities

At the time of the 1991 Middle State's review, the program occupied inadequate space at Parsons. In 1995 the program moved to its current dedicated facilities at 55 W. 13th Street location. The new 20,000 square foot facility was designed for musical needs, offering administrative, classroom, practice, and rehearsal space, all constructed with high quality and attention to acoustics, soundproofing and aesthetics. All classrooms are dedicated to music with Yamaha grand pianos, drum kits, amplifiers, vocal PA systems, and full component stereo systems. Specialized instrumental practice and teaching rooms are offered as well as a piano lab and a student listening library. Performance and recording needs are served in an intimate space seating 120, with provision for professional sound, lighting and recording. Today, however, the new facility is packed and at the maximum—practice room availability is insufficient for current enrollment. Discussions are underway with the university about ways to limit and even reduce enrollment as well as use other space.

The program uses its facilities intensively, requiring tight performing and recording schedules. From one part-time technician in the fall of 1995, Jazz has increased technical staff to one full-time and two part-time facility/equipment professionals for program day-to-day operations, and one full-time and three part-time recording/engineering professionals for the production of more than 150 concerts.

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⁷⁶ Recent Board committee and development activity has focused on identifying the New School Jazz "brand" more effectively, analyzing the success of each special event, empowering individual committees to become proactive and unifying all activities to represent the university.

⁷⁷ Additional music technology courses are served with dedicated rooms in the Knowledge Union, a state-of-the-art film, video, and multi-media production facility located on the 8th and 9th floors.

⁷⁸ A second recording studio is used for recording and engineering, with both studios connected to the university's server and Internet sites, with possibility for both posted archival recordings and live streaming performance. Additional university performance facilities include a 170 seat performance auditorium and an acoustically-balanced concert hall with audience capacity of 500.

Recommendations

- 1. New revenue sources are needed such as summer programs and continuing education.
- 2. A visiting scholars program should be created as a one-year or summer seminar performance track to attract international students.
- <u>3.</u> The degree model (its core requirements and balance of electives) must be adjusted for the needs of first-time freshmen whose numbers are growing.
- 4. The program recommends a study of financial award history and student need to maximize current budgets and the efficiency of awards, and development needs to raise additional funds.
- 5. Retention should be improved through better advising and the program will explore the feasibility of a full-time academic advisor.
- 6. The balance of part-time faculty to full-time faculty must be addressed through additional full-time appointments or the development of half-time positions.

TABLE A.1

Headcount Enrollment in Degree and Diploma Programs and in Adult and Continuing Education Courses by School, Fall 2002

Degree and Diploma Programs	Enrollment	Percent
The New School ¹	1,292	17.1
Graduate Faculty ²	1,031	13.7
Parsons School of Design ³	2,958	39.2
Milano Graduate School ⁴	767	10.2
Eugene Lang College	637	8.4
Mannes College of Music ⁵	355	4.7
Actors Studio Drama School	210	2.8
Jazz and Contemporary Music Program	271	3.6
Joffrey/NSU Dance Program ⁶	26	0.3
Degree and Diploma Programs Total	7,547	100.0
Non-degree Adult & Continuing Education Courses ⁷		
The New School	6,684	67.6
Parsons School of Design	1,732	17.5
Mannes ExtensionContinuing Education	266	2.7
Mannes ExtensionPreparatory School	446	4.5
Actors Studio Drama School Seminar	171	1.7
Guitar Studies Center	460	4.7
Other Adult & CE (in courses in more than one school)	131	1.3
Adult and Continuing Education Total	9,890	100.0

¹Includes 5 non-degree students in International Affairs; 3 non-degree, 5 certificate and 15 maintenance-of-status students in Media Studies.

Sources: Fall 2002 Snapshot, Fall 2002 Headcount Report

²Includes 26 non-matriculated students and 416 maintenance-of-status students.

³Includes 9 non-matriculated students in pre-Architecture and 20 in Arts Education, 19 mobility-to-Paris students, and 24 maintenance-of-status students in History of Decorative Arts.

⁵Includes 48 Classical Diploma students in the Extension division.

⁶Program was discontinued.

⁷Includes enrollment in non-degree credit-bearing courses and non-credit-bearing courses.

TABLE A.2

Headcount Enrollment Trends by School, Fall 1998-2002

Degree & Diploma Programs						
	1998	1999	2000	2001	2002	% change
The New School	876	947	1,069	1,153	1,292	47.5
Graduate Faculty	1,151	1,141	1,060	1,041	1,031	-10.4
Parsons School of Design	2,641	2,672	2,773	2,774	2,958	12.0
Milano Graduate School	754	790	796	775	767	1.7
Eugene Lang College	441	488	518	588	637	44.4
Mannes College of Music	338	345	351	329	355	5.0
Actors Studio Drama School	239	243	239	209	210	-12.1
Jazz and Contemporary Music Program	233	250	240	249	271	16.3
Joffrey/NSU Dance Program*	_	49	58	43	26	
Degree & Diploma Programs Total	6,673	6,925	7,104	7,161	7,547	13.1
Non-degree Adult and Continuing Edu	ucation Cou	rses				
	1998	1999	2000	2001	2002	% change
The New School	7,840	8,176	7,987	6,493	6,684	-14.7
Parsons School of Design	2,292	2,227	1,821	1,624	1,732	-24.4
Mannes ExtensionContinuing Education	274	299	299	299	266	-2.9
Mannes Preparatory Schoool	428	436	443	423	446	4.2
Actors Studio Drama School Seminar	232	194	199	191	171	-26.3
Guitar Studies Center	414	504	509	430	460	11.1
Other CE (students in more than one division)	135	99	66	108	131	-3.0
Adult & Continuing Education Total	11,615	11,935	11,324	9,568	9,890	-14.9

^{*}Program was discontinued.

Sources: Office of the University Registrar: Degree Program Enrollment Report (1998-1999); Fall Enrollment Snapshots (2000-2002).

TABLE A.3

Distance Learning* (New School Online University), FY 1998-2002

	FY '98	FY '99	FY '00	FY' 01	FY' 02
Sections	169	196	335	315	263
Headcount	1,081	1,468	2,119	2,533	2,155
Registrations	1,412	2,261	2,785	3,308	2,863

^{*}The distance education enrollments presented in this table are also included in the enrollments of the schools that offer the distance education courses. Enrollments in credit and in non-credit courses are included.

Source: NSOU Office

Table A.4
Profile of The New School

Enrollment by	Level	and Major.	Fall 2002

Undergraduate Level	Number	Percent
Liberal Arts	544	
Musical Theater	29	
Subtotal	573	44.3
Graduate Level		
Creative Writing	147	
International Affairs	136	
Media Studies	428	
Teacher Education	8	
Subtotal	719	55.7
he New School Total	1,292	

Profile

Students	UG	GR	Total
% Enrolling full-time:	49%	55%	52%
Gender: (Percent Female)	64%	69%	67%
Average age:	31	31	31
Ethnicity			
African-American	11%	8%	10%
Asian-American	2%	5%	4%
Latino/a	7%	9%	8%
Native American	0%	0%	0%
White	55%	48%	51%
International	4%	17%	11%
Unreported	20%	13%	16%
	Bachelor's	Master's	
Degrees awarded in 2001-02	143	190	
Faculty	Core Faculty	Part-time Faculty	PT Teaching Staff

29

54

632

Table A.5

Profile of the Graduate Faculty of Political and Social Science

Enrollment by Level and Major, Fall 2002*

	Master's	Doctoral	Total
Anthropology	36	44	80
Economics	43	64	107
Political Economy	12		12
Historical Studies	31		31
Liberal Studies	45		45
Philosophy	105	80	185
Political Science	58	94	152
Psychoanalytic Studies	0		0
Psychology	155	81	236
Sociology	68	81	149
Non-matriculated & Visiting			34
raduate Faculty Total			1,031

^{*415} of the students are in the maintenance-of-status category.

Students			Total
% Enrolling full-time:			77%
Gender: (Percent Female)			55%
Average age:			33
Ethnicity			
African-American			5%
Asian-American			4%
Latino/a			6%
Native American			10%
White			44%
International			28%
Unreported			12%
		Master's	Doctoral
Degrees awarded in 2001-02		160	70
Faculty	Full-time	Joint appointments	Part-time
	45	13	19

Table A.6
Profile of Parsons School of Design

Undergraduate Level	Number	Percent
Associate's		1 0100111
Design Studio	11	
Fashion Design	176	
Fashion Marketing	82	
Graphic Design	102	
Interior Design	85	
Photography	0	
Subtotal	456	15.4
Bachelor's		
B.B.A Design Marketing	237	8.0
B.F.A. programs		
Architectural Design	60	
Communication Design	357	
Fashion Design	359	
Fine Arts	62	
Foundation Year	337	
Illustration	174	
Intergrated Design Curriculum	41	
Interior Design	67	
Photography	217	
Product Design	112	
B.F.A. Subtotal	1,786	60.4
Bachelor's Level Subtotal	2,023	68.4
Art Education (non-degree)	20	
Undergraduate Subtotal	2,499	84.5
Graduate Level		
Architecture	58	
Design and Technology	243	
History of Decorative Arts	96	
Lighting	33	
Painting	20	
Sculpture	9	
Subtotal	459	15.5

APPENDIX A: UNIVERSITY AND SCHOOL PROFILES

Students	UG	GR	Total
% Enrolling full-time:	93%	80%	91%
Gender: (Percent Female)	75%	63%	73%
Average age:	31	31	31
Ethnicity			
African-American	4%	2%	3%
Asian-American	19%	11%	18%
Latino/a	7%	6%	7%
Native American White International	0% 32% 29%	0% 37% 33%	20% 32% 30%
Unreported	10%	11%	10%
	Associate's	Bachelor's	Master's
Degrees awarded in 2001-02	187	247	175
Faculty		Full-time	Part-time
		34	660

Table A.7

Profile of the Robert J. Milano Graduate School of Management and Urban Policy

Undergraduate Level	
Human Resources Management	116
Graduate Level	
Human Resources Management	246
Health Services Management	69
Nonprofit Management	155
Organizational Change Management	38
Urban Policy Analysis and Management (M.S.)	98
Public and Urban Policy (Ph.D.)	37
Certificate	8
Subtotal	651
Iilano Graduate School Total	767

Students	UG	GR	Total
% Enrolling full-time:	3%	32%	28%
Gender: (Percent Female)	10%	74%	65%
Average age:	27	35	33
Ethnicity			
African-American	1%	25%	21%
Asian-American	1%	5%	4%
Latino/a	5%	12%	11%
Native American	1%	0%	30%
White	88%	41%	48%
International	0%	5%	4%
Unreported	4%	12%	11%
		Bachelor's	Master's
Degrees awarded in 2001-02		59	167
Faculty		Full-time	Part-time
		24	52

Table A.8 Profile of Eugene Lang College

Enrollment, Fall 2002			637
Profile			
Students			Total
% Enrolling full-time:			95%
Gender: (Percent Female)			68%
Average age:			21
Ethnicity			
African-American			5%
Asian-American			4%
Latino/a			4%
Native American			0%
White			54%
International			3%
Unreported			31%
			Bachelor's
Degrees awarded in 2001-02			135
Faculty	Full-time	Joint Appointments	Part-time
	14	14	123

Table A.9

Profile of Mannes College of Music

Enrollment by Level, Fall 2002		
Undergraduate Level (B.M., B.A.)	124	
Graduate Level		
Master's Program (M.M.)	116	
Professional Studies Diploma	67	
Subtotal	183	
ExtensionClassical Diploma	48	
Mannes College of Music Total	355	

Students	UG	GR	Total
% Enrolling full-time:	100%	99%	99%
Gender: (Percent Female)	60%	62%	61%
Average age:	22	27	25
Ethnicity			
African-American	5%	1%	3%
Asian-American	5%	2%	3%
Latino/a	4%	1%	2%
Native American	1%	1%	1%
White	32%	24%	28%
International	31%	62%	47%
Unreported	23%	10%	16%
	Bachelor's	Master's	Prof. Studies Diploma
Degrees awarded in 2001-02	35	35	21
Faculty		Full-time	Part-time
		4	162

Table A.10
Profile of Actors Studio Drama School (M.F.A.)

ollment by Major, Fall 2002	Total
Acting	159
Directing	25
Playwriting	26
actors Studio Drama School Total	210

Students		Total
% Enrolling full-time:		97%
Gender: (Percent Female)		56%
Average age:		28
Ethnicity		
African-American		9%
Asian-American		5%
Latino/a		8%
Native American		1%
White International		54% 17%
Unreported		6%
		Master's
Degrees awarded in 2001-02		64
Faculty	Full-time	Part-time
	1	41

Table A.11

Profile of Jazz and Contemporary Music Program

Enrollment, Fall 2002			Total
			271
Profile			
tudents	UG	GR	Total
% Enrolling full-time:	89%		89%
Gender: (Percent Female)	19%		19%
Average age:	23		23
Ethnicity			
African-American	10%		10%
Asian-American	1%		1%
Latino/a	8%		8%
Native American	0%		0%
White	35%		35%
International	19%		19%
Unreported	27%		27%
			Bachelor's
Degrees awarded in 2001-02			36
Faculty	Full-time	Part-time	PT Teaching Staf
	3	85	100

FIGURE A.1

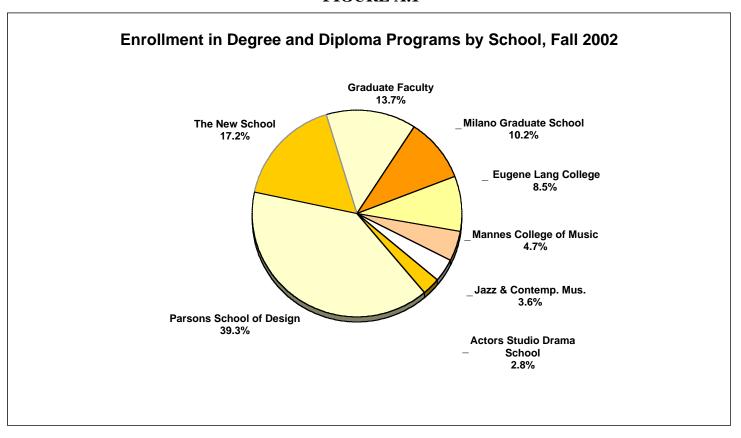


FIGURE A.2

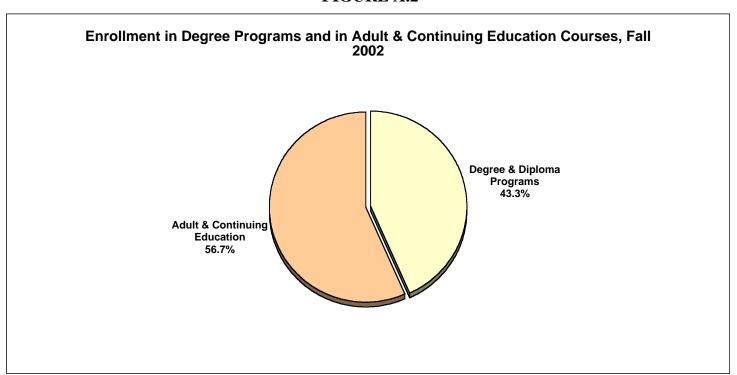


FIGURE A.3

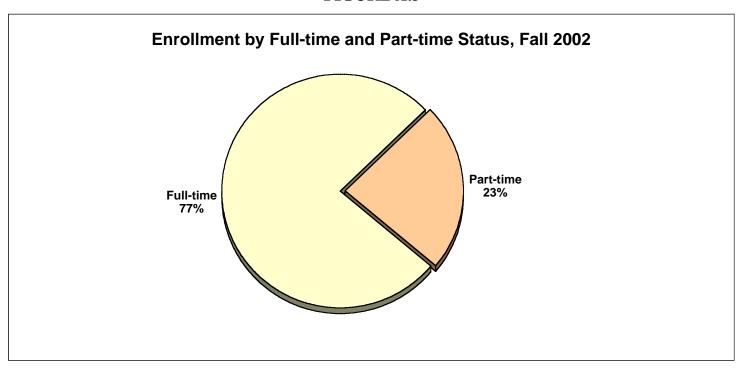


FIGURE A.4

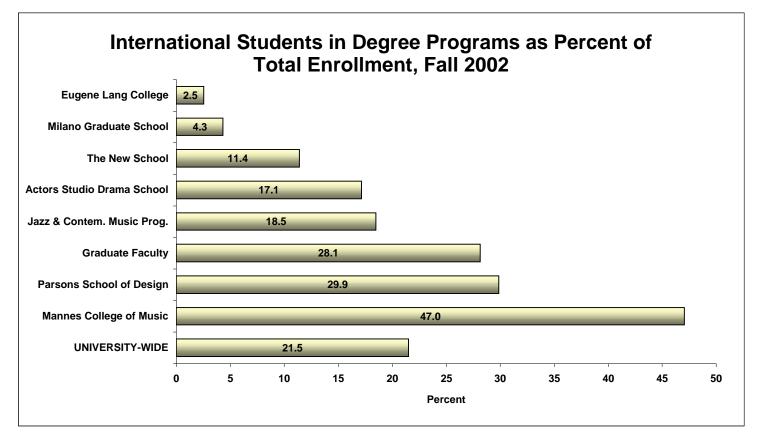


FIGURE A.5

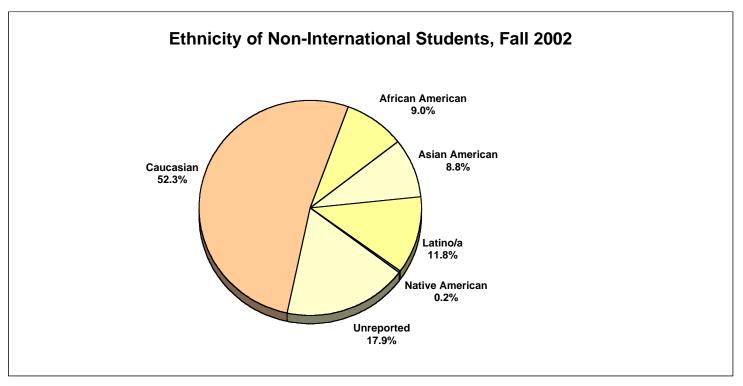


FIGURE A.6

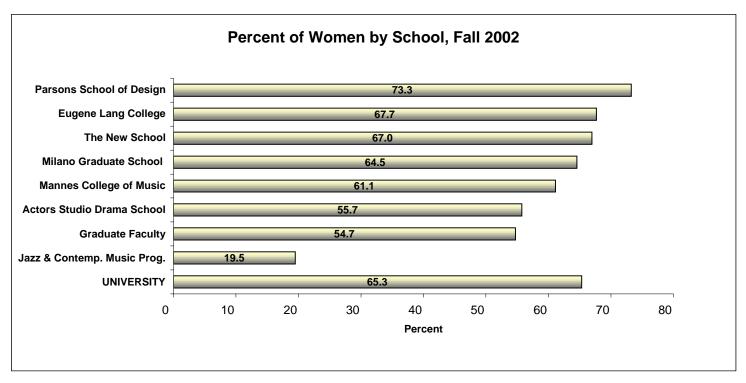


FIGURE A.7

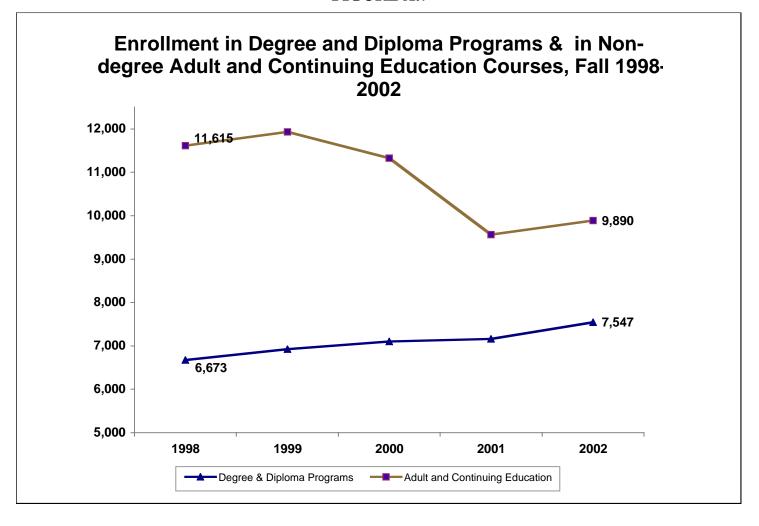
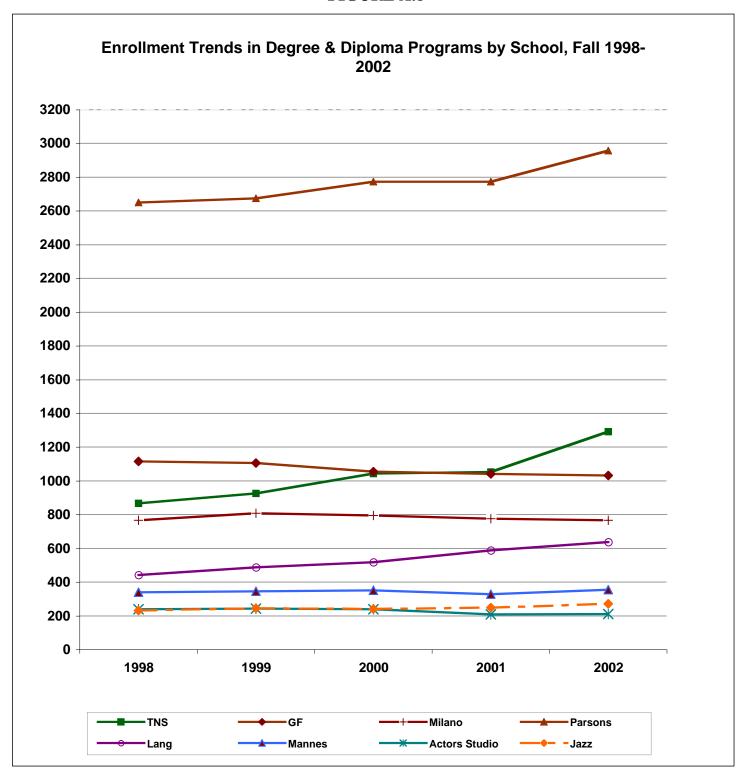


FIGURE A.8



SELF-STUDY STEERING COMMITTEE AND SUBCOMMITTEES

I -- Self-study Steering Committee

Self-study Coordinating Committee

Elizabeth Dickey, Provost

Jackson Kytle, Deputy Provost -- Self-study Coordinator

David Shapiro, Professor, Graduate Faculty -- Self-study Co-chair

Bryna Sanger, Professor, Milano Graduate School -- Self-study Co-chair

Marianthi Zikopoulos, Director of Institutional Research

Amos Himmelstein, Chief of Staff, Provost's Office

Aimee Silverman, Assistant to the Deputy Provost

Members At Large

James Murtha, Executive Vice President

Nancy Stier, Vice President for Budget and Planning

Stephen Anspacher, Associate Provost for Distributed Learning Services

Elizabeth Ross, University Registrar and Assistant Provost for Academic Affairs

Sherry Brabham, Vice President and Chief of Staff, President's Office

Lisa Browar, University Librarian

Pablo Medina, Faculty Member, Eugene Lang College -- on leave 2002-03

Keila Tennant, Assistant General Counsel

Eliza Nichols, Associate Dean, Eugene Lang College

University Subcommittee Chairs

David Brown, Professor, Milano Graduate School -- Mission and Goals

Greggory Spence, Vice President and General Counsel -- Diversity: Observations, Programs and Recommendations

Jonathan Veitch, Associate Professor and Director of University Humanities Program, New School University -- Teaching and Learning

Tim Quigley, Faculty Member, The New School -- University Learning Resources

Linda Reimer, Senior Vice President for Student Services -- Student Services and Enrollment Services

Aida Rodriguez, Professor, Milano Graduate School -- University Organization and Governance

Alec Gershberg, Associate Professor, Milano Graduate School -- Budget and Finance

Susan Ebersole, Director of Development, Parsons School of Design -- Development and Fund-raising

Wid Chapman, Faculty Member, Parsons School of Design -- University Facilities

Marianthi Zikopoulos, Director of Institutional Research -- Outcomes Assessment and Institutional Effectiveness

School Subcommittee Chairs

Bea Banu, Dean, Eugene Lang College

Lesley Cadman, Vice Dean, Parsons School of Design

Dan McIntyre, Associate Dean, Graduate Faculty

Joel Lester, Dean, Mannes College of Music

Pam Sabrin, Associate Dean, Actors Studio Drama School

Tim Ettenheim, Associate Dean, Milano Graduate School

Linda Dunne, Associate Dean, The New School

Martin Mueller, Executive Director, Jazz and Contemporary Music Program

II -- University Subcommittees 1, 2

1. Mission and Goals

David Brown, Professor, Milano Graduate School -- Chair

Rikki Abzug, Associate Professor, Milano Graduate School

Edward Blakely, Dean, Milano Graduate School

Joel Lester, Dean, Mannes College of Music

Greggory Spence, Vice President and General Counsel

Sondra Farganis, Director, Vera List Center and the Wolfson Center, The New School

Jeffrey Goldfarb, Professor, Graduate Faculty

Roger Shepherd, Faculty Member, Parsons School of Design

Ann Snitow, Faculty Member, Eugene Lang College

Edwin Melendez, Director, Community Development Research Center and Faculty Member, Milano Graduate School

Jared Arynor, Student, Milano Graduate School '02

2. Teaching and Learning³

Jonathan Veitch, Director of University Humanities Program and Associate Professor, New School University -- Chair

Elizabeth Dickey, Provost

Ann-Louise Shapiro, Dean, The New School

Howard Berliner, Associate Professor, Milano Graduate School

Marianthi Zikopoulos, Director, Institutional Research

Roben Torosyan, Director, University Writing Center

Eliza Nichols, Associate Dean, Eugene Lang College

Linda Dunne, Associate Dean, The New School

Elizabeth Ross, University Registrar and Assistant Provost

Marjorie Vai, Director, English Language Studies Center, The New School

Stanley Dorn, Instructor, Mannes College of Music

Ken Stevens, Faculty Member, Parsons School of Design

Sam Schacht, Faculty Member, Actors Studio Drama School

Jay Bernstein, Professor, Graduate Faculty

Robert Beauregard, Professor, Milano Graduate School

Christopher Johnson, Faculty Member, Jazz and Contemporary Music Program -- on leave 2002-03

3. University Learning Resources (Information Technology, libraries, New School Online University)

Tim Quigley, Faculty Member, The New School -- Chair

Lisa Browar, University Librarian & Director, Fogelman Library

Shelley Reed, Vice President for Information Services

Jackson Kytle, Deputy Provost

Stephen Anspacher, Associate Provost for Distributed Learning Services

Lillian Sartori, Director, Academic Computing Center

Allen Jones, Director, Center for Education and Technology

Marc Greene, Distance Learning Coordinator, The New School

Howard Berliner, Associate Professor, Milano Graduate School

Sven Travis, Associate Provost for Technology Research and Development and Chair of Digital Design, Parsons School of Design

Stanely Dorn, Instructor, Mannes College of Music

Rosemary O'Neill, Assistant Chair and Faculty Member, Parsons School of Design

Jane Miller, Student, Eugene Lang College and Parsons School of Design

Caroline Berger, Student, The New School

4. Student Services: Student Affairs and Enrollment Services

Linda Reimer, Senior Vice President for Student Services -- Chair

Pam Sabrin, Associate Dean, Actors Studio Drama School

Michael Hindi, Director of International Student Services

Isabelle Frank, Associate Dean, The New School

Susan Heske, Director of Communications, Student Services

Susan Morris, Assistant Dean for Student Affairs, Milano Graduate School

Ellen Freeberg, Director of Academic Affairs, Graduate Faculty

¹ The chair of each subcommittee also serves on the Self-study Steering Committee.

² Faculty members at Parsons, Mannes, Jazz, ASDS, The New School and Lang normally do not hold academic rank.

³ One meeting each semester of Faculty Advisory Committee, whose membership overlaps subcommittees, will be given to the Self-study.

Orville Lee, Assistant Professor, Graduate Faculty and Eugene Lang College

Gina Luria Walker, Chair, Social Sciences Department, The New School

Jane Ira Bloom, Faculty Member, Jazz and Contemporary Music Program

Reneé Alexander, Director of Career Development and Internship Placement, Eugene Lang College

5. University Organization and Governance

Aida Rodriguez, Professor, Milano Graduate School -- Chair

Elizabeth Dickey, Provost, ex officio

Lesley Cadman, Vice Dean, Parsons School of Design

Carol Cantrell, Vice President, Human Resources

Dan McIntyre, Associate Dean, Graduate Faculty

Doris Suarez, Secretary of the Corporation

Amos Himmelstein, Chief of Staff, Provost's Office

José Casanova, Associate Professor, Graduate Faculty

Megan Musall, Administrative Program Coordinator, Actors Studio Drama School and Student, The New School

Elizabeth Aaron, Faculty Member, Mannes College of Music

Rikki Abzug, Associate Professor, Milano Graduate School

Nester Rios, Director of Professional Development and Alumni, Milano Graduate School

Shana Brodnaz, Student, Milano Graduate School

Lala Amiroeddin, Student, The New School

6. Budget and Finance

Alec Gershberg, Associate Professor, Milano Graduate School -- Chair

James Murtha, Executive Vice President, ex officio

Nancy Stier, Vice President for Budget and Planning

Jim Delmore, Executive Director of Budget & Planning, Parsons School of Design

Tim Gunn, Chair and Associate Dean, Parsons School of Design

Duncan Foley, Professor, Graduate Faculty

David Howell, Professor, Milano Graduate School

Robert Cuckson, Faculty Member, Mannes College of Music

Ken Thompson, Controller, New School University

Ben Meade, Student, Milano Graduate School

7. Development and Fund-raising

Susan Ebersole, Director of Development, Parsons School of Design -- Chair

Randy Swearer, Dean, Parsons School of Design

Charles Michaud, University Development Consultant

Robert Kostrzewa, Assistant Dean for Academic Affairs and Scholarships, Graduate Faculty

Stefano Basilico, Curator, University Art Collection

Gina Taglieri, Director of Development, Jazz and Contemporary Music Program

Kate Schrauth, Director of Development, Milano Graduate School

George Nichols, Director of Development, Mannes College of Music

Elzbieta Matynia, Director, Transregional Center for Democratic Studies and Senior Lecturer, Graduate Faculty

Mimi Fahs, Associate Professor, Milano Graduate School

Eveline Goodman, Director of Grants and Sponsored Projects

8. University Facilities

Wid Chapman, Faculty Member, Parsons -- Chair

Lee Webb, Vice President for Administration and Business Development

Tom Goldsmith, Director of Facilities Services

Kathy Muraca, Room Scheduler

Carol Wilder, Associate Dean and Chair, Communications Department, The New School

Peter Wallace, Faculty Member, Eugene Lang College

P.J. Carlino, Assistant Budget Director, Parsons School of Design

II -- School and College Subcommittees

1. The New School

Linda Dunne, Associate Dean for Academic Affairs -- Chair

Ann-Louise Shapiro, Dean, ex officio

Gerianne Brusati, Associate Dean, Admissions and Student Services

Isabelle Frank, Associate Dean, Undergraduate Programs

Robert Polito, Director, Writing Program & M.F.A. in Creative Writing

Michael Cohen, Director, Graduate Program in International Affairs

Carol Wilder, Associate Dean and Chair, Communications Department

Timothy Quigley, Faculty Member and Program Coordinator, BA Program

Sondra Farganis, Director, Vera List Center and Wolfson Center

Gina Luria Walker, Chair of Social Sciences and Faculty Member

Megan Taylor, Executive Secretary - staff liaison

Jennifer DeKalb, Student

2. Graduate Faculty of Political and Social Science

Dan McIntyre, Associate Dean -- Chair

Richard Bernstein, Dean, ex officio

Robert Kostrzewa, Assistant Dean, Office of Academic Affairs and Scholarships

Manny Lomax, Director of Admissions

Jacquelyn Nguyen, Director of Budget & Administration.

Duncan Foley, Model Professor of Economics

Vera Zolberg, Professor

Jay Bernstein, University Distinguished Professor

José Cassanova, Professor

James Miller, Professor

David Plotke, Associate Professor

Michael Schober, Professor

Terry Williams, Professor

Sonia Salas, Office Manager – staff liaison

Lucy Webster, Student

Martin Gak, Student

3. Parsons School of Design

Lesley Cadman, Vice Dean -- Chair

Randy Swearer, Dean, ex officio

Nadine Bourgeois, Senior Associate Dean

Clive Dilnot, Senior Associate Dean

Kelly Grossi, Director of Academic Advising

Ann Ledy, Chair, Foundation Department

Jennifer Cappelletti, Assistant to the Vice Dean – staff liaison

4. Milano Graduate School of Management and Urban Policy

Tim Ettenheim, Associate Dean -- Chair

Edward Blakely, Dean, ex officio

Mark Lipton, Professor

Robert Beauregard, Professor

Susan Morris, Assistant Dean for Student Affairs

Rikki Abzug, Associate Professor

David Brown, Professor

Alec Gershberg, Associate Professor

Alex Schwartz, Assistant Professor

Rose-Liliana Diaz, Academic Coordinator - staff liaison

5. Eugene Lang College

Eliza Nichols, Associate Dean -- Chair

Bea Banu, Dean, ex officio

David Rosenberg, Assistant Dean

Terence Peavy, Director of Admissions

Reneé Alexander, Director of Career Development and Internship Placement

Jeffrey Goldfarb, Professor, Graduate Faculty

Ann Snitow, Faculty Member

Judith Walzer, Professor

Sumita Charkarvarty, Faculty Member

Elaine Abelson, Faculty Member, Eugene Lang College and Senior Lecturer, Graduate Faculty

Elaine Savory, Faculty Member

Mark Statman, Part-time Faculty Member

Elana Greenfield, Part-time Faculty Member

Peter Wallace, Faculty Member and Director, Acting Directors Theatre Program

Mark Larrimore, Faculty Member

Rosie Sara Reiss, Director of Academic Advising

Leah Weich, Student

6. Mannes College of Music

Lisa Johnson, Associate Dean -- Chair

Joel Lester, Dean, ex officio

Valerie Feuer, Associate Dean for Administration

Elizabeth Aaron, Director, Community Services & Chair, Techniques of Music Department

Dan Marek, Chair and Faculty Member, Voice Department

Allison Scola, Director of Admissions

Laura Swanson, Assistant to the Dean – staff liaison

7. Actors Studio Drama School

Pam Sabrin, Associate Dean -- Chair

James Lipton, Dean, ex officio

Richard Kuranda, Director of Professional Development and Alumni – staff liaison

Matthew Kelty, Admissions Coordinator

Sam Schacht, Faculty Member and Chair, Acting

Gene Lasko, Faculty Member and Chair, Directing

Jim Ryan, Faculty Member and Chair, Playwriting

Andrea Manolikakis, Faculty Member

Tom Vasiliades, Faculty Member and Director, Alexander Technique

Nova Thomas, Faculty Member, Co-Director, Voice and Speech

Bill Coco, Faculty Member

Linda Kleppinger, Executive Assistant to the Dean – staff liaison

Jake Lipman, Student

Elizabeth Gutterman, Student

8. Jazz and Contemporary Music Program

Martin Mueller, Director-- Chair

Teri Lucas, Director of Admissions

Noah Osnos, Director of Budget & Administration

Kristina Kanders, Acting Academic Coordinator and Faculty Member

Reggie Workman, Faculty Member & Coordinator of Instruction

Christopher Johnson, Faculty Member -- on leave 2002-03

Joseph Perez, Student

Ben Healy, Student

APPENDIX C.1—LIBERAL ARTS PLANNING 1996-PRESENT

1996-97

• President Jonathan Fanton and Provost Judith Walzer begin conversations with the deans of Eugene Lang College and the Graduate Faculty to coordinate planning around the liberal arts.

1997-98

- President Fanton invites Jeffrey Goldfarb, Professor of Sociology at the Graduate Faculty, to chair a "bridge committee" called the Liberal Arts Planning Committee consisting of faculty from the Graduate Faculty and Eugene Lang College.
- Professor Goldfarb's committee produces the first of two progress papers in August 1998¹.
- President Fanton, Provost Walzer, Lang College Dean Bea Banu, Graduate Faculty Dean Judith Friedlander and Professor Goldfarb meet on a regular basis to discuss the Liberal Arts Planning Committee's work and viability of a Faculty of Arts and Sciences.

1998-99

- Provost Walzer produces a grant application to the Mellon Foundation requesting support for the university's efforts to improve liberal arts offerings.
- In December 1998, the University receives a grant of nearly \$1 million from the Mellon Foundation to improve liberal arts education for undergraduate students and to connect the graduate programs more closely to undergraduate education.
- President Fanton and Provost Elizabeth Dickey (Judith Walzer stepped down as Provost to become a faculty member) convene a Humanities Planning Committee to examine the idea of building a humanities department in the university.

1999-2000

- A University Writing Committee is asked to review the quality and status of writing in the university.
- The Liberal Arts Planning Committee, chaired by Professor Goldfarb, produces a second progress report in April 2000.
- The Humanities Planning Committee, chaired by Judith Walzer, continues its work on developing humanities in the university.

¹ This document, as well as others related to liberal arts planning at the university, will be available as exhibits during the site-visit.

APPENDIX C: LIBERAL ARTS PLANNING

2000-01

- Provost Dickey changes the constitution of the Liberal Arts Planning Committee (LAPC) in 2000, expanding the conversation to include faculty and administrators from Parsons, Mannes, The New School and Jazz. The LAPC has an Executive Committee and three discipline sub-committees: Humanities, History and Writing.
- Humanities Committee begins a search to identify a Director to establish and lead the university's Humanities program.
- University Writing Committee produces a paper with a recommendation of establishing a University Writing Center to improve student writing at the university.

2001-02

- Provost Dickey adds a fourth discipline sub-committee, Art History, to the LAPC.
- Provost Dickey convenes a "GF/ELC Joint Committee," chaired by Bill Hirst, Professor of Psychology at the Graduate Faculty, to further discuss collaborative efforts between the two schools, including joint faculty appointments.
- A Director of the University Writing Center is hired.
- The Humanities Committee continues its search for a Director of the Humanities program.

2002-03

- Provost Dickey adds a fifth discipline sub-committee, Psychology, to the LAPC.
- A Director of the University Humanities program is hired.
- The "GF/ELC Joint Committee" continues its discussions to include the issue of tenure for appointments in the university outside the Graduate Faculty.
- Provost Dickey convenes a small committee, Integrated Curriculum Committee, chaired by Jay Bernstein,
 Professor of Philosophy at the Graduate Faculty and Eugene Lang College, to develop a pilot curriculum for all undergraduates at the university.

TABLE C.1—LIBERAL ARTS PLANNING COMMITTEES 2002-03

Liberal Arts Planning Executive Committee

Chair: Elizabeth Dickey, Provost

Members:

Bea Banu ELC, UULS, Dean
Richard Bernstein GF, Dean
Joel Lester MCM, Dean
Ann-Louise Shapiro TNS, Dean
Randy Swearer PSD, Dean

Bill Hirst, Special Advisor to the Provost for Liberal Arts Planning & Development Liz Ross, Assist. Provost & University Registrar

History Committee

Chair: Ann-Louise Shapiro

Members:

Anne-Emanuelle Birn,

MGS/ELC

Oz Frankel, GF/ELC

Gina Luria Walker, TNS

Eli Zaretsky, ELC/GF

Elaine Abelson, ELC/GF

Jim Miller, GF

Humanities Search Committee

Committee
Chair: Jonathan Veitch
Members:
Jay Bernstein, GF
Eliza Nichols, ELC/GF
Elaine Savory, ELC
Judith Walzer, Univ
Clive Dilnot, PSD
Martin Roberts, TNS
Linda Dunne, TNS
Sumita Chakravarty,
TNS/ELC

Writing Committee

Chair: Robert Polito, TNS
Members:
Jiro Adachi, TNS
Jocelyn Lieu, PSD
Ann Snitow, ELC
Roben Torosyan, CA
Marjorie Vai, TNS
Kathleen Formosa, ULS
Robin Mookerjee, ELC
Joe Salvatore, TNS

Art History Committee

Chair: Roger Shepherd, PSD
Members
Stefano Basilico, Univ.
Isabelle Frank, TNS
Rosemary O'Neill, PSD
Vera Zolberg, GF
Jeff Goldfarb, GF
Hazel Clark, PSD
Anthony Aziz, PSD

Psychology Committee

Chair: Michael Schober, GF
Members:
Philip Wong, GF
Celesti Colds-Fechter, TNS
Michael Adams, ELC
Salvatore Guido, ELC/TNS

TABLE C.2—LIBERAL ARTS PLANNING COMMITTEES 2001-02

Liberal Arts Planning Executive Committee

Chair: Elizabeth Dickey, Provost

Members:

Bea Banu ELC, UULS, Dean

Joel Lester MCM, Dean

Ken Prewitt GF, Dean

Ann-Louise Shapiro TNS, Dean

Randy Swearer PSD, Dean

Bill Hirst, Special Advisor to the Provost for Liberal Arts Planning & Development Liz Ross CA, Assist. Provost & University Registrar

History Program Committee

Chair: Ann-Louise Shapiro
Members:

Anne-Emanuelle Birn, MGS/ELC
Oz Frankel, GF/ELC
Adolph Reed, GF
Gina Luria Walker, TNS
Eli Zaretsky, ELC/GF
Elaine Abelson (on leave
2001/02)

Humanities Program Committee

Chair: Judith Walzer

Members:

Jay Bernstein, GF
Linda Dunne, TNS
Eliza Nichols, ELC/GF
Robert Polito, TNS
Ann Snitow, ELC
Earl Tai, PSD
Jonathan Veitch, TNS

Writing Program Committee

Chair: Jim Miller, GF

Members:
Pablo Medina, ELC
Jiro Adachi, TNS
Jocelyn Lieu, PSD
Chris Packard, PSD
Elaine Savory, ELC
Roben Torosyan, CA
Marjorie Vai, TNS

Art History Committee

Chair: Roger Shepherd, PSD

Members

Stefano Basilico, CA

Lisa Farrington, PSD (on leave
F01)

Isabelle Frank, TNS
Sue Luftschein, PSD, UULS
Rosemary O'Neill, PSD
Vera Zolberg, GF
Jeff Goldfarb, GF (on leave F01)

TABLE C.3— LIBERAL ARTS PLANNING COMMITTEES 2000-01

Committee Structure

Liberal Arts Planning Executive Committee

Chair: Elizabeth Dickey, Provost Members: Elissa Tenny TNS Randy Swearer PSD Bill Hirst GF Bea Banu ELC. UULS Joel Lester MCM Liz Ross CA

<u>History Program Committee</u> *Chair*: Diane Davis GF Members: Elaine Abelson ELC Jeff Goldfarb GF Gina Luria Walker TNS Sue Luftschein PSD. UULS Rosemary O'Neill PSD, UULS Adolph Reed GF

<u>Humanities Program Committee</u> *Chair*: Judith Walzer

Members: Claudia Baracchi GF Heidi Krueger ELC Eliza Nichols ELC/GF Robert Polito TNS Ann Snitow ELC Earl Tai PSD Almaz Zelleke TNS

Writing Program Committee Chair: Pablo Medina ELC

Members: Jocelyn Lieu PSD Jackson Taylor TNS Marjorie Vai TNS Chris Packard PSD

APPENDIX D.1—SUMMARY OF AVAILABLE LEARNING RESOURCES IN THE NEW SCHOOL UNIVERSITY LIBRARIES

New School University maintains three small libraries: Raymond Fogelman Library, a general collection providing curricular support particularly in the social sciences and humanities; Adam and Sophie Gimbel Design Library, serving Parsons School of Design with collections devoted to art, design and architecture; and Harry Scherman Library at Mannes College of Music focusing on classical music and performance practice. Additionally, the Center for Educational Technology (CET) provides New School faculty with group and/or individualized instruction in the use of a variety of learning technologies that may be incorporated into teaching and curricular initiatives.

The learning resources of these libraries generally fall into the following categories: print, electronic and instructional. These learning resources are supplemented by others available by virtue of New School University's membership in the Research Libraries Association of South Manhattan. The consortium includes New York University, Cooper Union, the New York Academy of Art and New School University. Consortium membership provides New School University's students enrolled in degree programs, and its faculty with borrowing privileges and on-site access to those electronic resources not provided by the New School University Libraries and interlibrary loan services.

An agreement with the Cardozo Law School Library provides reciprocal reading privileges for New School University students, and borrowing privileges for New School faculty. Reading access to many other academic and specialized libraries, is made possible by membership in the METRO consortium, one of nine New York State library consortia. Additionally, New School students and faculty have access to New York City's three public libraries: Brooklyn, Queens, and the 82 branch and four research libraries comprising The New York Public Library.

FOGELMAN LIBRARY

Fogelman Library maintains an FTE of 23.0 responsible for providing access to collections comprised of 250,000 volumes, 606 microforms, 519 periodicals (print), and 199 electronic databases. Collection development is a staff responsibility; cataloguing and classification of collections is performed by New York University as per the agreement governing membership in the Consortium.

Fogelman Library is open 72 hours per week during the semester, serving approximately 8,500 patrons per week. Reference assistance is available approximately 35 hours per week. Bibliographic instruction and introduction to the broad concepts of information literacy is provided by Fogelman Library staff members in approximately 135 instructional sessions offered each semester.

Among the electronic resources maintained by Fogelman Library and available to New School students and faculty are: JSTOR, Project Muse, EBSCO Academic Search Premiere, RLIN Eureka, Lexis/Nexis, WorldCat, FirstSearch General Reference Collection, ERIC, Intelex Past Master's Series, Social Science Citation Index, ABI Inform Complete, PsychInfo, and Health Reference Center Academic.

GIMBEL LIBRARY

Gimbel Library maintains an FTE of 9.5 responsible for providing access to 41,260 volumes, 1,076 periodical titles, 150,000 videotapes, and nine electronic databases supporting teaching and research in art, design, and architecture.

Gimbel Library is open 66 hours per week during the semester; serving approximately 3,500 patrons each week.

Anna-Maria and Stephen Kellen Archives Center. The Anna-Maria and Stephen Kellen Archives Center is located in Gimbel Library. Open to scholars for research by appointment, the Kellen Archives Center acquires, arranges, describes and makes available for research primary source materials documenting the history of design as well as the history of Parsons School of Design.

SCHERMAN LIBRARY

Scherman Library maintains an FTE of 6 responsible for maintaining and providing access to collections consisting of 25,000 scores, 72,000 books, 115 periodicals and a recorded sound collection of more than 9,000 titles. The Scherman Library additionally maintains a collection of 150 videotapes.

Scherman Library provides access to the New Grove Dictionary of Music and Musicians Online, RISM, RILM, Music Index, the International Index to Music Periodicals (containing some full text). In addition to these databases, the Scherman Library provides links to Doctoral Dissertations in Musicology, and the Internet Music Resource Guide.

Scherman Library, serving approximately 2,000 patrons per week, is open 68 hours per week; reference service is available on demand. Unlike Fogelman and Gimbel Libraries, Scherman Library provides its own original and copy cataloging information for its collections.

CENTER FOR EDUCATIONAL TECHNOLOGY (CET)

The Center for Educational Technology (CET) provides assistance and instruction for New School University faculty in the use of the latest educational technology and its incorporation into teaching and other curricular initiatives. With an FTE of 1.75, the CET is open 40 hours per week, providing assistance to as many as 110 patrons weekly. The CET offers 113 workshops and training sessions each year and answers an average of 150 reference questions per week.

FOGELMAN LIBRARY

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Librarians	4
Other Professionals	1
FTE	23

Collections

Volumes	250,000
Microforms	20,606
Periodicals (print)	519

Databases Audiovisual	199 24
Instructional Services Classes/workshops Attendance	135 700
Services Hours of operation/week Gate count (typical week) Reference transactions (typical week)	72 8,480 70
GIMBEL LIBRARY	
Staff Librarians FTE	2 9.5
Collections Volumes Microforms Periodicals (print) Databases Audiovisual (slide collection) LUNA image database	41,260 0 1,076 9 150,000 171,000 (images)
<u>Instructional Services</u> Classes/workshops Attendance	60 1,200
Services Hours of operation/week Gate count (typical week) Reference transactions (typical week)	66 3,500 200
KELLEN ARCHIVE	
Staff Archivists FTE	2 4
Collections	196
Instructional Services Classes/workshops Attendance	18 132
Services Hours of operation/week Gate count (typical week)	30 8

Reference transactions (typical week) 12

SCHERMAN LIBRARY

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Librarians	2
Other Professionals	1
FTE	6

Collections

Volumes	25,000 (scores)
	7,200 (books)
Periodicals (print)	115
Databases	7
Audiovisual	6,500 (LPs)
	2,500 (CDs)
	150 (videos)

Instructional Services

Classes/workshops	8
Attendance	40

Services

Hours of operation/week	68
Gate count (typical week)	120
Reference transactions (typical week)	2,000

CENTER FOR EDUCATIONAL TECHNOLOGY

Staff

Professional	1
Part-time assistants	2
FTE	1.75

Instructional Services

Classes/workshops	113
Attendance	700

Services

Hours of operation/week	40
Gate count (typical week)	110
Reference transactions (typical week)	150

APPENDIX D.2—DISTRIBUTED LEARNING AT NEW SCHOOL UNIVERSITY

EXECUTIVE SUMMARY

In 1994, The New School launched its distance learning program, DIAL (Distance Instruction for Adult Learning), with fourteen courses drawn from across the school's curriculum. DIAL was an asynchronous computer-conferencing teaching and learning environment available 24 hours a day, seven days a week from any computer equipped with a modem that could dial in to our host service. In the intervening years, DIAL has evolved into New School Online University – an entire cyberspace campus on the Internet's World Wide Web, complete with courses, public events and programs, a library, student services such as advising, admissions and financial aid, even several social venues for extracurricular discussions. Over 4,000 students each year participate in almost 400 courses; student participants hail from all 50 states and over 70 foreign countries. In addition, NSOU provides e-learning support to over 2,000 on-campus courses each term, enabling students and faculty to "meet," exchange information and share files online.

With support from the US Department of Education (FIPSE), AT&T, Citibank, and Alfred P. Sloan foundations, and individual gifts to the program, NSOU's distributed learning program evolved quickly. This development has been fueled in large measure by the creativity of the university's faculty, which, empowered with the skills necessary to adapt curricula to the mediated environment, has demonstrated an ability not only to teach effectively in the mediated online environment but also to work with program planners (the academic chairs and directors) to develop new courses as needed for the expanding student body. In addition, the flexibility of New School University as an organization, drawn from its history of being quick to respond to changing and emerging needs among its student constituencies, has been an important element in the development of its cyberspace campus.

Today, students can participate in distance learning courses for degree credit (the B.A. in Liberal Arts and M.A. in Media Studies), certificate credit (in Health Services, Media Management, English Language Teaching, and Web Development), general credit (courses for transfer to other institutions) and noncredit. All NSOU interaction is online and all students are required to participate in a one-week online orientation to the environment prior to their first course. We currently offer distance courses in the social sciences, culture and society, humanities, science, lifelong learning, foreign languages, English language studies, theatre arts, music, fine arts, communication, business, computer applications, culinary arts, and a growing number of credit-bearing courses from the Milano Graduate School of Management and Urban Policy, Parsons School of Designand Lang College. A recent issue of *Computer Life* magazine cited the New School Online program as "one of the best and most extensive course offerings in the field of liberal arts online," and they found the other elements of NSOU to be "easy to master and well thought out."

All of our courses and online programs are fully interactive. Students and instructors "meet," asynchronously, in classrooms and project areas where they share information, ask and answer questions, and complete assignments. In all ways except the physical, participation in an online class is virtually identical to participation in a traditional, classroom-based course. In our current academic program, courses last eight weeks and students studying for credit must complete assessment exercises (papers, tests, integrative projects, etc.), just as they would in the traditional classroom.

In addition to learner assessment, NSOU operates a regular program of self-evaluation, drawn from input gathered from student and faculty participants. Using a set of protocols developed specifically for NSOU by a team from the University of Michigan's School of Education, questionnaires and random interviews are used to collect data on the effectiveness of the interactivity, participant "comfort levels" in the environment, sufficiency of services and other aspects of the online experience. This data is fed into

an ongoing formative evaluation process that makes NSOU one of the most responsive programs of its kind.

New School Online University offers a state-of-the-art faculty development program, also fully online, through which instructors new to the environment learn the technology, explore the pedagogical, group dynamics and platform issues involved in the mediated environment and learn how to adapt their curricula and teaching skills to that environment. Over 1,000 teachers have been trained to teach online; a recent grant from the U.S. Department of Education has supported the expansion of this program to faculty from outside its founding division, The New School. Today, this innovative training is being sought by faculty at schools across the country as they begin to develop distance learning on their own campuses.

NATURE AND PURPOSE OF ACTIVITIES

Online learning has become an integral part of New School University. New School Online University is now serving all divisions with e-learning services, either for on-campus classroom support (CSS) or distance learning support (DLS), or, in many cases, both.

It is our mission to serve the divisions of the university by offering a state-of-the-art Internet-based e-learning platform that delivers distance learning courses consistent with the university's philosophy and approach to education. At this point in time, the program is not only accomplishing this mission but also has developed into an operation that:

- Provides online teaching and learning tools, as well as student and administrative support functions, to the overall university community. The portal currently has 8,343 active student accounts and 1,592 active faculty accounts. Over the past year 2,000 professors have used the portal facilities to augment on campus courses and more are exploring the possibilities offered by site-line hybrid courses.
- Ensures that all users are provided with appropriate support to use and succeed in the online environment. As a result, we have one of the lowest attrition rates in the industry.
- Attracts new students to the university by making e-learning an engaging and effective vehicle for
 teaching and learning. Over 65% of all online students live over 50 miles from a NSU campus and
 30% take more than one course. We strongly believe that NSOU is bringing new revenue streams into
 the university. Additionally, NSOU students are earning credit, certificates and degrees online and are
 active and engaged members of the community.

With the launch of the integrated e-learning portal system in 2001, NSOU moved from being a distance learning program to being a complete distributed learning facility for the entire university.

Specifically, we offer the following academic support services:

<u>Campus Support Systems (CSS)</u>. Online web enhancements for on-campus courses. Portal access to all courses in the university is available for professors to integrate the e-learning tools into their courses and for students to access syllabus review, discussion, email, file sharing and other tasks associated with their classes.

<u>Distance Learning Systems (DLS)</u>. Fully online courses offered by the divisions. Online courses, in general, are shorter (8 weeks average) and more intensive than on-campus courses, but all interaction including lectures, discussions, projects and assignments can be completed online. As with the CSS courses, DLS students have access to tools for synchronous and asynchronous discussion, email, file sharing, syllabus review, and other tasks associated with their classes, including tests and multimedia elements as included by their instructors.

<u>Guest Lecturers</u>. Both the CSS and the DLS enable faculty to permission in outside speakers for up to ten days to participate in their classes. Divisions and departments have different policies on the use of guest lecturers in courses.

<u>Libraries Online</u>. Through the portal, registered students and faculty can have access to all the library's licensed digital databases, whether they are on campus or not. Users may also download the LUNA Image Database Viewer from the portal site. The library staff are linked through the portal messaging system. In addition, NSOU offers a free "Online Research Workshop" to all registered students several times each semester to provide basic training in online data gathering and evaluation.

<u>Personal Public Webspaces</u>. Registered users may create accounts on public web servers for posting of personal websites and file collections and access is available through telnet and ftp as well as the http protocol.

<u>Bookstore and Coursepacks</u>. For DLS students, all books and coursepack materials may be obtained online by following the instructions provided. During the 2002-03 academic year, we plan to expand access to this service to all courses so that any university student can order books or coursepack materials online; many, if not most coursepacks are available in digital format, though some may be printed and distributed by mail.

<u>Training and Orientation</u>. All students have access to a fully online, interactive orientation workshop that is offered several times during each term to familiarize users with the features and functions of the portal and learning management systems. Faculty may receive training in the use of the portal and CSS systems through the Center for Educational Technology; in addition, the Office of Distributed Learning Services provides consulting services in the area of pedagogical integration e-learning resources. All DLS faculty are required to participate in a five-week online Faculty Development before they teach a wholly-online course.

<u>Special Events and Multimedia</u>. The Office of Distributed Learning Services offers webcasting of selected university special events, frequently with ongoing online discussion with the event presenters. In addition, videoconferencing services are available for use in classroom and distance learning courses.

News, Information and Help. The NSOU portal may be customized by each user to display any of several hundred dynamic news feeds. Simple links on the portal page provide access to the Google search engine and to the online calendar, to which users may post their own information as well as to which information may be posted by course faculty. This year for the first time, NSOU offers a 24/7 user support system that is managed by an external third party service.

<u>Administrative Services</u>. Currently matriculated and prospective students have access to the Financial Aid Office through a portal discussion area that supports group and individual discussion of programs and individual needs. The Admissions Offices of several divisions operate online open houses for prospective students.

PROGRAM GROWTH AND CHARACTERSITICS

Since 1995, the growth of the distance learning program has been strong and steady – averaging about 30% per year in enrollment (see Table D.1).

The distance program has enrolled students from all 50 states and 80 different foreign countries (Pacific Rim, Asia, Australia and New Zealand, India, Iran, Iraq, the Near East, Europe, Africa and Central and South America). Each term, about 60% of our heads (individual students, as opposed to enrollments, for which each head might have several) are new. About 52% are from outside the 50-mile from New York "non-compete" zone; approximately one third of these students are from outside the

United States. The average enrollment per head is 1.33, and average enrollment per section is 10.41 (maximum capacity per section is 18).

Currently, we are enrolling about 80% of distance registrations in credit-bearing courses. Of these, about 44% are matriculated undergraduates (New School B.A., Parsons B.F.A. and B.B.A.), 37% are graduate (New School Media Studies M.A., Milano Health Care and Public Administration M.A.s). The balance of credit enrollment – 19% – is from "general credit" students, who are not matriculated in a university program, but apply the credits (transfer) to programs at other institutions.

The number of credit registrants represents a major departure from our originally anticipated enrollments. At its beginning, the distance learning program was designed to support an equal number non-credit (personal and professional development) students and credit (credential-seeking) students, in keeping with The New School's traditional student mix. However, the balance quickly shifted and since 1995 the percentage of credit enrollments has climbed steadily. As a result, we changed the nature of our support program to offer the services degree students need, including advisement, financial aid, library and access to other services.

With the advent in 2001 of the university portal and the campus support system, the population of students utilizing our e-learning tools and capabilities has grown significantly with the addition of over 2,000 on-campus courses each term. Currently, every student has access to a course website that can be fully customized by the instructor and which includes various functionalities: discussions, assignments, live chat, file sharing and group work areas. In addition, all university students and faculty now have access to online university library services, whether on campus or not, as well as to the various special event and administrative services in the portal. Use of e-learning services is growing quickly and overall about one-third of the university's courses make active use of its facilities. Table D.2 provides a real-time summary of usage at 11:00 AM on January 23, 2003.

REVENUE AND EXPENSES

The New School University Office of Distributed Learning Services is a function of the university's central administration, and is located within the Office of the Provost. Operating funds for distributed learning operations are budgeted through the Provost's Office and are tied to program growth. Distributed learning activities do not generate revenue directly; all revenue is booked by the divisions and departments from which the courses and programs originate. With respect to New School University programs, the Distributed Learning Office is a service function only.

Currently, the distance learning program generates approximately \$6.5 million annually in revenue for the divisions; expenses (including operations, instruction, and overhead) are about \$2 million. The Distributed Learning Office operating budget (\$1.3 million in the FY 2002-03 fiscal year) includes staff salaries, supplies and equipment and funds to support our Internet connection. Distance learning staff provides general management of the program as well technical administration, faculty development, student orientation and other student services, course development support, resources management, special programs and coordination of advertising and marketing efforts. Table D.3 is an organization chart for the Distributed Learning Office as it will be configured in the coming year.

The Distributed Learning Office also seeks other sources of program income through partnerships with outside organizations and university academic divisions. This initiative, which is still in its most preliminary stages, is designed to augment the revenue stream to the university to support additional activities such as the portal, as well as to provide for capital improvements to the technology infrastructure. In the first of these ventures, we have partnered with the Open University of the United

Kingdom to offer a "Certificate in Management" under the auspices of New School University's Milano Graduate School. In what we expect to be a new model for sustaining and growing e-learning, the Office of Distributed Learning Services will bear all the expenses of this program and will share the revenue with our partner institution. Milano will provide academic oversight to assure the integrity and worthiness of the program content and delivery.

In addition, the office continuously seeks to develop philanthropic opportunities. The proceeds of our fund-raising activities support research and development activities directed at improving our systems and methods and assuring that our technology, teaching and learning environments remain at the leading edge of excellence. Figure D.1 summarizes the gifts and grants we have received in the past, which total over \$2.2 million. About \$1 million of these funds have been allocated to technical enhancements — hardware and software — to build and upgrade our server network and capabilities. The balance has been used for program development, such as creation and improvements to the faculty training program and building various support applications (resource management, bookstore, online registration library and proxy services, etc.).

TABLE D.1—GROWTH OF DISTANCE LEARNING PROGRAMS

	Sections Run	Credit Enrollments (%)	Total Heads	Total Enrollments
1995-96	76	40	445	544
1996-97	129	56	937	1,049
1997-98	169	61	1,081	1,412
1998-99	196	70	1,468	2,281
1999-00	288	71	2,110	2,775
2000-01	315	76	2,533	3,308
2001-02	263	79	2,155	2,863
2002-03*	403	81	2,974	4,044

^{*}projected

TABLE D-2—USAGE STATISTICS

STATISTICS: Usage

In the past hour **32** unique people have logged into the portal.

In the past 24 hours **370** unique people have logged into the portal.

In the past week, there have been **1376** unique logins.

There are currently **78** people on the system at this time.

There are 26092 non-faculty accounts within the system.

There are **4123** faculty accounts within the system.

There are **348** courses in the Distance Learning system (LMS).

There are **9895** on-campus courses/special events in the NSOU Portal.

The total number of hits is 6649641.

Currently there are **4123 Faculty accounts** on the system.

1592 have been activated

2531 are still not activated

Currently there are **25204 Student accounts** on the system.

8343 have been activated

16861 are still not activated

Currently there are 106 Staff accounts on the system.

106 have been activated

0 are still not activated

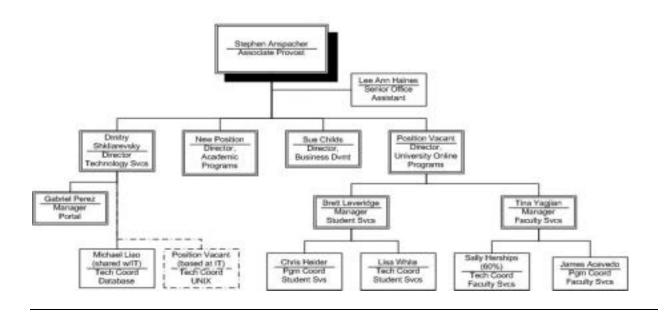
Currently there are **782 Guest accounts** on the system.

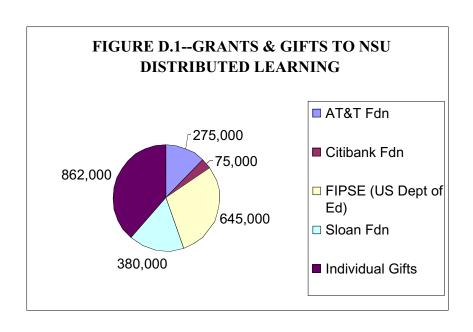
Currently there are **0 Guest Speaker accounts** on the system.

TABLE D.3

NSU Office of Distributed Learning Services

Proposed Organization, 2003-04





APPENDIX D.3—NEW SCHOOL UNIVERSITY ART COLLECTION

New School University's Art Collection contains over 1,800 pieces of artwork that reflect the most current developments in contemporary art and encourage a dialogue about wider societal issues. Works in the collection include paintings, drawings, prints, photographs and sculptures by national and international artists. In all, more than five hundred artists are represented. Among the artists collected are: Berenice Abbott, Sol LeWitt, Martha Rosler, Robert Rauschenberg, Kara Walker, Andy Warhol and Carrie Mae Weems. Mr. LeWitt is creating a large wall mural for the newly completed University Hall.

Much of the work explores the relationship of art to society, expands definitions of art and reflects the university's commitment to freedom of expression. One full-time curator cares for the collection. The Art Advisory Committee to the University Art Collection meets with the curator to discuss possible purchases, commissions, and projects. Gabriella De Ferrari, a university trustee, chairs the committee. The insurance value for the collection is approximately \$10,000,000. It should be noted that the Jose Clemente Orozco murals, located at 66 West 12 street, are valued at \$6,000,000.

Physically, the collection is spread throughout New School University's administrative and classroom buildings. Eschewing the self-consciousness of a gallery and the sterility of exhibition space, the university ensures that its students and staff experience the artwork on an intimate and daily basis by hanging it in lobbies and cafeterias, hallways and offices, dormitories and meeting rooms. Works come into the collection through purchase and donations. Life Trustee Vera G. List, a long-time supporter of the arts, was a major donor to the art collection, having donated over 500 works during her lifetime.

It is a "revolving" collection, funding new purchases through the sale of older pieces and through funds donated by advisory members. This active, evolving approach assures that the work on display truly reflects the contemporary art scene and conveys timely social commentary as a stimulus for relevant debate. The collection also mirrors the diversity and international character of the New School University community, as well as the atmosphere of inclusion that flourishes within it.

TABLE D.4—WIRELESS ACCESS POINT LOCATION AND COVERAGE

Coverage Area in Building	Floor	Location	Count
65 Fifth Avenue Graduate Faculty			
All 2nd Floor Classrooms	2	Room 212	1
All 3rd Floor Classrooms Fogelman Library	2 Fogelman	MDF IDF	2 3
1st Floor Reading Room	Fogelman	Reading Area	4
Cafeteria			
Lounge			

2 West 13th Street Parsons

All 4th through 12th Floor Classrooms Gimbel Library Gallery Cafeteria

1	Gallery	5
2	Gimbel reading	6
	2	
2	Gimbel IDF	7
4	Cafeteria	8
5	Room 501	9
6	Lounge	10
8	South Hallway	11
9	South Hallway	12
9	North Hallway	13
10	North Hallway	14
10	Room 1005	15
11	Room 1103	16
12	North Hallway	17

TABLE D.4—WIRELESS ACCESS POINT LOCATION AND COVERAGE

Coverage Area in Building	Floor	Location	Count
70 Fifth Avenue Parsons			
All 3rd through 11th Floor Classrooms	3	Room 310	18
	5	East Hallway	19
	6	MDF	20
	8	East Hallway	21
	11	East Hallway	16
CC PIGIL A			
66 Fifth Avenue Parsons			
Aaronson Gallery	1	IDF	22
Auditorium	8	IDF	23
8th Floor Classroom			
T			
66 West 12th Street New School / Administrative Office	s		
Lobby	1	Lobby	24
Orozco Room	4	MDF	25
4th Floor Presentation Rooms	4	Cook Hall	26
	7	Orozco Room	27
	8	President's Off	28
	9	New School	29
65 West 11th Street			
Lang			
Basement Reading Room	Basement	Cafeteria	30
Cafeteria Beanery	1	Beanery	31

TABLE D.4—WIRELESS ACCESS POINT LOCATION AND COVERAGE

Coverage Area in Building	Floor	Location	Count
55 West 13th Computing Center			
Computing Center			
4th Floor	4	IDF	32
7th Floor	7	IDF	33
8th Floor	8	IDF	34
9th Floor	9	South Hallway	35
84 William Street William Street Dormitory			
,, , , , , , , , , , , , , , , , , , ,			
2nd Floor Student Lounge	2	MDF	36
72 Fifth Avenue			
Milano			
3rd Through 7th Floors	3	Recp Ceiling	37
	5	MDF	38
	6	Recp Ceiling	39
26 East 14th Street			
Architecture			
2nd Floor	2	Studio	40
3rd Floor	2	Studio	41
	3	Studio	42

TABLE D.4—WIRELESS ACCESS POINT LOCATION AND COVERAGE

Coverage Area in Building	Floor	Location	Count
150 West 85th Street Mannes School of Music			
2nd Student and Faculty Lounge	2	Concert Hall	43
4th Floor Library	4	Circ Desk	44
5th and 6th Floors	6	Hallway	45

TABLE D.5—TECHNOLOGY RESOURCES

Floor	Description	Applications
	13th Street	
3 - UCC	Onen Leh	
	Open Lab Mac(85), PC(50), Midi Keyboards(4), Firewire, CDRW(6), Scanner(6),VHS/Hi8(6), 12" Monitor(6)	Office, Multimedia, Desktop Publishing, Music, Statistics
	Presentation Classroom(1) Mac(1), PC(1), 16mm, VHS, Betacam, Hi8, DVD Player, Laserdisc, LCD, DAT, Cassette	Office, Multimedia, Desktop Publishing, Music, Statistics
4-UCC	Laserdisc, LCD, DA1, Cassette	
	Multimedia Classrooms (8) Mac(139), Scanner(8),CDRW(6), DVDR/CDRW(25), LCD(6), 27" Monitor(2), DV Deck(3), Monitor(9),VHS/Hi8(7)	Office, Multimedia, Desktop Publishing, Canoscan, iDVD, iTunes; (1) Statistic
	Lounge Email Stations - Mac(4) Print Output Center (1) Fiery Color Copiers/Printers(2), HP 3500 Wide Format Plott	er(1)
8-KU		
0 110	Open Lab	
	Mac(20), Scanner(2), Slide Scanner(1), DVDR/CDRW(16), Nikon Still Camera/Cable(7), Hi8/Lights/Animation Stand(1), VHS/Hi8(2), 13" Monitor(2), DAT/Cassette(1), VHS/13" Monitor Viewing(2), VHS-VHS Dubbing/13" Monitor(1), Hi8-VHS Dubbing/1" Monitor(1)	Office, Multimedia, Desktop Publishing, Non-Linear AV - Final Cut, Canoscan, iDVD, iTunes
	Mac(17), PC(2), VHS/Hi8(3), 13" Monitors(3), DV(2), VHS/Hi8(3), DAT/Cassette(2), Betacam(2)	Media 100
	Mac(9), DVDR/CDRW(9), Betacam(2), Hi8(2), VHS(2), DV(2)	Avid, QuickTime, iDVD, iTunes
	Mac(9), DV Deck(2)	FCP
	Mac(2), CDRW(2), DAT(1), CD(1), Analog/Digital Playback(1), Equalizer(1), Effects Unit(1)	Protools
	Cut Stations: Betacam(4), VHS(2), Editing Control(2), 13"	Monitors(4)
	Multimedia Classroom (1)	
	Mac(15), VHS/Hi8(2), DV Deck(2), 13" Monitor(2), Scanner(1), LCD	Office, Multimedia, Desktop Publishing, Non-Linear AV, Canoscan, iDVD, iTunes, Statistics
	Presentation Classroom (2) Mac(3), PC(1), DVDR/CDRW(1), 27" Monitor(2),DV(2), Betacam(2), DVD(2), VHS/Hi8(2), LCD(2)	Office, Multimedia, Non-Linear AV - Avid(1), Media 100(1), Canoscan, iDVD, iTunes, Statistics
	Audio Classroom (1) Mac(6), DVDR/CDRW(5), VHS(1), DAT(1), CD(1), Roland XV3080(1), Audio Mixer(1), 3/4" Deck(1), LCD, 27" Monitor (1)	Office, Multimedia, Non-Linear AV - ProTools, Music
	Suites	
	Mac(2), DVDR/CDRW(2), Avid Express 5.0(2)(2), Betacam, VHS(2)	Avid, QuickTime, iDVD, iTunes
	(3) Suites Each with: Mac, CDRW, DAT I/O, cassette recorder, CD player, EQ, reverb, compressors, Mackie 16 X 8 mixer, MOTU MIDI Xpress, MOTU digital timepiece, Tascam DA-38, Digidesign 888 I/O, mic pre-amps, finalizer, Beta recorder, video monitor, Full screen QuickTime Video playback with sync audio, CD-RW	Protools, Finale
	(2) Suites Each with: Beta SP players(4), Beta SP recorders(2), 13" Monitors(6), Sony FXE-120 Switcher, Videonics Powerscript title generators, monitors, Speaker Controller(2), VHS recorders, cassette recorder, CD player, Tascam mixers Studio (1)	Linear Editing

TABLE D.5—TECHNOLOGY RESOURCES

Floor	Description	Applications
	Video Monitor, DV, Betacam, DVD, VHS/Hi8, Lighting, Blue Screen, Mackie Digital 8-bus mixer, Turntable, MOTU MIDI Xpress, MOTU digital timepiece, Tascam DA-38, Digidesign 888 I/O, mic pre-amps, finalizer, VHS playback, Full screen QuickTime Video playback with sync audio, audio snake, CD-RW	Capable of interfacing w/ Audio Suite 820
	AV Transfer Room	
	14" color monitors, 5" B&W cue monitors, VHS recorders, S-VHS recorder, Hi-8 recorders, Beta-SP recorders, cassette recorders, DAT recorders, DVD Player, Laserdisc Player, DVC- Pro, speakers/ amplifiers, TBC, vectorscope/waveform, Mini DV Recorders, 3/4" SP Recorders	Transferring to/from multiple formats; send out video signal throughout the lab.
	Lounge	ACTOR OF A CINCER
9-KU	Macs(6), Video Monitors(2), VHS/Hi8(2)	Multimedia, Avid Media Log
<i>9</i> -KU	Open Lab	
	PC(26), Plotter(1), Scanner(2), CDRW(25)	Modeling & Anim., VizRT & Solidworks, Autocad, Office, Multimedia, Statistics
	3D Modeling & Animation Classrooms (3) PC(49), Scanner(2), CDWR(37), LCD(2), 27" Monitor(1)	Modeling & Anim., Office, Multimedia, Statistics, GIS
	Photography Classroom (1) Mac(15), Color Printers(15), Nikon Slide Scanner(1), CDRW(1), Nikon Still Camera/Cable(1), 27" Monitor	Office, Multimedia, Desktop Publishing, Canoscan, Color Printers
	Open Lab Specialized Area Mac(2), PC(6), Color Printer(2), Haptek 3D Modeling Arm(3), CDRW(2)	Modeling & Anim., VizRT & Solidworks, Autocad, Office, Multimedia
	Equipment Center	
	Cameras, Sound Recorders, Tripods, Cables, Microphones, Headsets, Lighting	N/A
	Center for New Design PC(10), Mac(5), 27" Monitor(2), LCD(1), DVD(1), VHS(1), Amplifier(1), Speaker(2), FastHub(2), KVM Switch, Electronic White Board, Modeling Machine, Faculty and Parsons Servers(~19),	Office, Multimedia, Desktop Publishing, Music, Statistics, Final Cut, Autocad; Satellite Lab
	Center for Education & Technology Mac(6), PC(6), CDRW(3), DVD(1), Film Recorder, CD, Roland Controller, Digital Percussion, 13" Monitor(3), Akai, Midi Express, Roland Super JV, 6x6 Video Audio Matrix Switcher (2), Digital Video Cassette Recorder, (2)SONY Digital Stereo, SONY Betcam-SP, Toshiba DVD Player, SONY Hi-Fi Stereo, JVC Video Cassette Recorder (VHS), Panasonic Digital Audio Tape Recorder, Tascam 112B, Powerlook III, Scanner(4)	Office, Multimedia, Desktop Publishing, Music, Statistics, Media 100, Protools, Final Cut, Autocad; Satellite Lab
560 7th	Avenue-FCC	
4th Floo	r	
(= = ·	PC(26), Mac(15), Scanner(6), LCD(1), Color Printing	Office, Multimedia, Canoscan, U4ia, PrimaVision, Color Printing
65 5th A 216	venue-ACC	
Basemer	PC(47), Mac(1), Scanner(1), LCD(1)	Office, Multimedia, Statistics, OCR, GIS
245011101	PC(25), LCD(1)	Office, Multimedia, Statistics, GIS
68 5th A	venue-CIC	
1st Floor		
Basemer		Office, Multimedia, Desktop Publishing
	PC(51), Mac(42), LCD(3), Monitor(2), DVCam Deck(2), Slide Scanner(1), Scanner(11), VCR(17)	Office, Multimedia, Desktop Publishing, Non-Linear AV - Final Cut, Accounting, 2D Autocad, GIS, Color Printing

TABLE D.5—TECHNOLOGY RESOURCES

Presentation Classrooms: Projector and Macintosh Workstation

2W13/1004

2W13/1005

2W13/1104

2W13/511

2W13/708

2W13/802

2W13/809

2W13/904

560 7/404

65 5/211

65 5/212

65 5/215

65W11/465

66 5/822

66W12/404

66W12/510

66W12/517

66W12/Tishman

66W12/712 Orozco

66W12/516

APPENDIX E.1—RECOGNIZED STUDENT ORGANIZATIONS 2002-03

The Office of Student Development is dedicated to supporting the educational mission of the university by providing students with a sense of community through meaningful interaction outside of the classroom, which allows students to connect with their peers and with other members of the university. We are committed to helping students explore the opportunities available to them at New School University through social, cultural, leadership, academic and recreational experiences. Our mission is grounded on the premise that every student is a leader capable of making a difference within the New School University community and beyond.

The following is a list of the fifteen recognized student organizations for the 2002-03 academic year. We encourage more students to get involved and continue building community at the university. The Office of Student Development provides funding, space and general advisement.

Asian Student Association Boundless (student radio station) **CMYK** (digital illustration group)

Independent Student Publishers

Korean Student Organization (KSO)

Moxie (feminist advocacy)

New School Chess Club

Nsumiscope (contemporary artist collaboration)

O.P.E.N. (queer outreach and advocacy group)

PASS (anime society)

Parsons Christian Fellowship Peter Drucker Study Society SPARK (Group against Oppression) Students Against the War **Works in Progress Screenings (WIPS)**

TABLE E.1—STUDENT HOUSING

FALL 2002

Facility	Capacity	Residents	
	(occupancy = 97%)		
13 th Street	180	First-time freshmen	
Union Square	105	First-time freshmen & upperclass	
		undergrads	
Loeb Hall	246	First-time freshmen	
Marlton House	120	Mixed- undergradad & grad	
William Street	426	Mixed- undergrad and grad (no	
		first-time freshmen)	
Grove Street	35	Graduate	
21 st Street	39	Graduate	
Total*	1150		

^{*}Does not include staff of 38

APPENDIX F—NEW SCHOOL UNIVERSITY BOARD OF TRUSTEES

2002-03

Scaturro, Philip (Chair)

Managing Director, Allen & Company, Inc

Arnhold, Henry H.

Chairman and Director, Arnhold & S. Bleichroeder, Inc.

Aronson, Arnold H. (Vice Chair)

Managing Director of Retail Strategies, Kurt Salmon Associates

Baker, Diane P.

Former Senior Vice President and Chief Financial Officer, The New York Times

Blassberg, Franci J.

Partner, Debevoise & Plimpton

De Ferrari, Gabriella

Art Historian and Writer

Denham, Robert E.

Munger Tolles & Olson LLP

DeWoody, Beth Rudin

President, The May and Samuel Rudin Family Foundation, Inc.

Diamond, Harris

CEO, Weber Shandwick Worldwide

Dodds, R. Harcourt

Cooper & McCann

Donnelley, Strachan

Former Director of The Hastings Center

Durst, Douglas D.

President, The Durst Organization

Eberstadt, Walter A.

Limited Managing Director, Lazard Freres, and Co. LLC

Ehrenkranz, Anne

Writer, Photograher

Flom, Jason

President, Lava Records

Fuchs, Michael J.

Michael Fuchs Charitable Foundation

Garvey, Nancy A.

Economist, Former vice president and corporate treasurer of Allied Signal

Gellert, Michael E. (Vice Chair)

General Partner, Windcrest Partners

Gould, Paul A.

Managing Director, Allen & Company, Inc.

Grayer, Jonathan N.

Chairman and CEO of Kaplan Inc.

Gross, Peter M.

Financial Analyst, Gross Oil Corporation

Halpern, Susan U.

Attorney, Former President, Uris Brothers Foundation

Havemeyer, William E.

President, Havemeyer Management Services, Inc.

Hayden, William H.

Senior Managing Director, Bear Stearns & Company, Inc.

Haywood, George A.

Private Investor and Former Director of Corporate Bond Trading at Moore Capital Management

Hochberg, Fred P.

President, Heyday Company

Hoerle, Robert F.

Reich & Tang, Inc.

Kerrey, Bob

President, New School University

Lang, Eugene M.

Former President, REFAC Technology Development Corporation

Levin, Betty

President, Corporate Art Directions

Longstreth, Bevis

Former Partner, Debevoise & Plimpton

Millard, Robert B. (Treasurer)

Managing Director, Lehman Brothers, Inc.

Morgado, Robert J.

Chairman, Maroley Communications

Mundheim, Robert H.

Of Counsel, Sherman & Sterling

Newcomb, Jonathan

Leeds Weld & Company

Peretsman, Nancy B. (Vice Chair)

Executive Vice President & Managing Director, Allen & Company Inc.

Rodriguez, Ramon J.

Consultant

Sapan, Joshua

President & Chief Executive Officer, Rainbow Media

Slaughter, Mrs. James C.

President, Elizabeth Leigh, Inc.

Slutsky, Lori A.

President, New York Community Trust

Smith, Malcolm B.

Vice Chairman, General American Investors Company, Inc.

Snipes, William J.

Partner, Sullivan & Cromwell

Stein, Elliot

Managing Director, Commonwealth Capital Partners, L.P.

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CEO and Chairman, Julien J. Studley, Inc.

Taki, Tomio

Chairman, Takihyo Inc.

Tishman, John L. (Vice Chair)

Chairman & CEO, Tishman Realty & Construction Co., Inc

Walker, George

Managing Director, Goldman, Sachs & Co.

Wu, Lilian Shiao-Yen

Research Scientist, IBM Research Corp.

Zabel, William D.

Partner, Schulte Roth & Zabel, LLP

Life Trustees

DeWind, Adrian W.

Of Counsel, Paul, Weiss, Rifkind, Wharton and Garrison

Klein, Malcolm

Printing Industry Consultant

Sachs, Richard C.

President, Business Community Relations

APPENDIX F.2—BOARD OF TRUSTEES COMMITTEE MEMBERSHIP

2002-03

OFFICERS

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Peter M. Gross
Robert B. Millard
Stanley Nabi (non-Trustee member)
Philip Scaturro
Malcolm B. Smith
William J. Snipes

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Arnold H. Aronson
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Paul A. Gould
Peter M. Gross
William H. Hayden
Robert F. Hoerle
Bob Mundheim, *Vice Chair*Ramon J. Rodriguez
Lorie A. Slutsky
Malcolm B. Smith
John L. Tishman

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Beth Rudin DeWoody
Douglas D. Durst
Paul Goldberger (non-Trustee member)
Betty Levin
Malcolm B. Smith
John L. Tishman

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Henry H. Arnhold, *Chair* Diane Baker Anne Ehrenkranz R. Harcourt Dodds Michael E. Gellert Joshua Sapan Elliot Stein

INFORMATION TECHNOLOGY ADVISORY BOARD

Paul Gould, Chair
William Berkman (non-Trustee member)
Peter Bloom (non-Trustee member)
Curtis Brown (non-Trustee member)
Kelly McGowen (non-Trustee member)
Jonathan Newcomb
Nancy B. Peretsman
Elliot Stein
Julien J. Studley
Tomio Taki
John L. Tishman
Kevin Werbach (non-Trustee member)
Lilian Shiao-Yen Wu

INSTITUTIONAL POLICY

William J. Snipes, *Chair*John Beerbower (non -Trustee member)
Robert Carter (non-Trustee member)
R. Harcourt Dodds
William E. Havemeyer
Robert H. MundheimJonathan Newcomb

INVESTMENT ADVISORY GROUP

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INVESTMENT COMMITTEE

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Beth Rudin DeWoody
Walter A. Eberstadt
Nancy A. Garvey
William H. Hayden
Robert H. Mundheim
Philip Scaturro
Elliot Stein
John L. Tishman
George Walker
William D. Zabel

COMMITTEE ON STUDENT SERVICES

Ramon J. Rodriguez, *Chair*Diane Baker
Anne Ehrenkranz
Michael Fuchs
Susan Halpern
Jonathan Newcomb
Elliot Stein
Julien J. Studley
Lilian Shiao-Yen Wu

APPENDIX F.3—BOARDS OF GOVERNORS

2002-03

THE NEW SCHOOL

Fred P. Hochberg, Chair Allen R. Adler Matthew C. Blank Beth L. Bronner Gabriella De Ferrari Harris Diamond Anne T. Dowling Walter A. Eberstadt Anne Ehrenkranz Richard A. Eisner Janice Grossman Richard Kauffman Nancy Lane Prema Mathai-Davis Victor Navasky Nancy B. Peretsman Richard C. Sachs Marian Schwarz Henry E. Scott Lise Scott Robert B. Semple Elisabeth Sifton Malcolm B. Smith Margo Viscusi Mark D. Walton

Honorary Members

Malcolm Klein Lewis H. Lapham

THE GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCES

Michael E. Gellert, Chair

Henry H. Arnhold Kenneth J. Bialkin W. Bowman Cutter Alice Ginott Cohn Keith David Hans Decker Strachan Donnelley Walter A. Eberstadt Susan Foote Nancy Garvey Edith Kurzweil Paul Marrow Peter Model Gary V. Mongiovi Robert H. Mundheim Richard A. Nurse Dale Ponikvar Ramon J. Rodriguez Daniel Rose Marjorie Scardino André Schiffrin Malcolm B. Smith Stephen Stamas Elliot Stein Fritz R. Stern Eric Wanner William Zabel

Honorary Member

Franco Modigliani

PARSONS SCHOOL OF DESIGN

Arnold H. Aronson, Chair

Dominique Bludhorn Harlan Bratcher Keith Clinkscales Martin Cooper Michael Donovan Nancy Dorn Diane von Furstenberg Tess Gilder Paul Goldberger Joyce I. Greenberg Robert Greenberg James B. Gubelmann Victoria Hagan William E. Havemeyer George R. Hearst III Robert F. Hoerle Sheila Johnson Donna Karan Sidney Kimmel Corinne Kopelman Betty Levin Kedakai Lipton Javier Saralegui Denise V. Seegal Cynthia L. Steffe Sally Susman Tomio Taki Marvin Traub Jessica Weber

Honorary Members

Marvin Blumenfeld Donald Brooks Helen David-Weil Harry B. Henshel Anna-Maria Kellen Jack Lenor Larson Dianne H. Pilgrim Betty Sherrill Henry Wolf

THE ROBERT J. MILANO GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY

Joseph F. Porrino, Chair Thomas Acosta Franci J. Blassberg Nicholas E. Borg Gerard P. Dankel Robert E. Denham Ralph Dickerson, Jr. Douglas Durst Walter Eberstadt Gail Freeman Susan U. Halpern William H. Hayden Wanda Jackson Robert W. Jones Henry Lanier Robert O. Lehrman Bevis Longstreth Ruth Messinger William Pickens III Lorie A. Slutsky George Walker Mark Willis

Honorary Members

David N. Dinkins Pam S. Levin

Alison Zack

EUGENE LANG COLLEGE

John Tishman, Chair Elliot Stein. Vice Chair Beth Rudin DeWoody, Vice Chair Matthew C. Blank Margaret Booth Adrian W. DeWind Jon Elsen Susan Elson Jason Flom Bruce S. Fowle Sarah Frank Alan J. Friedman Shani Friedman Susan Korb Marshall Robert Loeb Dan McSweeney Jay Meltzer Rodney W. Nichols Bruce L. Paisner

Francine Sommer Mary Elizabeth Taylor Jacquie Weld

Johnnie L. Roberts

Roxanna Robinson

Malcolm B. Smith

Martin Yudkovitz

MANNES COLLEGE OF MUSIC

John Beerbower, Chair

Eugenia A. Ames Diane P. Baker Deborah Beinecke Beale Beatrice K. Broadwater Jon Diamond Michael E. Gellert David Goldman Peter M. Gross George Haywood David H. Horowitz Robert B. Millard Robert J. Morgado David W. Niemiec Philip Scaturro Robert Sherman Mrs. James C. Slaughter William J.Strizever

Artist Members

Gordon P. Getty Eydie Gorme Steve Lawrence Murray Perahia Julius Rudel Frederica von Stade

THE ACTORS STUDIO DRAMA SCHOOL

Michael Fuchs, Chair Sharon Baum Stephen Baum David Bell Martin Bregman Gail Lumet Buckley R. Harcourt Dodds Alan Eisenberg Dasha Epstein Barbara Gould Harry E. Gould, Jr. Jonathan Grayer Joan Hornig Betty Jacobs Jane Lahr Dwight Lee Anne d'Ornano Alan Patricof Arthur Penn George Plimpton Patty Raynes Martin Richards John Barry Ryan, III Malcolm Smith Joel Strote

Kate Roosevelt Whitney Mortimer Zuckerman

JAZZ AND CONTEMPORARY MUSIC PROGRAM

Arthur Barnes, Chair Martha Baratz David Berger Regina Carter Sandy Jackson Lewis P. Jones Jeff Levenson Jean Lignel Chuck Mitchell Edna R. Moore Hank O'Neal Oscar Schnider John Schreiber Mark A. Schulman Terence A. Todman, Jr. Jon M. Waxman, Esq. George Wein

Jovce Wein

Paul Weinstein

APPENDIX F.4—UNIVERSITY COMMITTEES

2002-03

UNIVERSITY GOVERNANCE GROUPS

Faculty/President Committee (Bob Kerrey) Staff Advisory Committee (Carol Cantrell) Student Advisory Council * (Linda Reimer)

DISCIPLINE GROUPS

University Committee on Harassment * (Lisa Servon)
University Disciplinary Panel * (Sondra Farganis)
Advisory Committee on Speech Activity and Expression * (Greggory Spence, Jack Kytle)

ACADEMIC COMMITTEES AND RELATED SERVICES

University Committee on Learning Resources * (Lisa Browar)

University Committee on Honorary Degrees * (Elizabeth Dickey, Doris Suarez)

University Committee on Distributed Learning (Stephen Anspacher)

University Banner Steering Committee (Shelley Reed)

University Committee on Diversity * (Lisa Farrington)

University Committee on Student Life * (Linda Reimer)

University Committee on Research (Marcel Kinsbourne)

ADMINISTRATIVE COMMITTEES AND RELATED SERVICES

University Committee on Enrollment Services * (Linda Reimer)

University Committee on Security * (Lee Webb)

University Advisory Committee on Disabilities (Greggory Spence)

University Committee on Institutional Research (Marianthi Zikopoulos)

University Committee on Food Services (Wayne Patterson)

University Staff Events/Recreation Program (Carol Cantrell)

University Committee on Alumni Relations * (suspended for 2002-03)

University Steering Committee for MSCHE review (Jack Kytle)

^{*} Indicates committees which have student members

$\begin{array}{c} \textbf{APPENDIX F.5} \color{red} \textbf{-NEW SCHOOL UNIVERSITY SEMINAR PAPERS} \\ 2000-03 \end{array}$

Developing the 2000-01 University Operating Budget	02/10/00	Elizabeth Dickey
Affirmative Action and Diversity Status Report	02/24/00	Barbara W. Emerson
Facilities: Issues and Challenges Towards A University Strategic Plan	03/09/00	Lee Webb
Celebrating International Students	11/16/00	Linda Reimer
University Campus: Issues for the Future	12/07/00	Lee Webb
2001-2004 Affirmative Action & Diversity Plan	02/22/01	Pat Underwood
Developing the 2001-02 University Operating Budget	03/08/01	Elizabeth Dickey
University Learning Resources: Where Are We Going?	12/12/01	Elizabeth Dickey
Developing the 2002-03 University Operating Budget	03/07/02	Nancy Stier
Affirmative Action & Diversity	04/04/02	Carol Cantrell
Facilities: Campus Strategic Planning	04/18/02	Lee Webb
Middle States Review (2002-03)	10/24/02	Bob Kerrey
Affirmative Action & Diversity	11/14/02	Carol Cantrell
Developing the 2003-04 University Operating Budget	02/13/03	Nancy Stier
Update on the University's New Computing System	04/10/03	Shelley Reed

APPENDIX F: UNIVERSITY ORGANIZATIONAL STRUCTURE, COMMITTEES AND UNIVERSITY SEMINARS TABLE F.1—ORGANIZATIONAL STRUCTURE

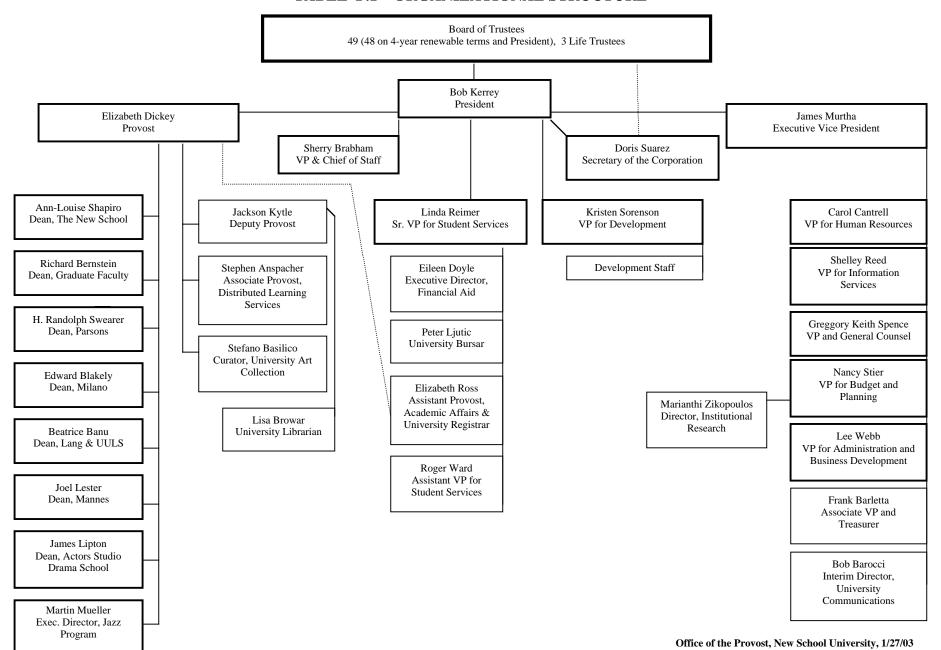


TABLE G.1-- TOP 50 FOUNDATION DONORS

July 1, 1998 - June 30, 2003

RANK	FOUNDATION	
1	Ford Foundation	
2	Horace W. Goldsmith Foundation	
3	Living Cities	
4	John D. & Catherine T. MacArthur Foundation	
5	Uris Brothers Foundation, Inc.	
6	Rockefeller Foundation	
7	Andrew W. Mellon Foundation	
8	Carnegie Corporation of New York	
9	Open Society Institute (OSI)	
10	Angelo Donghia Foundation, Inc.	
11	New York Community Trust	
12	Pew Charitable Trust	
13	Starr Foundation	
14	Werner Dannheisser Testamentary Trust	
15	Irene Diamond Fund, Inc.	
16	Robert Wood Johnson Foundation	
17	Christian A. Johnson Endeavor Foundation	
18	Milano Foundation	
19	F.B. Heron Foundation	
19	David & Lucile Packard Foundation	
21	Rockefeller Brothers Fund	
22	The Baisley Powell Elebash Fund	
23	The Sirus Fund	
24	Christopher Reynolds Foundation, Inc.	
25	Russell Sage Foundation	
26	Jewish Communal Fund of New York	
27	Rauch Foundation	
28	Schneider Fund for Young Musicians	
29	James S. McDonnell Foundation	
30	Henry & Henrietta Quade Foundation	
31	German Marshall Fund of the US	
32	Ambrose Monell Foundation	
32 34	Henry Luce Foundation, Inc. Alexander Schneider Foundation	
34	W. Alton Jones Foundation, Inc.	
36	Alfred P. Sloan Foundation	
37	The Bob and Dolores Hope Charitable Foundation	
38	Booth Ferris Foundation	
39	International Longevity Center	
39	I'll Be There Foundation	
41	Jewish Foundation for Education of Women	
42	Fan Fox & Leslie R. Samuels Foundation, Inc.	
43	Janey Fund Charitable Trust	
44	Nathan Cummings Foundation, Inc.	
45	Tinker Foundation, Inc.	
45	Ploughshares Fund	
45	Ladies' Christian Union	
48	Katz Foundation	
49	John Merck Fund	
50	William Randolph Hearst Foundation	
	Total Contributions from Top 50 Foundations	\$26,400,428.00

 $[\]boldsymbol{*}$ This ranking does not include family foundations.

APPENDIX G: SUMMARY OF CORPORATE AND FOUNDATION GIVING FOR FIVE YEARS

TABLE G.2--TOP 50 CORPORATE DONORS

July 1, 1998 - June 30, 2003

RANK	CORPORATION	
1	AT&T Foundation	
1 2	A1&1 Foundation Allen & Company Incorporated	
3	Sears, Roebuck, and Company	
4	Tommy Hilfiger Corporate Foundation, Inc.	
5	Jones Apparel Group, Inc.	
6	JP Morgan Chase	
7	Kaplan, Inc.	
8	AOL Time Warner Inc.	
9	Philip Morris Companies, Inc.	
10	Polo Ralph Lauren Corporation	
11	Victoria Hagan Interiors	
12	Estee Lauder Companies, Inc.	
13	American International Group, Inc.	
14	Fidelity Foundation	
15	Federated Department Stores, Inc.	
16	Gap, Inc.	
17	Fannie Mae Foundation	
18	Liz Claiborne Inc.	
19	Starwood Foundation Inc.	
19	United Technologies Corporation	
21	Nautica Enterprises, Inc.	
22	Merrill Lynch & Company, Inc./ Global Philanthropy	
23	J.P. Morgan & Company, Inc.	
24	Goldman, Sachs & Company	
25	Adobe Systems Incorporated	
26	Levi Strauss & Company	
26	Leslie Fay Company, Inc.	
26	Ellen Tracy, Inc.	
29	May Department Stores Company	
30	Phillips-Van Heusen Corporation	
31	Citigroup Foundation	
32	Fleet Bank	
33	Benjamin Moore & Company	
34	Health Insurance Plan of Greater New York	
35	Solutia Inc.	
36	Cushman & Wakefield, Inc.	
37	Sara Lee Hosiery, Inc.	
38	Guess? Inc.	
38	Forest Electric Corp.	
38	Worth Collections Ltd.	
38	Me Too	
38	Bugle-Boy Industries	
38	Doner Advertising	
38	Ralph Lauren Inc.	
38	Chanel Inc.	
38	Turner Construction Company	
38	Armani Exchange	
38	L'Oreal, Inc.	
49	Carnegie Hall Corporation	
50	New York Times Company Foundation, Inc.	
	Total Contributions from Top 50 Corporations	\$5,730,296.00

^{*} This includes all organizations with either a coporate code or a corporate foundation code.

APPENDIX H.1—OUTCOMES ASSESSMENT PLAN NEW SCHOOL UNIVERSITY

BACKGROUND

The current emphasis on outcomes assessment is the result of changing views over the past decade and a half about academic quality and effectiveness from an almost exclusive pre-occupation with "inputs" and "processes" to a more mission specific focus on outputs and "outcomes." In the past, quality was measured by inputs such as the academic preparation of incoming students, quality and reputation of faculty, the number of books and other learning resources available to students, and processes, such as programs offered, curricular requirements, and student support services. During the 1990's, however, colleges and universities have come under increasing pressure to demonstrate that they provide added "value" to their students, and, in the case of public institutions, contribute to the states economies. The national trend is now toward a results-oriented concern for educational outcomes. Assessment of student learning, in particular, has become the focus¹.

The emphasis on assessment is driven to a large extent by increased pressure from the federal government, the states, and by accrediting associations for institutions of higher education. In 1988, the U.S. Department of Education required accrediting agencies to ask institutions to (1) specify their educational goals and (2) conduct student assessment to determine whether they are achieving these goals. During the 1990's, the accrediting agencies required outcomes assessment to be included in the self-study report of all institutions seeking accreditation. More recently, the New York State Education Department has developed mandates for student assessment.

Currently, the Middle States Commission on Higher Education (MSCHE), requires that the self-study reports of institutions undergoing re-accreditation include a comprehensive plan for assessing effectiveness. The Commission specifies two partly overlapping types of assessment:²

Assessment of Institutional Effectiveness: evaluation of the institution's a) overall effectiveness in meeting its goals, b) effectiveness in assuring that students achieve the appropriate learning and other outcomes, and c) efficiency in the use of resources.

Assessment of Student Learning: demonstration that a) students have knowledge, skills and competencies that are consistent with the institution's goals and meet appropriate higher educational standards.

MSCHE does not prescribe any particular assessment process. It gives institutions much latitude to develop plans that work for them. However, it requires that

- a) assessment focus on whether the stated goals and objectives of the institution are met
- b) student learning is a primary component of the assessment process, and
- c) institutions demonstrate that they actually use the results of assessment to improve themselves.

¹ Peterson, M. L., et. al. (1999) *Designing Student Assessment to Strengthen Institutional Performance in Baccalaureate Institutions* (National Center for Post-Secondary Improvement). Stanford, CA: Stanford University, NCPI.

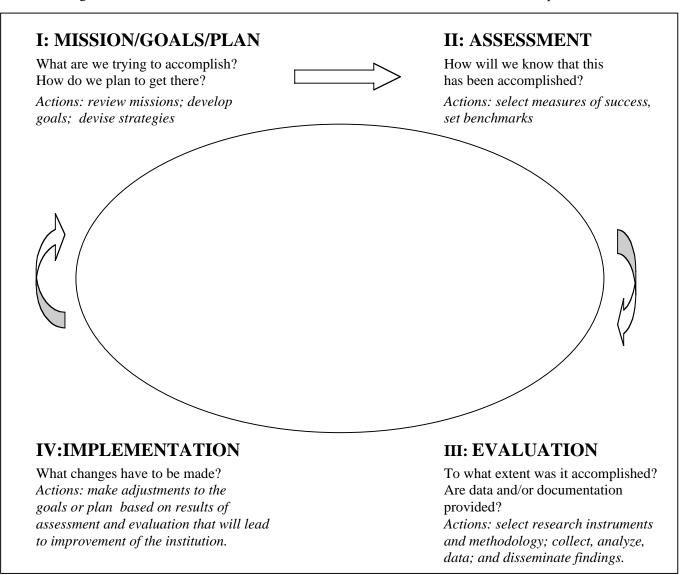
² Middle States Commission on Higher Education (1994). *Characteristics of Excellence in Higher Education*. (16) and Middle States Association Commission on Higher Education (2001) *Characteristics of Excellence in Higher Education: Standards for Excellence*. (Draft for Discussion), (18, 42), Philadelphia, PA: Middle States Commission on Higher Education.

Outcomes assessment has met with resistance by faculty and others, who question its relevance (applicability to the classroom), validity (truly measuring learning outcomes), proportionality (institutional benefits compared to the effort devoted to it) and significance (answer the question: So what?)² However, the assessment movement has brought to the surface important questions about what students actually gain from their experiences at colleges and universities.

OUTCOMES ASSESSMENT FOR INSTITUTIONAL EFFECTIVENESS

Assessment of outcomes, while driven by the need to meet accreditation requirements, can be a powerful tool in enhancing the effectiveness of New School University. If done thoughtfully, assessment will provide information on how effective the University is in meeting its goals and point to areas in need of improvement. If it is built into planning, which is underway, assessment can be used to enhance academic quality and to make decisions about future investments.

The diagram below illustrates the role of assessment in institutional effectiveness and improvement:³



³ Adapted from Alan Sturz: "A User's Guide to Institutional Effectiveness." Paper presented at the North East Association for Institutional Research conference, Philadelphia, PA, November 1998.

As the diagram shows, assessment within the institutional effectiveness model, consists of asking:

• What are we trying to accomplish?

Mission and goals

• How will we get there?

Plan/strategies--mechanisms for achieving the mission

• How do we know that we have accomplished what we set out to accomplish?

Assessment--establish indicators of success, set benchmarks

Evaluation--establish measures for the indicators of success, collect data

• What changes do we need to make, based on the findings of the evaluation?

Adjustments (if necessary)-make appropriate changes in plan that will lead to improvements.

Development of Assessment Plans at New School University

- Assessment will be based on the institutional effectiveness model, where the unit of analysis is the school or, where appropriate, the academic program.
- Assessment of educational programs, as well as of administrative processes will be undertaken. Priority will be given to assessment of student learning (see Table 1 for details).
- Define student outcomes assessment as the process in which academic divisions/programs identify
 the most appropriate objectives for specific programs, e.g., general education, academic
 majors/concentrations, and then examine whether they are achieving the desired stated objectives.
 - The purpose of assessment will be to produce feedback to the schools and academic programs allowing each unit to improve its programs and increase student learning. It is not an evaluation of individual students, faculty, or staff members.
- Different student outcomes assessment plans will be developed for different schools, since the
 mission and goals of schools vary widely. Eventually, where appropriate, program/departmentspecific plans will be developed as a first step in instituting systematic program reviews.
- Assessment of administrative processes and services will be undertaken at the University-level.
- Since assessment is not possible, without good data, it is crucial to further improve collection, coordination, dissemination, and use of institutional data.

Steps in Development of Assessment Plans

- 1. The process of outcomes assessment starts with clear statements regarding what we try to accomplish (mission statements). In their final form, mission statements should include language about what students are expected to learn or what graduates are expected to know.
- 2. The next step is the definition of major goals for each division, a process already in progress. Mission and goals must include goals regarding student learning. It is crucial that schools/departments and, especially, faculty have considerable input in defining important goals of their schools/programs and what students should know when they graduate.
- 3. Identification of indicators (measures) to assess progress toward achieving the goals.
- 4. Identification of methods for assessing student achievement at important stages of the program. Decisions need to be made as to when to assess (e.g., upon entrance, during senior year, etc.) and who will do the assessing. Questions that must be considered are: what staff, financial, IT support is there for carrying out an effective assessment plan?

- 5. Determine how the results will be used for program improvement and by what processes this will be achieved.
- 6. Develop timetable for accomplishing the previous steps. Each unit will need to create a schedule for selecting, implementing, and using the results of assessment strategies.
- 7. Implement assessment plans and revise as needed.

A sample assessment plan for Eugene Lang College, shown in Table 3, illustrates the process of plan development.

ASSESSMENT OF STUDENT OUTCOMES

Selection of student outcomes assessment model

The major question that must be addressed by student outcomes assessment is: "Do our students achieve the goals that we consider important for them to achieve by the time they graduate and are they successful after their graduation? To answer that question, one needs to have an understanding of the factors that affect student success. Use of a model that takes into consideration the most important of these factors is an effective way of providing focus and direction to future assessment activities. After an extensive review of the literature in this area, as well as an examination of practices at leading institutions, we adopted a variant of the model used by the College at Albany of the State University of New York as a guide for a comprehensive and structured assessment of student outcomes at New School University.

Briefly, according to the model, student educational and alumnae/i achievements are influenced by the personal traits and pre-college characteristics of students and by their college experiences, which include educational experiences (e.g., classroom experiences, contact with faculty); social integration (e.g., relations with peers, co-curricular experiences), and institutional integration (e.g., financial aid, affinity of values) (See Table 2 for a presentation of the full model) The model implies that effective institutions of higher education attract students whose academic and other characteristics are compatible with the mission and goals of the institution; provide appropriate educational experiences, co-curricular activities, student support and administrative services, and adequate resources (facilities, learning resources, other). Students learn and grow, are satisfied with their experiences, and progress through their program and graduate in a timely manner. After they graduate, they find employment related to their studies, continue to higher levels of education, or pursue other personal goals.

Development of Student Outcomes Goals

Development of goals regarding student outcomes is an important component of the process of updating school mission statements and goals. The guidelines below were developed to assist schools in specifying assessable student outcomes goals.

General Guidelines for Developing Student Outcomes Goals

Goals are overarching statements about the aims and purposes of the academic divisions or programs. They express intended outcomes of what our students should know, think, or be able to do as a result of the learning experiences in the university. Defining goals means determining the educational outcomes that are most significant and appropriate for your school.

Goals should address student learning, as well as other student outcomes, such as satisfaction with experiences at New School, alumni/ae accomplishments, and community involvement.

<u>Student Learning Outcomes:</u> What we expect students to learn and how we expect them to grow. Learning and growth occur in three major areas: content knowledge, cognitive skills and abilities, and attitudes or values. In setting educational goals, ask the following questions:

- What do we want our graduates to know (cognitive changes)?
- What do we want our graduates to think or care about (attitudinal changes)?
- What do we want our graduates to be able to do (skill and behavioral changes)?

<u>Student Success Outcomes:</u> In addition to learning and growing, colleges and universities have other goals for their students. These can be organized under the loose heading of 'success'. In setting 'success' goals, ask the following questions:

- _ What are our goals regarding retention and timely graduation of our students?
- What do we hope our graduates will achieve? (e.g. employment, continuation to higher levels of education, life-long education plans)
- What do we hope our alumni/ae will accomplish? (in career, community involvement, citizenship, etc.)

Characteristics of effective goals

In developing your goals make certain that they:

- are related to the missions of the school and of the University,
- reflect at least some of the major current initiatives at the school and University level (writing, information literacy, liberal arts)
- _ describe outcomes or results, not process or treatments,
- _ are measurable either quantitatively or qualitatively (Not all goals will be easily measurable; include important goals even if they are hard to measure)
- are limited in number—no more than five,
- establish targets for excellence as well as minimum standards,
- are written clearly, using action verbs and in a form that is appropriate for your school.

Student Outcomes to Be Assessed at New School University

Assessment of student outcomes at New School University will focus on: a) student learning and b) student "success." Student learning refers to ways in which students change as a result of their college/university experience. Success refers to outcomes such as students' timely completion of the program of study, satisfaction with their education, and post-graduation achievements. School goals should address both types of student outcomes.

A. Student Learning

Goals about student learning should focus on the most important knowledge and skills you want graduates of your programs to have. What should our students learn and in what ways should they grow as a result of their experiences at your school/program?

Major areas in which learning and growth occur, and which each school should address, are:

- 1. Field of study or area of concentration
- 2. General education -- (basic knowledge of core fields of study, intellectual and other skills and abilities)

3. Personal and social development (attitudes, values considered desirable for graduates)

What schools should address:

In order to make meaningful comparisons regarding educational outcomes across academic divisions, student-related school goals should address these areas. If these categories do not cover goals you consider important, you should add them..

Undergraduate programs should address:

- _ Knowledge in the field of study
- General Education
- Personal and social development:
- _ Other goals, if needed

Graduate programs should address:

- _ Knowledge in the field of study
- Skills and strategies required for success in a discipline (e.g., research skills, effective writing)
- _ Attitudes/values (if appropriate)
- _ Other goals, if needed

New School University Definitions/Specifications

General Education: To reflect the mission statements of schools and to address major University initiatives, at New School emphasis will be placed on the following components of General Education:

- _ Basic knowledge in core fields, including mathematics and physical sciences
- _ Intellectual skills (e.g. critical thinking, analytical and evaluative skills, problem solving, creativity)
- _ Communication skills (e.g. effective written and oral communication, quantitative/computational skills, and effective use of computers)
- _ Information literacy (e.g. ability to obtain and apply information)

Attitudes and values: Some that are consistent with the schools' and the university's missions are:

- Tolerance for different points of view
- Working effectively as a member of a group
- _ Aesthetic reasoning (appreciation and judgement of various art forms)
- _ Interacting harmoniously with persons from different ethnic backgrounds
- _ Appreciation of other cultures (Global perspective)
- Social responsibility
- Making decisions that are value based

B. Student "Success"

In addition to addressing student learning, each school should articulate goals regarding other aspects of student success, such as timely graduation, occupational and academic achievements of recent graduates, and accomplishments of alumnae/i. All schools should include among their goals one addressing retention and timely graduation. Schools, especially those at the graduate level, should also include other appropriate "success" goals.

Data for evaluating the extent to which the goals are met will be collected in the next five years. What is crucial at this point is to determine the educational outcomes that are most important and appropriate for your school.

Examples of Assessable Goals

You may find the student outcomes goals which are listed below helpful in the development of your own goals.

- Students will understand and apply logical and ethical principles to personal and social situations.
- Students will understand scientific terms, concepts and theories, and will formulate empirically testable hypotheses.
- Students will understand and interpret major events and ideas of the cultures of America and of the world.
- Students will recognize and appreciate major works of art and literature and the traditions from which they came.
- Students will use computers to analyze information and to communicate effectively to others.
- Students will use mathematical tools and concepts to analyze and understand physical, biological, and social phenomena.
- Students will examine issues rationally, logically, and coherently.

Subject Knowledge Goal: The student will demonstrate a thorough knowledge of human resources principles and practices including an understanding of the psychology of human behavior in the workplace and the business setting in which this behavior occurs.

Communication Goal: The student will clearly and effectively communicate this knowledge both orally and in writing in a manner appropriate to the relevant audience.

Library Skills Goal: The student will be able to locate, integrate and evaluate the professional literature in the human resources field.

Quantitative Reasoning and Critical Thinking Goal: The student will design, conduct, and statistically analyze data to solve problems encountered by human resources professionals. The student will substantiate conclusions and implications generated by such research.

Valuing and Critical Thinking Goal: The student will identify and present the implications of various ethical and legal decisions facing human resources professionals. The student will substantiate his or her point of view with credible reasoning.

Computer Competency and Critical Thinking Goal: The student will use and evaluate computer software packages to maintain records, analyze data and generate test reports.

(Source: Saint Cloud State University Assessment Site).

Next steps in student outcomes assessment process

• Establishing indicators or measures of student outcomes goals. Ask the question: What will we consider evidence that the goals have been achieved?

- Setting criteria for each measure: What is the minimum level we will consider acceptable? What is ideal? Are we going to focus on standards or development, or both?
- Examination of the processes aimed to achieve student outcomes goals. The question is: "What are we doing currently to achieve the desired outcomes?" This will be the place to make changes if you are not happy with results of the assessment, when it is conducted. Consider the curriculum, instruction, advising, co-curricular activities, and student development opportunities.

Timetable for Development and Implementation of Plans

2001-02	 Revision of mission statements and goals by schools and university. Development of university and school plans for assessing student outcomes and institutional effectiveness. Specification of student outcomes goals, measures (first draft) Inventory of current assessment activities.
2002-03	 Finalization of university and school mission statements and goals; approval by Board of Trustees. Student outcomes assessment: schools finalize student outcomes goals; make progress in selecting appropriate measures; determine how data will be used; improve data collection. Improvements in institutional data Syllabi review.
2003-04	 Progress in plan implementation. In-school review and revision of plans; faculty training More extensive, systematic data collection of appropriate data; greater use of assessment data in decision making.
2005-06	 Continuation of implementation of plans. Evaluation of fitness to current conditions and adjustments, if necessary.
2006-07	Improvements in data collection and use for policymaking.

TABLE H.1.1—ASSESSMENT OF EFFECTIVENESS AT NEW SCHOOL UNIVERSITY

Educational Effectiveness

Development of mission & goals by schools and university and development of plans to assess the extent to which they are met.

1. Student Outcomes

Learning and Development

In-depth learning in field of concentration (UG & GR programs)

General education knowledge & skills (UG programs; selected skills for some GR programs, such as writing skills, information literacy skills)

Values & attitudes (UG & GR programs)

Other outcomes

UG programs: Retention and graduation rates

GR programs: Time to degree, placement of graduates, etc. (actual indicators to be set by schools).

2. Curriculum & program effectiveness

Review of academic policies

Syllabi review

Course evaluation review

Review of concentrations (by some schools)

3. External Recognition/Accreditation

Programs ranked among top in the country (a number of GR programs)

MSCHE—institutional accreditation

NYSED—approval of degree programs

Professional associations

APA: Clinical Psychology;

NASPAA – (National Association of Schools of Public Affairs and Administration): Milano--Urban

Policy & Planning;

NASAD—Parsons

NAAB—(National Architectural Accreditation Board) -- Parsons-Architecture

Others

4. Administrative Processes Effectiveness

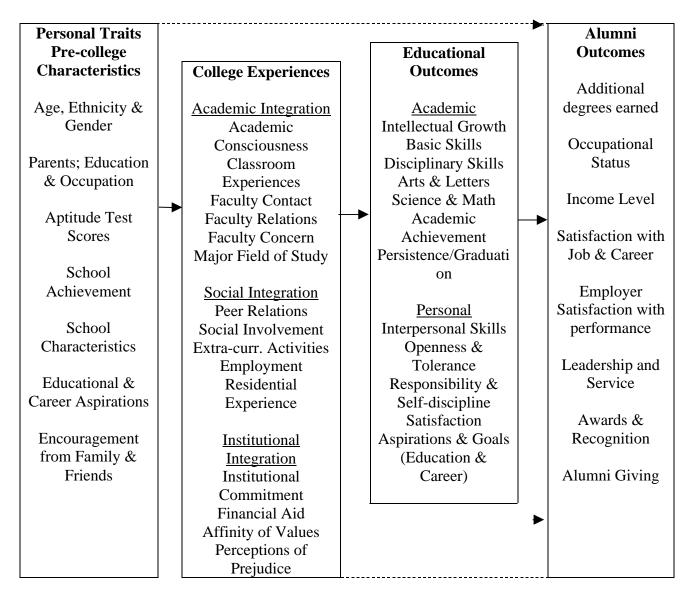
Development of mission and goals by major administrative offices

Review of enrollment process by BANNER Steering committee

5. Student Satisfaction

6. Faculty and staff satisfaction

TABLE H.1.2—ALBANY OUTCOMES ASSESSMENT MODEL



Source: Volkwein, J. Fredericks "Responding to Accreditation and Assessment on Your Campus: Why, What, Who, How." Workshop presented at the North East Association for Institutional Research conference. Boston, MA, November, 2001.

TABLE H.1.3—SAMPLE ASSESSMENT PLAN FOR EUGENE LANG COLLEGE

1. MISSION:

Eugene Lang College seeks creative, intellectually adventurous students who want to make a difference in our multicultural, global society. It offers an interdisciplinary liberal arts education, designed to develop critical and analytical thinking skills necessary for socially responsible citizens to make informed decisions. Small classes focus on active learning through discussion. Students make the vital connection between theory and practice by participating in the cultural, professional, intellectual, and public life of New School University and New York City.

2. GOALS FOR STUDENTS (For illustration only -- Lang will craft its own goals)

General Education/Liberal Arts:

- To become broadly educated, and critically thinking persons.
- To acquire cognitive and written communication skills which are viewed to be appropriate college preparation for life and career.

Knowledge in the academic area of concentration:

• Cumulative and integrative knowledge of a field in depth

Personal and Social Growth (Attitudes, Values, Behaviors):

Growth, maturity, and satisfaction

3. POSSIBLE INDICATORS/MEASURES--Not all have to be used--choose appropriate ones

GOAL	CENTRALIZED MEASURES	DECENTRALIZED MEASURES
	Undergraduate and Alumni/ae Surveys	
General Education/Liberal Arts	Using self-reported measures Developed by IR	Student grades in General Education courses Course-embedded assessments
	National Instruments	
Knowledge in the area of concentration	Freshman-Senior Cohort Studies Alumni/ae Surveys with Analysis by Major	Discipline-Specific Strategies Comprehensive Exam Capstone & Interview Essay & Interview Thesis/Research Project Performance/Exhibit Internship/Field Work Portfolio Alumni/ae Satisfaction Data Multi-Method Student Grades in Courses in the Major
Personal/Social Growth Maturity & Satisfaction	Senior Surveys Student Satisfaction Surveys	Interviews Observations Focus Groups

4. METHODS

Office of Student Services will administer CIRP Entering Student Survey to incoming freshmen at orientation.

Director of Writing Center will assess writing level of new international students to determine placement

The Office of Institutional Research will survey seniors yearly to evaluate their satisfaction with their degree program and with the university services

5. HOW WILL RESULTS BE USED

Curriculum committees will examine alumni/ae and senior survey data on student satisfaction with their academic program and make appropriate adjustments.

The department will evaluate the quality of senior thesis or other culminating experience

6. TIMETABLE

First Year:

Will administer CIRP survey in Fall semester, senior survey in Spring semester Will review curriculum and syllabi

Second Year: Third Year: Fourth Year: Fifth Year:

	TABLE H.2					
	PROFILE OF NEW SCHOOL UNIVERSITY ASSESSMENT OF EFFECTIVENESS					
Participating	Participating Data Source/ Frequency/ Admin'd Purpose/General Impact Examples of Specific Impacts of					
Unit(s)	Instrument	Latest	Bv		Assessment	

	EDUCATIONAL OUTCOMES ASSESSMENT					
STUDE	NT ASSESSM	IENTS				
Undergraduate students	Entering Freshmen Survey CIRP	Annual	Office of Student Services	Provides information on incoming student characteristics such as values and attitudes, goals and aspirations, and educational and career plans.	Findings are used by the Office of Student Services to program appropriate co-curricular activities. Analyses by school are shared with the deans to supplement their understanding of their own students for planning purposes. Data are also used to inform policy discussions.	
Undergraduate students	National Survey of Student Engagement (NSSE)	Bi-annual	Office of Institutional Research	Provides information on students' engagement in effective educational practices, such as level of challenge, active learning, and student-faculty interaction. Compares with national peer group.	Findings on students' evaluation of aspects of their academic program will be shared with deans in spring '03 to use for adjusting academic programs.	
All students	Student Satisfaction Survey	Annual starting in 2002-03	Office of Institutional Research	Satisfaction with educational experiences at Ne	ew School University.	
All students	Student End-of- Course Evaluations	Every term	Individual Schools	Assessment of learning (in field of study and general education)	Results used to monitor student readiness to progress to higher levels in their programs.	
Parsons students	Project critiques by faculty and invited professionals	Every term	Parsons School of Design	Basis for assessment of courses and learning objectives in the predominantly studio/lab environment	Ongoing improvement and development of creative projects as a result of input and suggestions from other students, faculty, and invited professionals	
Parsons students	Senior Project	Every term	Parsons School of Design	Basis for assessment of courses and learning objectives in the predominantly studio/lab environment	Ongoing improvement and development of creative projects as a result of input and suggestions from other students, faculty, and invited professionals	

	TABLE H.2					
	PROFILE OF NEW SCHOOL UNIVERSITY ASSESSMENT OF EFFECTIVENESS					
Participating	Participating Data Source/ Frequency/ Admin'd Purpose/General Impact Examples of Specific Impacts of					
Unit(s)	Instrument	Latest	By		Assessment	

	1	1	CURRICULUM EXAMINATIONS	
ELC		2001-02	Examination of concentrations, programs offered	
MGS	External Review	Fall 2002	External Assessment of Nonprofit Manager	ment Program
		2002-03	Syllabi review; development of new guidel	ines; revisions of syllabi begins
			PROFESSIONAL ASSOCIATIONS	
GF Clinical Psych. Program	nical Psych. Association		program in Clinical Psychology	
PSD	Nat. Assn. Of Schs. of Art & Design (NASAD)	Spring 2003	Self-study and external assessment that included effectiveness and efficiency indicators.	Written guidelines for studio courses to improve student presentation and communication skills; initiated review of sequence and content of drawing courses.
MGS Urban Policy Analysis & Mgmt.	Nat. Assn. Of Schs. of Pub. Affrs. & Admin. (NASPAA)	Fall 2002	Self-student and external assessment that in administration, and outcomes undergradu	

TABLE H.2 PROFILE OF NEW SCHOOL UNIVERSITY ASSESSMENT OF EFFECTIVENESS					
Participating Unit(s)					

	ADMINISTRATIVE PROCESSES ASSESSMENT					
All students	Retention Studies	Annual	Office of Institutional Research	Provide college retention statistics for various sub-groups of the freshman class		
University	Student Satisfaction Survey	Annual, Beginning Fall 2002-03	Office of Institutional Research	Satisfaction with administrative services and campus climate.	Findings of students' dissatisfaction with a number of administrative services (e.g., registration) contributed to changes in improvements in those areas.	
Library	Library Use Survey	Spring 2001	Library/OIR	Administered to students, faculty, and staff to assess need for and satisfaction with library services.	Findings of student dissatisfaction with access to the libraries led to extended hours of operation.	
University	Team Initiative Survey	Effective Fall 2002	Human Resources Department	Assesses staff satisfaction with various aspects of the university.	Results will be used to make changes that will promote team work and broaden networks among workers; point to needed programs for worker develop professional and personal development.	

TABLE H.3.1—THE NEW SCHOOL STUDENT OUTCOMES ASSESSMENT

Assessment Plan The New School B.A. in Liberal Arts Program

Academic Goals

- 1. Ability to think analytically and critically
- 2. Ability to read critically
- 3. Ability to express in writing and orally a clear and cogent argument or interpretation
- 4. Foster creativity
- 5. Ability to examine an issue from a variety of perspectives, e.g. political, social, cultural, historical
- 6. Strive for a contextual understanding of an issue or idea
- 7. Appreciation for and willingness to contribute to the civic life of the community
- 8. Acquisition of basic computer and internet skills
- 9. Ability to identify one's information needs, and to access and evaluate them.

School-based Indicators

- 1. Evaluation of students upon entering the program and upon graduating from it (admissions essays, writing evaluations etc.)
- 2. Capstone projects or senior projects for self-selecting students and for specific concentration
- 3. Graduation survey filled out by student
- 4. Course evaluations (now incorporate questions re: outcomes)
- 5. Analysis of transcripts of graduating students

Data

- 1. Grades
- 2. Survey analysis
- 3. Course evaluation analysis

TABLE H.3.2—GRADUATE FACULTY STUDENT OUTCOMES ASSESSMENT

Student Outcome	School-based indicators/measures	Data	Data Collection
Development of advanced knowledge in fields of study and advanced skills and methods of inquiry in students' disciplines	Passed M.A. exams, accepted M.A. theses, passed Ph.D. qualifying exams, passed Ph.D. oral exams, completed doctoral internships, Ph.D. dissertations defended	Percent of students successfully completing each degree requirement of the total attempting it, by department and program	To begin in Fall 2002, once per semester
Development of writing and teaching skills	Participation in the Graduate Teaching Fellowship, participation in writing and teaching pedagogy workshops	Utilization data, by department and program	Ongoing, once per academic year
Development of other professional and scholarly skills	Participation in professional conferences and scholarly publications	List of conference papers and publications	Ongoing, once per academic year
Increase meaningful, professionally related employment opportunities for current students and improve placement of graduates in high-quality jobs	Full-time tenure-track and visiting teaching positions by Ph.D. graduates, part-time teaching positions, professional non-academic jobs	List of graduates in each employment category, by department and program	To begin in Spring 2003, once per academic year
Completion of degrees in a timely manner	M.A. and Ph.D. students graduating within time limits for degree	Percent of students graduating within time limits for degree, by department and program	To begin in Spring 2003, once per academic year
Retention of graduate students	Retention of M.A. and Ph.D. students taking courses	Percent of students continuing at the school from one semester to the next, by department and program	Ongoing, once per semester

GF Subcommittee— Student Outcomes Section

The Graduate Faculty is committed to measuring student learning outcomes and to improving them, as appropriate. Starting in the fall 2002 semester, the school will utilize existing measures, including passed M.A. exams, accepted M.A. theses, passed Ph.D. qualifying exams, passed Ph.D. oral exams, completed doctoral internships, and defended Ph.D. dissertations, to ensure that students develop both advanced knowledge in fields of study and advanced skills and methods of inquiry in their respective disciplines. These measures will be applied to each department and program, and the Graduate Faculty Dean will identify areas for improvement. The school also intends to explore new innovative methods to measure value-added of educational programs, and will continue discussing their appropriateness for the Graduate Faculty with senior faculty in the 2002-03 academic year.

The Graduate Faculty will also continue to provide teaching opportunities to its Ph.D. students and will aim at improving writing skills of all of its graduate students, M.A. and Ph.D. The school will continue to measure student participation in the Graduate Teaching Fellowship Program, and in the teaching pedagogy and writing seminars. The school will also support students who speak at professional conferences, publish articles in peer review journals, and publish social science books. The school will collect existing data on student professional conference participation, as well as maintain lists of scholarly publications by students.

The Graduate Faculty would like to increase meaningful and professionally relevant employment opportunities for current students and improve placement of graduates in high-quality jobs. The school will collect existing job placement data, including full-time tenure-track and visiting teaching positions by Ph.D. graduates, part-time teaching positions by M.A. and Ph.D. graduates, as well as professional non-academic jobs in government, the private sector, international and domestic NGOs, and academic administration by M.A. and Ph.D. graduates, in the United States and abroad. To improve job placement services for Graduate Faculty students and graduates, the school will seek to establish the position of a full-time career services manager, who will assist students and graduates in identifying and securing jobs in both the academic and non-academic sectors. This new senior staff position will be based in the Office of Academic Affairs and Scholarships, and the manager will work closely with the Dean, the Assistant Dean, senior faculty, alumni, and university trustees on developing ties between the school and potential employers of students and graduates with advanced degrees in the social sciences and philosophy. The career services manager will assess the needs of each department and program, and will implement job placement strategies in consultation with department and program heads.

Utilizing existing policies and guidelines of academic review, administered by the Office of Academic Affairs and Scholarships, the school will continue to reduce and ultimately eliminate the backlog of superannuated Ph.D. students, and attempt to provide additional resources to assist new students, particularly at the doctoral level, to complete their degrees in a timely manner. Much progress has been made in this area in the past 3-5 years, and the school will continue to support these efforts in the future. The school will also continue to measure and attempt to reduce attrition rates across departments and programs. A list of student outcomes, their measures, as well as description of data and data collection schedules is attached above.

In a rich university environment, educational goals are achieved not only in the classroom, but also through an array of other university-based intellectual activities. To maintain the high quality of its intellectual offerings to students, the Graduate Faculty will continue to support a number of its research institutes and special programs. These include the Hannah Arendt Center, the Center for Economic Policy Analysis, the Janey Program in Latin American Studies, the International Center for Migration, Ethnicity and Citizenship, the Transregional Center for Democratic Studies (TCDS), the East and Central

Europe Program, the Committee on Western European Studies, the European Union Center of New York, the East and Central Europe Journal Donation Project. These institutes and special programs provide unique opportunities for students to engage in original research and attend seminars and lectures by speakers visiting the school. The students also benefit from fellowships and other funding opportunities generated by these programs and centers.

The Graduate Faculty will also continue to support its many publications, including *Social Research*, *Graduate Faculty Philosophy Journal*, *Constellations*, *International Labor and Working Class History* (ILWCH), *TCDS Bulletin*, *canon*, and *GRADFACts*. The school's publications provide students with an opportunity to learn and improve their writing and editorial skills. The school will attempt to develop paid editorial internships and assistantships, to allow students to take advantage of these opportunities. In addition to supporting its periodicals, the Graduate Faculty will also support the Little Room Press, a student-run small publishing outlet based in the Department of Philosophy.

TABLE H.3.3—PARSONS SCHOOL OF DESIGN STUDENT OUTCOMES ASSESSMENT

	University-wide indicators/studies	School-based indicators/measures	Data
STUDENT LEARNING			(indicate what data are currently available and/or plans for data availability in the future)
Learning in the field of study	NSSE—First Year students' & Seniors' self reported measures on educational practicesGraduating student or alumni/ae survey –evaluation of academic program	Year-end "Level Reviews" in most departments beginning sophomore year Departmental exhibitions Capstone senior studio experience (thesis, exhibition, etc.) Senior Seminar (Liberal Studies	End-of-semester Academic Status Reviews for determination of Dean's List, Probationary Status, Dismissal Annual attrition analysis Annual Student Evaluation forms Deans' annual review of grade distribution reports
General Education			
Ability to respect, understand, and evaluate work in a variety of disciplines	Incoming student surveyCIRP or locally developed (to establish baselines)NSSE	Curriculum Committee assesses existing curricula and reviews proposed new curricula	Proposals for change.
	(National Survey of Student Engagement)	Frequent class critiques, an essential component of all studio courses	Class participation, final course grades, attendance.
	Graduating student/Alumni/ae Surveys with Analysis by School (and	Periodic Survey of Alumni	Analysis of survey data.
	Major?)	Survey of freshmen in 'new programs'.	Analysis of survey data.

TABLE H.3.3—PARSONS SCHOOL OF DESIGN STUDENT OUTCOMES ASSESSMENT

	University-wide indicators/studies	School-based indicators/measures	Data
Personal/Social Growth, Values/Attitudes, Satisfaction			
Parsons students learn to have critical understanding of how art and design interacts with the broader forces of society, culture, and economy	Incoming student surveyCIRP or locally developed (to establish baselines) NSSE (National Survey of Student Engagement) Graduating student/Alumni/ae	Internship and job orientation upon completion of study.	Employment and Internships in areas dealing directly with Social Responsibility.
	Surveys with Analysis by School (and Major?)	Determine via class critiques and student participation.	Class participation, final course grades, attendance.
Retention/Graduation Rates (UG programs)	Entering student survey (provides information on students expectations regarding possible transferring)	New Student Questionnaire	Analysis of survey data annually.
	Cohort analyses	Freshman and sophomore student survey.	Analysis of survey data.
GRADUATE PROGRAMS			
Learning in the field of study		Complete of degree in a timely manner. Departmental review form for students Annual satisfaction survey for enrolled students. Survey of all new programs - to assess satisfaction and structural issues.	
Retention/Graduation Rates		Complete of degree in a timely manner.	Graduation Rates.

TABLE H.3.4—MILANO GRADUATE SCHOOL STUDENT OUTCOMES ASSESSMENT

	University-wide indicators/studies	School-based indicators/measures	Data
STUDENT LEARNING			
Learning in the field of stud	ly	Ability to complete core requirements	Student records
Development of advanced knowledge in fields of		Grades in core requirements Grades in advanced courses and seminars Success in completing Policy Lab Increase enrollment into advanced-level courses Participation of students in faculty research.	Transcripts Student records Research reports (PDR) grades Policy Lab Passing Financial Management course
study and advanced skills and methods of inquiry in students' disciplines		Academic publications by students Quality of Professional Decision Report (PDR) Policy skills Financial Skills	i manetar ivianagement course
Increase meaningful, professionally related employment opportunities for current students and improve placement of graduates in high-quality jobs		Professional development	Job placement/employer and alumni reviews
Completion of degrees in a tidefined by schools; e.g. time-		Two years for full-time students. Three years for part-time students.	Student records

TABLE H.3.4—MILANO GRADUATE SCHOOL STUDENT OUTCOMES ASSESSMENT

	University-wide indicators/studies	School-based indicators/measures	Data					
General Education								
Improvement of writing skills		Refer students to writing program upon matriculation Refer students to writing program while continuing studies	Student records					
Analytical skills		Analytical skills developed in course requirements	Syllabus/course requirement					
Interdisciplinary learning		Increase participation in courses in other programs	Students' majors and other program courses					
Personal/Social Growth, V	alues/Attitudes, Satisfa	nction						
International Perspective		Integrate comparative and international perspective in course curricula Increase participation in international courses	Syllabus/course requirement Number of students					
Retention/Graduation Rates (UG programs)	Cohort analyses	Attrition after first semester						

TABLE H.3.5—EUGENE LANG COLLEGE STUDENT LEARNING OUTCOMES TEMPLATE

Gen Ed Learning Goals	Indicators	Data				
A. Content: Interdisciplinary knowledge base						
 Understand diverse concepts, principles, theories, and methods in the social sciences and natural sciences used to observe and interpret society Understand the role of the humanities in identifying and clarifying individual and social values, and the implications of decisions made on the basis of those values Understand interactions between social institutions and individuals in the context of social political, and/or economics issues and change Understand the significance and chronology of major events and movements in civilization An appreciation for diverse perspectives and a sensitivity to the issues affecting marginalized individuals and societies. 	 Successful design and completion of courses from at least 6 concentrations Successful completion of interdisciplinary courses Student evaluation of extent of interdisciplinary learning Degree to which senior work and internship is interdisciplinary Participation in student organization focused on community service Contributions to public exhibits publications that involve social commentary or outreach Post graduate level coursework Employment (post-graduate or otherwise) 	 Quantify number who are successful Quantify number who are successful Quantify and categorize responses from senior exit survey/focus group Rank senior work projects and internships based on degree of breadth Quantify and categorize participation Quantify and categorize participation Quantify students in graduate level courses during ELC enrollment and after Quantify students who are employed in field of interest during ELC enrollment and after 				

TABLE H.3.5—EUGENE LANG COLLEGE STUDENT LEARNING OUTCOMES TEMPLATE

B. Skills:	C. Application	
 Communication (oral and written) Critical Analysis (reading, writing, problem solving, and decision making) Exercise problem-solving and think critically using an integrated, interdisciplinary approach Library research (physical and on-line) 	 Debates Seminar Discussions Senior work project(range of projects and products) Exams Course grades Writing portfolios/double entry notes/journal entries Papers (across genres and disciplines) Internships Post graduate level coursework Midterm evaluation of student performance End of course semester evaluation (student subjective) Employment (post-graduate or otherwise) Library and database research proficiency exam 	 Categorize end-of-course evaluations Quantifying attendance Grade distribution on participation, exams, papers and projects End of course grade distribution Internship and Senior Work grade distribution Qualitative assessment of portfolios/notes/journals Quantify students in graduate level courses during ELC enrollment and after Quantify students who are employed in field of interest during ELC enrollment and after Distribution of achieved goals (in syllabus) on midterm student evaluations Distribution of library/research proficiency scores

TABLE H.3.6 MANNES COLLEGE OF MUSIC STUDENT OUTCOMES ASSESSMENT

Applicants:

- 1. All applicants to Mannes perform a live audition before a faculty jury. (Mannes accepts no student without a live audition.) These juries are ranked by the faculty (1-10); those rankings are a major component in deciding whether the applicant is admitted.
- 2. All applicants, when they audition, also take a range of tests; music theory, ear training, keyboard skills, music history, and ESL (if the student's native language is other than English.)
- 3. At the end of their audition day (s), all applicants meet briefly with a faculty member to discuss their tests. (This intensive process, including auditions, tests and a meeting is unique among conservatives.)
- 4. The Admissions Committee-which includes the Associate Dean, the Assistant Dean (renamed the Director of Academic Advisement as of 2001-02), the Admissions Director, the Coordinators of Instrumental and Vocal Music, sand leading faculty (the pertinent Department Chair, Techniques of Music faculty, and faculty advisors)-meet together and review every applicant's record
- 5. This process provides a record that is a benchmark against which each enrolled student's progress is ranked.

Current Students:

- 1. All students (undergrads, master's students, and Professional Studies Diploma students) perform an annual Jury--a live performance before a faculty jury-every April. This jury is graded (with a letter grade); and both the grade and the comments on each faculty juror's forms are available to each student. The year before a student should be eligible to graduate, each student's jury is asked to assess the readiness of that student to graduate 13 months later.
- 2. The Assistant Dean (the Director of Academic Advisement since 2002-03) monitors each Mannes student's progress in each course via forms circulated each semester (roughly 1/3 of the way through the semester) asking each faculty member to report all students who are not performing up to par. In addition to this formal process, the Director of Academic Advisement encourages faculty to converse regularly with him/her about students' progress.
- 3. The Techniques of Music (TOM) faculty meet as a group for an hour every Wednesday throughout the academic year (and have been so meeting for over half a century.) At least once per semester, they go through the entire roster or Mannes students and discuss each student's progress in all their classes. Students falling behind are steered toward tutoring, and other faculty are alerted to potential ways to help students through their work in all their classes. Students who are excelling are encouraged by all their faculty to do further work.
- 4. There are other formal processes by which students are evaluated continually during their course of study:
 - All students in the Mannes Orchestra (about 45% of Mannes's enrollment) audition each September to determine seating in each Orchestra activity during the year. Some students take the opportunity to audition again January.
 - Voice students who wish to be in the Mannes Opera program audition each September (usually over 50 voice students take this opportunity).

TABLE H.3.6 MANNES COLLEGE OF MUSIC STUDENT OUTCOMES ASSESSMENT

- Since all students are playing before faculty or administrators at least once a week, and usually far more than that (in rehearsals, lessons, master classes, chamber music or vocal coachings and public performances), various faculty and administrators are continually monitoring each student's progress.
- Administrators (Deans, Director of Academic Advisement, or Coordinators) are present at all ensemble performances (Orchestra, Opera, chamber music, Mannes festival concerts), and report (usually verbally or by e-mail) to each other about individual performances.
- 5. Many Mannes students wish to perform professionally while they are students. The Mannes Community Services Office and Career Services Office arrange such performances (at schools, hospitals, community centers, weddings, private parties, or at government, university, and corporate functions), and monitor the students' performances.
- 6. The Academic Standing Committee monitors students' course grades, jury grades (item 1 here), progress reports (item 2 here), and other information (gained through processes such as items 3-5 here.) This committee meets each semester and can place students (at a variety of levels or even dismiss a student. (Mannes dismisses a small number of students each academic year for failing to meet Mannes's standards. Invariably, these students have already been placed on probation in an earlier year and have received attention in the form of advisement and/or tutoring and are still failing to meet Mannes's standards.)
- 7. The Dean meets with the Mannes Student Advisory Council about 3 times each semester to discuss the widest range of issues. Quite frequently, topics concerning students' progress arise-such as the work of the Orchestra and Opera programs of chamber music (which together account for about 75% of Mannes's students), of the adequacy or availability of Mannes's facilities) practice rooms, computer lab, etc.)
- 8. In every course at Mannes (except private lessons), students complete teacher and course surveys each academic year (since 1997-98).
- 9. All Mannes students meet each semester with an academic advisor in order to register.
 - Since the Mannes undergraduate curriculum is filled almost exclusively with required courses, students' grades and progress are continually monitored as they ascend through the curriculum.
 - Mannes master's students have more flexibility in their curriculum, but are just as closely monitored to ensure that they do well in fundamental courses before taking advanced ones.

Alumni

- 1. Mannes has surveyed all reachable alumni twice during the past decade: in 1995 and again in 2000. Both surveys determine that roughly 80% of the small percentage of respondents (no more than 10-15% of those surveyed) are working in the field of music.
- 2. Mannes has held two alumni reunions during the past decade (in 1996 and in 201). Both reunions provided opportunities where current Mannes administrators could discuss Mannes's programs with alumni.
- 3. Through the alumni surveys and reunions, and through regular mailings of Musings (an alumni and development-community magazine published twice annually from 1996-2002, and three times annually beginning in 2002-03), Mannes learns about the professional activities of its alumni.

TABLE H.3.7—ACTORS STUDIO DRAMA SCHOOL STUDENT OUTCOMES ASSESSMENT

STUDENT LEARNING	ASDS-based indicators	Data						
Learning in field of study	End of program thesis project	Evaluation of process by committee & Process Lab grades						
	Student grades in courses in major	Academic Transcript and written evaluations from teachers						
	Admissions rank: AS rank	Scores, Evaluations & Exit Interviews						
	Alumni Survey	Summary						
Personal/Social Growth	Future : periodic survey of current students re: expectations							
Values/Attitudes, Satisfaction	Future : periodic survey of graduates re: outcomes in relation to expectations							
Retention/Graduation Rates	Cohort Analyses	Graduation rates, attrition data						
	Exit Interviews							
	Mid-semester evaluations							
	course evaluations	summary review						
Other								
Effectiveness of advising	Future	Future						
Increase meaningful, professionally related employment opportunities	Future : survey	Future : Representation of grads in professional unions						
	Increased Prof Dev Programming	Placement tracking						
Completion of degrees in timely manner	Cohort analyses	graduation rates						
Effectiveness of Rep Season	Future	Future						
Effectiveness of Advising	Future	Future						

TABLE H.3.9—JAZZ AND CONTEMPORARY MUSIC PROGRAM STUDENT OUTCOMES ASSESSMENT

Draft Outcomes/Assessments: Jazz & Contemporary Music Program

1. Mission:

The Jazz & Contemporary Music Program prepares students for the artistic, technical, and professional demands of employment and performance in the music world. Relying on the skills and expertise of an internationally —renowned artist faculty, the Program encourages and nurtures each students' unique talents, cultivating future generations of Jazz leaders.

2. Student learning goals (field specific):

Goals: Well-rounded education of a performing artist =creative development; development of unique artistic voice; technical fluency, command and understanding of theoretical, rhythmic, and aural principles of the Jazz musical art form; understanding of Jazz composition and arranging; command and fluency in the performance of Jazz as a musical language; understanding of the context of Jazz within the general scope of music, and Jazz and music's role within the culture at large. Students' understanding of themselves as contributors to, participants in, and commentators on the culture whole through the force of their art.

Indicator/measurement new students: Audition, studio requirement evaluation and placement Ear training (aural and written), Piano proficiency no piano majors (aural and written), Improvisation ensembles (performance in group), Sight reading (aural and written), Private Lesson proficiency (aural and written). All students reevaluated in all required studio in first two weeks of classes for final determination of placement. All new students assigned advisor to encourage and monitor general success of 1st year attendance.

Data: Evaluation placement documented all students, used for student progress beginning benchmark, curriculum planning and review ongoing.

Indicators /measurements students in attendance: Attendance and participation; exams and final papers; faculty mid-semester evaluation, semester grades, sophomore juries; course advising and progress of sequential curriculum skill levels, in-proficiency lessons, semester performance evaluation sessions; Improvisation ensemble semester recordings'; end of semester private lesson evaluation report; senior recital.

Data: written documentation for all above used for advising and monitoring of ongoing student progress; curriculum planning and review ongoing; semester performance evaluations recorded for instructor student use back in classroom and available for private lesson faculty; Improvisation ensemble recordings for instructor/student use back in classroom; senior recital recorded as final outcome documentation.

Indicators/measurements graduates: Professional artistic success (recording contracts, professional performance) attainment of further education, higher degrees; career opportunity in related fields.

Data: Recording discography; performance documentation; publicity materials, critical reviews; general audience acclaim; confirmation by peer reputation; alumni tracking; jazz Program newsletter.

General education

Goals: Ability to articulate thought clearly in verbal and written communication; general knowledge of American literature and culture; students' general understanding of social, political, cultural influences of their time; ability to perform basic research and process results critically.

Indicators/measurements: exams and written assignments; preparation of research paper(s) for core courses; interaction with faculty and /or class presentations.

TABLE H.3.9—JAZZ AND CONTEMPORARY MUSIC PROGRAM STUDENT OUTCOMES ASSESSMENT

Cross-disciplinary:

Goals: Mastery of basic concepts of music as business and general management principles; technology as tool for composition and performance in Jazz; ability to relate jazz and its antecedents' value to other disciplines (e.g., dance; design; media and marketing, etc); understanding and preparedness for vocational opportunity beyond primary performance disci[line (music therapy, education, management).

Indicators/measurements of additional knowledge: exams, written assignments; juries and listening sessions; presentation of original work(s); demonstrated grasp of Jazz within the context of global music and culture; successful completion of inter-disciplinary projects involving jazz (i.e., dance/choreography/composition collaboration). Successful participation in New School Jazz Outreach Project (competitive selection, professional development criteria); internships in the industry.

Data: grades, successful performances and presentation'; special research projects and/or independent study; tracking reports of successful service through Outreach Project (demonstration of leadership skill and professional preparation in performance through gig history, income achieved and client feedback, client internship evaluations); successfully perform and/or engage in music-related business outside the realm of NSU.

Personal growth/ values/ etc:

Goals: Students' linear progression of skill and/or understanding of instrument throughout studies, culminating in measurably improved ability to perform at high proficiency and participate in music-related activities after graduation. Student's increased personal confidence in individual expression and validity of his/her interpretation of music. Student's belief in Jazz and related music as an agent of communication, collaboration, and positive change that transcends cultural boundaries.

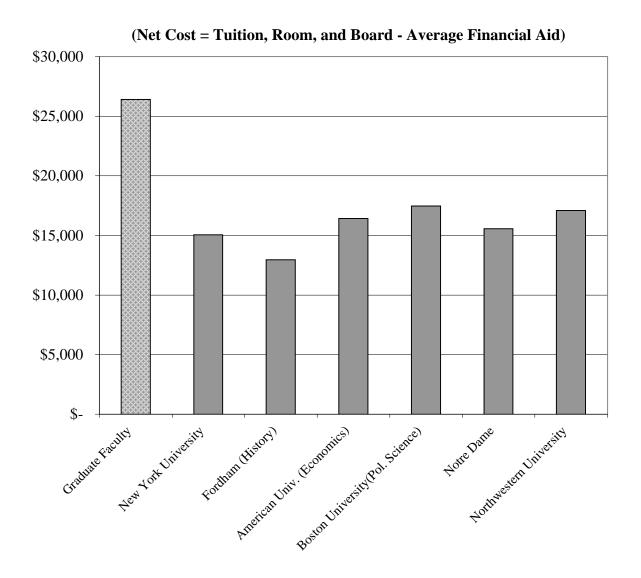
Indicators/measurements: student feedback; formal student surveys and (in-class) self-evaluation; willingness to participate in collaborative performance and/or creation of music; ability to critically appreciate a wide body of music and articulate response.

APPENDIX I: GRADUATE FACULTY NET COST COMPARISON

TABLE I.1--CALCULATION OF NET COSTS INCURRED BY STUDENTS ACROSS GRADUATE PROGRAMS

A. Shaikh April, 2002																	T
•																	
Source: Petersen's Guide to Graduate and Professional Programs (2002 and 1999)																	
For the sake of comparability, financial a	id per student in eve	ery graduate progra	am is defined as th	e sum of fello	wships, resea	rch assistantship	s, and teachi	ng assistantsh	ips, as listed in Petersei	ı's Guide.							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
	Total Cost to	Avg Fin. Aid	Net Cost to	Tuition &	Room &	Total	Full Time	Part Time	Total Finan-	Total Fellow-	Total RA	Total TA	Other Aid:	No. of students	Students with	Primary Aid	Other Aid per student:
	the student	per student	the student	Fees per	Board per	Students	Students	Students	cia Aid	ship Aid	Aid	Aid	GF from	with fellowships,	partial or no aid	per student	GF data from
	=(4+5)	= (9 / 6)	= (1 - 3)	student	student	= (7 + 8)			= (10+11+12+13)				R. Kostrzewa	RA's and TA's	= (6 - 14)	=(10+11+12)/(14)	R. Kostrzewa; non-GF
													rest estimated				calculated as GF level
													(see col 17)				x (non-GF primary
													= (15) x (17)				aid/GF primary aid)
Graduate Faculty	29,333	2,920	26,413	20250	. ,	,			,,,,,,,				2,102,480				7
New York University	29,104	14,077	15,027	19,773	- ,	3,956	,	1,589	,,	12,573,600							
Fordham (History)	18,750	5,807	12,943	11250					319,386		, ,,,,,,,		162,019				7
American Univ. (Economics)	23,964	7,549		13,824	10,140				1,087,124		+	75,028	853,214		12-		
Boston University(Pol. Science)	33,384	15,920	17,464	24,934	-,				795,977					-	5 3:	,,,,	
Notre Dame	27,132	11,577	15,555	23,080	,,,,		1,404		16,867,418		,,						
Northwestern University	31,613	14,519	17,094	24,113	7,500	2,388	2,288	100	34,672,262	6,838,800	11,330,000	6,331,275	10,172,187	1,400	98	3 17,50	0 10,296

FIGURE I.1-- ESTIMATED ANNUAL NET COST TO STUDENTS OF GRADUATE PROGRAMS IN SOCIAL SCIENCE



APPENDIX J: PARSONS SCHOOL OF DESIGN AFFILIATE PROGRAMS

APPENDIX J.1—PARSONS AFFILIATE SCHOOLS

Parsons affiliate campuses are mature and dynamic institutions. No longer just a source of affiliate fees and transfer students, our relationships with the affiliates are focused on global academic exchange and programmatic support and development. Here is an update on each of our affiliates:

The Design School at Altos de Chavon, Altos de Chavon, Dominican Republic.

Parsons oldest affiliate will be celebrating their 20th anniversary in 2003. Part of the festivities will include a show highlighting alumni during the 2003-04 exhibition season. Altos de Chavon offers study in Fashion Design, Fine Arts/Illustration, Graphic Design, Environmental Design and Product Design. While great interest exists to participate in the 2+2 program, students face enormous economic challenges to attend Parsons.

Samsung Art and Design Institute (SADI), Seoul Korea.

Founded in 1995, SADI has enrolled hundreds of students studying fashion design and communication design. Currently, there are 84 students enrolled in their program. SADI offers both a 2+2 program for students interested in completing their degree at Parsons and a three-year terminal program for students wishing to remain in Korea. On average, 10 - 15 students transfer from SADI to Parsons each year to complete their B.F.A. degree. SADI sponsors an annual international design competition that is open to students in the network colleges.

Kanazawa International Design Institute (KIDI), Kanazawa, Japan

KIDI celebrated their 10th anniversary and affiliation with Parsons this fall, with a student/alumni show at the Isamu Noguchi Garden Museum in Long Island City. KIDI offers two-year study in: Communication Design, Product Design, and as of this academic year, Interior/Architectural Design (IAD). KIDI has grown from 13 students in 1992 to 90 in 2002.

L'Association Franco-Americaine de Design, Paris, France

"Parsons Paris" offers year-round study in addition to study abroad and summer programs. Areas of study include: Communication Design, Fashion Design, Fine Arts, Illustration, Photography and Design & Management. Parsons New York students study abroad at "Parsons Paris". Regular visits from the program director keep the programs informed about changes in curriculum. Effective with the 2002-03 academic year degree authority was transferred from New School University to American University of Paris.

APPENDIX K.1—SUMMER INSTITUTES AND ONE-DAY PROGRAMS

Having air-conditioned its Concert Hall in 1998, Mannes created summer programs to increase its visibility and enhance its stature, including:

- Mannes Institute for Advanced Studies in Music Theory offers 4-day seminars each June since 2001 to 50 scholars (called by a U. Chicago professor "a once-in-a-lifetime experience . . . promises to transform the field of music theory").
- International Keyboard Institute and Festival, since 1999, brings 120 pianists for master classes and concerts (*NY Times*: "a staple of the summer concert calendar").
- New York Guitar Institute at Mannes and Mannes Beethoven Institute, since 2001.
- Wagner Workshops, since 1998.

Other programs during the academic year draw attention to Mannes:

- Mannes Trombone Day, since 1997
- Mannes Bassoon Day, since 2002

Further Mannes projects include:

- International Schenker Symposia in 1992 and 1999
- A conference on Developing the Musical Ear in 2000
- The Dean's Forum (10 lectures and related presentations per year from 1996-2001).
- Bright Sheng (MacArthur Fellowship winner) as Composer in Residence, 2002-03.

APPENDIX K.2—MANNES STUDENT JOBS

Mannes places students in performance jobs throughout the calendar year. Two separate offices handle this: Mannes Community Services and the Mannes Career Development Office. Some jobs result from outreach to organizations and people, letting the organizations know that Mannes students are available for performances at events (receptions, dinners, etc.) or for specific situations (performing in senior centers, performing for hospital patients, performing at schools, etc.).

Students are always paid for these jobs, between \$75-\$100 per hour, plus transportation costs.

In addition to providing students with performance opportunities and extra income, Mannes uses these opportunities to instill a sense of professionalism in dress and demeanor.

Over the past two years, Mannes students have played for organizations such as:

The Central Park Conservancy
The New York Public Library
The United Nations
Merrill Lynch
Jewish Museum
Mount Sinai Hospital
Gracie Mansion
World Population Council
The Bank of New York
New School University

In addition, Mannes Community Services arranges for Mannes students to work with students in various schools around New York City, including:

Brandeis High, where Mannes students perform for music "appreciation" classes and other classes. The Brownstone School P.S. 124

APPENDIX L.1—UNIVERSITY RESEARCH CENTERS AND PUBLICATIONS

CENTERS AND INSTITUTES

Center for Economic Policy Analysis (CEPA)

Center for New Design

Center for New York City Affairs

Center for Studies of Social Change

Community Development Research Center (CDRC)

Health Policy Research Center

International Center for Migration, Ethnicity, and Citizenship (ICMEC)

Journal Donation Project

Transregional Center for Democratic Studies (TCDS)

The Vera List Center for Art and Politics

World Policy Institute

JOURNALS

Constellations
The Graduate Faculty Philosophy Journal
International Labor and Working Class History
Lit
The Milano Review
SCAPES
Social Research
World Policy Journal

APPENDIX L.2— FACULTY PUBLICATIONS AND RECORDINGS¹ 2002-03

BOOKS AND ARTICLES (by faculty members) ²

Andrew Arato, Graduate Faculty, Sociology,

"Minima Politica After September 11," Constellations Vol. 9, No. 1 (March 2002): 46-52.

W. H. Bailey, Parsons AAS Fashion Marketing,

Defining Edges: A New Look at Picture Frames (New York: Harry N Abrams, 2002).

Claudia Baracchi, Graduate Faculty, Philosophy,

Of Myth, Life and War in Plato's Republic (Bloomington: Indiana University Press, 2002).

"Not a Gattle of Giants, But a Revolution of the Soul: On War and Dialogue" Methexis, XV (2002).

Robert Beauregard, *Voices of Decline: The Postwar Fate of U.S. Cities*, 2nd ed. (New York: Routledge, 2003).

Jay Bernstein, Graduate Faculty, Philosophy and Eugene Lang College,

"Readymades, Monochromes, etc.: Nominalism and the Paradox of Modernity" in ed. Nigel Gibson and Andrew Rubin, *Adorno: A Critical Reader* (Malden: Blackwell, 2002).

Richard Bernstein, Dean of the Graduate Faculty of Political and Social Science and Vera List Professor, *Radical Evil: A Philosophical Interrogation* (Malden: Blackwell Publishing, 2002).

"The Origins of Totalitarianism: Not History but Politics" *Social Research*, Vol. 69, No. 2 (Summer, 2002): 381-401.

"Reflections on Radical Evil: Arendt and Kant" Reprinted in *La Societa Degli Individui*, *Anno V*, No. 13 (2002).

"Forward," in *Richard Rorty: An Annotated Bibliography of Secondary Literature*, ed. Eichard Ruma (New York: Rodopi Press, 2002).

"The Constellations of Hermeneutics, Critical Theory and Deconstruction" in *The Cambridge Companion to Gadamer*, ed. Robert J. Dostal (Cambridge: Cambridge University Press).

"Putnams Stellung in der Pragmatistischen Tradition" in *Hilary Putnam und die Tradition des Pragmatismus*, ed. Marie-Luise Raters and Marcus Willaschek (Frankfurt: Suhkramp, 2002).

"Evil and the Temptation of Theocidy" in *The Cambridge Companion to Levinas*, ed. Simon Critchley and Robert Bernasconi (Cambridge: Cambridge University Press, 2002).

"McDowell's Domesticated Hegelianism" in *Reading McDowell on Mind and World*, ed. Nicholas H. Smith (London: Routledge, 2002).

Edward J. Blakely, Dean of the Milano Graduate School,

Planning Local Economic Development, 3rd ed. (Thousand Oaks, CA: Sage, 2002).

Michael Cohen and Margarita Gutman, The New School Graduate Program in International Affairs, Edited *Argentina in Collapse? The Americas Debate* (Buenos Aires: International Institute for Environment and Development, and the New School, 2002). Also in Spanish edition.

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¹ This list is illustrative. It is a selection of recent faculty work.

² Incomplete citations gathered from internal communications—forthcoming publications not shown.

Alice Crary, Graduate Faculty, Philosophy and Eugene Lang College,

"The Happy Truth: J. L. Austin's 'How to do Things with Words'." *Inquiry*, Vol. 45, No. 1 (Spring, 2002) 1-22.

"Why Can't Moral Thought Be Everything It Seems?" *Philosophical Forum*, Vol. 33, No. 4 (Winter, 2002).

"Wittengenstein and Ethics: A Discussion in reference to 'On Certainty' "in *Essays on 'On Certainty*' ed. Daniele Moyal-Sharrock and William Brenner. (New York: Oxford University Press, 2003).

"What Do Feminists Want in Epistemology?" in *Rereading the Canon: Feminist Interpretations of Wittengenstein*, ed. Peg O'Connor and Naomi Scheman (University Park: Penn State University, 2002).

James Dodd, Graduate Faculty, Philosophy and Eugene Lang College,

"Levinas and the Question of Methods in Phenomenology" Etudes Phenomenologiques, Vol. 36 (2002).

Jill Enfield, The New School Photography Department,

Photo Imaging: A Complete Guide to Alternative Processes (Watson-Guptill Publications, 2002).

Barbara Bordnick, Parsons Photography Department,

Searchings: Secret Landscapes of Flowers (Welcome Enterprises, 2003).

David Brown, Milano Graduate School,

Organization Smarts (New York: AMACON, 2002).

Yitzhak Buxbaum, The New School,

Jewish Tales of Mystic Joy (San Francisco: Jossey-Bass Publishers, 2002) Jewish Tales of Holy Women. (San Francisco: Jossey-Bass Publishers, 2002)

Duncan Foley, Graduate Faculty, Economics,

Unholy Trinity: Labor, Capital, and Land in the New Economy (London: Routlege, 2002).

Julia L. Foulkes, The New School,

Modern Bodies: Dance and American Modernism from Martha Graham to Alvin Ailey (Chapel Hill: University of North Carolina Press, 2002).

Ellen Freeberg, Graduate Faculty, Political Science,

Regarding Equality: Rethinking Contemporary Theories of Citizenship, Freedom and the Limits of Moral Pluralism (Lanham: Lexington Books, 2002).

Bob Geradi, The New School's Department of Communication and Film,

Opportunities in Music Careers, 4th ed. (New York: McGraw Hill, 2002)

Amy Greenfield, The New School's Department of Communication and Film,

We Too Are Alive: Poems After and Before 9/11/01 (Oakland, CA: Solstice Press, 2002).

Agnes Heller, Graduate Faculty, Philosophy,

This Time is Out of Joint: Shakespeare as Philosopher of History (Lanham: Rowman and Littlefield, 2002).

Christopher Hitchens, Visiting Professor of Liberal Studies at the Graduate Faculty,

Why Orwell Matters (New York: Basic Books, 2002).

A.M. Homes, Writing faculty, The New School,

Things You Should Know (New York: HarperCollins, 2002).

Mala Htun, Graduate Faculty, Political Science and Eugene Lang College,

with Mark Jones, "Engendering the right to Participate in Decision-making: Electoral Quotas and Women's Leadership in Latin America," in ed. Nikki Craske and Maxine Molyneux, *Gender and Politics of Rights and Democracy in Latin America* (New York: Palgrave, 2002).

Sex and the State: Abortion, Divorce and the Family under Latin American Dictatorships and Democracies (Cambridge: Cambridge University Press, Forthcoming).

Nicholas Humphrey, Graduate Faculty, Psychology,

The Mind Made Flesh: Essays from the Frontiers of Evolution and Psychology (New York: Oxford University Press, 2002).

"Great Expectations: The Volutionary Psychology of Faith-Healing and the Placebo Response," in ed. Lars Backman and Claes von Hosfsten, *Psychology at the Turn of the Millennium: Congress Proceedings: XXVII International Congress of Psychology, Stockholm, 2000* (Hove, E. Sussex: Psychology Press) (New York: Taylor & Francis, 2002).

Eiko Ikegami, Graduate Faculty, Sociology,

Poetry and Protest: the Rise of Japanese Civility Through Network Resolutions (New York: Cambridge University Press, 2002).

Bob Kerrey, President of New School University,

When I was a Young Man: A Memoir (New York: Harcourt, 2002).

Joel Lester, Dean of Mannes College of Music,

"Heightening Levels of Activity and J.S. Bach's Parallel-Section Constructions." *Journal of the American Musicological* Society, Vol. 54, No.1.

Lily Ling, The New School Graduate Program in International Affairs,

Postcolonial International Relations: Conquest and Desire between Asia and the West (London: Palgrave, 2002).

Elzbieta Matynia, Graduate Faculty, Liberal Studies,

"Armando la Democracia a Finales de Siglo: La Mesa Polaca y Otras Mesas" Encuentro, No 24 (2002).

"Social Science in Transition" SSRC Working Paper Series, Vol. 7 (2002).

Max McCalman, Culinary Arts Program, The New School,

The Cheese Plate (New York: Clarkson N. Potter, 2002).

Hugh McDonald, The New School,

Radical Axiology: A First Philosophy of Values (New York: Value Inquiry Book Series, 2003). John Dewey and Environmental Philosophy (Albany, NY: State University of New York Press, 2003).

Jeff Madrick, senior fellow at the World Policy Institute,

Why Economies Grow (New York: Basic Books, 2002).

Pablo Medina, Eugene Lang College,

The Return of Felix Nogara and Exiled Memories: A Cuban Childhood (New York: Persea Books, 2002).

Caroline Moser, The New School Graduate Program in International Affairs,

Victims and Perpetrators (London: Zed Publishers, 2002).

Sankar Muthu, Graduate Faculty, Political Science,

Enlightenment Against Empire (Princeton: Princeton University Press, 2003).

Dimitri Nikulin, Graduate Faculty, Philosophy,

Matter, Imagination, and Geometry: Ontology, Natural Philosophy, and Mathematics in Plotinus, Proclus, and Descartes. (Burlington, VT: Ashgate, 2002).

Sharon Packer, The New School's Department of Communication and Film,

Dreams in Myth, Medicine and Movies (Westport, CT: Praeger, 2002).

Ellen Perlman, The New School,

SVG for Developers (New York: Prentice Hall, 2002).

Tibetan Sacred Dance (Rochester, VT: Inner Traditions, 2002).

Adriana Petryna, Graduate Faculty, Anthropology and Eugene Lang College,

Life Exposed: Biological Citizens After Chernobyl (Princeton: Princeton University Press, 2002).

Jerry Piven, The New School,

Edited Judaism and Genocide: Psychological Undercurrents of History Volume IV (Lincoln, Nebraska: Writers Club Press, 2002).

David Plotke, Graduate Faculty, Political Science,

Democracy and Boundaries: Themes in Contemporary Politics (Sweden: Uppsala University Press, 2002). "The Success and Anger of the Modern American Right: A New Introduction to the Radical Right" in ed. Daniel Bell, *The Radical Right* (New Brunswick: Transaction Publishers, 2002).

Adamantia Pollis, Graduate Faculty, Political Science,

"Global Human Rights Confront Globilization" in *The Future of Peace in the Twenty-First Century: Mitigating Discontents and Harmonizing Global Diversity*, ed. Nicolas N. Kittrie, Rodrigo Carazo and James R. Mancham, (St Paul: KVK Communications for the Eleanor Roosevelt Institutes for Justice and Peace, 2002).

Jeremy Safran, Graduate Faculty, Psychology,

"Impasse and Transformation: Negotiating the Therapeutic Alliance" in ed. Tullio Scimali and Liria Grimaldi, *Cognitive Psychotherapy Towards a New Millennium: Scientific Foundations and Clinical Practice* (New York: Kluwer Academic/Plenum Publishers, 2002).

Bryna Mary Sanger, Milano Graduate School,

The Welfare Marketplace: Privatization and Welfare Reform (Washington, DC: Brookings Institution, 2003).

George Schaub, New School Photography Department,

Digital Photo-Lab (Rochester, NY: Silver Pixel Press, 2002).

Using Your Digital Camera: Basic Guide to Taking, Manipulating, Printing and Storing Your Photographs (Amphoto, 2003).

Lisa Servon, Milano Graduate School,

Bridging the Digital Divide: Technology, Community, and Public Policy (Oxford: Blackwell Publishers, 2002).

David Shapiro, Graduate Faculty, Philosophy,

"Theoretical Reflections on Wilhelm Reich's 'Character Analysis'" *American Journal of Psychotherapy*, Vol. 56, No. 3 (2002).

Roger Shepherd, Parsons Fine Arts Chair,

Skyscraper: The Search for an American Style 1891–1941 (New York: McGraw Hill, 2002).

Marina Shron, The New School's Department of Communication and Film, with Dennis Shasha, *Red Blues: Voices From the Last Wave of Russian Immigrants* (New York: Holmes and Maier, 2002).

Abdou Maliq Simone, The New School Graduate Program in International Affairs,

For the City Yet to Come: Changing Urban Life in Africa (Durham: Duke University Press, 2003).

Anwar Shaikh, Graduate Faculty, Economics,

"An Important Inconsistency at the Hear of the Standard Macroeconomic Model," *The Journal of Post-Keynesian Economics* (2002).

Andrew F. Smith, The New School,

Peanuts: The Illustrious History of the Goober Pea (University of Illinois Press, 2002)

Mark Stolzenberg, The New School's Department of Communication and Film,

Be a Clown (New York: Sterling Publishing Co., 2002). *Be a Mime* (New York: Sterling Publishing Co., 2002).

Charles Taylor, Visiting Professor, Graduate Faculty Philosophy/Political Science,

Varieties of Religion Today: William James Revisited (Cambridge: Harvard University Press, 2002).

Lance Taylor, Graduate Faculty, Economics,

Restructuring Macroeconomics: Structuralist Perspectives and Critiques of the Mainstream (Cambridge: Harvard University Press, 2003).

Charles Warner, The New School's Film Media Management Program, *Media Selling* (Iowa State Press, 2003).

Aristide Zolberg, Graduate Faculty, Political Science,

"International Engagement and American Democracy: A Comparative Perspective" in *Between Trade and War: International Influences on American Political Development*, ed. Ira Katzenson and Martin Shefter (Princeton: Princeton University Press, 2002).

"Preface." *The Unwanted: European Refugees from the First World War to the Cold War*, ed. Michael Marrus (Philadelphia: Temple University Press, 2002).

"The Origins of Remote Control" *From Europe to North America*, ed. Andreas Fahrmeir and Patric Weil (New York: Berghahn, 2002).

"Guarding the Gates." *Understanding September 11*, ed. Craig Calhoun, Paul Price and Ashley Timmer (New York: The New Press, 2002).

FILM and VIDEO

Bobby Abate, Media Studies Program, The New School,

"Certain Women" video, 85 min. (co-produced with Peggy Awash, 2003)

Rebecca Alvin, Dept. of Communication and Film, The New School,

"Our Bodies, Our Minds" video, 68 min. (Distributor: The Cinema Guild, 2001)

"Clock" video, 7 min. (Distributor: The Cinema Guild, 2002)

Amy Greenfield, Dept. of Communication and Film, The New School,

"WILDFIRE" 16mm film, 12 min. (forthcoming: Berlin International Film Festival, 2003)

Michelle Handleman, Media Studies Program, The New School,

"The Big M" curated video by Michelle Hirschhorn and Isis Arts

(touring Europe Art October, The Aldrich Museum of Contemporary Art, 2002)

"DJ Spooky vs. WebSpinstress M" video (Detroit International Video Festival, 2003)

Annie Howell, Communication and Film Program Coordinator, Dept. of Communication and Film, The New School ,

"Grace and The New Rules" video, 22min (Cucaloris Film Festival, 2003)

Bill Lichtenstein, Dept. of Communication and Film, The New School,

"West 47th Street" feature length video (co-written, co-directed)

"Best Documentary, Atlanta Film Festival, 2002; Audience Award, DC Independent Film Festival, 2002; PBS Television "POV", 2003

Jeanne Liotta, Dept. of Communication and Film, The New School,

"WINDOW" video, 5 min. (New York Video Festival/Lincoln Center 2002, Thaw '02 Collection of The Harvard Film Archive, International Film Festival Rotterdam 2003)

Douglas Morse, Dept. of Communication and Film, The New School,

"The Adulterer" feature length 16mm film (Sarasota Film Festival, 2003; NewFilmmakers, Los Angeles, 2003)

Paul Ryan, Media Studies Program, The New School,

"Red Rock Falls" video, 10 min. (WET Festival, Univ. of Virginia, 2002)

"Digital Whitewater" video, 10min (co-produced with Banff Center) (Vassar College Music Festival, 2003)

Ethan Spigland, Media Studies Program, The New School,

"Being Malcom" -- three part video series (produced in collaboration with Malcom Mclaren for Canal Jimmy, 2002)

Carol Wilder, Associate Dean and Chair, Dept. of Communication and Film, The New School,

"Puttin' on The Dog" 16mm Film, 12 min (Woods Hole, MA Film Festival, 2002)

Sara Winter, Dept. of Communication and Film, The New School,

"A Morning in September: A Film Requiem" 16mm film, 26 min.

TELEVISION

James Lipton, Dean Actors Studio Drama School, ongoing series for Bravo cable network.

Rob Rapley, Media Studies Program, The New School,

"Becoming American: The Chinese Experience"

(Associate Producer and Sound Supervisor) (forthcoming: PBS Television, 2003)

Dempsey Rice, faculty member, Dept. of Communication and Film, The New School,

"IMNY - Youth Documentary Series" (Series Producer) (WNYE Television, NYC, 2002)

STAGE PRODUCTION

Alice Eve Cohen, faculty member, Dept. of Communication and Film, The New School, "Thin Walls" (Univ. of Michigan and 78th Street Theater Lab, 2002; forthcoming: Edinborough Festival, Scotland, 2003)

SCREENPLAY

Loren-Paul Caplan, faculty member, Dept. of Communication and Film, The New School, "The Presidents" co-written with Ron Nessen, ex Press Secretary to President Ford. (PBS)

MUSICAL RECORDINGS

Armen Donelian, faculty member, Jazz and Contemporary Music Program, "Mystic Heights."

Chico Hamilton, faculty member, Jazz and Contemporary Music Program, "Thoughts Of...." (Koch Label).

Bill Kirchner, faculty member, Jazz and Contemporary Music Program, "Duke Ellington 1969: All-Star White House Tribute" (Blue Note Records, August 2002).

David Loeb, faculty member, Mannes College of Music, "A Distant Land Unfurled" (September 2002).

Ted Rosenthal, faculty member, Jazz and Contemporary Music Program, "The 3 B's" (Playscape).

Francesca Tanksley, faculty member, Jazz and Contemporary Music Program, "Journey"

APPENDIX M: EXHIBITS AVAILABLE ON-SITE

APPENDIX M.1—TENTATIVE LIST OF EXHIBITS IN THE TEAM ROOM

Actors Studio Drama School

Alumni and Development

Board of Trustees

Budget and Finance

Diversity

Eugene Lang College

External Reports

Facilities

Governance

Graduate Faculty

Jazz and Contemporary Music Program

Learning Resources

Mannes College of Music

Marketing

Middle States Reviews

Milano Graduate School

NASAD Reports

Outcomes Assessment

Parsons School of Design

Planning

Provost Initiatives

Résumés

Scholarly Publications

Student Services

Syllabi

Teaching and Learning

The New School

University Academic Policies

APPENDIX N.1—BECOMING NEW SCHOOL UNIVERSITY - AN ACTION PLAN¹

NB: These are talking points, partly based on recommendations found in the Self-study Report, used by President Kerrey with university groups including the trustees and governors this winter.

MISSION: BECOMING NEW SCHOOL UNIVERISTY

Becoming New School University is the organizing theme of what I will present to the Trustees on the 21st. Making the university a "whole," a truly integrated, high quality urban university is my goal. To accomplish this, I will need the full support and "buy-in" of the deans and the help of members of the board. We must think like a university and hire like a university. Every hire that we make must be distinguished and must contribute to our mission and goals.

Education/Research/Public Programming

- At New School University, we are engaged in three central activities: education, research, and public programming. Tonight I will talk primarily about our educational mission.
- I want also to emphasize the importance of our research mission and our public programming, both of which are central to our institution and give it life. For the Graduate Faculty and Milano, research stands at the core of their programs and is central to the faculty appointment and promotion process. Beyond that, research brings positive attention to the university and adds to our reputation. Public programming is central to the New School and fills a major niche in several other divisions. It is also critical to our mission and raising public awareness.
- On the 21st, though, I want to talk to the Trustees about the educational programs: the place where faculty meet students in the classroom and how these form a development priority, especially in terms of raising the funds to recruit distinguished faculty and improve our facilities.
- First, we must agree on a set of program goals. Secondly, I will work with the Trustees to see that the financial support is there because implementing these goals will have costs.

Momentum of 2001-02 and 2002-03

- The timing of this plan is critical, because it takes advantage of momentum that has been building over the last year and during the current year.
- Degree student enrollment is up -6.3% this fall, across every division
- Revenue is increasing both as a consequence of our higher enrollment and because of successful fundraising efforts last year.
- Quality is improving. We are poised to make at least two impressive hires of Distinguished Faculty. And we received good news about our ranking in *U. S. News and World Reports*.
- To continue this momentum through the next five years, the action plan proposes the following specific improvements:
 - That degree student enrollment will increase from 7,200 to 9,000. (Any disincentives for Parsons
 or The New School to increase enrollments that are inherent in the new budget rules will be
 eliminated.)

¹ Presented to the Board of Trustees – Development and Executive Committees on November 21, 2002

- That full-time faculty will grow university-wide from 160 to 250 by the end of five years; and
- That facilities will be expanded and improved with 50,000 square feet of new space and renovations in 50,000 square feet of existing space.

Funding the Action Plan

- The resources to fund this growth and the actions I will detail further will come from three sources: revenue generated by increased enrollments; administrative efficiencies; and external donations.
- Revenue generated by increased enrollments includes revenues from this year's enrollment growth and the projected revenue from enrollment growth envisioned in the divisions' five-year plans.
- Administrative efficiencies. We have already begun a review of administrative costs to produce revenues
 from savings and cost avoidance activities, which can be redeployed to support this plan. We will need to
 find a method to keep administrative costs down throughout the University, without jeopardizing academic
 quality.
- There will be tough decisions to make and it will require close coordination and cooperation between the university and the divisions. We have duplication of effort for example in communications with university activities and a significant amount of divisional effort. There is little doubt that this program could be better focused to yield a better return for the university as a whole. The bottom line is that we have more work to do to find other administrative efficiencies that will save the dollars without sacrificing quality.
- We have already had some success. We have held administrative costs down by requiring competitive
 bidding in most procurements. We have saved over \$300,000 a year in printing costs. We have reduced
 overtime by holiday and summer closing programs. Consolidated paper purchases save us now about
 \$50,000 a year.
- External donations. This plan will be the focus of our development work over the next five years. This is not a new capital campaign. It is modest in scope by comparison to that. Perhaps it can be seen as a prelude to the larger campaign. (That is why I have asked the Development Committee members to participate in Thursday's meeting.)

Becoming New School University – Three Priorities

- Three priorities are central to our work: the Arts and Liberal Arts Initiative; our Technology Program (including PIIM); and Facilities.
- Beyond these very highest priorities, we will continue to be engaged with several other development priorities, which are clearly connected to the first three, such as:
 - Securing multi-year pledges from current and new Trustees and from current and new Boards of Governors members;
 - o Westbeth building;
 - Naming opportunities at University Hall and 13th St. Dormitory
 - o A variety of other specific projects.
- But, we need to focus on the Arts and Liberal Arts Initiative, the Technology Program (including PIIM),
 and Facilities because they are central to our goal of Becoming New School University and because this
 action plan strengthens each division and the university as a whole. Without a strong, integrated liberal arts
 environment, without primacy in the arts, without a robust technology program to support it all, and
 without modern, adequate facilities -- we will not succeed.

Overview of the Action Plan

Background: Building Consensus on Goals/Review of Efforts

Before presenting the details of the priorities over the next five years, let me quickly review some of the critical points that brought us to this place:

- At the Board Retreat one year ago I began to present an agenda for New School University. In the past year, I have been extending that effort and have received very helpful advice along the way from you, the Deans, and the President's Committee.
- From the Deans, last year we received five-year plans for each of the divisions. These included enrollment goals, strategies for faculty and student recruitment, and plans for curricular and other innovations. The substance of those five-year documents has been included in this Action Plan.
- The President's Committee that met last summer firmly endorsed the goal of building a university structure
 in the Arts and Liberal arts. There was agreement that we should focus our efforts, drawing strength from
 our broad, but not yet integrated, set of academic assets.
- The Committee was also clear that greater investment in core disciplines such as math and science were critical to the undergraduate program's success.
- It also was evident that better coordination could improve quality and effectiveness.
- Moving on a parallel track, the Information Technology Advisory Board, which includes Trustees and
 outside experts, has recommended a re-investment strategy for our technology infrastructure. This action
 will help to support the academic program and will keep us on the cutting edge -- a source of great
 attraction to potential students and a necessity for an increasing number of our academic programs –
 especially at Parsons.
- The federal budget includes a \$1.5 million allocation to the Parsons Institute for Information Mapping (PIIM), a program that will encourage linkages among our academic programs and offer opportunities for new program development in information design and geographic information systems.
- Though we have not decided all of the details, there is momentum in the direction of greater crossdivisional collaboration that makes us more of an integrated university with each passing day. My conversations with the deans have been very positive about collaboration.

Which brings us to the three priorities: Arts and Liberal Arts Initiative, Technology, and Facilities.

Arts and liberal arts initiative: the number one priority

- To become New School University we must:
 - o develop a more cohesive academic program for all of our students;
 - o open up the intellectual resources of each division, especially the arts divisions;
 - o connect divisional curricular planning;
 - o provide necessary support for students and faculty; and
 - o *fund* a multi-year investment plan to add faculty, improve educational facilities, including the library, and improve our quality and academic reputation.
- Further, we must invest wisely.
 - Last spring, each division developed a five-year plan to improve finances and quality. These plans
 were developed largely in isolation without significant collaboration among the units, but these
 plans have laid the groundwork for this discussion tonight and for our further discussion on the
 21st.

- o We need to invest in our academic core to break down barriers and to support the enhancement of:
 - Faculty
 - Curriculum
 - · Academic support services and
 - · Facilities improvements including revitalized libraries
- This investment is not manageable with tuition alone.
 - o Tuition revenues will support part of the program,
 - o Major gifts are needed for faculty and new facilities.
 - o Moreover, new funding cannot substitute for cooperation and joint planning among the Divisions, which will provide savings and cost avoidance.
- The success of the Arts and Liberal Arts Initiative is linked to our ability to begin to think and hire like a
 University.
- I have had a number of discussions with the deans about these educational goals and we are in agreement about the need to move forward. I have asked them to stay focused on several things, including:
 - o Advancing proposals for joint appointments to solidify hiring as a university
 - Establishing, this year, a body of undergraduate courses and programs to serve students from all divisions.
- Specific ideas, which we are discussing and which the faculty will discuss, include developing all of the following:
 - o an undergraduate music major and minor
 - o an undergraduate environmental studies program leading to graduate study (a request to fund startup costs for this program has been advanced to the Fund for New Initiatives.)
 - o an undergraduate drama minor
 - o joint degrees in social science and design
 - o an "honors college" across divisions
 - o a curriculum in math and science
- Elizabeth is working with the deans and the faculty right now to:
 - Develop a six to eight course undergraduate pilot for a core program of study. A proposal for the program, which will be interdisciplinary, with an emphasis on writing skills, is due by February. It is possible that some aspects of the core could be ready by September '03.
 - o Regularize the faculty appointment process
 - o These two items have already been endorsed by faculty committees working on the Middle States Self Study.
- In the near future, we need to resolve several difficult questions:
 - o Does our current divisional structure meet our academic needs?
 - o Is it desirable to establish new departments in the natural sciences and mathematics? Would collaborative arrangements with another institution (Rockefeller, NYU) serve our purpose?
 - o Can we provide a common employment structure for full and part-time faculty?
 - O How should we structure and manage the University's arts and science faculty?

But we cannot wait for answers to all these questions before moving ahead where the direction is already clear.

Technology and the Development of PIIM

- Our experience in technology is a model that shows how acting as a University provides tremendous returns and encourages the kind of cooperation and efficiency we seek.
- The University invested about \$20 million in technology over the last 7-8 years, beginning with nothing and developing a core asset.
- The technology facilities at 55 West 13th Street and selected other locations have been the primary lever for
 the development and growth of core programs in Parsons (design technology and digital photography) and
 the New School's Media Studies programs. In the last five years alone these two programs have grown by
 350 students, representing approximately \$7 million in revenue each year.
- This is a good return on investment and makes the business case for the initial investment. We need to reinvest in this area to facilitate further growth in existing programs and support new ones.
- We also need to develop new capacity to support PIIM, which will require high-bandwidth applications and faster local processors.
- PIIM will be a source of revenues for contract services to government and the private sector. But, it will
 also spur the development of collaborative academic programs. Information design a new master's
 program at Parsons, for example, has clear linkages to our programs in sociology and urban planning.
 Environmental science also, is a major player in information design projects tracking toxic waste,
 measuring environmental stress and related topics.

Quality of Facilities

- Similar to technology investments, the investments in facilities by the University yield powerful returns. It is not just the funding of projects, but the ability to direct projects to demonstrated need. Nowhere is this clearer than with dormitories, where the addition of 600 bed spaces in the last 2 years has enabled enrollment growth and helped significantly in student retention. We were not able to guarantee housing to sophomores until this year. The dormitory example clearly shows that our students make decisions about where to study in large part based on the quality of our facilities. I think it is not controversial to say that our ability to attract distinguished faculty also depends to a significant degree on the quality of our facilities.
- We need to continue investing in growing programs. Jonathon Fanton began this effort with renovations at Lang College and then a series of actions at Parsons.
- To review just the last few years of Parsons investments:
 - In 1997, the University invested a total of \$6 million in space and technology including \$4 million on the space and equipment at the Knowledge Union, \$200,000 on the expansion of the Modeling and Animation Computing Center and \$500,000 to renovate the fashion annex at 40th Street. An additional \$1 million/year is spent to maintain and operate these spaces.
 - In 1998 the University began a three-year, \$20+ million project to renovate major spaces at Parsons including: renovating 20,000 square feet of space that was freed up for Parsons when the Milano School moved; purchasing and creating a home for the Interior Design Department at 26 E. 14th Street; expanding the high tech KU to support the growing MFA in Design and Technology at Parsons; renovating bathrooms, elevators and the HVAC system at Parsons main complex; and expanding the photography department and equipping it with state-of-the-art technology.
 - In the last 15 years the University has spent more than \$75 million on Parsons' facilities and technology—investments that clearly show Parsons has been a priority for the University. These investments have dramatically paid off in a number of ways including, most importantly, contributing

to the quality of Parsons' programs and its worldwide reputation. For example, during this time Parsons has added the Masters in Architecture, and the BBA, revived the Interior Design program, created affiliates in Asia, expanded the BA/BFA program, and added the MFA in design and technology— all contributing mightily to Parsons' strength in the marketplace.

• This plan seeks to continue this tactical approach of medium term investments as we plan for even bigger things in the future. The challenge is never ending—there is yet more to do.

THE FUTURE - DETAILS OF THE ACTION PLAN

Let me be more specific on what I propose for investments to realize this vision over five-years.

The Action Plan proposes direct funding to enhance student learning, increase full-time faculty, and support academic quality. The plan directly funds the enrollment growth of Parsons, The New School, and Eugene Lang College and provide indirect support to Mannes, The Graduate Faculty, Milano, the Actors Studio Drama School, and the Jazz Program to stimulate the flow of new students into these divisions.

For graduate and undergraduate programs we will take the following steps to leverage the investments the divisions have already planned and funded to support enrollment growth:

- 1. <u>Fully fund commitments to Lang College and Graduate Faculty</u>. Convert part- to full-time faculty at Lang College. This action, coupled with the five year divisional plans, will:
 - Increase full-time faculty from 77 to 130 at Lang and the GF
 - Increase the percentage of Lang courses taught by full-time faculty from less than 1/3 to 2/3
 - Increase Lang enrollment from 650 to 1000
- 2. We will add several large lecture classes (likely to be taught by our most senior and distinguished faculty) and we will also increase the average size of each class slightly, all while maintaining the seminar format and our reputation for small classes and personal attention
- 3. The plan will fund additional conversions of part to full-time faculty at Parsons.
 - The Parsons five-year plan calls for an additional 30 full-time faculty.
 - This plan brings the total to 40 and Parsons full-time faculty will grow from 34 to 74.
- 4. The action plan envisions anchor faculty for university-wide programs:
 - Math and science (Lang, Parsons, and the New School)
 - Environmental sciences (Lang, Milano, and the New School)
 - Music and possibly Drama (Mannes, Jazz, and the Actors Studio Drama School)
 - Information design (Parsons)
- 5. The plan also funds new part-time and core faculty to support new programs in all divisions. This will be especially important for the New School, which has already blazed the path on collaboration with the successful International Affairs program.
- 6. The plan includes funding to provide new benefits to aid in recruitment of full-time faculty in all divisions, without deciding yet the exact form of the benefits (housing, relocation bonuses, improved tuition support for children, etc.)

Side by side with these improvements in academic programs, we will re-invest in technology. The expansion of technology over the last two decades has resulted in its pervasive, wide-ranging influence on scholarship and instruction in all divisions. Investments in technology will strengthen every academic discipline and every division and will aid in student recruitment. Improvements are planned in the following areas:

- · To acknowledge software costs, we will fully fund current academic software needs
- We will improve the pace of equipment replacement and shift emphasis to higher end equipment by doubling the annual funding for replacement over a five year period
- We will provide support for staffing to meet needs in growth programs and expanded facilities.
- The plan also supports capital investments to improve the network by adding routing and fiber capacity and other investments to improve service and reliability
- The plan will fund the development of new technology-oriented academic space to meet enrollment growth.

The plan also funds university-wide academic services:

- 1. With support for two classes of library improvements:
 - Additional staffing to meet enrollment growth
 - · Focused renovations in library facilities to provide new services and meet student needs
- 2. Expansion of the writing center to meet enrollment growth and develop University-wide writing programs and standards

We will also need to support expanded University-wide student services:

- 1. We expect to realize some administrative efficiencies, but we also expect that enrollment growth will require some additional staffing in financial aid and admissions. The plan will fund these needs.
- 2. The plan also funds improvements in student services to meet enrollment growth.

Other administration

- 1. Bringing on new space and facilities will result in some additional costs for security and maintenance; and administrative areas that need to support growth.
- 2. But the plan depends on allocating most new revenues, including those from savings, to the academic program or direct academic support.

Rental space

The University will try, in the short term, to free up space in its core academic facilities by moving administrative activities to leased space that is currently attractively priced. Relocations of administration unit out of 55 west 13th Street will free up 8,000 square feet for high technology program use.

Facility Investments for Quality

1. The plan will depend on a set of short and medium term renovations in facilities to support growth and maintain our competitive standing. *And let me emphasize again, the quality of our facilities matters to our students and faculty.* A portion of these investments can be supported by

the operating budget, but we will require gifts for at least half of the total cost. Let me describe these and then we can look briefly at the numbers.

- <u>Parsons renovations:</u> we see the need to renovate as much of the existing building complex at 13th and 5th as possible. The plan will support the gut renovation of half of the total facility and the development of a plan for the rest. We will need to rent swing space to accommodate this project.
- <u>Lang renovations:</u> with the opening of University Hall some existing space will be opened up for Lang expansion. We will need faculty offices and academic space tied to growth programs such as math and science.
- New School renovations: the division will pick up some space when the Actors Studio relocates to Westbeth. This space will be renovated to support the International Affairs and new BA Urban Affairs Concentration.
- <u>Library</u>: Some gift funds and University funds are currently supporting planning and modest renovations to our libraries. We will need to make additional improvements in the next several years and incorporate a library into any plan for new large academic facility.
- 2. <u>Technology expansion</u>: we can add nearly an entire floor of that latest instructional technology in space currently occupied by administrative units at 55 west 13th Street. A combination of smart classrooms, high-end computing and editing equipment is the most likely investment. We will also need to determine how our wireless program can allow us to gradually replace lower-end platforms with more advanced capacity by permitting access to certain applications outside current dedicated facilities.
- 3. The plan includes an equity contribution for a new dormitory. We will need to make a move within a year or so to either re-new existing leases or build a new dormitory. We have just begun a conversation about possibilities for faculty housing.

I would like now to talk about the numbers. Nancy and Jim are handing out a document that show how this Plan will be funded. Let me give you a general overview of the funding and then we can respond to your questions.

Our action plan for the arts and liberal art and technology will cost \$37 million over five years.

This is \$7.4 million per year or a 4% increase over projected FY 2003 expenditures.

Of the total amount, \$17 million will come from increased revenues and administrative savings; which is \$3.4 million each year or less than a 3% increase over current annual tuition revenues.

The remaining \$20 million will come from gifts and donations to the University. This year's total fundraising goal is \$24 million. (The challenge goal is \$28 million.) Over five years, our fund-raising goal will certainly exceed \$120 million. \$20 million is 17% of that five-year amount.

This is an ambitious agenda. If we can accomplish this, we will have succeeded in becoming New School University and we will have dramatically increased our quality on all three fronts—curriculum, faculty and students, and facilities. I welcome your comments and reactions.

APPENDIX O- MILANO GRADUATE SCHOOL FACULTY GRANTS

TABLE O.1- ROBERT J. MILANO GRADUATE SCHOOL - FACULTY GRANTS AWARDED 2001-03

Project	Funder	Principal Investigator
FYE 2001		
Finance Lab	Fannie Mae	Blakely
Capital Markets Access	Rockefeller	Stanton/Rodriguez
Capital Markets Access	Anonymous	Stanton/Rodriguez
Women's Health in NYC SPARCS Analysis	Merck & Co.	Fahs
Parent Empowerment in Nicaragua	Tinker Foundation	Alec Gershberg
Assessing the Impact of Changes in Immigration and Welfare Laws on Imm	igr Aspen Institute	Cordero-Guzman
Infant Mortality Conundrum in Uruguay	Nat'l Institute of Child Health and Human	Devp. Birn
Health Disparities in Comm. Settings	Robert Wood Johnson Fdn	Berliner
Glickenhaus Fellows in Community Finance	Glickenhaus Foundation	Blakely
Faith-based Institute	Chase Foundation	Rodriguez/Jones
NPM Capacity Building	Packard Foundation	Rodriguez/Jones
Capital Markets Access	Heron Foundation	Stanton/Rodriguez
Community Development Fellows Program for Mid-Career Professionals	Rockefeller Foundation	Blakely
Community of Practice Pilot Project	Annie E. Casey Fdn.	Melendez
Community of Practice Pilot Project	NY Community Trust	Melendez/Rios
Creative & Tech Mngmnt	Verizon	Blakely
FYE 2002		
Center for NYC Affairs	Milano Foundation	Blakely/White
Center for NYC Affairs/Redhook	Sirus Fund	Blakely/White
Milano Library and Conference	Sirus Fund	Blakely
New Wealth Package for Generating Value in a New Market Economy	Fannie Mae Foundation	Blakely
Human Capital Initiative	NCDI	Rodriguez
Evaluating Fleet Bank's Community Links Initiative	Ford Foundation	Servon
New American Youth (Morgan Guarantee Trust)	Valentine Perry Snyder Fund	White
Faith Based Initiative	Chase	Rodriguez
The Motivation, Extent, QualityWorkforce Devp.	Rockefeller	Melendez
Finance Lab/ Financial Management Training	Chase	Blakely
Glickenhaus Fellows in Finance	Glickenhaus Foundation	Blakely
Glickenhaus Fellows in Finance	Glickenhaus Foundation	Blakely
The Motivation, Extent, QualityWorkforce Devp.	Russell Sage	Melendez
Human Capital Finance Lab	NCDI Goldman Sachs	Rodriguez Blakely
Civic Alliance	Ford Foundation/RPA	Blakely
Effect of Smoking Cessation Interventions in a Chinese Population*	Dept. Health & Human Services	Fahs
Conflict Resolution in Armenia & Turkey I	American University sub- contract	Blakely
Faith Based Initiative	NJ Casino Authority (Contract)	Rios

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FYE 2003		
Human Capital Initiative	Living Cities (NCDI)	Rodriguez
Finance Lab	New York Community Trust	Blakely
Civic Alliance	Ford Foundation/RPA	Blakely
Civic Alliance	Ford Foundation/RPA	Blakely
Long Island Regional Agenda	Rauch Foundation	Blakely
Glickenhaus Fellows	Glickenhaus Foundation	Blakely
Evaluating Fleet Bank's Community Links Initiative	Ford Foundation	Servon