

**NEW SCHOOL UNIVERSITY**  
**SELF-STUDY DESIGN**

**submitted to the**

**Middle States Commission on Higher Education**

**and the**

**National Association of Schools of Art and Design**

**by the**

**Office of the Provost <sup>1</sup>**

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## Table of Contents

		Page
I.	Nature and Scope of the Self-study	3
II.	Specific Goals and Objectives	4
III.	Organization of the Steering Committee and Subcommittees	4
IV.	Charges to the Self-study Subcommittees	6
	University Topics	
	1. Mission, Goals and Institutional Integrity	6
	2. Initiatives to Strengthen Learning and Teaching	9
	3. Initiatives to Strengthen Student Services	12
	4. University Organization, Administration and Governance	13
	5. Finance, Budget and Enrollment	14
	6. Development and Fund Raising	15
	7. Facilities	15
	Special Topics	
	1. Learning Resources	17
	2. Enrollment Management	19
	Reports from the Schools and Colleges	
	The New School	21
	The Graduate Faculty	23
	Parsons School of Design	25
	Robert J. Milano Graduate School of Management and Urban Policy	28
	Eugene Lang College	29
	Mannes College of Music	31
	Actors Studio Drama School	33
	Jazz and Contemporary Music Program	35
V.	Outcomes Assessment	37
VI.	Inventory of Support Documents	38
VII.	Work Plan and Timetable	40
VIII.	Editorial Style and Format	43
IX.	Format of the Self-study Report	44
X.	Profile of the Evaluation Team	45
	List of Tables	
	Table 1. Self-study Steering Committee and subcommittees	45
	Table 2. Important dates for the self-study	51
	Table 3. Self-study Steering Committee meetings 2001-2002	52
	Table 4. Self-study timeline and major events	53

## I -- Nature and Scope of the Self-study

New School University has undergone dramatic changes of several types since its last comprehensive visit by the Middle States Commission on Higher Education (MSCHE) in 1991. While the name “New School” is known to many in higher education for innovative adult education and the storied University in Exile of the 1940s, and is especially visible within New York City’s artistic and academic circles, few observers understand either how large the university has become, or its complexity.

The facts are telling. New School University is an urban institution offering diverse programs of study, credit and noncredit, at all degree levels through the doctorate. Its operating budget is \$180 million, the endowment is \$100 million, and the university employs 2,600 people. Fifty-five per cent of students seeking a degree are undergraduates whereas 45% are enrolled in masters and doctoral programs. In Fall, 2000, the university enrolled over 7,000 degree candidates, most studying full-time, and more than 11,000 continuing education students. The largest enrollment is found at Parsons School of Design and The New School, and the fastest growing division is Eugene Lang College, which projects a 15% increase to 577 students for 2001-2002.

The collegiate system is organized in seven schools and colleges, each with its own history, academic culture and curricula: The New School (1919), the Graduate Faculty (1933), Parsons School of Design (1970), Milano Graduate School of Management and Urban Policy (1975), Eugene Lang College (1985), Mannes College of Music (1989), and the Actors Studio Drama School (1995). In addition, the university offers the Jazz and Contemporary Music Program (1986) and nearly twenty policy institutes. Select programs are accredited by: the National Association of Schools of Art and Design (NASAD), the American Psychological Association (APA), the National Association of Schools of Public Affairs and Administration (NASPAA), and the National Architectural Accrediting Board (NAAB). New School University degrees and certificates are registered in the State of New York and the District of Columbia (one small program at Parsons).

Three reasons lead the administration to propose an alternative study model: first, the university’s complexity; second, the decentralized nature of our academic colleges; and third, the special needs of the fast-growing university as a developing institution. The alternative study model will, in fact, be a blend of a mini-comprehensive, two focused topics, and individual reports on academic matters from the academic schools and colleges. Learning resources and enrollment management are two of the most important topics before the university -- we propose to address each in depth. The academic cultures of the schools and colleges are sufficiently unique so that it makes sense to review them separately. As the self-study design proposes, the subcommittee for each division will receive a general set of questions as well as specific questions appropriate to the school. Although the design is unusual, all of the Commission’s standards will be addressed.

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Finally, the self-study design proposes a joint visit with MSCHE and the National Association of Schools of Art and Design (NASAD), which accredits academic programs at Parsons School of Design.

## **II -- Specific Goals and Objectives**

The self-study comes at an important and useful time in the institution's life. New School University was chartered as a university in the State of New York in 1997 and has, in other respects, changed considerably since the last comprehensive self-study in 1991 and a focused visit in 1996. Timing is good for another reason, namely, a new president has been installed and a significant change in the organization and style of the central administration is underway. The university's leadership will use the self-study to understand the strengths and accomplishments that the university has made in recent years, and to assess new challenges. Also, the process will be used to make improvements as we go.

### **Self-study Goals**

1. To lead the university, its academic divisions and major offices to write statements of mission and to set forth goals and objectives;
2. To establish conversations for high quality within all constituencies of the university;
3. To review and assess changes in university composition and organization over the last ten years;
4. To review and assess new challenges faced by the emerging university and its administrative services, and by each of the schools and colleges;
5. To improve the quality of academic planning, and the integration of institutional planning across academic divisions and administrative offices;
6. To improve the quality and focus of institutional research made available to the administration, and to school staff and faculties;
7. To focus the academic community on the logic of assessing learning outcomes and to implement demonstration projects; and
8. To improve the sense of community within the university.

## **III -- Organization of the Steering Committee and Subcommittees**

Membership of the Self-study Steering Committee is described below. That body includes faculty and staff members from all major divisions and offices. Two senior members of the faculty, Professors Bryna Sanger and David Shapiro, were co-chairs of the group until June 2001 when Dr. Sanger went on leave. The Chairs for 2001-2003 will be Professor Shapiro and Associate Provost Jackson Kytle who reports to Provost Elizabeth Dickey.

The Coordinating Committee, which coordinates the work of the Steering Committee, consists of the Provost, the Director of Institutional Research, the Chairs, and the Chief of Staff for the Provost's office. Subcommittees that work on university topics were selected using several criteria: to represent diverse opinion, to increase faculty participation, to get expert opinion, and to introduce a new generation to the self-study process. The school subcommittees have been selected (see Table 1) and charges given to each group. In several cases, students and faculty members have not yet been named because of the summer break.

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## IV -- Charges to the Self-study Subcommittees

### UNIVERSITY TOPICS

**1. Mission, Goals and Institutional Integrity.** Founded in 1919, the initial mission of the New School for Social Research was adult education, arguably the first college of its kind in America. The next stage of development began when President Alvin Johnson, in the face of indifference if not anti-Semitism in traditional universities, here and abroad, established the University in Exile in 1933 to support 180 intellectuals and artists fleeing fascism in Europe, primarily from Germany and France after the latter's collapse. The name, University in Exile, was changed later to the Graduate Faculty of Political and Social Science. With financial support from the Rockefeller Foundation, graduate education in the social sciences commenced with an exceptionally qualified and progressive faculty that lent its expertise to the New Deal and progressive economic legislation, among other scholarly projects of the day.

It was not until the 1970s, however, that the modern era began. Expansion and diversification of the university began with the addition of Parsons School of Design (1970), and the Graduate School of Management, later renamed the Milano Graduate School of Management and Urban Policy (1964). Eugene Lang College for undergraduates of traditional age was created in 1985 followed by the addition of the Jazz and Contemporary Music Program (1986), Mannes College of Music (1989) and the Actors Studio Drama School (1995). The institution's focus was broadened considerably to include the arts, graduate study in management, and undergraduate education of traditional-age students, which has required new investments in student services and housing. At the same time, the demography of students also changed dramatically and the institution saw an increase in traditional-age undergraduates and international students from Japan, Taiwan, and Korea at Mannes and Parsons, and from European and Latin America at the Graduate Faculty.

In 1997, the institution was chartered as New School University to recognize the complexity and diversity of what, in fact, it had become. An administrative plan that could work with two decentralized schools and a few thousand students was no longer adequate for a university of seven schools and colleges enrolling nearly 7,000 degree students and having 30,000 annual registrations. New administrative challenges arose: institutional planning and evaluation had to be organized, integrated and collegial; new financial controls systems were needed; the legitimate needs of decentralized academic colleges had to be respected. As the corporate identity and management plan of the university evolve over the next five years, the institution is searching for the right mix of centralization of functions to control cost and decentralization to encourage local authority, entrepreneurship and psychological ownership. So, the degree of centralization will likely ebb and flow over the next few years as the university and its academic colleges sort out the best way to manage their interdependent affairs.

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- The institution was founded on ethical concerns. Ethics, social values and political concerns have been central to the institution's purposes throughout its history and continue to this day. Furthermore, the institution has always been involved with its city and will continue that spirit. In what ways will ethical and social concerns shape the purposes of New School University in the 21<sup>st</sup> Century? How should the institution respond to contemporary issues such as racial and religious conflict, increasing racial diversity in the city and the nation, urban public education and preparation of engaged citizens for world democracies? Being an educational institution and having limited resources, what role can the university play to promote positive change?
  - How is the university mission communicated to constituent groups? Does the mission receive broad support? Are mission, goals and objectives clear?
  - New School University has schools and colleges with distinctive missions and unique cultures, the best having national and international recognition. In other respects, the colleges are isolated from each other, which creates redundancy and limits their quality and development.

How will the university balance the identity of its schools and colleges with the identity of the evolving university?

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?

Are the undergraduate colleges benefiting from the resources and faculty expertise of the graduate schools? Are the professional schools like Parsons and Mannes benefiting from expertise in liberal arts at Eugene Lang College, The New School and the Graduate Faculty? Are the liberal arts schools benefiting from expertise in the professional schools like Mannes, Parsons, Jazz, and Milano?

Are students encouraged to make use of courses and resources in other divisions of the university? What changes are needed in academic policies like internal tuition policy and crediting to make cross-registration easy and attractive?

- New School University publishes extensive brochures, search pieces, and catalogs, usually focused on individual schools.

What is the image of the university projected in its publications and catalogs and does that image align with the mission and values of the institution?

How accurate is the information in university publications?

Do catalogs and search materials describe the academic programs in a fair and balanced way?

- New School University, which exists in a vibrant, multicultural metropolis, has had a University Diversity Initiative for five years. It invests \$1 million annually in an array of programs ranging from multicultural events, which are available for the university community and to the larger public, to special funds made available by the Provost to encourage school faculties to hire minority members. External funding has been obtained to support minority graduate students and post doctoral research students. Not intended as a regulatory policy, rather, the Initiative adopts a broad definition of diversity in the sense of support both for American underrepresented groups, in particular, as well as support for international multiculturalism, in general. Recent multicultural events in 2001 include a salute to female jazz artists, a slide presentation on domestic violence, an evening of contemporary and classical works in progressive art by the Actors Studio Drama School, and an evening of classical Indian dance.

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. Questions could be raised, too, about the diversity of the university's faculties, its administration and several boards.

Has the Diversity Initiative been effective in supporting African Americans and Hispanic Americans? Is the vision of multiculturalism adequately supported with resources, especially scholarship funds?

Is the university welcoming to people from other cultures? In particular, what steps might be taken to make the institution more inclusive of Asian students and their families?

How visible are different components of the Diversity Initiative within the university community so that people might take advantage of what is offered?

What could the New School University do to advance the careers of minority employees already working for the university?

What are the goals of the schools and colleges with regard to hiring minority faculty members?

How effective are the university's monitoring systems with regard to affirmative action in personnel searches, equity in compensation, and attitudes toward multiculturalism? What improvements are needed?

**2. Initiatives to Strengthen Learning and Teaching.** While the institution faces administrative challenges with its facilities, for example, the university's future depends most on the several initiatives now underway to enhance academic quality, especially those to improve undergraduate general education.

Over the last twenty years, New School University has evolved to serve growing numbers of traditional-age undergraduates in several colleges, studying both professional majors in the arts and in the liberal arts, broadly and imperfectly defined. In the last two years, two university initiatives were begun to focus attention on undergraduate general education, in general, and the liberal arts, in particular. The discussion begins with university initiatives and academic policies. (Discussion of divisional academic matters is found later under school reports.)

**Faculty.** A desire to increase the number of full-time faculty will be a theme in school reports. An important question is how the university defines the role of faculty member, given that current definitions vary widely by school.

What is the role of full-time faculty member compared to regular part-time compared to "adjunct"? What are the responsibilities, benefits and compensation of each of these statuses? How adequate are the personnel policies for faculty members, especially those pertaining to hiring, promotion and reappointment?

New School University relies on the quality of its part-time faculty, many having served for years. Parsons and The New School, in fact, have innovative policies to promote inclusion and to provide pro rata benefits. Practicing professionals who are employed as part-time teachers enhance the quality of many programs. At the same time, the use of part-time teachers brings challenges with regard to internal communication, and selection and supervision.

What are the university's academic policies with regard to orientation, oversight, and opportunities for integration, and professional development for part-time faculty? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time faculty comparable to those for full-time faculty?

What academic policies and programs are needed to increase the support for faculty development, both for regular full-time faculty members as well as for regular part-time instructors? How can the university and its schools use the Faculty Development Fund to support initiatives in writing or the humanities? Is the Fund visible enough and of sufficient size?

**Undergraduate Study.** The administration wants to improve its undergraduate offerings and has taken steps to build enrollment and quality at Eugene Lang College.

What is the university's policy on general education in undergraduate studies?

What are minimum expectations for coverage of college math and science for a liberal arts degree, and for a professional degree?

What learning outcomes does the policy include that will tell us whether the institution is meeting its goals?

**Writing.** New School University wants to improve writing, especially among undergraduates. It has funded several small programs and is creating a University Writing Center. The founding director has been hired to help assess writing and coordinate university resources, which are decentralized.

What should the university do to improve the quality of college-level writing in undergraduate work in the liberal arts colleges and in the professional schools?

What academic policies are needed? How much of the need is developmental writing compared to ESL needs?

Should the university create programs to use New School-M.F.A., Milano, and Graduate Faculty graduate students to help improve undergraduate writing?

**Graduate Study.** In 2001, New School University offers 40 masters degrees (including several M.F.A. degrees and a Master of Architecture) and 7 Ph.D. degrees. A number of innovative masters degrees have been developed in the last five years, which has increased enrollment. Complaints from both students and faculty are, however, heard about lack of resources to support graduate study. It is also fair to ask about coordination among the many graduate programs in different schools, and to ask, too, whether the institution has resources to fund all that it now offers.

What are the university's goals with regard to graduate study?

How well are we serving students enrolled in terminal masters degree programs?

How well are academic standards coordinated across the several schools that offer graduate study?

In which areas of doctoral study can the university provide sufficient resources to ensure national, if not international, recognition?

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**Academic Planning.** New School University has made progress with regard to institutional planning, especially with regard to its facilities and information technology. Several of the schools, too, have been entrepreneurial, creating new programs whose enrollment has grown. At the same time, new challenges exist at two levels: first, strategic academic planning for the university as a whole, and second, academic planning within each college.

What is the strategic planning process? Which groups have authority over what decisions with regard to strategic planning?

To what extent is the university integrating its planning initiatives in facilities, information services, and student services with academic programs? (Facilities and learning resources like libraries are discussed later under separate headings.) By what means do planning groups stay current?

How effective is academic planning within the schools, in particular, and within the university, in general? What forms of curricular oversight exist and how effective are they?

What plans are underway to develop new academic programs? What directions does the university support with regard to new programs (such as using weekends or online)?

How effective has the New Initiatives Fund been in terms of developing new programs? What changes are needed?

New School University is centrally located in a multicultural metropolis where, by most accounts, the public school system has chronic, serious problems. The President has said that he wants the institution to do its share to help. What should be the focus?

What are the university's goals regarding teacher training and support of policy institutes like the Kaplan Center to serve metropolitan public and private schools? <sup>2</sup>

**Evaluation.** The university has improved strategic planning and has hired its first institutional research officer. Steps have been taken to establish baselines with regard to student opinion about their experience and academic performance. The university also has established a calendar of school-based program reviews for the first time.

What is the university's outcomes assessment plan? By which means will the university monitor the quality of its academic and student services? Which office will collect and analyze the data? What procedures exist for utilizing that data in policy decisions?

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<sup>2</sup> New School University supports fourteen policy institutes or centers, and two journals, Social Research and World Policy Journal, which are not discussed.

What is the academic program review calendar? Are program reviews occurring on time and how are the results used? How could the policy be improved?

What is the university's institutional effectiveness plan? What performance indicators and management reports are needed by which committees and officers? Which offices will produce the management reports? How are results used to affect positive change?

**3. Initiatives to Strengthen Student Services.** The university's student profile has expanded dramatically in the last ten years, having added a large number of traditional-age undergraduates. The university also has significant international enrollment in several colleges: Parsons, Mannes, the Graduate Faculty, and in the Jazz program. The university has centralized most student service functions and provides more services than previously.

At the same time, as services have been added and centralized, which has raised expectations, concerns are heard about quality of service. The Commission also sets high standards for what is expected, asking for a "well-organized program of student services extending from recruitment to alumni activities." (Academic support, libraries, and enrollment services are covered elsewhere.)

- How are student services defined at New School University? What are the university's goals? Are they being met? How adequate are resources?

What are the goals for student community development, especially at Lang and Parsons? Are they being met?

What are the university's goals with regard to the needs of students and personnel with special needs? Are they being met?

What is the university's policy with regard to student services for adults, for off-site students and for part-time students?

- What are the university's goals with respect to housing for undergraduate students, in general, and international students, in particular? Are they being met?
- What is the university's policy of timely progression toward graduation?
- What are the goals for serving the alumni/ae of the schools and colleges? Are they being met? What are the reciprocal responsibilities of the university and the schools with regard to alumni development? What should the institution do better to ensure the long-term loyalty of its alumni/ae?

**4. University Organization, Administration and Governance.** Since 1991, New School as a university has evolved in three respects: first, the type of students served; second, the size and complexity of its organization, and third, how university services are provided and coordinated. New School University has coped with many challenges during the pre-university conception of itself, and now faces new challenges. The institution has responded to prior concerns by the Commission about internal communication within the university. New vehicles have been created for internal communication and governance, both within the colleges and the university. What are the next challenges with respect to university governance?

- The administrative plan for the university is evolving from a hierarchic model toward one of increased collaboration.

What is the administrative plan that coordinates the academic divisions and local services with the administrative services of the larger university? What are the missions of those groups? What role do the school deans play as university officers?

Which functions are centralized to the schools and which are decentralized? How effective is the mix? What changes would improve the plan?

With regard to satisfaction with central administrative services, what steps can be taken to improve the quality of feedback on service performance and accountability?

Does the university have the management control systems in place to manage the "new" university?

Is there a well-defined system of governance and written policies outlining governance responsibilities of administration and faculty with provisions for student input? What are the goals of the university's standing committees and are they meeting them?

How are the views of school faculties expressed in university governance?

What incentives exist to promote unit collaboration and entrepreneurial initiatives?

- What are the goals of the Board of Trustees with regard to its development? By what measures is performance toward those goals evaluated?

How are members evaluated? How is the President evaluated? What actions are taken and what effects are evident? How does the Board stay informed? Do members participate in the life of the different divisions?

What are the goals of the visiting committees with regard to support of the schools and colleges? By what measures is performance toward those goals evaluated?

How often are bylaws revisited so they remain current?

- What opportunities does the university provide to recognize and to support the development of staff and administrators?

**5. Finance, Budget and Enrollment.** The university has a long history of balanced budgets and asset growth. The 2001-2002 operating budget will reach \$180 million, an increase of \$50 million over the last five years. In the last two years alone, unrestricted net assets, a key measure of financial health, have grown by over \$15 million dollars. Since 1995, the endowment has doubled from \$50 to \$100 million. Board policy has directed a steady lowering in the rate of year-to-year tuition increases, and a simultaneous increase in financial reserves. Given the connection between enrollment, tuition and fiscal health, the university's budget process encourages enrollment growth in areas that produce surpluses. The process encourages scrutiny of costly programs so that an effective balance can be maintained.

- What is the process by which long-term priorities are set for the institution as a whole, especially with regard to the academic health of the institution? How are strategic goals measured?
- Does the institution know the indirect costs of its academic programs, services and policy institutes? How is that information disseminated?
- What are the processes through which the university makes decisions about resource allocation? Does the process provide opportunity for discussion of priorities for the next fiscal year? How wide is consultation on these issues?
- How sustainable is the university's economic model?

What is the strategy to reduce dependence on tuition revenue? What are net tuition revenue trends?

The university has three schools that generate surpluses. Does the administration want to bring more units to net surplus budgets? Does it want to reduce the extent of transfers for supported units? What new revenue streams can be developed?

What is the net impact of borrowing on the operations budget? Will enhancements to facilities and information technology increase deferred maintenance and hurt financial statements?

How well does the annual budget process allow for consultation on resource allocation?

What is the process of determining long-term funding priorities? Have strategic goals been set? How does the university measure the achievement of strategic goals?

**6. Development and Fund Raising.** New School University, being an independent institution, requires substantial financial support from its alumni/ae and friends if it is not to be perilously dependent on tuition revenue. As the university is evolving, fund raising is a shared responsibility between university and school. Both central administration and school leaders have fund raising assignments, which have been increasing. Each school or college has specific fund raising targets. Large units have greater responsibility for their own fundraising, while small divisions depend almost exclusively on the central office for support.

New School University completed a \$200 million capital campaign in 1999. The endowment of \$100 million, which has grown rapidly since 1991, falls short of the standard for institutions of our size and age. Cultivation of the university's living alumni/ae, who number more than 35,000 for whom addresses are known (60,000 total), in support of the colleges and the university is a critical function for all independent schools. Yet, alumni/ae development seems not well organized. The Development Office also has had to contend with personnel turnover as well as a presidential transition lasting nearly two years. A complex issue is the extent to which school identity and "brand" is connected to university identity and visibility.

- With regard to fund raising, what is the right mix of university and school functions and responsibilities?
- What are the goals for serving the alumni/ae of the schools and colleges? Is the administration meeting those goals? What are the most effective roles for the central staff and for each of the divisions? Do the schools and colleges have staff to support fund raising and alumni affairs?
- What is the public relations strategy to improve public awareness of the university?
- What is the plan to build the endowment? What should annual fund raising goals be? By what benchmarks does the administration evaluate the feasibility of fund raising goals?
- Given the change in presidents, what is the vision for fund raising?

**7. Facilities.** New School University is fortunate to be centrally located in one of the world's largest, most dynamic metropolitan centers. Special opportunities and difficult challenges result with respect to the high cost of urban real estate. Drawing upon resources from a history of balanced budgets and a successful capital campaign in the mid-nineties, New School University has made remarkable progress in upgrading its physical plant and acquiring new facilities. A new commitment to undergraduate education in several colleges, however, brings with it different needs than those needed for a part-time and adult population. At the same time, expectations have increased with regard to the quality of workspace.

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New School University operates approximately one million square feet of space in Manhattan. Ninety percent of the space is located within a few blocks of 13<sup>th</sup> Street and Fifth Avenue in Greenwich Village. Since 1995, the university has added over 100,000 square feet to its inventory of classrooms, technology facilities and administrative offices. Both fund raising and long-term borrowing have supported expansion. Plans are in place to add 600 dormitory beds over the next two years. Several facilities show New School University at its best (66 W. 12<sup>th</sup> and 55 W. 13) whereas visitors notice overcrowded facilities as well as unattractive space at Mannes College, Parsons School of Design and the Graduate Faculty.

- Is there a campus plan for facilities? What changes are needed?
- Which classroom needs are most pressing? Do teachers have regular access to smart classrooms? Do they use the facilities that exist? How well does the administration communicate resource availability to faculty members, especially part-time instructors?
- How can New School University best fulfill the needs for specialized facilities for students in the arts (studios, practice and rehearsal space)?
- Are current facilities adequate for the needs of the university? Are they used effectively? How will the university cope with enrollment growth? How much new space is required? How much can the institution gain from effective scheduling of existing resources?
- Can enrollment growth be channeled into "down times" when facilities are not used such as January, weekends, and during the summer?
- How aggressive should the administration be with regard to enrollment growth via online education? Is that where the university will get its growth?
- What will be the priorities for upgrading the physical plant? Should the current campus remain the core location for all academic programs? Will it be possible to build new facilities on the downtown campus to meet the needs of Mannes, the Graduate Faculty, Eugene Lang and Parsons School of Design? With regard to Mannes College of Music, which is overcrowded, does the administration plan to move, or to stay, downsize and renovate?
- The university has three focused libraries in addition to belonging to regional consortia. Each facility has serious needs, but investment has not kept up with enrollment growth and increased demand. What is the plan to improve library facilities?
- Is it possible to distribute "back room" activities to less expensive real estate in Brooklyn or New Jersey?
- What need exists for new university facilities like a fitness center, or programs to serve students, staff and faculty? What are the goals for a university student center? Should this be a university or college function/facility?

- The university has invested in student housing. How much more investment is needed?
- Should the administration explore faculty housing?
- Should housing programs be self-sustaining financially?

### SPECIAL TOPICS

**1. Learning Resources** (Information technology, libraries, New School University Online, coop and community service). In its standards, the Commission on Higher Education asks that the institution organize learning resources for the benefit of student learning and faculty research, and to show evidence of regular use of resources toward those purposes. A university is expected to offer diverse learning resources, broadly defined to include libraries, access to the Web, access to images and electronic resources, and use of a wide range of non-classroom resources for teaching and learning. In particular, one of the Commission's standards asks how well the institution helps students develop "information literacy -- the ability to locate, evaluate and use information in order to become independent learners."

- New School University has made considerable progress with regard to improved administrative and academic computing. Major investments have, at the same time, raised expectations with regard to the next level of investment and new directions, especially the integration of information technology planning with academic programs and faculty development.

Are New School University faculty members, students and staff using online information services that exist? If not, why not?

What strategic concepts will drive the next round of development, separately, for administrative and academic computing? For example, what will be the relative emphasis upon wireless communication, Internet 2, and the easy integration of personal laptops into university networks?

Does New School University want to be a leader in online distance learning? What will this cost and how is the capability integrated into the schools and colleges?

How do the learning outcomes of online students and student services offered to them compare to those of campus students?

- Considerable progress in new information systems and access to the Web has not been matched with investments in the university's three libraries. Significant needs exist with regard to facilities, staff and parts of the collection. Moreover, important questions are being raised, partly by the profession itself, about the future of libraries in a digital age.

What is the strategic plan for university libraries? How do students and faculty members use the libraries? What do they need in library services? What is the university's plan to upgrade its library facilities? Are resources adequate to support teaching and learning? How integrated is new degree program planning with library resources?

How do faculty members participate in decision-making regarding collections and information resources?

How can service to the academic divisions be improved?

What are the institution's goals with regard to digital imaging and the image collections at Gimbel Library?

What can be done to improve education and training, and to encourage better use of consortial resources? What do we want and need from the Consortium and other metropolitan resources like the New York Public Library?

To what extent can better service be given to consumers at lower cost if library, online programs and information services are better coordinated, if not integrated?

Do members of the library staff have adequate preparation for their responsibilities? Do they have opportunities for professional development?

- New School University has long valued the integration of work and study, whether in the form of innovative continuing education courses for adults, internships by management students at Milano, or in professional studies at Mannes and Parsons. New challenges occur with regard to general university standards as well as specific academic policies within divisions.

What is the university's academic policy with regard to experiential learning?

How is experiential learning evaluated and credited?

**2. Enrollment Management.** The university's budget and overall financial health depend heavily on enrollment in both degree programs and continuing education. Tuition and fee revenue accounts for over 80 percent of total revenue. Degree enrollment trends for the last five years show 13 percent growth, while continuing education has seen modest declines. As trend analyses suggest, enrollment trends vary considerably by division. Parsons School of Design, The New School, and Eugene Lang College have grown rapidly, while the Graduate Faculty and Milano Graduate School show modest declines, the latter due to reduced off-campus enrollment. Other divisions report little change.

Retention studies suggest that the institution could do more about holding students longer, and perhaps improve the fit of applicants to degree programs. More generally, the university has focused on enrollment growth and reached many of its goals. Given strong enrollment in most programs and overcrowded facilities, the administration should ask about selectivity with regard to improving the preparation and retention of students, and the academic reputation of the university. Finally, the university has decided to centralize certain admissions functions such as initial inquiries and general leadership while keeping admissions counseling within the schools.

- What is the university's enrollment management plan? What are the plans, goals and objectives for each school?

What are the goals of institutional marketing with regard to enrollment and is the administration meeting its goals? How effective are our marketing communications?

What are enrollment trends by school, program and major?

How much does the institution discount tuition by school and program, and how are the amounts determined? What is the proper mix of need-based and merit-based financial aid with regard to university and school goals? What is the university strategy for using campus-based aid and work study to support goals like minority students and doctoral students?

What are retention rates by school and program? What are the reasons for attrition? What is the university strategy to increase retention where challenges exist? What is the university's enrollment strategy with regard to improving selectivity?

Which student issues most affect enrollment?

What is the plan to organize university admissions and which functions will remain within the schools?

- What are the university's goals for providing student financial aid, especially in support of minority students? Are they being met?

What budget incentives can be developed to support selectivity rather than growth?

## REPORTS FROM THE SCHOOLS AND COLLEGES

### General Charge to the Subcommittees

Each subcommittee should begin by reviewing appropriate material in Characteristics of Excellence in Higher Education: Standards for Accreditation as well as Designs for Excellence: Handbook for Institutional Self-study to become familiar with Commission expectations regarding the self-study and the standards against which New School University will evaluate its performance. Prior reports and actions by the Commission should be consulted because such reports provide historical context.

College self-studies should be data-based rather than speculative, and analytic more than descriptive. Where possible, recommendations should be supported by existing data collected by the subcommittee, or a university office. Secondary analysis of existing data like enrollment trends is useful. To evaluate performance, benchmarks for comparable institutions can be found. Where new research is needed, subcommittees should contact the Office of Institutional Research well in advance of when they need the data.

Subcommittees should develop a work plan and timeline for their portion of the self-study. The calendar should ensure that adequate time is available for university-wide discussion, and for completion of the university self-study, which will integrate subcommittee reports.

Specific charges to school and college subcommittees follow.

**THE NEW SCHOOL (founded 1919)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs? (Currently, none are full time.)

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities and academic support services foster the achievement of the college's and the university's goals? What is the vision for the school as a whole and how well do its programs fit?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What is the relationship between programs of study offered to degree students and those offered via continuing education?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics, and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency, and information literacy to include critical analysis and reasoning?

What policies assure the quality of graduate-level study? What differentiates undergraduate from graduate credit if students are eligible to study for both?

Are certificate programs based on a coherent, sequential program of study? Do they follow the college's usual program of development, approval, review and assessment? Do they include expected student knowledge, skills and competency levels? Do they comply with industry or national standards of credentials?

Regarding non-credit offerings, are qualified professionals involved in the design, delivery, and evaluation of non-credit offerings? Are offerings designed, approved, administered, and evaluated under established college policies?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**THE GRADUATE FACULTY (founded 1934)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of college and the university goals? What is the vision for the school as a whole and how well do its programs fit?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What is the strategy that school will follow with regard to improving the national and international visibility of its doctoral programs?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

How effective are the policies and procedures used to monitor student progress toward the degree?

Are certificate programs based on a coherent, sequential program of study? Do they follow the college's usual program of development, approval, review and assessment? Do they include expected student knowledge, skills and competency levels? Do they comply with industry or national standards of credentials?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

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**PARSONS SCHOOL OF DESIGN (joined New School University in 1970, founded 1896) <sup>3</sup>**

Students. Provide a profile of the college's students, including, as appropriate, information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the school provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty's overall roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

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<sup>3</sup> To address specific NASAD requirements for the self-study, a supplemental document will be prepared, including appendices outlined in the NASAD Procedures for Institutional Membership.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of college and the university goals? What is the vision for the school as a whole and how well do its programs fit?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students? Specifically, are students who transfer to us from affiliates prepared for upper division studies in English? Given the high proportion of international students enrolled, how effective are ESL services?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics, and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency, and information literacy to include critical analysis and reasoning?

Do requirements assure that, upon program completion, students are proficient in oral, written, or performance communication, scientific and quantitative reasoning, technological competency, and information literacy that includes critical analysis and reasoning?

Are certificate programs based on a coherent, sequential program of study? Do they follow the college's usual program of development, approval, review and assessment? Do they include expected student knowledge, skills, and competency levels? Do they comply with industry or national standards of credentials?

Regarding non-credit offerings, are appropriately qualified professionals involved in the design, delivery, and evaluation of non-credit offerings? Are offerings designed, approved, administered, and evaluated under established college procedures?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**ROBERT J. MILANO GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY  
(joined New School University in 1975, founded 1964)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of the college's and the university's goals?

What is the vision for the school as a whole and how well do its programs fit?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

How are learning outcomes evaluated and how are evaluation results used?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency and information literacy to include critical analysis and reasoning?

Do requirements assure that, upon program completion, students are proficient in oral, written, or performance communication, scientific and quantitative reasoning, technological competency, and information literacy that includes critical analysis and reasoning?

Do they follow the college's usual program of development, approval, review and assessment? Do they include expected student knowledge, skills, and competency levels? Do they comply with industry or national standards of credentials?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**EUGENE LANG COLLEGE (founded 1985)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of the college's and the university's goals?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency and information literacy to include critical analysis and reasoning?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**MANNES COLLEGE OF MUSIC (joined New School University in 1989, founded 1916)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of the college's and the university's goals?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency and information literacy to include critical analysis and reasoning?

Do they follow the college's usual program of development, approval, review and assessment? Do they include expected student knowledge, skills, and competency levels? Do they comply with industry or national standards of credentials?

Regarding non-credit offerings, are appropriately qualified professionals involved in the design, delivery, and evaluation of non-credit offerings? Are offerings designed, approved, administered, and evaluated under established college procedures?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**ACTORS STUDIO DRAMA SCHOOL (joined New School University 1995, founded 1947)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs? (Currently, none are full time.)

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of the college's and the university's goals?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

How are learning outcomes evaluated and how are evaluation results used?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

**JAZZ AND CONTEMPORARY MUSIC PROGRAM (founded 1986)**

Students. Provide a profile of the college's students, including information about student beliefs, attitudes, values, interests, skills, cultural awareness and other aspects of social and psychological development.

How effective are the school's recruitment and admissions processes in admitting students whose interests, goals and abilities are congruent with the college's mission?

Does the admissions process encourage diverse students to enroll?

Does the college provide effective counseling regarding academic choices and career planning?

Faculty. Provide a profile of the college's faculty and describe the processes of recruitment, selection and promotion. Describe faculty roles and responsibilities with respect to teaching, research/professional accomplishment, and service. Describe and evaluate major changes of the past decade.

Are there sufficient full-time faculty members to support the programs offered and to assure continuity and coherence of programs?

How is the faculty involved in governance? Are their roles and responsibilities clearly defined? To what extent do they participate in planning, curriculum review, and governance?

What are the school's policies for part-time faculty regarding orientation, oversight, participation in governance, and professional development? To what extent are criteria for appointment, supervision and review of teaching effectiveness of part-time teachers comparable to those for full-time?

What is the evidence for faculty excellence in teaching and professional accomplishments? Is the faculty engaged in continuous professional growth and development? How does the college support faculty development?

How successful has the college been in achieving diversity in terms of race, ethnicity, gender and sexual orientation?

Does the faculty enjoy academic freedom, regardless of rank or status?

Curriculum. Describe and evaluate the programs offered by the college. In addition to formal curriculum offerings, consider co-curricular activities that contribute to the development of life skills, such as out-of-class lectures and exhibitions, civic involvement, learning and research, and opportunities for informal, student-faculty contact. Describe and evaluate major changes or innovations in academic programs of the past decade.

To what extent does the total range of curricula, activities, and academic support services foster the achievement of the college's and the university's goals?

Does the college have procedures for identifying students who are not prepared for college study? Does it provide relevant courses and academic support for unprepared students? Given the proportion of international students enrolled, how effective are ESL services?

Are curricula in degree programs clear and coherent? Are offerings appropriate to the programs or degrees offered in terms of academic rigor, breadth and length?

What processes does the college have in place for developing and implementing curricular, co-curricular, and extra-curricular experiences it provides its students?

Is there an appropriate balance for undergraduate study between general education and specialized education? Does the general education program incorporate study of values, ethics and diverse perspectives? Do requirements assure that, upon program completion, students are proficient in oral, written and performance communication, scientific and quantitative reasoning, technological competency and information literacy to include critical analysis and reasoning?

How are learning outcomes evaluated and how are evaluation results used?

To protect the integrity of the school and the university, what policies govern contracts with external institutions? Do these policies assure that the university has appropriate oversight of, and responsibility for, all activities carried out in its name?

Future Projections. Describe and evaluate current discussions or expected changes that may affect student recruitment or retention, faculty, educational programs and governance in the future. Describe and evaluate expected changes in the near future that may affect the college.

Recommendations. Describe and evaluate the most important priorities to strengthen teaching and learning within the school.

## V -- Outcomes Assessment

To ensure that subcommittees will have the data they need for their work, the following procedures will be followed:

- The Office of Institutional Research has begun compiling an inventory of institutional data, and assessment and effectiveness studies. When completed, it will be presented to the Steering Committee.
- The Steering Committee will review the results and, in collaboration with subcommittee chairs and the Office of Institutional Research, it will evaluate the need for further studies.
- Additional studies will be coordinated by the Office of Institutional Research, under the direction of the Steering Committee.
- The Office of Institutional Research will be the source of official data; all requests for data will be addressed to it.
- Before the subcommittees begin their work, the Office of Institutional Research, in collaboration with the Coordinating Committee and sub-committee chairs, will prepare customized lists of resources.
- Resource documents will be made easily accessible to all subcommittee members.
- Arrangements will be made to ensure easy access to resource documents by all subcommittee members. Some documents will be posted on the New School University's Self-study web page. In addition, a resource room will be established as home for all self-study documents. Documents produced during the self-study will be added to the room, as they become available.

Types of documents that will be available to the subcommittee members include:

Formal surveys, both using national norms and those instruments locally developed  
Peer assessments  
In-class assessments  
Capstone experiences  
Focus groups  
Interviews  
Analysis of institutional statistical data  
Comparison of institutional data with peer institutions

## VI -- Inventory of Support Documents

The Office of Institutional Research was established and its first director hired in 2000. Working with colleagues in other offices and at the schools, an initial priority has been to inventory information already produced. In addition and as preparation for institutional self-studies, New School University is participating in national surveys of student characteristics, educational expectations, attitudes, motivation and opinion (Cooperative Institutional Research Program or CIRP, and National Survey of Student Engagement or NSSE).

### External Reports

- Middle States Self-study Report, 1991
- Report of Visiting Team, 1991
- Follow-up Report, 1992
- Periodic Review Report, 1996
- MSCHE Annual Institutional Profile (1999, 2000)
- Statement of Accreditation Status (SAS)
- Accreditation History Report from MSCHE
- New York State Education Department reports
- IPEDS Reports
- Reports from the American Psychological Association (APA), the National Architectural Accrediting Board (NAAB), National Association of School of Public Affairs and Administration (NASPAA), and the National Association of Schools of Art and Design (NASAD)

### Statistical Reports

- *University Fact Book 2000* -- Spring 2000 and thereafter
- Grade distribution reports
- Cohort retention and graduation reports

### Planning Documents

- Master Plan 1995
- University Outcomes Assessment Plan
- University Strategic Plan
- Library Plan
- School Strategic Plans
- Enrollment Management Plan
- University Affirmative Action and Diversity Plan 1997-2000, 2001-2004
- Writing Initiative report

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Publications by the Middle States Association

- *Characteristics of Excellence* (current and revised)
- *Designs for Excellence*
- *MSCHE Policies and Procedures*
- *Framework for Outcomes Assessment*
- *Outcomes Assessment Plans*
- *What is Accreditation?*
- *Guidelines for Distance Learning Programs*
- *Handbook for Graduate Education*
- *Guidelines for Librarian Evaluators*
- *Handbook for Evaluation Teams*
- *Handbook for Chairing and Hosting an Evaluation Team*

Publications by the National Association of Schools of Art and Design

- *Handbook 2001-2002*
- *Procedures for Institutional Membership:*
  - Part I--The NASAD Accreditation Process*
  - Part II--The NASAD Self-study Document*
  - Part III--Instructions for Visiting Evaluators: the NASAD Visit and Visitor's Report*
- *Supplement IV: Creating Your Self-study*

Other Documents

- Mission statements of university and schools
- Board minutes and bylaws
- Faculty Handbook
- Student Handbook
- Handbook for Administrative Staff
- Catalogues and related publications
- Recruitment material
- Newsletters
- University Annual Reports

Questionnaires, Surveys and Other Instruments

- Survey of Entering Freshmen--CIRP--Fall 2000 and thereafter
- National Survey of Student Engagement--Spring 2001 and thereafter
- Library use and satisfaction survey--Spring 2001
- Alumni/ae surveys of 1997 and 1998 graduates (University-wide)--(Fall 1999, Fall 2000)
- School-based survey of non-enrolling admitted students
- School-based surveys of current students
- Exit interviews
- School-based alumni/ae surveys
- School-based focus groups

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The self-study will be completed late Fall, 2002, and the site visit is scheduled for Spring, 2003. Advance planning occurred in 2000 wherein a three-year calendar of events and products was set, and the Self-study Steering Committee appointed. Preparations for the self-study and the team visit are following a published, well-organized calendar of dates and products spread over four years, shown in Tables 2 and 3.

Two key appointments have been made. An Office of Institutional Research was established and its director hired Fall, 2000. An Associate Provost for Academic Planning and Policy was hired in November, and appointed Coordinator of the self-study in addition to other academic planning duties, chief among them to produce a plan for the libraries.

Self-study preparations began in earnest Fall, 2000. The Steering Committee meets monthly for two hours and its lead group, the Coordinating Committee meets between meetings to organize work for the larger committee. Priorities have been several:

- Produce a New School University Self-study Handbook to assist committees with technical requirements involved in writing mission statements;
- Review of prior evaluation communications with the Commission (as well as those with New York State and accreditation associations like APA and NASAD);
- Preliminary assessment of university and school strengths and challenges, respectively, in preparation for writing formal charges to the subcommittees, contained herein; and
- A comprehensive, institution-wide set of mission reviews for the university, its academic divisions, major programs and administrative services.

Mission statements have been drafted in accord with MSCHE requirements, involving as many people as possible in doing so. As of this writing, systematic feedback on first drafts has been provided to the schools with regard to both style and content, asking for revisions before submitting the statements for formal review and approval.

For the institution, which was chartered as New School University in 1997, its first mission statement is being created. Several drafts have been circulated and the leadership seeks an inspiring vision that has broad agreement. Consultative processes have been developed to include many university constituencies (e.g., deans, officers and the Faculty Advisory Committee). When finished, all mission statements will be reviewed formally by the Board of Trustees in Fall, 2001. At the same time, the schools are beginning to articulate goals and objectives -- this work will continue into Fall, 2001.

Two projects related to the self-study are scheduled for Summer, 2002: A review of national survey results (CIRP, its survey of entering students) and an audit of college and university academic policies. Both efforts will generate new questions for subcommittees.

The Self-study Steering Committee has discussed drafts of subcommittee charges, which set forth initial questions for committee work over the course of 2001-2002, the most important phase of the self-study. Another priority will be to develop the assessment plan, data bases and statistical reports needed by the subcommittees, with special emphasis given to learning outcomes. Studies of student attributes and opinion from New School University's participation in national studies will be completed and surveys carried out as needed by subcommittees.

The fourth and final year of the self-study, beginning Fall, 2002 and culminating in the team visit Spring, 2003, takes the reports of the subcommittees and begins an iterative process of review and consultation, leading to writing the comprehensive document. Like earlier products of the self-study, early drafts will get broad circulation before formal review and approval by the Steering Committee, the President and ultimately the Board of Trustees. Another task of the fourth year will be preparing exhibits to be made available to the MSCHE team.

## VIII -- Editorial Style and Format

Each subcommittee report will identify strengths in the division or area, most important challenges, and recommendations for enhancing strengths and addressing problems. Subcommittees are not charged with finding a definitive solution for every problem, or costing out those solutions. Rather, possible courses of action that might lead to solutions will be outlined.

Reports should emphasize analysis rather than description as the following sample questions suggest:

**Descriptive:** What is the school's mission?

**Analytical:** How well does the school's mission reflect current programs, services, and planning priorities?

**Descriptive:** What process is used for reviewing academic programs?

**Analytical:** How effective is the academic review process? What changes have been implemented as a result of these reviews?

Subcommittees are asked to submit reports in accord with these format restrictions: print and digital form; APA style; digital submission in PC format, Microsoft Word with no format embellishments (to make it easier to meld separate documents); Times New Roman font, 12 point type, single-spaced; no right justification. Do not use italics or larger type size to make a point -- if necessary, underline a foreign word or to add emphasis. Endnotes should be used sparingly (no footnotes). Avoid using the “royal we.” Refer to titles or position names rather than use individual names. Emphasize short, analytic sentences that are free of professional jargon. Try to avoid abbreviations.

All subcommittee reports will be edited for clarity and to ensure a coherent voice in the final report. With regard to matters of substance, good communication will be maintained between the coordinator and the subcommittee chairs in the case of new questions to the subcommittee and requested revisions.

The University Self-study will be 100 single-spaced pages. Draft reports from the subcommittees are limited to 15 single-spaced pages in addition to technical information that can be submitted as appendices, or exhibits for the team room. As the Commission puts it, “brevity with substance would be ideal.”

## **IX -- Format of the Self-study Report.**

### Volume One: New School University

- Introduction

- University Overview

  - Mission, Goals and Institutional Integrity

  - Initiatives to Strengthen Learning and Teaching

  - Initiatives to Strengthen Student Services

  - University Organization, Administration and Governance

  - Finance, Budget and Enrollment

  - Development and Fund Raising

  - Facilities

- Special Topics:

  - Learning Resources

  - Enrollment Management

### Volume Two: Reports of the Schools and Colleges

- The New School

- The Graduate Faculty

- Parsons School of Design

- Milano Graduate School of Management and Urban Policy

- Eugene Lang College

- Mannes College of Music

- Actors Studio Drama School

- Jazz and Contemporary Music Program

## **X -- Profile of the Evaluation Team**

As team chair, the university would benefit from the leadership of a senior colleague who understands three things: the demands of working in a metropolis like New York with its diversity of cultures; institutions like New School University with its nontraditional history and mission-driven colleges; and the internal dynamics of a growing institution with multiple colleges and constituencies.

By agreement between MSCHE and NASAD, NASAD will be responsible for choosing artist educators to focus on Parsons School of Design during the special joint visit. The central administration does not request special experience in the MSCHE team. Persons with experience working with art, design and architecture schools within a larger university would be desirable, however.

The team should have at least two graduate educators from major departments with national reputations to review masters and doctoral graduate offerings at the Graduate Faculty (social sciences) as well as graduate planning and administration in health and human services (Milano Graduate School). Experience with international students and organizations would be useful.

Because the university has several initiatives underway to strengthen the liberal arts, several team members should bring experience with undergraduate liberal arts. At least one should bring experience with developing innovative, general education for professional schools like Mannes College of Music, the Jazz and Contemporary Music program, or Parsons School of Design.

Adult education in all its forms including degree study is a major interest of the university. Regarding continuing education, especially in the liberal arts, music and all the design specialties of Parsons, an innovative educator from a major city like Philadelphia not in direct competition with New School University would be valuable.

New School University would benefit from having a team member with experience with a leading classical conservatory such as the Curtis, Peabody or Julliard (rather than from a traditional music education department). It would be helpful if that person also brought an appreciation of jazz and contemporary music. If that is not feasible, another team member could bring expertise as a jazz educator.

New School University has a growing online program serving many of our majors, and has made great strides, we believe, in information technology. Experience with online, course-based study would be useful. Similarly, a colleague with an academic vision for information literacy in the context of liberal arts and professional programs would be helpful.

As a developing university, the administration would benefit from consultation on several topics: experience in development and alumni affairs, especially with decentralized collegiate systems; student affairs, especially working with foreign students; library planning.

Because New School University is reviewing its library services, it would be helpful to have a librarian who understands the resources of urban consortia and who is visionary with respect to the convergence of print and digital media.

Finally, the administration understands that no team can be expected to bring all the experience we seek. Most important will be the vision and academic integrity that the team members bring. New School University is proud of the progress made, but significant challenges are ahead. The administration wants the review process to be rigorous.

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## Table 1. Self-study steering committee and subcommittees

### I -- Self-study Steering Committee <sup>4</sup>

#### Coordinating Committee

Jackson Kytle, Associate Provost for Academic Planning and Policy -- Self-study Chair

David Shapiro, Professor, Graduate Faculty -- Self-study Chair

Elizabeth Dickey, Provost

Marianthi Zikopoulos, Director of Institutional Research

Amos Himmelstein, Chief of Staff, Provost's Office

#### Administrators 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,

Bea Banu, Dean, Eugene Lang College

Debby Goldberg, Chief of Staff, President's Office

#### Faculty and staff members at large

Pablo Medina, Faculty Member, Eugene Lang College

Bryna Sanger, Professor, Graduate Faculty (leave FS01)

Keila Tennant, Assistant General Counsel

Tricia Bailey, Administrative Assistant

#### School subcommittee chairs

Eliza Nichols, Associate Dean, Eugene Lang College

Lesley Cadman, Vice Dean, Parsons School of Design

Dan McIntyre, Associate Dean, Graduate Faculty

Lisa Johnson, Associate 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, Director, Jazz and Contemporary Music Program

#### University subcommittee chairs

Rikki Abzug, Associate Professor -- Mission, Goals and Institutional Integrity

Jonathan Veitch, Faculty Member -- Initiatives to Strengthen Learning and Teaching

Linda Reimer, Vice President for Student Services -- Initiatives to Strengthen Student Services

Aida Rodriguez, Professor -- University Organization, Administration and Governance

Alec Gershberg, Associate Professor -- Finance, Budget and Enrollment

Susan Ebersole, Director of Development -- Development and Fund Raising

TBD, -- Facilities

Gail Persky, University Librarian -- Learning Resources

Debbie Paruolo, Associate Provost -- Enrollment Management

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<sup>4</sup> A university officer if not otherwise identified.

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**II -- University Subcommittees** <sup>5, 6</sup>
**1. Mission, Goals, and Institutional Integrity**

Rikki Abzug, Associate Professor, Milano Graduate School -- Chair  
 Edward Blakely, Dean, Milano Graduate School  
 Joel Lester, Dean, Mannes College of Music  
 Kenneth Prewitt, Dean, Graduate Faculty  
 Gregory Spence, Vice President and General Counsel  
 Sondra Farganis, Director, Vera List Center, The New School  
 Jeffrey Goldfarb, Professor, Graduate Faculty (leave S02)  
 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  
 Students to be named (2)

**2. Initiatives to Strengthen Learning and Teaching** <sup>7</sup>

Jonathan Veitch, Chair of Humanities and Faculty Member, The New School -- Chair  
 Ann-Louise Shapiro, Dean, The New School  
 Elizabeth Dickey, Provost  
 Jackson Kyle, Associate Provost for Academic Planning and Policy  
 Marianthi Zikopoulos, Director, Institutional Research  
 Roben Torosyan, Director, University Writing Center  
 Susan King Roth, Associate Dean, Parsons School of Design  
 Eliza Nichols, Associate Dean, Eugene Lang College  
 Linda Dunne, Associate Dean, The New School  
 Elizabeth Ross, University Registrar  
 Kanwal Singh, Faculty Member, Eugene Lang College  
 Howard Berliner, Associate Professor, Milano Graduate School  
 Stanley Dorn, Faculty Member, Mannes College of Music  
 Ken Stevens, Faculty Member, Parsons School of Design  
 Sam Schacht, Faculty Member, Actors Studio Drama School  
 Tim Quigley, Faculty Member and Program Coordinator, The New School  
 Anne-Emanuelle Birn, Professor, Milano Graduate School  
 Jay Bernstein, Faculty Member, Graduate Faculty  
 Wendi Kohli, Director and Faculty Member, Teacher Education, The New School  
 Robert Beauregard, Professor, Milano Graduate School  
 Christopher Johnson, Faculty Member, Jazz and Contemporary Music  
 Students to be named (2)

**3. Initiatives to Strengthen Student Services**

Linda Reimer, Vice President for Student Affairs -- Chair  
 Pam Sabrin, Associate Dean, Actors Studio Drama School  
 Marjorie Vai, Director, English Language Studies Center, The New School  
 Richard Sheldon, Director of Campus Life, University Housing  
 Michael Hindi, International Student Services  
 Pamela Serota, Assistant Director of Student Development, Mannes College of Music  
 Isabelle Frank, Associate Dean, The New School  
 Susan Heske, Director of Communications, Student Affairs  
 Susan Morris, Assistant Dean for Student Affairs, Milano Graduate School  
 Susan Luftschein, Faculty Member, Parsons School of Design  
 Robert Weber, part-time ESL, Mannes College of Music  
 Orville Lee, Professor, Graduate Faculty/Eugene Lang College  
 Gina Luria Walker, Faculty Member, The New School  
 Jane Ira Bloom, Faculty Member, Jazz and Contemporary Music  
 Reneé Alexander, Director of Career Development and Internship Placement, Eugene Lang College

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<sup>5</sup> The chair of each subcommittee also serves on the Self-study Steering Committee.

<sup>6</sup> Faculty members at Parsons, Mannes, Jazz, The New School and Eugene Lang normally do not hold academic rank.

<sup>7</sup> One meeting each semester of Faculty Advisory Committee, whose membership overlaps subcommittees, will be given to the Self-study.

Students to be named (4)

**4. University Organization, Administration 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 to the Corporation  
Amos Himmelstein, Chief of Staff, Provost's Office  
Pat Underwood, Director of Employment Services  
David Brown, Professor, Milano Graduate School  
Jose Casanova, Associate Professor, Graduate Faculty (leave S02)  
Mary Watson, Assistant Professor, Milano Graduate School  
Elizabeth Aaron, Faculty Member, Mannes College of Music  
Students to be named (2)

**5. Finance, Budget and Enrollment**

Alec Gershberg, Associate Professor, Milano Graduate School -- Chair  
James Murtha, Executive Vice President -- *ex officio*  
Nancy Stier, Vice President for Budget and Planning  
Stephen Kennedy, Associate Vice President & Controller/Treasurer  
Jim Delmore, Executive Director of Budget & Planning, Parsons School of Design  
Elissa Tenny, Vice Dean, The New School  
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  
Students to be named (2)

**6. Development and Fund Raising**

Susan Ebersole, Director of Development, Parsons School of Design -- Chair  
Randy Swearer, Dean, Parsons School of Design  
Charles Michaud, Acting Vice President for Development  
Robert Kostrzewa, Director, Scholarships and Student Funding, Graduate Faculty  
Stefano Basilico, Curator, University Art Collection  
Gina Taglieri, Director of Development, Jazz and Contemporary Music  
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 Lecturer, Graduate Faculty  
Mimi Fahs, Associate Professor, Milano Graduate School  
Students to be named (2)

**7. Facilities**

TBD, -- Chair  
Lee Webb, Vice President for Administration & Business Development  
Lisa Johnson, Associate Dean of Academic Affairs, Mannes College of Music  
Pam Sabrin, Associate Dean, Actors Studio Drama School  
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  
Students to be named (2)

### Special Topics

#### 1. **Learning Resources** (Information Technology, libraries, New School University Online, coop and community service)

Gail Persky, University Librarian & Director, Fogelman Library -- Chair

Shelley Moore, Director, Scherman Library, Mannes College of Music

TBA, Director, Gimbel Library

Shelley Reed, Vice President for Information Services

Jackson Kytly, Associate Provost for Academic Planning and Policy

Stephen Anspacher, Associate Provost for Distributed Learning Services

Lillian Sartori, Director, Academic Computing Center

Allen Jones, Director, Center for Education and Technology

Marc Green, Online Coordinator, The New School

Nilanjana Dasgupta, Assistant Professor, Graduate Faculty/Eugene Lang College

Sven Travis, Chair and Associate Provost for Technology Research and Development, Parsons School of Design

Stanely Dorn, Faculty Member, Mannes College of Music

Rosemary O'Neill, Acting Assistant Chair and Faculty Member, Parsons School of Design

Howard Berliner, Associate Professor, Milano Graduate School

Students to be named (2)

#### 2. **Enrollment Management**

Debbie Paruolo, Associate Provost for Enrollment Management -- Chair

Marianthi Zikopoulos, Director, Institutional Research

Pam Sabrin, Associate Dean, Actors Studio Drama School

Nadine Bourgeois, Associate Dean for Enrollment, Parsons School of Design

Tim Ettenheim, Associate Dean for Academic Affairs, Milano Graduate School

Allison Scola, Director of Admissions, Mannes College of Music

Teri Lucas, Director of Admissions, Jazz and Contemporary Music Program

Lisa Formosa, Director of Admissions, Actors Studio Drama School

Natalie Polvere, Director of Budget

TBA, Executive Director, Enrollment Management

Terence Peavy, Director of Admissions, Eugene Lang College

Emanuel Lomax, Director of Admissions, Graduate Faculty

Gerianne Brusati, Associate Dean for Administration & Student Services, The New School

Lisa Servon, Assistant Professor, Milano Graduate School

Colleen Macklin, Faculty Member, Parsons School of Design

Students to be named (2)

### III -- School and College Subcommittees

#### The New School

Linda Dunne, Associate Dean, Chair

Dean Ann-Louise Shapiro, *ex officio*

Elissa Tenny, Vice Dean

Mary Donovan, Executive Secretary - staff liaison

Gerianne Brusati, Associate Dean

Isabelle Frank, Associate Dean, Undergraduate Programs

Wendi Kohli, Director and Faculty Member, Teacher Education

Robert Polito, Director, Writing Program & M.F.A. in Creative Writing

Carol Wilder, Associate Dean and Chair, Communications Department

Timothy Quigley, Faculty Member and Program Coordinator

Sondra Farganis, Director, Vera List Center

Jonathan Veitch, Chair of Humanities and Faculty Member, The New School

Students to be named (2)

Graduate Faculty

Dan McIntyre, Associate Dean, Chair  
Dean Kenneth Prewitt, *ex officio*  
Sonia Salas, Office Manager - staff liaison  
Robert Kostrzewa, Assistant Dean  
Manny Lomax, Director of Admissions  
Jacquelyn Nguyen, Director of Budget & Administration.  
Deborah Poole, Associate Professor  
William Milberg, Associate Professor  
Dmitri Nikulin, Assistant Professor  
James Miller, Professor  
David Plotke, Associate Professor  
Michael Schober, Associate Professor  
Eric Schwartz - student  
Michael Weinman - student

Milano Graduate School

Tim Ettenheim, Associate Dean, Chair  
Dean Edward Blakely, *ex officio*  
Rose-Liliana Diaz, Academic Coordinator - staff liaison  
David Howell, Professor  
Mark Lipton, Professor  
Robert Beauregard, Professor  
Susan Morris, Assistant Dean for Student Affairs  
Susan Cane, Acting Chair  
Students to be named (2)

Parsons School of Design

Lesley Cadman, Vice Dean, Chair  
Dean Randy Swearer, *ex officio*  
Susan King Roth, Associate Academic Dean  
Shirly Weiss, Assistant to the Deans - staff liaison  
Nadine Bourgeois, Associate Dean  
Charles Nix, Associate Chair  
Sarah Johnson, Associate Chair  
Kelly Grossi, Director of Academic Advising  
Carole Schaffer, Associate Dean  
Susan Luftschein, Chair, Liberal Studies  
Ann Ledy, Chair, Foundation  
TBA FT Faculty (1)  
TBA PT Faculty (1)  
TBA Graduate Student (1)  
TBA Undergraduate Student (1)

Eugene Lang College

Eliza Nichols, Associate Dean, Chair  
Dean Bea Banu, *ex officio*  
Towanda Salley, Assistant to the Dean - staff liaison  
David Rosenberg, Assistant Dean  
Terence Peavy, Director of Admissions  
Reneé Alexander, Director of Career Development and Internship Placement  
Jeffrey Goldfarb, Professor, Graduate Faculty (leave S02)  
Kanwal Singh, Faculty Member  
Ann Snitow, Faculty Member  
Judith Walzer, Professor  
Sumita Charkarvarty, Faculty Member  
Elaine Abelson, Faculty Member  
Elaine Savory, Part-time Faculty Member  
Colette Brooks, Part-time Faculty Member  
Students to be named (2)

Mannes College of Music

Lisa Johnson, Associate Dean, Chair  
Dean Joel Lester, *ex officio*  
Victoria Powell, Assistant to the Dean - staff liaison  
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  
Students to be named (2)

Actors Studio Drama School

Pam Sabrin, Associate Dean, Chair  
Dean James Lipton, *ex officio*  
Linda Kleppinger, Executive Assistant to the Dean - staff liaison  
Lisa Formosa, Director of Admissions  
Valerie Porter, Program Assistant  
Sam Schacht, Faculty Member  
Gene Lasko, Faculty Member and Chair, Directing  
Romulus Linney, Faculty Member and Chair, Playwriting  
Students to be named (2)  
Alumni/ae (1)

Jazz and Contemporary Music Program

Martin Mueller, Director, Chair  
Xandra LeGrou, Senior Office Assistant – staff liaison  
Sherene Alexander, Director of Administration  
Teri Lucas, Director of Admissions  
Kristina Kanders, Acting Academic Coordinator and Faculty Member  
Reggie Workman, Faculty Member & Coordinator of Instruction  
Christopher Johnson, Faculty Member  
Students to be named (2)

**Table 2. Important dates for the self-study**

January, 2002	MSCHE selects chair
Feb./March, 2002	MSCHE selects team members
Fall, 2002	Preliminary one-day visit by Chair to institution
Late Jan./early Feb., 2003	Institution submits copies of self-study to MSCHE, NASAD, and all team members
March/April, 2003	Evaluation team visit before April 15 <sup>th</sup> (Sunday to Wednesday)
Within 2 weeks of visit	Chair's draft report to institution
Within 10 days of receipt	Institution returns corrected draft
Within 7 days of receipt	Chair sends final report to institution
After final report	Chair sends confidential brief to MSCHE
TBA	Formal response by institution to MSCHE
June 4-12, 2003	MSCHE Committee on Evaluation Reports meets
June 25-26, 2003	MSCHE meets
Early July, 2003	New School University notified of MSCHE's reaccreditation decision via action letter

**Table 3. Self-study Steering Committee meetings 2001-2002**

Thursdays, 2-4 pm

Orozco Room, unless otherwise stated.

09/13/01

10/25/01 - **Room 720, 66 Fifth Avenue**

11/29/01

12/20/01

01/31/02

02/28/02 - **Location TBA**

03/21/02

04/25/02

05/23/02