

# THE NEW SCHOOL

## Strategic Plan 2013–2018

*Approved by the Board of Trustees, February 6, 2014*

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## Mission and Vision

*Adopted by the Board of Trustees, May 2013*

### MISSION

The New School prepares students to understand, contribute to, and succeed in a rapidly changing society, and thus make the world a better and more just place. We will ensure that our students develop both the skills a sound liberal arts education provides and the competencies essential for success and leadership in the emerging creative economy. We will also lead in generating practical and theoretical knowledge that enables people to better understand our world and improve conditions for local and global communities.

### VISION

We are and will be a university where **design and social research drive approaches to studying issues of our time**, such as democracy, urbanization, technological change, economic empowerment, sustainability, migration, and globalization. We will be **the preeminent intellectual and creative center** for effective engagement in a world that increasingly demands better-designed objects, communication, systems, and organizations to meet social needs.

Our vision aligns with shifts in the global economy, society, and environment, which from our earliest days have animated our mission.

- **Creativity, innovation**, and a desire to **challenge the status quo**, both in what and how we teach and in the intellectual ambitions of the school itself
- **Social engagement**: orienting students' academic experience to help them become critically engaged citizens dedicated to solving problems and contributing to the public good

Now, as then, The New School must embrace these principles and innovate to address shifts in the global economy, society, and environment. These shifts require that individuals grapple with complex problems, pursue more fluid and flexible career pathways, and collaboratively create change.

## EDUCATIONAL APPROACH

We will fulfill our mission by extending The New School's legacy as a nontraditional academic community, nimble and responsive to change, that

- Focuses on and engages with **critical contemporary issues**
- Prioritizes **humanity and culture** in designing systems and environments to improve the human condition, an approach that draws on design thinking and the liberal, creative, and performing arts
- Places **project-based learning** at the center of the educational experience
- Takes full advantage of our **New York City** location and connectivity to **global urban centers**

## Executive Summary

The emergence of the increasingly global creative economy—and the importance of preparing graduates to be leaders in it—gives The New School a compelling opportunity to differentiate itself from other educational institutions in a way that is strongly market-relevant. In the current economic context for higher education, we must move expediently and decisively to become a more distinctive and resilient university. Much like the future success of our students, the future of The New School will depend on creativity, innovation, and social engagement. What unites all of the various parts of The New School is a commitment to investigating and improving the world. Whether through design, creative and liberal arts, policy analysis, media, or the social sciences, our faculty and students are engaged in critical reflection and action. The Strategic Plan breaks our goals into five broad categories:

- Puts **student success** first. We will become a more student-centered university, academically rigorous and focused on outcomes, with strong, integrated support services, especially advising and career services.
- Builds our **academic programs and quality** as a nontraditional university with core strengths in design and social research that inform approaches across all programs. We will be the intellectual and creative center for this approach. We will lead in innovation, making project-based, socially engaged learning our focus.
- Elevates **global education** by building on our highly international student body and academic culture, by providing our students with opportunities to explore global issues through design and social research, and by developing global student markets.
- Positions our **external profile** by differentiating our identity and emphasizing our distinctive programs and learning opportunities. We will modify and build our brand around our core values and greatest strengths, and explore and develop new initiatives to raise The New School's profile.
- Improves our **infrastructure** to support our academic aims. We will provide the best service possible to all of our constituents; strengthen and diversify our financial base by improving efficiency, increasing fundraising, and developing new revenue sources; bring our campus together in Greenwich Village to both improve efficiency and foster collaboration; and improve our technology infrastructure and operations.

The goals in the Strategic Plan will shape both our work and our investments in the coming years. The progress and success of the Strategic Plan will be assessed through a range of identified metrics focused on results rather than inputs.

## Process and Guiding Principles

This Strategic Plan distills discussions that have taken place over several years, particularly the period beginning in November 2011, when the Board of Trustees endorsed an academic direction for the university. A new Mission and Vision Statement, developed iteratively with broad feedback, was adopted by the trustees in spring 2013. The Mission and Vision Statement directly inform this Strategic Plan, which presents the major goals that will advance the vision.

This Strategic Plan is further guided by the following principles:

- Embedded in and important to our work across all goal areas is a **university-wide commitment to social justice and sustainability**. We have not created specific categories or discrete goals for these areas precisely because we view them as critical to all that we do academically and operationally.
- The New School has always been responsive to the changing world and new opportunities. This is what the “New” in “The New School” stands for. Thus, our Strategic Plan is **not fixed in time**. We will revisit it regularly and make adjustments as needed.
- For each broad goal, the managers, teams, or committees directly involved in the work will **set specific tactics, timelines, and metrics**. Assessment—understanding how we will measure success—is critical and will be built into the process. For each goal, we identify assessment tools to review our progress. Some assessment measures are useful for multiple goals. Appendix 1 summarizes those assessment tools in more detail.
- **Resource allocation will be an important component** of implementing this Strategic Plan. We will identify appropriate funding to achieve each goal through a multiyear budget process.
- Although the goals are grouped by broad area (Student Success, Infrastructure, etc.), we do not view efforts or their impact as being compartmentalized. The **work must be fully integrated** and operationally horizontal across domains and departments.
- The introduction for each section of this document briefly summarizes some of the key points that have resulted from months of thoughtful discussion at many levels. In the interest of a succinct document, we do not replicate those discussions here. A variety of supporting materials are available for those who wish to explore them more fully. This plan has been and will continue to be **informed by analysis, consultation, and discussion**.

## Introduction

This Strategic Plan ensures The New School's academic strength and distinction in the future by understanding and responding to the world around us, which has undergone and continues to undergo dramatic change. We are seeing around the world the emergence of the creative economy and the enhanced importance of creativity and innovation in our students' lives. All over the world, people and their governments, organizations, and businesses seek to build their creative and innovative capacities. Similarly, the need for socially engaged citizens, scholars, and professionals—individuals who can actively contribute to positive change—is greater than ever. The New School is well positioned to prepare our students to be leaders in this environment.

We are the only university with a world-class comprehensive design school situated in the heart of strong social science, humanities, and performance programs. Our unique design/social research focus enables us to fully engage with exciting opportunities for exploration, innovation, and enterprise. With these strengths, The New School can and will be a prominent destination for 21st-century students who are increasingly multidisciplinary, flexible in the face of complexity, highly conversant with technology, inclined toward collaboration, and committed to experimenting with new forms of social change. The New School's educational orientation and academic strengths are strongly aligned with this changing student body and career environment.

The Strategic Plan will also guide the allocation of our resources and ensure our operational and financial health in a precarious time, when the costs of both delivering and obtaining a university education have increased dramatically. While higher education is still an excellent long-term investment, students and families are increasingly and understandably focused on the relative value of degrees. At The New School, we intend to do all that we can to contain costs, minimize tuition increases, and build financial aid resources. However, a key initial strategic decision we have made, with the support of our Board of Trustees, is not to compromise the quality or distinction of a New School education by attempting to become a low-cost provider of general education. Given that we are a tuition-dependent institution,

dramatically reducing tuition would radically harm our true and distinctive strengths. Rather, we will devote our efforts and resources to offering the world's best design- and social research-focused education for students entering the creative economy. We will focus on quality that provides substantial added value—a distinctive and highly relevant education oriented toward student success.

The enrollment growth The New School experienced in the past decade enabled increased investments in facilities, expanded faculty, and support of new initiatives, but the past rate of growth is neither sustainable nor desirable in the present. A presumption of our Strategic Plan is that we will stay within the envelope of about 10,000 students, reducing the size of some programs while growing strategically in areas where there is strength, capacity, and demand. Rather than pursuing overall growth, our emphasis will be on rebalancing the enrollment distribution to optimize strengths and improve quality through selectivity, while diversifying our revenue base through global and distributed education and non-tuition-based activities. This more balanced approach will also make The New School less vulnerable to annual fluctuations in enrollment at the program level.

Our position as a cosmopolitan university in one of the greatest global cities, if not the greatest—New York City—is a significant asset that we will employ as we build our growing network of global urban centers. The continued and complex process of globalization—of people, media, careers, and commerce—presents an imperative for The New School to expand its connections around the world, thereby creating an educational framework that exposes students to different cultures and prepares them for careers that are increasingly global.

Leading with a strong vision and clear academic direction gives us a tremendous opportunity to build on our strengths, become more distinctive, and remain relevant and strong as the world around us changes.

## **I. Student Success**

*Becoming more explicitly oriented to preparing our students for success in a changing world*

At a time when student needs are changing and there is a greater focus on career preparedness and the value of a college education, The New School must do more to ensure that students have the educational experience, competencies, and academic support and guidance to achieve their aspirations.

For success in the new creative economy and society, our students must graduate with new abilities, or “creative capacities,” in addition to what universities have traditionally provided. Students must be interdisciplinary in the way they learn and act; engage and be comfortable with complex systems and issues; and navigate a shifting career landscape. They must be technically savvy and capable with social media, and increasingly aware that collaboration is necessary to their success. They are less likely to have traditional jobs, and more likely to have regularly changing jobs that are idea-driven, values-oriented, and entrepreneurial-dependent. Their success may be defined by how well they can integrate ideas, think across domains, and draw from varying expertise and perspectives.

To be more supportive to these students, our academic resources and services will become at once more integrated, seamless, and individualized over the arc of student engagement, from the point of initial interest, to the admission and enrollment process, and through to graduation and alumni status. Our approach will hinge on more dedicated, systematic, and coordinated efforts to understand students’ intellectual, creative, and professional trajectories beyond graduation. Career support will be a vital priority as we move to become highly responsive to the changing landscape for careers and the different conception of and approach to career preparedness necessary in today’s world.



## GOALS

1. Connect and strengthen **student services and support** across the arc of student engagement.
2. Improve student **retention and graduation rates**.
3. Develop a more robust and relevant program of **career services** that is highly integrated with the academic program and attuned to changes in the career landscape and economy.
4. Expand services and support for an **increasingly diverse international student body**.

## ASSESSMENT

*For each of the above goals, appropriate leadership and project teams will be charged with developing specific strategies, benchmarks, timelines, and means of assessment. The following is a preliminary list of the kinds of key ways and means that will be used to evaluate progress toward these goals:*

- Continue to improve our systematic efforts to gather data and widely share results related to student outcomes—job placement, career advancement, professional achievement, and employer satisfaction.
- Measure student satisfaction through reflective surveys and at point of service, especially with regard to improvement in areas of career services and advising.
- Develop more robust reporting on retention and graduation rates at all levels and for all entering cohorts (including graduate, transfer, part-time, and international students, and underrepresented U.S. populations).

## II. Academic Programs and Quality

*Strengthening The New School's academic profile as an innovative and distinctive university*

At the core of the vision is a commitment to sharpening The New School's academic profile as a differentiated, high-quality university known for leading-edge programs, innovative pedagogy and research, and strong commitment to social justice and engagement. Our investments and new initiatives will be driven by commitments to elevating our academic reputation.

We will continue to assess our degree programs for vision alignment, relevance, quality, market and operational (financial) health, and we will make changes and investments where they are falling short or have the potential to become even stronger. We will intentionally reduce the size of some programs to strengthen them, and expand other programs where there is the capacity and market for substantial growth, strong vision alignment, and high relevance for careers. We will continue to develop new programs consistent with our values and vision.

We will actively seek to connect our strengths by creating a suite of interdisciplinary degrees at undergraduate, graduate, and doctoral levels that will be oriented toward future intellectual and professional pursuits and that will draw especially on our core strengths in social research and design. We will improve the ability of students and faculty to move across disciplines and programs, guided by a desire to be a highly networked and dynamic institution responsive to a wide range of student needs, research agendas, and ideas, and where shared values inform educational experiences across the university.

Our vision highlights problem-based learning and a core commitment to exploring major issues of our time, including social justice, democracy, urbanization, technological change, economic empowerment, sustainability, migration, and globalization. We will do more to facilitate and promote such work among all students. The same is true for innovative faculty research, which will play a central role in enhancing The New School's academic reputation.

Our desire to be more student-oriented, cost-sensitive, and pedagogically progressive will guide explorations into new models of learning, teaching, and degree attainment, including online learning, accelerated or dual-degree options, and year-round activity. At the same time, explorations in new professional and continuing education models are expected to serve new student markets, raise our profile, and diversify our revenue base, all with an eye toward quality.

## GOALS

1. Develop and articulate university-wide and program-specific **learning capacities** and implement systematic assessments of learning outcomes and general education for all programs.
2. Ensure that all undergraduate students have the opportunity to engage in curricular and co-curricular **project-based learning** experiences that address complex civic and social issues through interdisciplinary approaches.
3. Foster and support **cross-disciplinary movement and collaboration**.
4. Develop and launch **new programs**, including a suite of transdisciplinary undergraduate, graduate, and doctoral programs, to leverage collective academic strengths.
5. Strengthen our **research profile** consistent with the strengths and core commitments articulated in our vision.
6. Optimize our approach to **online learning**.
7. Establish a clear institutional strategy for **continuing, professional/executive, and pre-college education** and other types of non-degree offerings to reach new student sectors.

## ASSESSMENT

*For each of the above goals, appropriate leadership and project teams will be charged with developing specific strategies, benchmarks, timelines, and means of assessment. The following is a preliminary list of the kinds of key ways and means that will be used to evaluate progress toward these goals:*

- Continue to systematically implement metrics that measure university-wide and program-specific learning outcomes and competencies, and that assess our student learning against those outcomes and competencies.
- Use program review and program student learning outcome assessment reporting processes to benchmark and improve curricula.
- Set benchmarks for project-based learning at the student level, and collect data for student involvement against these benchmarks.
- Improve markers for cross-program movement and collaboration, including the number of minors (as well as subsets from programs not offering the minor), cross-registration activity, and faculty working across discipline boundaries to quantify our annual increase.
- Report annually the number of new programs by academic strength area and by degree level to measure growth and degree to which they are transdisciplinary.
- Establish a system for identifying and quantifying research proposals that have been submitted and are successful; monitor the number that are inter/trans-disciplinary and that draw on faculty from across programs; monitor the number by foundation and corporate research partners; and report on annual increases.
- Quantify the increase of new students in online, continuing, professional/executive, and pre-college education, and diversification of this revenue base by percent change.

### **III. Global Education**

*Becoming a more global university for an increasingly globalized world*

The New School has always been a highly internationalized enterprise, from the earliest days of the University in Exile through to today. The New School has the largest international undergraduate population of significant U.S. universities, and has strong connections to Eastern Europe, Latin America, and Asia. Our global emphasis in the 21st century builds on this legacy.

In the coming years we will raise our profile as a global university through a comprehensive approach that features global educational opportunities, partnerships, networks, international student recruitment, and a more internationalized curriculum. Students from all over the world will be able to be part of our extended academic community through a variety of means of access. We are motivated by a desire to expand and diversify our student markets, to be more accessible to and inclusive of underrepresented populations, and to continually improve the quality and relevance of all of our students' educational experiences in a globalizing world. Like their lives, our students' future professions will extend across borders and boundaries, either physically or virtually.

We will focus in particular on understanding and connecting global urban issues; providing exposure to multiple cultures through our international hubs; and continuing to diversify our student body, faculty, and curriculum. Through this work, we will establish a global reputation for design and social research approaches.

The New School's global strategy prioritizes major urban centers for design and innovation; partnerships and initiatives are already advancing in Paris, Shanghai, and Mumbai. We seek to promote deeper student engagement that expands upon traditional study-abroad opportunities and exchange-student experiences, and reflects our profile as an academic institution deeply engaged with global issues and cultures. Our goal is not merely to export our curriculum and invest in on-the-ground campuses. Arrangements will be based on cultural, economic, and educational context; market and competition; and other factors in the respective location. Ultimately, we will have a strategic mix of portal campuses, collaborative

projects, and student/faculty exchanges, sometimes working with multiple partners within a major geographic area. We will pursue highly integrated approaches to teaching—online, on-site, short-term projects, and exchanges—that optimize technology.

Finally, while it is not a discrete goal, we recognize the need to continually endeavor to have programs and curricula reflect diverse cultural perspectives consistent with our global profile.

## GOALS

1. Double the number of New School **programs in major international cities**.
2. Expand our **global educational and research network** and increase student and faculty mobility across it.
3. Increase and expand **international student recruitment** efforts to enhance the cross-cultural profile of our student body.

## ASSESSMENT

*For each of the above goals, appropriate leadership and project teams will be charged with developing specific strategies, benchmarks, timelines, and means of assessment. The following is a preliminary list of the kinds of key ways and means that will be used to evaluate progress toward these goals:*

- Measure the growth in the number of programs offered in major international cities.
- Measure the growth of international student bodies, faculty, and staff.
- Measure the growth of students enrolled at international campuses or with international partner programs, and faculty moving between New York and international campuses.
- Establish the means to measure and report on the mobility of students across the global portals, especially the mobility of NYC-based students.
- Measure the percentage of graduates that participate in academic programs outside their home nation/culture.
- Establish the metrics to assess increased international recruitment efforts.

## IV. External Profile

*Aligning The New School's external reputation with the vision*

With its multiple histories, identities, cultures, brands, and sub-brands, The New School has always posed a branding challenge. The new Mission and Vision statement creates an opportunity to refine our identity and marketing approach to highlight differentiating strengths and our most prominent commitments and characteristics. We will effectively promote those in New York City and around the world.

The New School's external partnerships and public and civic engagement commitments are a major part of our profile, and we will continue to develop, connect, and elevate them, particularly those that resonate with our core academic commitments. We will develop partnerships with industries, governments, and other nonprofits. Finally, we will explore and develop initiatives such as product lines or retail initiatives to enhance branding and to increase revenue from sources other than tuition.

### GOALS

1. Revise our **branding and marketing strategies** to effectively position programs and to emphasize distinctive learning opportunities rather than internal structures.
2. Develop a series of **initiatives** to extend our brand.

### ASSESSMENT

*For each of the above goals, appropriate leadership and project teams will be charged with developing specific strategies, benchmarks, timelines, and means of assessment. The following is a preliminary list of the kinds of key ways and means that will be used to evaluate progress toward these goals:*

- Evaluate external rankings of our programs by independent parties.
- Establish the means to measure and analyze the number, depth, and effectiveness of industry, governmental, and nonprofit partnerships.
- Measure increases in the revenue and number of people and entities involved from non-tuition-based activities, such as merchandising and rental of facilities.
- Perform environmental scanning to assess external perception of quality, vision/core values, and chief strengths, such as a metric for press mentions.

## V. Infrastructure

*Improving our financial, physical, and operational infrastructure to support our academic aims*

Realigning our finances, operations, administrative structures, campus layout, and facilities to support our four other goal areas will be important to our future success. First and foremost, we will develop a more resilient, sustainable, and transparent financial model, one that is better able to direct resources toward meeting goals. We will improve overall administrative services and operations to be more efficient and user-focused. Administrative structures will be streamlined and reorganized so that they support rather than hinder student and faculty success.

We will make our campus layout more reflective of the kind of academic culture we envision: one organized not by divisional structures but by communities of students. All programs, such as those at Mannes College The New School for Music (Mannes) and Parsons The New School for Design (Parsons), will be moved to the Greenwich Village campus pursuant to our master plan. The University Center, opening in January 2014, will be the hub for student-centered cross-disciplinary activity, becoming a model learning environment for the entire university.

Across campus, we will continue to strive for more efficient use of our limited space, improved adjacencies, and more cost-effective facilities operations, while at the same time ensuring that teaching spaces are highly conducive to collaborative, technology-dependent, and globally networked approaches. We will create Making Centers and Innovation Centers across the campus in which students and faculty from all programs can work together.

Technology is ubiquitous to every aspect of our plan. Not only is technology critical to our pedagogical and research needs and ambitions, but it is also critical for more effective and flexible service, administration, and communication. Our information technology functions will closely partner with those faculty and staff who run our teaching and research activities.



## GOALS

1. Revise the **budget process** to guide resource allocation consistent with the goals outlined in other sections of this strategic plan.
2. Diversify and strengthen the **financial base**.
3. Continue to improve **services** and the service culture to all constituents.
4. **Organize and allocate campus facilities in order** to be more student-centered and to promote a more dynamic academic culture.
5. Improve **technology infrastructures** to support our global and distributed academic agenda; address student needs and new pedagogies; and improve operations, services, and communication.

## ASSESSMENT

*For each of the above goals, appropriate leadership and project teams will be charged with developing specific strategies, benchmarks, timelines, and means of assessment. The following is a preliminary list of the kinds of key ways and means that will be used to evaluate progress toward these goals:*

- Quantify improvements in the financial base, for both increased sources of revenue and increased revenue.
- Track and publish specific metrics for improvement of operations and services, including data gathered regularly through surveys of students, faculty, and staff.
- Report on consolidation of activities at the Greenwich Village campus, and completion of Parsons and Mannes moves.
- Measure quantitatively increased technology support for student/faculty, instructional, and research activities.

## Appendix 1

### ASSESSMENT: SUMMARY

What follows is a preliminary list of resources to be used to assess progress toward goals in the respective areas. Specific metrics, key performance indicators, and appropriate comparisons for each goal are to be developed with individuals from the appropriate planning group.

Possible Progress Evaluation Ways and Means <i>Specific metrics, key performance indicators (KPIs), and appropriate comparisons to be developed over the next year with individuals from appropriate planning domains</i>	Strategic Goal Area				
	I	II	III	IV	V
Continue to improve systematic efforts to gather data and widely share results related to student outcomes—job placement, career advancement, professional achievement, and employer satisfaction—including (but not limited to) <ul style="list-style-type: none"> <li>• At-graduation surveys</li> <li>• 1-year-out, 3-year-out, 5-year-out, and 10-year-out alumni surveys</li> <li>• Employer surveys</li> <li>• Data mining of Facebook and LinkedIn</li> </ul>	X				
Measure student satisfaction through reflective surveys and at point of service, especially with regard to improvement in areas of career services and advising, explicitly including a focus on international and minority students.	X				
Develop more robust reporting on retention and graduation rates at all levels and for all entering cohorts (including graduate, transfer, part-time, and international students, and underrepresented U.S. populations), including participation in the Student Achievement Measure (SAM).	X				
Continued cyclical participation in and use of results from the National Survey of Student Engagement (NSSE), especially the Learning with Peers, Experiences with Faculty, Campus Environment Themes (new in 2013), and High Impact Practices	X	X			
Continue to systematically implement metrics that measure university-wide and program-specific learning outcomes and competencies, and assess student learning against those outcomes and competencies.		X			
Use program review and program student learning outcome assessment reporting processes to benchmark and improve curricula.		X			
Set benchmarks for project-based learning at the student level, and collect data for student involvement against these benchmarks.		X			

**Possible Progress Evaluation Ways and Means**

*Specific metrics, key performance indicators (KPIs), and appropriate comparisons to be developed over the next year with individuals from appropriate planning domains*

**Strategic Goal Area**

	I	II	III	IV	V
Improve on markers for cross-program movement and collaboration, including the number of minors (as well as subsets from areas not offering the minor), cross-registration activity, and faculty working across discipline boundaries to quantify increase.		X			
Report annually the number of new programs by academic strength area and by degree level to measure growth and degree to which they are transdisciplinary.		X			
Establish a system for identifying and quantifying research proposals that are submitted and successful; monitor the number that are inter/transdisciplinary and that draw on faculty from across divisions; monitor the number by foundation and corporate research partners; and report on annual increases.		X			
Quantify the increase of new students in online, continuing, professional/executive, and pre-college education, and diversification of this revenue base by percentage change.		X			
Academic program reviews	X	X	X		X
Measure the growth in the number of programs offered in major international cities.			X		
Measure the growth of international student body and international faculty and staff.			X		
Measure the growth of students enrolled at international campuses or with international partner programs, and faculty moving between New York and international campuses.			X		
Establish means to measure and report on the mobility of students across the global portals, especially the mobility of NYC-based students.			X		
Measure the percentage of graduates that participate in academic programs outside their home nation/cultures.			X		
Establish metrics to assess increased international recruitment efforts.			X		
Evaluate external rankings by independent parties of our programs.		X		X	
Establish means to measure and analyze the number, depth, and effectiveness of industry, governmental, and nonprofit partnerships.				X	
Measure increases in the revenue and number of people and entities involved from non-tuition-based activities such as merchandising and rental of facilities.				X	
Perform environmental scanning to assess external perception of quality, vision/core values, and chief strengths, such as a metric for press mentions.				X	
Quantify improvements in financial base (for both increased sources of revenue and increased revenue).					X

**Possible Progress Evaluation Ways and Means**

*Specific metrics, key performance indicators (KPIs), and appropriate comparisons to be developed over the next year with individuals from appropriate planning domains*

**Strategic Goal Area**

	I	II	III	IV	V
Report on consolidation of activities on Greenwich Village campus and completion of Parsons and Mannes moves.					X
Track and publish specific metrics for improvement of operations and services. This includes data gathered regularly through surveys of students, faculty, and staff in addition to business process metrics.	X				X
Measure quantitatively increased technology support for student/faculty instructional and research activities.		X			X
Alumni surveys and other methods of collecting student employment data (and deeper ethnographic research on alums to better understand the reality behind employment stats)	X				
Competency assessments	X	X	X		
Student learning outcomes goals, assessment plans, assessment results, and improvements	X				
National survey of student engagement (especially for areas of internships and other out-of-classroom experiences, and the Active and Collaborative Learning and Campus Environment)	X	X	X		X
Retention and graduation rates, including Student Achievement Measure (SAM)	X				
Program data metrics, including enrollment, admissions, costs, market (including online and non-NYC campus), percentage of courses with "global" focus, percentage of courses with project-based learning, cross-registrations, percentage of students moving across global network, retention and graduation rates, percentage of international students	X	X	X	X	X
Academic program reviews	X	X	X		X
Reports on project-based learning and experiential opportunities and courses		X			
Reports on numbers of students encouraged to come to The New School for the opportunities offered beyond their immediate degree program		X			
Number of new programs, including percentage transdisciplinary, percentage falling under each "strength area," percentage at each level (undergraduate, graduate, doctoral)		X			
Research reports, profile, number of research proposals being submitted and successful research applications that are inter/transdisciplinary that draw on faculty from across divisions		X			
Student, faculty, staff demographic data			X		
Enrollment and participation reports from global hubs/international programs, including movement between and recruitment			X		

**Possible Progress Evaluation Ways and Means**

*Specific metrics, key performance indicators (KPIs), and appropriate comparisons to be developed over the next year with individuals from appropriate planning domains*

**Strategic Goal Area**

	I	II	III	IV	V
Volume of international press			X	X	
Admission quality metrics: GPA, SAT, etc., and admission and yield rates				X	
Academic technology surveys					X
Analysis of scheduling in University Center					X
Metrics and sources for technology infrastructure (TBD)					X
Regular reports on business process metrics such as turnaround, percentage of processes automated versus paper-based, improved efficiency, etc.					X
Service and satisfaction surveys (faculty, staff, and students)	X	X	X	X	X
Annual/regular reports from senior leadership and respective areas that specifically address strategic plan goals	X	X	X	X	X

## Appendix 2

### SUPPORTING MATERIALS

Many planning documents, reports, presentations, and discussions have informed the development of this Strategic Plan. Below are just a few examples that are publicly available on the Web.

#### **President Van Zandt's Inaugural Address, September 2011**

Available at [newschool.edu/leadership/president/installation](http://newschool.edu/leadership/president/installation)

#### **Town Hall Presentations to the New School Community**

The Fall 2013 Town Hall can be viewed at

[new.livestream.com/TheNewSchool/fall-townhall-2013](http://new.livestream.com/TheNewSchool/fall-townhall-2013)

The Spring 2013 Town Hall can be viewed at

[new.livestream.com/TheNewSchool/spring-townhall-2013](http://new.livestream.com/TheNewSchool/spring-townhall-2013)

The Spring 2012 Town Hall can be viewed at [blogs.newschool.edu/news/2012/03/](http://blogs.newschool.edu/news/2012/03/watch-march-20th-town-hall-meeting-with-president-van-zandt)

[watch-march-20th-town-hall-meeting-with-president-van-zandt](http://blogs.newschool.edu/news/2012/03/watch-march-20th-town-hall-meeting-with-president-van-zandt)

#### **Articles by David Van Zandt in the *Huffington Post***

[huffingtonpost.com/david-van-zandt](http://huffingtonpost.com/david-van-zandt)

#### **Shared Capacities Initiative website**

[newschool.edu/leadership/provost/shared-capacities-initiative](http://newschool.edu/leadership/provost/shared-capacities-initiative)

#### **The New School's Self-study for the**

#### **Middle States Commission on Higher Education**

[newschool.edu/leadership/middle-states/self-study-chapters](http://newschool.edu/leadership/middle-states/self-study-chapters)

#### **Student Outcomes Reports, Office of Institutional Research and Effectiveness**

[newschool.edu/leadership/provost/oir](http://newschool.edu/leadership/provost/oir)

#### **Academic Priorities 2010–2013**

Available at [newschool.edu/leadership/provost](http://newschool.edu/leadership/provost)

#### **Seminar Paper on Academic Planning, September 2010**

Available at [newschool.edu/leadership/provost](http://newschool.edu/leadership/provost)