# STEINHARDT SCHOOL OF EDUCATION
## STRATEGIC ASSESSMENT COMMITTEE
### FINAL REPORT

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STEINHARDT SCHOOL OF EDUCATION
STRATEGIC ASSESSMENT COMMITTEE

EXECUTIVE SUMMARY

“Dream no small dreams for they have no power to move the heart.”

Goethe

The Strategic Assessment Committee (SAC) was charged with charting a strategic vision and direction for the Steinhardt School for the next decade. It provided multiple opportunities for members of the Steinhardt community to offer their perspectives during the process and used an analytical framework that viewed key questions through the lens of what was in the best interest of the University and the School. Early in its deliberations, the SAC unanimously agreed that NYU needs a world-class school of education because it makes a unique and important contribution to the overall mission of the University as a “private university in the public service.” As its work progressed, however, the SAC began to conceptualize a school whose value, ambition, and scope extended far beyond that of a conventional school of education and it questioned whether the school should continue to be labeled as such. Having agreed that the future strategic direction of the Steinhardt School should be shaped by a heightened focus on three things – Vision, Mission, and Collaboration – the SAC adopted the following vision statement to guide Steinhardt’s development over the next 10 years.

“NYU’s Steinhardt School strives for preeminence in advancing knowledge, creativity, and innovation at the critical crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School’s faculty and students are expected to continually evaluate and redefine processes, practices, and policies in their respective fields, and, utilizing a global as well as community perspective, to be leaders in an ever-changing world.”
The SAC then identified a key mission for the school: enhancing the lifelong capacity of individuals to thrive in, and contribute to, society in a variety of contexts. Toward this end, we believe the School is well-positioned to build on its strengths and to add to its distinctiveness. By reinforcing its propensity to work at the intersection of education, the arts, communication, and health, the Steinhardt School can achieve world-class status beyond the narrower compass of “education” as the field is usually conceived. Having robust academic engagement and participation from the arts, music, culture, communication, and health sectors is thus critical to Steinhardt’s ability to successfully achieve its mission and goals. By focusing on the study and practice of the ways that information, ideas, human expression, and knowledge are created, transmitted, and received, the School can achieve its ambitious goals of substantially contributing to knowledge of the human experience and to the development of responsible individuals who are capable of critical thinking and able to lead productive and creative lives.

With this in mind, the SAC considered possible names that would more accurately describe the totality of Steinhardt – what it is and what it does and toward what it is striving -- and that would reflect a new spirit of collegiality and commitment to common goals. The SAC did not reach a conclusion on a name, but recommends that once organizational decisions have been made, this issue be revisited.

The SAC unanimously agreed that changes in structure and governance would be needed to achieve the articulated vision and mission and to make the School academically more coherent and organizationally more cohesive. It also urges that the University reduce obstacles to interdisciplinary and cross school collaboration, both for faculty and students. It believes that these changes will, in turn, increase quality, promote innovation, improve internal communication and decision-making effectiveness, and better position the School to assume the leadership role befitting a top tier school in a research university.

Eleven possible scenarios for achieving the vision were developed and discussed. Two scenarios, driven primarily by academic considerations, emerged. Each entails the organization of the School into colleges or divisions with their own core academic missions and points of collaboration between them. However, the committee stressed that these divisions/colleges should not prompt the creation of new, discrete
administrative systems – those functions would be supplied from the center, under the authority of the dean. The goal is to eliminate duplication or proliferation of unnecessary bureaucratic structures that could impede academic cooperation and collaboration. The units recommended for each college (or division) have identifiable academic integrity and coherence, and can form natural alliances with the units in the other Steinhardt colleges as well as with other schools in the University. While not intended to create the impression of actual, free-standing colleges, the clustering into these area divisions will make the various fields and disciplines represented therein more clear to both internal and external audiences, which should aid in, among other areas, recruiting of faculty and students. In forming the college system, the SAC endorsed the notion as was urged in the reports of the Culture & Communication Task Force and the Arts Task Force of retaining various academic units in the schools where they are presently located, with increased support for collaboration across schools.

The first scenario, which was endorsed by a substantial majority of the committee, has two versions and calls for three colleges to be formed – the College of Education and Human Development; the College of Art, Communication, and Music; and the College of Nursing and Health Sciences. Scenario I-A retains the Nursing Division in Steinhardt, while Scenario I-B assumes it is no longer located in the School, with the remaining health disciplines constituting the College of Health Sciences.

It should be noted here that the consensus of the SAC was that keeping both Music and Nursing would be in the best interest of Steinhardt. However, the SAC recognizes that it could be arguably better from a University or discipline-specific perspective for Music or Nursing to have the opportunity to form a high quality, independent school, or to join other schools to promote future growth, visibility, and reputation – as long as either or both departures are conditioned upon setting up appropriate and adequate “bridges and tunnels” to permit ready collaborations between them and the remaining units at Steinhardt where such would be important for academic reasons. Such bridges would include access to course offerings, curriculum (and possible admissions and marketing) coordination, joint appointments, joint programs, research collaboration, and other interchanges. Put another way, the SAC would not object if Nursing were to move and form a new School of Dentistry and Nursing (one option proposed by the Nursing and Health Task Force), provided that conditions were
met that ensured effective bridging between Steinhardt and the new school in relevant areas of joint interest, such as geriatrics and pediatrics.

Similarly, if the “conservatory” portions of the Music Department migrated to the Tisch School of the Arts, it would be essential to establish and enforce stable and clear pathways between TSOA and Steinhardt, thereby enabling the music groups remaining at Steinhardt to have the needed access to those conservatory resources for their academic work. The SAC did not endorse breaking up the various conservatory programs in Steinhardt, in light of the years already invested by those units in building a quality, seamless program; the manifest strengths they exhibit; and stature they enjoy.

The second scenario, advanced by a minority of the SAC, establishes two divisions or colleges if Nursing merges with the College of Dentistry.\(^1\) Some believe that the final determination as to the wisdom of creating two or three divisions could await the implementation phase of these recommendations.

Beyond the formation of these alternative futures, the SAC also enumerated additional “bridges and tunnels” and implementation recommendations to assure that there is sufficient infrastructure and leadership support for the principles and values that form the basis for these designs. Each of the scenarios provides the possibility for growth through creation of new units within the Colleges, including adding units from elsewhere in the University. Examples of such units cited for possible future consideration with potential academic synergies were Journalism, Performance Studies, and Photography, to name just a few. The SAC did not preclude the possibility of a fourth college or division at a later date if academically justifiable as a result of growth.

It is worth mentioning that in setting the School’s strategic direction for the next five to ten years, the SAC identified a number of criteria by which to measure success, including:

- Ability to recruit and retain the nation’s top faculty and students;
- Stature of the faculty in terms of influence on new models, designs, policies, innovations, and creative output;

\(^1\) The two colleges would be: (1) the College of Education and Human Development, and (2) the College of Art, Communication, and Music. With Nursing’s departure, the remaining health units in Steinhardt would join the College of Education and Human Development.
• Amount and quality of new knowledge and models generated by the School with demonstrable impact on significant fields of thought, arts, communication, well-being, and human services;
• Quality and quantity of placements of graduates in jobs and academic settings;
• How strong the connection is among the disciplines in the school;
• Proven capacity to create continuous improvement in academic structure, priority, and delivery;
• Increased research productivity of faculty and students (measured in grant dollars/publications/presentation/performances);
• External recognition of value of productive or creative work.

In summary, the challenge and opportunity facing the School are formidable and worthy of the effort to constitute a more perfect union. SAC believes that these recommendations will lead to a fundamentally new concept and structure for Steinhardt – where academic coherence and connectivity are clear and supported, and individuals within the School are joined in common purpose and spirit to exemplify the best in scholarship, practice, professional education, cultural understanding, and creative achievement.
A. INTRODUCTION

‘Change is the law of life. Those who look only to the past or present are certain to miss the future.”
John F. Kennedy

In the fall of 2002, Dean Ann Marcus of the Steinhardt School of Education announced her decision to step down as dean and rejoin the faculty. President John Sexton and Provost David McLaughlin began discussions with the Steinhardt faculty about the creation of a search process, and in the course of those meetings, became convinced that the leadership transition offered an optimal time to reflect on the nature and structure of the school itself. Accordingly, in late November, 2002, they formed both a Dean’s Search Committee and the Strategic Assessment Committee (SAC). The former committee conducted a national search for the new dean, culminating in the selection of Dean Mary B. Brabeck from the Boston College Lynch School of Education to succeed Dean Marcus.

Dr. Matina Horner, former Executive Vice President at TIAA-CREF and former President of Radcliffe College, agreed to chair the SAC, which met regularly over a 20-month period. The committee membership is listed in Appendix 1.

The SAC’s mission was to set out, on behalf of the entire University, a strategic vision and direction for the Steinhardt School of Education in the 21st century at a time of leadership transition for both the School and the University. President Sexton challenged the Steinhardt community to embody the essence of NYU as a top tier “common enterprise university” -- dedicated to academic excellence and distinction in
the creation, generation, and dissemination of knowledge of the highest quality, and characterized by a community of wholly engaged faculty who, acting in concert and across boundaries, accept a duty to the entire enterprise of learning, scholarship, and teaching.

B. COMMITTEE CHARGE AND METHODOLOGY

“Without some goal and some efforts to reach it, no man can live.”

Fyodor Dostoyevsky

The Committee was charged as follows:

• To set out a strategic vision for Steinhardt in the 21st century that is consistent with the university’s commitment to the common enterprise model of a university as articulated by President Sexton and to utilize a process consistent with principles of collaborative decision-making, transparency, and accountability.

• To maintain operational momentum during the transition period between the departure of Dean Marcus after Commencement 2003 and the identification of a new dean by the President.

• To ensure that, in applying the enterprise model to Steinhardt, all recommendations and ideas were solidly rooted in and guided by principles of academic excellence aimed at fostering the highest quality – research, teaching, and community service – and to so advance the frontiers of knowledge and expertise as to credibly inform policy and practice in education, health care, human development, communication, and the arts.

Throughout the process, our committee offered multiple avenues of interaction to fulfill our charge of consulting broadly and communicating regularly with all constituencies within Steinhardt, ensuring that as many voices, views, and perspectives as possible were heard to help engender a sense of ownership of the final recommendations. In that light, we also took note that prior to the formation of the SAC, considerable community input about the School’s future course had already been gathered in conjunction with the search for a new dean.
Many of the comments articulated how the School should define itself in the future. Examples included:

- a desire that the new dean – preferably a visionary - engage in community building within the School and bridge building to other NYU schools and promote the cutting edge research and creative potential of the faculty;
- a suggestion that the School’s academic vision and mission be revised to better embrace the diversity of disciplines currently housed in the School and respect the changing nature of the student population, as well as achieve better alignment with University-wide future goals and priorities;
- a belief that Steinhardt could be a leader at NYU in establishing interconnections that were academically sensible and operationally and fiscally useful;
- a commitment to a serious assessment as to how greater excellence could be achieved with the existing array of assets, given the challenges that must be faced;
- a proposal that the School’s composition be modified by shedding several units, that its infrastructure be invigorated and bolstered, and that its governance be more faculty-centric and inclusive.

The wide span and multiplicity of views represented in the above-mentioned discussions and communications were confirmed in the several open meetings held by Dr. Horner, chair of this committee, during the late winter and early spring of 2003 – sessions for which sign-ups were voluntary and on a first-come, first-served basis. The SAC created working groups during the late spring and early summer of 2003 (see Appendix 2) that elicited additional, direct input from faculty members at Steinhardt in specially set meetings via a framework of questions to guide the conversations (see Appendix 3). The SAC members heard concerns about structural barriers to excellence, and frustrations about the difficulties in achieving meaningful inter-disciplinary collaborations inside and outside the school in light of entrenched “silos,” disincentives within existing rewards systems, and problematic university administrative systems.

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2 The academic departments are: Administration, Leadership, and Technology; Applied Psychology; Art and Art Professions; Culture and Communication; Humanities and Social Sciences in the Professions; Music and Performing Arts Professions; Division of Nursing; Nutrition, Food Studies, and Public Health; Occupational Therapy; Physical Therapy; Speech-Language Pathology and Audiology; Teaching and Learning.
The SAC also established a website, held town hall meetings and briefings at regular faculty meetings, met with the Faculty Council, and solicited written comments from a cross-section of the School on a variety of key issues. Complementing the SAC’s own outreach to the Steinhardt community, in the fall of 2003, new dean Mary Brabeck, who became a member of this committee, conducted an extensive series of meetings with faculty members and departments to probe their interests and priorities for the School and offer optimal opportunity for faculty voices to be heard. At faculty meetings, Dean Brabeck asked faculty to discuss some of the same questions that the SAC members were considering (see Appendix 4) to identify the School’s shared values (see Appendix 5) and their own research interests (see Appendix 6). In addition, she asked for feedback on the mission statement the SAC was developing and on her own vision statement.

Again, as with the prior SAC-sponsored discussion groups, opinions ranged across a wide spectrum, including views on whether “education” is the acquisition of learning, or a life long process involving the whole person (intellectual, communicative, emotional, aesthetic, etc.); whether Steinhardt should even continue to be a school of education or adopt a totally new model for the school; and whether the name “School of Education” should be dropped and changed to more appropriately reflect the actual work of the faculty and the students within it.

Once our committee began to consider actual options, the concept of deliberative privilege – preserving confidentiality with respect to attribution of comments and specifics of our discussions -- was invoked to enable committee members to promote candor and encourage full and open exploration of all possibilities for the School over the next decade.

We understood and took seriously, with repeated reminders, the fact that our task was strategic assessment, not day to day NYU or Steinhardt administration. In identifying critical issues, we tried to think broadly and explore a wide variety of short and long-term strategic possibilities for the School, including identification of promising areas for linkages between programs within the School and across the university. We understood that academic justification was to be our primary focus and that in a quest for excellence, there could be some potential new resource needs resulting from our recommendations. At the same time, we recognized that the Steinhardt School has
provided important fiscal support to the University and that the University expects that support to continue.

C. ENVIRONMENTAL SCAN

“It is always wise to look ahead, but difficult to look further than you can see.”

Winston Churchill

To paraphrase hockey great Wayne Gretzky, success depends on skating not to where the puck is, but to where it will be. It was clear to us that any successful effort to chart a strategic direction for the School for the next ten years would require understanding the broad context and environmental factors that could materially affect, either in an enabling or limiting fashion, any possibilities we brought forward. As George Keller wrote in Academic Strategy (1983), formulating an academic strategy requires both a keen examination and understanding of one’s internal organization and workings (including traditions, values, academic quality, leadership, strengths and weaknesses, aspirations, and states of mind) and the external world (such as technology, demographics, economics, state and federal policy trends, new research and study opportunities and frontiers, supply and demand for one’s programs and offerings, market perceptions of strengths and weaknesses, competitor moves, and market preferences).

Accordingly, early in our strategic assessment process, we devoted time to a brief but informative environmental scan, which was admittedly not an exhaustive one. Of special interest to us was the identification of a few potentially critical driving forces that might well shape and define both the certainties and uncertainties ahead for society and for the School, and the opportunities and challenges they created that would need to be addressed by any university or top tier school of education over the next decade. While our scan was focused primarily on the issues affecting education, we also, to a more limited degree, looked at the issues affecting health, music, art, and communication. The full text of the scan discussion is found in Appendix 7. Among the highlighted issues were:

- Demographic trends and emerging multicultural realities resulting from immigration patterns and the aging of the population. Knowing how to value,
benefit from, and respond to greater diversity in our society, develop the cultural competence needed, and best achieve understanding of the ethical choices and dilemmas posed by these compelling realities will require more attention and first-rate research and education. Within education, health care, communication, the arts, and the workplace, these trends will raise many new substantive as well as political and practical issues worthy of rigorous research attention and first rate education.

- **Globalization and the increasingly complex social, financial, and economic forces and systems within which we will all have to operate.** Almost every aspect of our lives and work will be affected by globalization, and educational institutions at all levels will need to assume greater responsibility in advancing understanding, through research and teaching, of our growing and mutual interdependence with the many diverse cultures of the world’s societies. According to Arthur Levine of Columbia Teachers College, the most successful educational institutions will be those that can respond rapidly to these conditions and provide high quality education to an international, as well as national, student body at both pre-K-12 and higher education levels.

- **The need for greater and more effective communication within and across fields and institutions that are part of both our local and more distant communities.** In an increasingly interdependent and information-driven society, the role of media and communication in shaping culture and our definitions of who we are, what we know, and what we believe needs to be understood. The extent to which media and communication are already serving as powerful “educators” is becoming evident and must be included in any discussion of future directions for higher education.

- **The growing disparity between the country’s poorest and wealthiest citizens, resulting in challenges for education, health care, and social services.** As the income gap widens, so, too, do the wealth-related disparities grow with regard to educational attainment, school drop-out rates, utilization of the health-care system, and access to the arts. The consequences of these economic (together with certain racial and ethnic) inequalities are profound
and far-reaching for our citizens, particularly the more marginalized ones. The issues involved cry out for focused attention and creative solutions.

- **Ramifications of the continuing and rapid evolution of the technology and the information explosion, as well as of the many other seminal scientific advances in place or anticipated.** For any strategic assessment, the impact and role of technological and scientific innovation cannot be ignored. At a recent conference sponsored by the Steinhardt Department of Humanities and Social Sciences, Professor Richard Bernstein pointed out that the premier school of education of the 21st century will “… seize the opportunities that technology developments present for inquiring into and re-thinking the techniques of teaching and learning – not just in schools and universities but in all the other educational contexts this century will turn up, whether real or virtual."

- **Fundamental changes that seem to be taking place in at least two of the fields with which the Steinhardt School is closely connected.** Significant change appears to be approaching a level that might be called basic or “constitutional” in (1) health care, which over the last decades, has undergone fundamental shifts in its funding base, institutional norms, and practice designs, and in (2) K-12 schooling, where the primacy of the public school and public school district – as these took shape late in the 19th and early 20th centuries – is being challenged.

- **Other principal issues and challenges.** Other principal issues and challenges identified that seemed to be of particular relevance to the mission of the Steinhardt School included: (1) what, if any, impact the increasing heterogeneity of K-16 students would have on student quality and on student expectations and demands; (2) how similar or different the programmatic and training needs of traditional, full-time higher education students are from those of the increasing number of students who must also work and the growing number of employees who need or choose to study; (3) understanding how changing job market opportunities will influence both academic and professional education and how all these factors impact the needs of faculty with regard to resources and developmental opportunities.
D. COMMITTEE FRAMEWORK

“The best way to understand something is to try to change it.”

Kurt Lewin

The basic analytical framework the committee used to begin its assessment was to ask and answer several critical questions:

- Does NYU need to have a school of education to fulfill its overall mission? Why?³
- If so, should Steinhardt aspire to be a world class school of education?
- If so, what would it take to achieve the goal of becoming world class?
  - Could the goal be attained under the present structure and governance of Steinhardt, or would change be necessary?
  - What are the key barriers to achieving world class status?
  - What would enable the school to achieve top tier status?
  - How does the name of the school enhance or detract from this goal?

Using NYU’s motto of “a private university in the public service” as a driver, we discussed the fundamental question of whether NYU, as a large, major, urban research university – based and as thoroughly integrated as it is in New York City -- needed a school of education to truly fulfill its stated mission as a private university in the public service. Early in its deliberations, the committee unanimously answered in the affirmative, noting that while NYU could be a top tier research university without a school of education, having a school of education that was unique and distinctive would be a plus, a challenge worthy of the effort, and an opportunity that should not be missed. With an appropriate strategic focus, emphasis on rigorous research, and provision of first

³ An equally important discussion could be held regarding the other entities housed within Steinhardt: “Does NYU need a Nursing and Health Services unit? Does it need a Culture and Communication unit? Does it need a Studio Art unit? Or a Music and Performing Arts unit?” And the same questions as posed regarding a school of education at NYU might be posed for each of the other units – “Should it be world class?” In addition, we could ask: “Should the unit be in Steinhardt?” However, here we focus on the first question, “Does NYU need a School of Education?” The Task Forces to some degree discussed the other units, though not from the perspective of the value added by their location within Steinhardt, nor the implications for the name of the Steinhardt School if they continue to reside there.
rate education (professional, academic, and creative in nature), NYU and Steinhardt could and should make a significant contribution and lead the nation’s efforts to bolster the quality of our society’s critical education and health-care systems, and the need for cultural advocacy in the 21st century.

Moreover, given the current and emerging challenges identified, the SAC’s view was that NYU should not only have a school of education, but also should have a school that within the next ten years would both be and be recognized as a world class school. To achieve this stature, such a school will need to create a bold new blueprint for the future of education itself, which fully addresses the sweeping changes noted in our environmental scans. Redefining learning as a broadly inclusive process which draws on every aspect of human experience and creativity, Steinhardt will inaugurate a multidisciplinary model which incorporates innovative approaches to art, culture, music, and health as integral components within its core programs. This will be new – a leadership paradigm.

The significance of this choice was apparent to the SAC. Now more than ever before, individuals learn to understand themselves and the world around them through their interactions with images, music, and media. By placing theoretical work in visual literacy and cultural analysis alongside scholarship in psychology and education, Steinhardt will lay the groundwork for vital new research in and across these disciplines.

The human body itself is central to both science and the arts. The juxtaposition of these fields within Steinhardt creates the opportunity for enhanced understanding of our human experience through topics such as sexuality, mortality, aging, beauty, trauma, idealization, cultural norms, and ethnic diversity. In fostering leading edge innovative artistic work, as well as academic research, and clinical care in these arenas, Steinhardt will position itself as a leader in generating new knowledge through the intersection of creative practice and scientific insight.

The primary responsibility of such a school would be to educate future academic and practice leaders in education and other related fields and professions. To reach top tier status, Steinhardt would need an unwavering focus on and commitment to quality. The SAC quickly recognized that it did not have the needed resources and expertise
within its ranks to conduct a meaningful evaluation of the academic quality of each of the present units and major programs in the School. The breadth of fields and disciplines represented at Steinhardt was too vast and complex for such an undertaking. However, we did engage in extensive discussions about what it would take to enhance and assure quality, a priority goal, in setting a new strategic direction for the School, going forward.

One essential prerequisite to achieve this goal is to increase the visibility and funding for cutting edge research. The School would require building on and adding to its present disciplinary strengths, as well as enhancing its potential for cross-disciplinary collaborations. The goal would be to: (1) advance education through excellence in research by creating the science behind the practice models used, (2) stimulate evidence-based educational and health-care policy and practices by linking theory and practice, and (3) increase understanding of how learning through media, communication, technology, the arts, and creative endeavors, relate to each other and contribute to the formation of culture and development of the whole person.

The SAC felt that it was important to reinforce the current disciplinary strengths of the School as a foundation on which to foster greater multidisciplinary linkages, both within and beyond Steinhardt. In order to thrive, the scholarly and creative work of faculty and students should no longer be limited or restricted by either real or perceived “silo” boundaries – academic and administrative barriers that too often are perceived to be and actually have served as barriers to quality, productivity, and groundbreaking work. We noted that the incentives for research, scholarship, teaching, creative practice, and service that are consistent with common enterprise imperatives (which could also promote Steinhardt’s stature and reputation), are inadequate – as is the case with administrative support for those seeking research funding, both within and across disciplines at the University. Moreover, faculty recruiting and promotion criteria and processes do not value cross-disciplinary work.

NYU’s administrative structures and practices do not always match the rhetoric of the “common enterprise university. Thus, one prime obstacle repeatedly cited was NYU’s balance of trade and “point system” that make cross-registrations for Steinhardt students at other schools at NYU both difficult and highly disadvantageous financially to the School, a result of the manner in which tuition dollars are accounted. Taking classes outside of one’s program should be encouraged, not thwarted, both administratively and
academically. Another problem is the lack of coordination and coherence of the various school websites in terms of cross-listings, frustrating efforts of students to navigate and obtain relevant information on related courses offered in other schools. In addition, academic and social activities should be organized so that students from different programs can be brought together more readily, and resources provided to school organizations that hold cross-school events. Furthermore, at Steinhardt, there are serious needs of graduate students for research support and assistance – a key barrier to achieving world-class status. These are strategic issues for the University and schools to face, where administrative or economic justifications may be suppressing academic synergies and opportunities that could flow from genuine collaboration across all schools within NYU; the onus should not fall disproportionately on the student body.

The considerable benefits of eliminating such barriers to productive scholarship and creativity across fields and disciplines relate to the fact that modern society and its complexity dictate a greater reliance on solutions and strategies that take full advantage of the connections between and among different fields and disciplines. Such an approach recognizes that traditional academic disciplines grow less rigid and intellectual boundaries become more porous when fruitful work takes place among scholars who actively engage in conversations with colleagues from a variety of fields through collaborative research and teaching. The diverse disciplines housed within Steinhardt provide the School with a unique opportunity to foster innovative work across fields that may gain for Steinhardt a competitive edge.

With appropriate restructuring and incentives, Steinhardt could become the model for truly stimulating interdisciplinary initiatives at the University, and serve as an exemplar of just how meaningful and academically productive interactions between scholars, artists, practitioners, and students can be, thereby enriching the intellectual life and vitality of faculty members, the School, and the University as a whole. Taken together, these academic expectations and elements would lead to greater innovation in curricular development, research, and other creative works. They could also lead to successful recruitment and retention of a core faculty of distinguished scholars who can demonstrate a commitment to the mission and who have attitudes of mind critical to the success of such a world-class school at the University. Success in achieving these goals would draw the very best students to campus and the reputation of the school would continually rise.
Early in the strategic assessment process, the SAC recognized that a number of faculty members have previously expressed an interest in leaving Steinhardt, in part because they see a better academic fit and greater resources and opportunities elsewhere at NYU, and in part because of a lack of a logical nexus to an “education school,” particularly in the absence of attempts to integrate them fully into the life and mission of the School. While all members of the SAC embraced the name “Steinhardt School,” we acknowledged that the definitional term “of Education” is viewed as simply too restrictive by too many – a name that does not reflect the fields and disciplines actually residing within Steinhardt, and should be changed once final organizational decisions are made to be one which is more appropriately inclusive and consistent with the School’s strategic direction. While the SAC did not decide on a name for the School, members agreed that the name ought to be short, but inclusive of each unit that resides in Steinhardt, while not privileging any. The SAC members also agreed that a committee would need to be formed to work out the specifics of the governance structure recommended here.

Another crucial factor in achieving Steinhardt’s goal of becoming a world-class school is the ability to enlist the commitment and energy of its student body, both graduate and undergraduate. Just as the faculty has examined the bridges and tunnels in which to forge new partnerships with other schools under the NYU umbrella, students are eager to feel part of NYU as a whole without being denigrated as members of the Steinhardt School. They want to feel empowered by the education they receive at NYU; they want to feel that they can take full advantage of the exceptional opportunities available to them. To accomplish this aim, students need to believe that Steinhardt and the University support them in their educational journey into new learning environments and are eager for them to bring their new knowledge back into their academic home, the Steinhardt classroom.

E. THE VISION STATEMENT

*When asked if there was anything worse than losing her sight, Helen Keller replied, “Yes, losing your vision.”*
The SAC agreed that vision and mission should influence the overall structure of the School, rather than the reverse. The need for a concise vision statement that was cohesive, comprehensive, and comprehensible to both internal and external audiences was recognized as a prerequisite for establishing a strategic direction. We believed that the overall structure of the school should support the vision and be academically coherent, connected, and justifiable under the common enterprise university principle.

The SAC devoted considerable time and energy to fashioning a vision statement for Steinhardt that would strategically guide the School over the next decade, building on its current strengths and making clear the primacy of strong research and innovation by faculty as a means of advancing the School to the next levels of excellence and distinction, and increasing the spectrum of leading edge (basic and clinical) research and education so vital to society. We acknowledged the growing interaction between the research and teaching missions at today’s leading research universities and the increasing complexity of societal issues, which require transcending traditional boundaries of knowledge to forge the path to new knowledge and to educate future academic and practice leaders.

Equally important was an appreciation of the core values and competencies currently within Steinhardt – such as openness to entrepreneurship; encouragement of nontraditional and diverse perspectives; a preference for viewing and experiencing education through a broad lens; adherence to the idea of the integration of theory and practice; desire on the part of the faculty to work on problem-based issues in interdisciplinary groups; and a commitment to the city, the wider community, and to the promotion of social justice.

Versions of the vision statement were widely circulated among the faculty. Below is the agreed-upon iteration:

**NYU's Steinhardt School strives for preeminence in advancing knowledge, creativity, and innovation at the critical crossroads of human learning, culture, development, and well-being.**

**Through rigorous research and education, both within and across disciplines, the School's faculty and students are expected to continually**
evaluate and redefine processes, practices, and policies in their respective fields, and, utilizing a global as well as community perspective, to be leaders in an ever-changing world.

Once the vision statement and strategic direction were determined, the SAC considered what kind of organizational structure would necessarily follow. We also discussed what parts of the School would, over time, need to grow and which might have to shrink, as well as which ones might do best joining other programs within the School or elsewhere at the University and which ones might be added or even eliminated. The timeframe for changes – short- or longer-term - was also reviewed. Additionally, the SAC was aware of and sensitive to such practical questions as to how changing accreditation standards, especially with regard to education and the health professions, might influence decisions.

Clearly, we were cognizant that the financial and resource effects of any proposed alterations to the structure of the School would have to be evaluated, as would policy changes and actions taken by key funding sources (e.g., government, foundations, and corporations) whose priorities often shape research directions and opportunities. Also, future employment opportunities for graduates and how well Steinhardt programs are preparing them for the future needed to be discussed. New specialty areas and roles could be expected to emerge, as media and technology change, generating new opportunities for research and academic programming.

In the process of discussing how one would measure success in five to ten years, the SAC identified a number of criteria, including:

- Ability to recruit and retain the nation’s top faculty and students;
- Stature of the faculty in terms of influence on new models, designs, policies, innovations, and creative output;
- Amount and quality of new knowledge and models generated by the School with demonstrable impact on significant fields of thought, arts, communication, well-being, and human services;

\[4\] For example, the nation’s demand for 5 million new health-care workers and 2 million teachers by 2010 was noted, as was the fact that all professionals will need to continuously add to their knowledge base and improve their skills and competencies.
Quality and quantity of placements of graduates in jobs and academic settings;
• How strong the connection is among the disciplines in the school;
• Proven capacity to create continuous improvement in academic structure, priority, and delivery;
• Increased research productivity of faculty and students (measured in grant dollars/publications/presentation/performances);
• External recognition of value of productive or creative work.

F. PROVOST’S TASK FORCES

“How can you govern a country which has 246 varieties of cheese?”
Charles De Gaulle

As the Strategic Assessment Committee proceeded with its work, it became apparent that a number of the issues identified extended beyond the purview of the committee and that to do a responsible job required broader University participation and perspective from other NYU schools with possible overlapping academic interests and concerns. The SAC debated whether to summon an outside review team to evaluate, for instance, Music and Art, but felt it was beyond the scope of its charge and involved the University at large. In the end, Provost David McLaughlin decided to create task forces to address these and comparable matters by developing options that would advance academic goals of excellence and distinction for the whole University in four fields: Nursing and Health, Visual Arts, Music, and Culture and Communication. The task force membership rosters were drawn from the faculty and deans of the affected schools (see Appendix 8). Provost McLaughlin delivered the following charge to each task force:

To formulate detailed descriptions of specific realizable options – from the perspective of the University – for configuring arts, music, culture and communication, and nursing and health related programs within NYU, and to evaluate the pros and cons of each option with regard to academics and academic programs. Each option should also include an analysis of the financial and space implications for the University. The task force report will be presented to the President and Provost in both written and oral
form, as well as to the Steinhardt Strategic Assessment Committee. The information in the report will then be communicated to the Deans of the University, the University Leadership Team, and the President’s “Core” team of advisors.

The SAC reviewed the Task Force reports and considered the options they contain in the course of its deliberations.

G. STEINHARDT SCENARIOS FOR THE FUTURE

“The good life is not a passive existence where you live and let live. It is one of involvement where you live and help live.”

Isaac Bashevis Singer

In keeping with both its charge and focus on a strategic vision and direction over the next 10 years, the SAC identified as a key mission for the School the attainment of preeminence in advancing research, scholarship, and knowledge at the forefront of human culture, learning, and development. One of the primary goals of this mission is enhancing the lifelong capacity of individuals to thrive in and contribute to society in a variety of contexts. It is an ambitious mission, but an achievable one, given Steinhardt’s current strengths and history. Steinhardt programs and research have a dynamic focus on the lifelong development of the whole person: on the development of the educational, aesthetic, psychosocial, physical, and cultural attributes throughout a person’s entire life and in a myriad of contexts. These contexts are also a focus of research and artistic work at Steinhardt. They include schools and other educational institutions, health-care venues, museums, galleries, concert halls, community organizations, families, computer and television screens, and cultural groups -- located in New York and throughout the world.

Moreover, Steinhardt already understands what most “schools of education” ignore: namely, that both the development of individuals’ knowledge and the creation and transmission of human culture and expression are mediated by visual images, media, and technology. There is increasing evidence that these forces have an enormous impact on human development, communication, and creative expression that needs to be better understood through research on how we learn and develop, as well
as through innovation in creative and artistic uses of these new technologies. Steinhardt commits to the study and practice of the ways that information, ideas, human expression, and knowledge are created, transmitted, and received – with an end goal of advancing knowledge, providing service, and creating free-thinking and responsible individuals who can lead productive, creative, and knowledgeable lives.

Similarly, guided by this mission and responsive to several demographic realities, the SAC sees potential for developing several other niche programs of world-class status at Steinhardt including the four examples cited below.

- For instance, our aging population requires the development of new knowledge and provides opportunities for leadership in areas that address the very specific needs of seniors. The Division of Nursing is already an acknowledged leader in addressing the special nursing needs of the elderly, who also have many other physical, psychological, and social needs that are as yet to be understood. Collaborative work across such areas as learning, cognition, speech-language pathology, communication, culture, and the arts would greatly advance knowledge of geriatrics and help create a model of holistic development and care of the elderly that would help improve the quality of life and care of our seniors.

- In addition, Steinhardt faculty members rooted in the education, applied psychology, culture, communication, and media fields can join with other colleagues in the School to forge new pathways in terms of accountability and learning, including how culture influences learning styles, the interrelationship of technology and learning, and the effects of prejudice and social exclusion on learning, performance, and engagement. Steinhardt can take the lead in replacing the language of education with the language of communication and culture – in the sense that education is a subset of communication – a form of communication that is purposeful, planned, and pedagogical. This recognizes that communication and culture are far more expansive in their denotation and connotation, capable of being employed to encompass education, art, media, information, creative expression, and much more.
Moreover, Steinhardt's preexisting reputation for innovation is reflected in the visual art department's commitment to the intrinsic value of integrating theory and artistic practice in ways that incorporate the complexities and richness of global perspectives and involve the latest technologies – something not yet seen in the bulk of arts programs elsewhere. The work of artists and musicians takes place where vast social currents intersect with the specificity of an individual life. The personal, expressive, and unique nature of artistic expression speaks powerfully for the immense importance of individual agency as an antidote to the burdens of injustice, conformity, and alienation. Through its expansive support for artistic and musical production, and its investigations into the creative potential of new technologies, Steinhardt can add an invaluable new dimension to the categories of scholarly research within the University. In addition, through collaboration and international initiatives, the power of artistic expression can also be brought to bear on issues such as equity, social justice, and societal critique. Using visual artists to initiate a global dialogue among diverse cultures, NYU and Steinhardt have a leadership opportunity in the area of arts and culture.

Furthermore, Steinhardt can distinguish itself in the new field of disability studies; its faculty in communication, visual arts, humanities, education, and social sciences are already engaged in research and theory building relevant to this area. The School has already been approached about developing a model of inter-professional education and integrated services for NYC schools that attends to the health, education, and psychological special needs of children and youth. Steinhardt has the potential to create a national model of special education that includes the health professions and applied psychology along with special educators and that integrates the expertise of our media and communications faculty. Furthermore, because of the presence of strong music and visual arts programs, Steinhardt is well-situated to lead the country in educational models that combine the aesthetic as well as the intellectual, social, and healthy development of the individual on a lifelong basis.

Thus, the SAC believes that the Steinhardt School has many advantages with respect to achieving Steinhardt's ambitious mission. However, to become the
preeminent school described in the vision statement – which is nothing less than what it ought to aspire to be – the School must address the following issues:

- **Coherence.** The Steinhardt School must become more coherent than it currently is. This does not mean that it must emulate other schools of education that confine their attention to conventional ideas about what education is, or that it must abandon its long history of independent and focused scholarship and training in the arts, communication, and health. But it does mean that it must strive for an optimal level of collaboration across its programs in these areas – one which does not encroach on the disciplinary integrity of the fields involved. At the end of the day, people have to be able to understand what the Steinhardt School as a whole stands for – whether the people are faculty, students, donors, or colleagues in the rest of the University.

- **Quality.** Ultimately, the reputation of the Steinhardt School – like all schools and colleges -- rests on the collective quality of its programs and faculty. The School has made huge progress in recent years in producing first-rate programs and students and in attracting and holding world-class faculty. Its current challenge is to hone its systems to support continuing quality improvement and quality assurance. The SAC applauds such efforts as those now unfolding in such areas as cross-program involvement in faculty searches, enhanced appointments and review procedures, more effective faculty deployment related to student instruction, improvement of research infrastructure, and enrichment of field-based learning experiences in NYC and internationally. Additionally, the rising caliber of the student body and the employment success of its graduates continue to be important measures of quality that must be fostered and increased, particularly at the doctoral level.

- **Cross-disciplinary culture.** Coherence cannot be sustained over time merely by structural arrangements. It must be undergirded by a culture that values cross-disciplinary communication and joint ventures in research, instruction, and community and international partnerships when truly advancing knowledge depends on such collaboration.
• **Innovation.** The School must be seen to be a leader with respect to innovation in the professions, disciplines, and institutions that constitute it. Some of its cachet with respect to innovation will be achieved through the quality of its creative activities, as well as of the quality and significance of its research, how seminal it is, regardless of whether it is discipline-specific, inter-disciplinary, applied or basic research. Other aspects of the School’s reputation will accrue from its innovative partnerships with communities of practice in New York City and around the world.

• **Effective, responsive governance.** The SAC was emphatic in saying it did not want new “silos” nor excessive or unnecessary bureaucracy in the School. The School’s past successful entrepreneurial character and the demands of a rapidly changing society argue for administrative nimbleness and faculty responsiveness in any new governing structure that results from the strategic changes described here. By enhancing faculty voice, the School will achieve greater accountability and equity. The decision-making process itself should be clear, transparent, and academically grounded.

Some caveats about the scope and complexities of the SAC discussion should be noted here. The SAC’s primary role was to ascertain what is best from a strategic standpoint for the *entire* Steinhardt School (as opposed to individual units residing therein) -- to identify how the School could best fulfill its mission, achieve world class status (as a school), and play a significant role as a member of the NYU community. That task was a novel one for both Steinhardt and the University in terms of the quantity and quality of effort devoted to gain the perspectives of so many about and within the School.

As previously mentioned, it was not our role to evaluate the quality of individual academic departments or programs in the School. We did, however, emphasize the centrality of quality in all future academic and creative work, the need to continue efforts to “raise the bar” (especially with regard to the research of tenure/tenure stream faculty), and to increase cohesion and collaboration among academic units. We also had perceptions – derived from peer institution comparisons, rankings, and other external measurements -- as to what it would take to reach the quality level toward which we were striving.
Tensions exist. The SAC debated whether Steinhardt could achieve excellence by becoming smaller and dedicated to a core K-12 education mission. The argument was that a sharper focus on K-12 learning and development issues would make the School more coherent and better understood by both internal and external audiences. We also discussed the value of going in the opposite direction – by broadening foci and aspirations and by internally reorganizing Steinhardt academic units and programs to facilitate greater cross-disciplinary excellence and collaboration consistent with the School’s vision and mission. In the current and projected environment, Steinhardt’s multidisciplinary, innovative, and edgy character is seen as a major strength and its willingness to embrace the harder societal questions that fall outside (or between) specific disciplines is a potential competitive advantage and arena for achieving excellence.

Regardless of which approach was chosen, we recognized that substantial restructuring inside the School would be required. The status quo was unanimously rejected as an option for Steinhardt if its new vision is to be achieved. The proposed structural recommendations are offered as a way to strategically move the School to academic preeminence.

As alluded to above, the SAC also acknowledged that there are conflicts between and within a number of departments (particularly Nursing, Art, Music, and Culture and Communication) in the School. Some individuals in these units argue that they are misplaced and feel neither relevant nor valued with respect to the current mission and configuration of Steinhardt. Some objected to a focus on professions; they see their academic work more aligned with humanities within arts and sciences.

To some, however, the Steinhardt School operationally defines “common enterprise university” and what it means to be a university “in and of the city.” This puts Steinhardt squarely at the center of the University’s mission. Whatever its organizational structure becomes, the Steinhardt School needs to develop support for research, standards for merit in scholarship, and clear and reasonable guidelines for faculty workload and promotion.
Two developments emerged as potentially influential. First, the School now has a vision statement that endorses an expansive, interconnected basis for a school; second, a new leadership team (deans and chairs) is firmly committed to inclusion of, and full participation by, a wider, richer array of disciplines and fields in the life of the School. This integrated approach, reflected in both purpose and leadership structure, appreciates the growing interdependence of fields of knowledge created by the real issues of our increasingly complex society. Nurturing the possible synergies and partnerships within and outside the School will add value in incalculable ways – and will inure to the benefit of faculty and students alike.

1. Development of Scenarios

“I am all for progress; it's change I can't tolerate.” Mark Twain

In charting a future strategic course, the SAC explored and debated the merits of a number of scenarios and organizational models that could serve as the basis for a newly conceived and constituted Steinhardt School over the next decade. As is elaborated by Peter Schwartz in The Art of the Long View, scenarios are stories aimed at visualizing multiple alternative futures that capture the intangibles of our hopes, fears, beliefs, and dreams. As stories, they liberate people to abandon the risks of resistance and denial and allow them to think the unthinkable, serving “…to gather and transform information of strategic significance into fresh perceptions.”

The stories guide us in thinking and planning, and answer the seminal questions of who we are, what we do, what we want to be and do, why that’s important and valuable, where we want to be, and how we can achieve our preferred future. As mentioned above, our end goal was the creation of a world-class school.

The SAC generated eleven possible scenarios, discussing each one and eventually coalescing around two basic scenarios. Both break with the current organization, where each department or division stands alone within the School, and opt instead for a clustering approach of related disciplines. The first involves the

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establishment of three distinct colleges or divisions—College of Education and Human Development; College of Art, Communication, and Music; and College of Nursing and Health Sciences (Scenario 1-A). The SAC agreed that establishing colleges (or “divisions” within Steinhardt) that display names that embrace their disciplines in the title had multiple advantages: (1) it creates a more responsive and academically-driven administrative structure; (2) it enhances interdisciplinarity; (3) it could address the concerns of faculty members who have felt marginalized and invisible in the School of Education; (4) it could bolster respect for Steinhardt work by clarifying what Steinhardt is; and (5) it could aid in recruitment and retention of faculty and students by making clear to external and internal audiences the full breadth of Steinhardt work.

Following discussion and review of the Task Force reports, the SAC concluded that it would be best to keep Culture and Communication and Art and Art Professions within the re-designed, re-directed Steinhardt School. However, there was much discussion about the venue for Music and Nursing. While the SAC majority wanted the Nursing faculty to want to stay in Steinhardt, and saw them as central to the new vision and emerging mission of the School, it acknowledged that there is a chance that Nursing will move to the College of Dentistry, pursuant to one of the options advanced by the Nursing and Health Professions Task Force. If that happens, “Nursing” would be dropped from the title of the third college and Steinhardt would have to ensure that that

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6 The word “college” is not meant to connote a free-standing, independent college, but rather to describe an area division or grouping of related disciplines and programs together into an academic unit, similar to the area divisions within FAS of Humanities, Social Sciences, and the Sciences.

7 Advocates for the merger cite both tactical and strategic objectives, including:

- an assertion that the majority of the faculties at the College of Dentistry and Division of Nursing favor the change;
- the opportunity for Nursing to partner with a fellow health science unit that shares a passion to be on the cutting edge of contemporary health care issues and with whom it could see more likely opportunities to serve as co-investigators or allies;
- the chance for the University to redeploy prime and costly space near the Square, co-administer health vans that both programs use, and teach and conduct research more synergistically;
- the possibility of developing a more cohesive, comprehensive health campus for NYU, with its attendant benefits to recruiting at all levels;
- the enhancement to recruitment and philanthropy that is expected to flow from the inclusion of “Nursing” in the name of the Dental School. While “Nursing” could also be added to the title of the Steinhardt School (as is proposed in Scenario 1), placement within a health school could prove to be more advantageous than locating the program inside even a more broadly conceived school of education -- and constitute an acceptable second choice to Nursing’s persistent desire to be a free-standing School of Nursing.
third college (focused on health) had parity with the other two, which could be achieved in a number of ways (See discussion under Scenario I-B). It would also be crucial to reach clear understandings and put structures in place to assure that Nursing continues and expands its collaborations with the remaining Steinhardt health and education disciplines where interests are joint and prospects for cooperative, cutting edge work are ripe, such as in pediatric and geriatric development, wellness and well-being, and preventive health education.

Regarding Music, the SAC concluded that NYU ought to continue to have a strong, vibrant music program that was intimately connected to NYC. Potential strategic changes in Music are described in the description of the College of Art, Communication, and Music, below.

Scenario II contemplates that Nursing will depart and join the College of Dentistry and sets up two colleges within Steinhardt by combining education, health, and applied psychology in one college and the art, music, and media groups in the second. The SAC stressed that within either of the proposed College structures, one could anticipate additions of new units, or deletions of existing ones, as appropriate over time and consistent with the overarching vision and mission of the School.

**Scenario I – Three College Structure**

A major benefit of the three-college approach, which is the one preferred by a significant majority of the SAC, is the academic integrity and coherence of the units contained in each unit. In addition, over time, there may be opportunities for growth in line with the mission. Many feel that a grouping of three (rather than two) colleges offers the optimal organizational foundation. Furthermore, the three units group together disciplines with similar or compatible academic, creative, professional, or research goals, which can serve to promote academic innovation and synergies. Finally, the three colleges would present better opportunities for cross-disciplinary collaboration across the School and with others in the University – opportunities that are consistent with those envisioned in several task force reports. The SAC developed two versions of the three college configuration – one with, and one without, the Division of Nursing. Moreover, the SAC describes two scenarios for strategically placing Music either entirely within one school (Tisch or Steinhardt) or, alternatively, partially in each School.
The future of the Nursing program occupied considerable discussion time. The SAC believes that, with its prominence and size, Nursing serves as an anchor in the new health college in Scenario 1-A. It is the strongest, best established nationally, and most prestigious (in rankings, research and funding success) of the health programs in the School. Nursing enjoys a high degree of outside grant support and has established itself as a leader in several areas, including geriatrics, pediatric care, critical care, and cancer care. The potential – though heretofore largely unrealized – for close collaborations with other Steinhardt programs within the broader envelope of “education of the whole person” and the interplay of education, wellness, culture, and expression is clearly present. The health programs in the School collectively could contribute significantly to the national agenda for greater integrated education and training of health professionals and the delivery of higher quality health care in the United States. Current and potential collaborations of the health units at Steinhardt with one another and with education and applied psychology and expressive therapies in Music and Art departments also offer potential for excellence and leadership in the creation and dissemination of new knowledge of the highest caliber.

We were cognizant that Nursing has advocated establishing an independent school of nursing for many years, and many faculty within the Division reportedly favor the proposed union with the College of Dentistry. Some see a move physically closer to the Medical Center (since Dentistry is near the Medical School campus) as better for the Nursing program. Some see the potential for resources, research, and collaborative training as better in the College of Dentistry. The SAC recognizes the innovative aspects of this approach and respects the wishes of many Nursing faculty members who seek an exit from a school of education.

However, proponents of Scenario I-A believe that any synergies that might flow from the proposed Dentistry merger are outweighed by the multiple academic advantages outlined above. In addition, academic collaborations between nurses and dentists could still go forward if Steinhardt retained Nursing. The notion of advancing the profession of nursing by affiliating it with the dental profession, while innovative and intriguing, is untested and uncertain to attract the support of others in the medical profession, such as physicians, with whom the majority of nurses will continue to work. Will, they ask, a Dental and Nursing School without medicine and the other health
professions further the goal of inter-professional training for nurses, medical doctors, and other health professionals? There also were some concerns expressed that if Nursing were to combine with Dentistry it could find itself absorbed (with less autonomy) than expected, rather than an independent partner.

Even so, there is substantial agreement within SAC that a college of health sciences could be viable at Steinhardt even without Nursing, given a reconfiguration of existing programs, the creation of relevant bridges and tunnels with Nursing, and/or new funding opportunities. Scenario I-B contemplates that the remaining health disciplines, all of which share the view that the boundary between health and education has blurred, can play a more active and visible role in helping Steinhardt become a distinguished school with a vision that includes preparing diverse, humanistic, and science-based professionals. This cluster – Occupational Therapy; Physical Therapy; Speech-Language Pathology and Audiology; and Nutrition, Food Studies, and Public Health – sees its opportunity to promote and create a community of healthy, educated individuals and wholeheartedly embraces the notion of “schooling” and “education” as a holistic and lifelong process of learning.

**SCENARIO I-A**

Scenario I-A of the proposed three-college (or three-division) structure, utilizing current departments as presently named for illustrative purposes, is as follows:

A. **College of Education and Human Development**
   - Administration, Leadership & Technology
   - Applied Psychology
   - Humanities and Social Sciences in the Professions
   - Teaching & Learning
   - Various Research Centers as appropriate (e.g., Alliance for International Higher Education Studies, Center for HIV Education Study and Training, Center for Research in Teaching and Learning, Center for Research on Culture, Development and

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8 The current departments and related programs at Steinhardt are identified in these scenarios, but during implementation or in the future, there could well be changes, additions, mergers, or deletions from this current roster of departments.
B. College of Art, Communication, and Music
   • Art
   • Culture and Communication
   • Music
   • Various Centers (e.g., the Nordoff Robins Center for Music Therapy, the emerging University-wide Consortium of Media and Communication)

C. College of Nursing and Health Sciences
   • Nursing
   • Nutrition, Food Studies, and Public Health
   • Occupational Therapy
   • Physical Therapy
   • Speech-Language Pathology and Audiology
   • Various Centers (e.g., Consortium of New York Geriatric Education Centers, Hartford Foundation Institute for Geriatric Nursing, Martha E. Rogers Center, Muriel and Virginia Pless Center for Nursing)

**SCENARIO I-B**

Scenario I-B (No Nursing) of this three-college structure would be as follows:

A. College of Education and Human Development
   • Administration, Leadership & Technology
   • Applied Psychology

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9 This is the majority view should Nursing leave Steinhardt. Scenario II articulates an alternative structure if Nursing exits.
• Humanities and Social Sciences in the Professions
• Teaching & Learning
• Various Centers as appropriate (e.g., Alliance for International Higher Education Studies, Center for HIV Education Study and Training, Center for Research in Teaching and Learning, Center for Research on Culture, Development and Education, Child and Family Poverty Center, Consortium for Research and Evaluation of Advanced Technology, Horowitz Center for Teacher Development, Metropolitan Center for Urban Education, Institute for Education and Social Policy, Globalization and Education in Metropolitan Settings Institute and the Institute on Human Development and Contextual Change).

B. College of Art, Communication, and Music
• Art
• Culture and Communication
• Music
• Various Centers (e.g., the Nordoff Robins Center for Music Therapy, the emerging University-wide Consortium of Media and Communication)

C. College of Health Sciences
• Nutrition, Food Studies, and Public Health
• Occupational Therapy
• Physical Therapy
• Speech-Language Pathology and Audiology
• Various Centers (e.g., Consortium of New York Geriatric Education Centers, Hartford Foundation Institute for Geriatric Nursing, Martha E. Rogers Center, Muriel and Virginia Pless Center for Nursing)
2. Rationale for Each Proposed College/Division

*College of Education and Human Development*

“*Education remains the key to both economic and political empowerment.*”

*Rep. Barbara Jordan*

The current era has brought unprecedented change to the lives of children, youth, and adults in New York City, the United States, and internationally as a result of globalization, changing demographic and immigration patterns, technological advances, and changes to the social and economic structures of families and institutions. The College of Education and Human Development within the Steinhardt School is committed to the advancement of new knowledge about human development and the science of learning, and to developing high quality scholars, researchers, teachers, administrators, psychologists, and other types of social science professionals. Faculty and students engage in multi-method, integrative research that builds on the expertise of scholars within and across the disciplines of psychology, anthropology, economics, and sociology – and in collaboration with faculty knowledgeable about the contexts of practice, and also with practitioners themselves. With the aim of generating and testing new theories of human development, education, and learning, and of understanding the multiple contexts in which education happens, the College of Education and Human Development will be able to stimulate and support scholarship on developmental processes across key life transitions, with a specific focus on the complex interplay among individuals, institutions, and contexts.

The research of our faculty and students in turn can be applied to the design and evaluation of intentional change strategies in programs and policies aimed at individuals and institutions. Three core emphases reflect the mission of the College of Education and Human Development: (1) research on human development and education in social and cultural contexts; (2) the education of the next generation of scholars and practitioners; and (3) the creation of links among research, policy, and practice that are responsive to community and societal needs.
• **Emphasis 1: Research on Human Development and Education in Social and Cultural Contexts**

The first emphasis involves attention to the science of human development and learning, and the multi-disciplinary study of contextual change. A core goal of the College is to generate new knowledge and theories that will contribute to the depth and quality of the theoretical and research bases of such fields as the humanities, behavioral and social sciences, and practitioner education. This emphasis builds on the existing strengths of the Steinhardt faculty in core disciplines (such as history, psychology, and sociology), and adds strength to newly emerging areas of scholarship – particularly cognitive psychology, educational reform, and the economics of education. It also builds on the Steinhardt School’s connections with the settings of educational practice – in families, pre-schools, schools, colleges, and elsewhere – and on its faculty’s understanding of their complexities.

Central to these aims is a commitment to the grounding of students’ work in the actual contexts of human development and learning – effectively exploiting NYU’s location in the ethnically and economically diverse setting of New York City. Human development and learning occurs in and is affected by the contexts of family, school, media, neighborhood, culture, and the arts. Here the College aims to link researchers in human development and education with schools and communities in New York City, as well as global contexts. We will also collaborate with colleagues in the sister colleges in the Steinhardt School as well as with relevant departments in the Graduate School of Arts and Science, the Robert F. Wagner Graduate School of Public Service, the Tisch School of the Arts, and the School of Social Work.

• **Emphasis 2: Education of the Next Generation of Scholars and Practitioners**

The second emphasis is on the education of students at undergraduate, graduate, and post-graduate levels. Students are educated within their core disciplines and practices, but are also offered opportunities to take courses across departments, colleges, and schools, thereby fostering a fuller appreciation of ways to think critically, beyond the boundaries of a single
discipline or practice. A corollary to this emphasis is rigorous training and education in advanced methodologies, such as expertise in analyzing multiple, nested influences on human development ranging from micro-genetic and qualitative, in-depth study of individual human processes of development, to analyses at the societal level. In order to achieve these goals, the College will encourage cross-departmental research and inter-professional training collaborations within the College of Education and Human Development, and will continue to pursue promising collaborations with its sister colleges in the Steinhardt school as well as with the Graduate School of Arts and Science, the Wagner School, and the Tisch School. The College will also use multiple contexts of actual practice – in New York City and around the globe – to help students situate and question the perspectives they gain in course work. Ultimately, the goal of the College is to educate scholars and practitioners to think beyond contemporary convention, in order to anticipate and contribute to the future.

- **Emphasis 3: Connecting Research to Policy and Practice**

  A third emphasis is on the creation of effective linkages among research in education and human development, and policies and practices that affect children, youth, adults, and families. Research conducted by faculty at the College in collaboration with practitioners will have vital implications for institutions in New York City and beyond, especially school and community settings, and also for programs and policies.

  Advances in the science of human development are ethically and practically possible only in the context of individual, program, and policy experiments designed to change certain processes and thereby enhance development. The College will provide a common setting at NYU for researchers across schools and departments pursuing program design, implementation, evaluation, and policy-related work concerning human development and education across the life span.

  One of the primary goals of the College will be to develop research and scientific knowledge with respect to urban schooling in the U.S. and
throughout the world, and to collaborate with practitioners in the thoughtful application of this knowledge. For over 100 years, the Steinhardt School has placed, and will continue to place, teaching and learning at the center of its mission in preparing educators. This commitment will be achieved through local and global partnerships with educators and practitioners who work directly with children, youth, and families. The current scholarship on human development and learning exceeds the current capacity to translate this scholarship into practice. This is a problem that can only be solved by collaborative efforts between scholars and practitioners, and the Steinhardt College of Education and Human Development will be a premier venue for this effort.

Thus, the College will aim to be preeminent in designing and testing solutions to the longstanding disconnect between research and practice. A fundamental mission will be to generate evidence-based practices in response to the needs of the city, country, and international communities. This emphasis will build on the existing strengths of Steinhardt faculty in the areas of organizational leadership, curriculum and school design, educational reform, immigration, global and international education, policy studies, and teacher education. Faculty and students will use a variety of methodologies to link theory and practice and to develop knowledge out of collaborations within the “real world” settings of classrooms, clinics, and communities. In so doing, we will partner with professionals of practice to ground our research and address the problems that practitioners confront. In developing policy out of our collaborations that are “in and of the city,” we will forge connections to the Wagner and Social Work faculties and build on the promising existing collaborations with the Faculty of Arts and Science.

Links to existing centers

There are several centers in the College of Education and Human Development that will further grow and thrive under the proposed mission and scientific emphases. These centers will play an integral role in fostering faculty collaborations, conducting rigorous research programs, training students, and disseminating research findings to affect policy and practice.
College of Art, Communication, and Music

“At their best, artists speak not only to people - they speak for them. Art is a weapon against ignorance and hatred and an agent of public awareness.”

Kofi Annan

Through the creation of a new College of Art, Communication, and Music (CACM), the Steinhardt School seeks to provide a critical context for cultural, social, and artistic innovation in these fields. By bringing together uncompromising explorations of creative practice and analytical thought, the College seeks to foster ambitious and insightful work within and across these influential disciplines.

The College brings together three of the largest areas of undergraduate education in the Steinhardt School – areas that serve the broad NYU community of undergraduate students - and thus will serve to facilitate enhancing instructional and other services to better meet the needs of these students. It also brings together an impressive array of graduate programs, scholars, and practitioners. Together, the programs in studio art, communication, and music can collaborate to become an even richer venue for undergraduate and graduate learning, as well as world-class scholarship and practice.

The CACM is premised on, and committed to, the following:

- That the study and practice of art, music, media, and communication, in all forms, represent a core academic activity and responsibility, committed to the study and exploration of human expression in all forms and all modalities. How we express ourselves as individuals, as groups, as culture and societies; the tools and technologies that we use to engage in these activities; and their social, cultural, and political consequences – all of these constitute a rich terrain for academic inquiry, research, commentary, and innovative practice.

- That the CACM is especially well placed to undertake a rigorous examination of the manifold ways that the new technologies influence, in simple and
profound ways, the nature of human expression and human interaction. The Department of Culture and Communication, for example, was founded on the belief that the media of communication dramatically influence everything from the way we converse with one another, to our aesthetic ideals, to the way we conduct our politics. The seismic technological changes apace in media, in music, and in the arts have become a focal point of interest and investigation for the faculty in the CACM.

- That the proper terrain for the study of art, communication, and music is located, geographically and culturally, at the intersection between the local and the global. Through scholarship and practice, the faculty interrogate the deepening cultural, political, and aesthetic interconnections. Striving to understand what it means to say that we live and interact in a globalized world, the CACM is committed to situating its work within a framework that shows respect for fundamental human rights and diversity of expression.

- That the CACM is committed to using its location in New York City, as well as the City’s global links, to connect students’ learning to encounters with the best practicing artists and musicians, and the most important shapers of mediated communication. It involves motivating students through contact, internships, and mentoring to aspire to the highest quality in their own work. Moreover, the New York venue ensures that the College of Art, Communication, and Music will be intimately involved at the cutting edge of international culture. In its placement within NYU, the College will provide its faculty and students with the scholarly resources of a great university, encouraging them to think both historically and globally and to go beyond convenient or conventional interpretations. The College’s curriculum, faculty, and facilities will be designed to enable the production of theoretical, formal, and artistic work that merits the highest recognition within each respective field.

In envisioning this new college, the Steinhardt School acknowledges the ever more central role played by images, music, and communication media in the construction of human values, cognition, consciousness, and sense of wellness. By clustering those faculty most knowledgeable about this role, and those students most
prepared to understand it – across three distinct fields – the School achieves great leverage in helping others in the world begin to understand the essential role these disciplines play in human development. Furthermore, by linking with the other Steinhardt colleges - with their express focus on human values, cognition, consciousness, and wellness – the College of Art, Communication, and Music will contribute enormously to the achievement of the overall Steinhardt mission. In effect, the faculty and students of this college can teach the University’s other faculty and students about the social implications of cultural practices and how human experience is profoundly shaped by the objects, beauty, media, and technology in our environments.

The SAC recognizes that this college will be stronger if collaborations with Tisch and FAS are enhanced. The Consortium for Culture and Communication, proposed by the Culture and Communication Task Force, was embraced by the SAC as an example of how cross-school collaborations might work.

Music and music-related programs throughout the University – in Steinhardt, FAS, and Tisch - were studied by the Music Task Force. Given that several possibilities exist for restructuring (e.g., programs could remain where they are presently, or move in whole or part to another school), it is worth considering in greater detail the implication of changes in the organization of music programs here. Analyzing the pros and cons of possible outcomes was complex, given the number of programs affected, the divergence in mission and admissions strategy among the schools, and implications for faculty and students who have heretofore enjoyed easy collaborative access in some instances to related courses, fields, and resources, and frustrating obstacles in other cases.

To preserve access and coherence, the SAC believes that the arguments for keeping all or most of the Music programs together in Steinhardt, especially the core conservatory programs, which have developed a strong external reputation and have had success at collaborating internally, are compelling. The movement of the entire Music program – or even the entire conservatory program - to the Tisch School of the Arts did not appear to be consistent with that School’s conservatory model, although

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10 The core conservatory music programs in Steinhardt are Instrumental Performance, Vocal Performance, Jazz, Music Composition, Music Business, and Music Technology, constituting roughly 800 of the 1200 majors currently in the Steinhardt Dept. of Music and Performing Arts Professions. The non-conservatory programs are Educational Theatre, Dance Education, Music Education, Music Therapy, Drama Therapy, and Performing Arts Administration.
portions of Music might be candidates for absorption, as identified in the report of the Music Task Force. The SAC view is that Steinhardt's new vision statement and mission will be vitally enriched by the continuing presence of Music at Steinhardt – both as part of the mission of education and capacity-building of the whole person, and in its own right as a key means of human expression and interaction.

That said, there are also many musical bridges that could be built between and among Steinhardt, Tisch, and FAS music and art programs. For instance, if all Steinhardt music programs remain in the School, there would be positive consequences from formal cross-school collaborations – such as Film Music (Steinhardt) and Film and Television (Tisch), or Music Technology (Steinhardt) and Music Composition (FAS). Such partnerships would vary according to the particular combinations, but might include common curricular components, joint appointments, and joint degrees. As an example, the B.F.A. in Recorded Music in Tisch and the B.M. degrees in Music Technology and Music Business in Steinhardt might develop a set of courses that would be taken by students in all three disciplines, leading to the individualized degrees offered in each specialization. There could be exploration of a joint degree involving the Clive Davis Department of Recorded Music at Tisch and the more broadly-based Music Business program at Steinhardt. The SAC recognized that in other undergraduate programs, this may be more difficult, if requirements in core music courses (in Steinhardt) and drama workshops (in Tisch), along with MAP and major requirements, stretch beyond a 4-year undergraduate course of study.

There is a special opportunity in terms of forming a joint Steinhardt/Tisch Musical Theatre program, run by both schools: working together, Steinhardt, with its emphasis on music, and Tisch, with its concentration on drama and dance, could produce the strongest possible academic and professional educational experience for students. Each program has attained a high degree of renown independently, but it is highly probable that under joint administration and branding, the effects could be even more outstanding. While each school could contribute as it presently does in terms of instruction, there would be far greater curricular, admissions, placement, and other forms of cooperation and collaboration, and productions could be organized and staged together, rather than be separately sponsored by each school. Future or current faculty might also hold joint appointments. In short, this joint structure could create the nation's foremost musical theater program, bar none -- taking full advantage of the Steinhardt
excellence in vocal performance and the Tisch reputation for distinction in the drama and
dance aspects of musical theater.

Regardless of what, if any, reorganization of Music occurs, the University would
benefit from such steps as a common website that documents and points to the many
ways to study music at NYU, so that prospective students could make choices based on
their needs and preferences, rather than school affiliations. Similar cooperation in terms
of publicity, marketing, and production of events would further strengthen the common
enterprise of music-making (and art) at NYU.

If the core music programs (i.e., performance and music business) move from
Steinhardt to Tisch, a different set of bridges becomes necessary. Many of the
collaborations indicated above may become easier by virtue of being conducted within
the same school. On the other hand, new cross-school bridges become imperative
between the remaining Steinhardt programs and any core units that migrate. In
particular, the arts-in-education programs (Educational Theatre, Dance Education, and
Music Education) need close ties to practitioner sister programs to maintain their
academic integrity and overall viability. For example, Music Education needs to
collaborate with the performance programs to ensure continued instruction in
instrumental and vocal performance for music students who are training to be music
educators.

In addition, Music Education will need admittance to practice space and
performance venues for these students to continue their development as music
practitioners. Undergraduates will need access to all courses in the music major and
graduate students will need access to the core music courses. Continued admission to
Tisch courses and collaboration with Tisch faculty on doctoral committees and the like
would also be critical. Basically, cooperation and collaboration between Music Education
and the core music programs should maintain much of the strength currently in
evidence, particularly in terms of offering performance opportunities and training to
Music Education students. Further, such collaboration may serve as a model to
increase communication between Steinhardt Dance Education and Tisch Dance, and
between Steinhardt Educational Theatre, Steinhardt Drama Therapy, and Tisch Drama –

11 In Appendix 9, we display a more extensive list of bridging opportunities and associations;
clearly, much work will need to be done over a long period of time to implement these
collaborations most effectively. While not an exhaustive list, this indicates the depth and breadth
of the potential for partnership between closely related programs.
all potentially valuable bridges that have been little used in recent years. The significance of constructing and using these bridges to support high quality cannot be overstated.

**College of Nursing and Health Sciences**

*“Learning is a treasure that will follow its owner everywhere.”*  
*Chinese proverb*

The rationale for this grouping derives from the changing needs within the nation’s existing health-care systems and professions, and from opportunities to deliver health care through the venue of schools. The country needs new educational models that prepare professionals to “integrate medicine, public health, social services and information technology” (White Mountain Group, 2002 and Institute of Medicine, 2003). Because of its history and current interests of the faculty, the Steinhardt School is in a position to become a model of inter-professional collaboration for NYU.

A critical mass of Steinhardt’s health faculty is willing to put effort into the Steinhardt multi-disciplinary model. Some faculty members see research agendas; some see enhanced clinical placement opportunities; others see collaboration with schools, hospitals, and communities offering venues for developing best practices. Some of our current programs in Steinhardt stimulate inter-professional collaboration and help students develop an understanding of the full spectrum of health professions, and the unique contributions each makes. Reflecting this collaborative spirit across the health departments in Steinhardt, last year Occupational Therapy, Physical Therapy, and Speech-Language Pathology faculty jointly hired an anatomy specialist who will teach anatomy to all Steinhardt students (excluding Nursing).

The Institute of Medicine (2003) calls on health-care professionals to be involved in prevention and health promotion. This proactive enhancement of community and society is fully consistent with the values of Steinhardt seen across all departments. Preparing students for a democratic society and the fostering of a productive citizenry are shared commitments consistent with an agenda that encourages collaboration across the health professions and with allied fields. Furthermore, working across the
School’s research centers, Steinhardt is positioned to conduct the research on best practices in holistic treatment of children, youth, families, and the elderly.

For example, researchers are looking at how autism, AIDS, speech and language disorders, and eating disorders affect learning, academic failure, and life chances and how we can reduce their incidence. Steinhardt faculty and graduates educate people of all ages on the dangers and consequences of obesity and physical inactivity. The needs of our aging population will require integrated health and lifespan learning opportunities. We already have a top tier gerontological nursing program and we have researchers in higher education concerned about life-span learning and faculty in psychology interested in emotional and cognitive changes among the elderly. Collaborations among these groups would enable the reputation earned by the Steinhardt Nursing faculty to reflect a commitment to holistic integrated gerontological development and care. We are currently in the process of building the infrastructure in Steinhardt that, with the Vice Provost for Research, will enhance faculty research. Incentives for research projects that achieve the Steinhardt inter-professional and integrated service goal will encourage the achievement of this mission-driven research.

Educated in silos, most practitioners are ill-prepared to collaborate across professions successfully and thus re-create silos in their practice. Steinhardt can become a leadership school that educates professionals to work across the boundaries of their fields, so that manifested individual problems emerging from complex social contexts do not fall between the cracks in health care delivery -- problems that professionals educated more narrowly have been unable to address. Steinhardt faculty endeavor to shape the world of practice where integrated services are the norm -- a source of competitive advantage to the School and its graduates.

Finally, the diversity of our city is reflected in the over 130 different language groups represented in the public schools. With so many faculty members engaged in research on culture, diversity, global communication, and immigration issues, Steinhardt has the potential to incorporate research-based cultural competence into our professional programs.

Most members of the SAC favored a three-college approach even if Nursing moves to Dentistry, either due to a sense that three colleges constitute an inherently
(and intuitively) stronger formation than two, or because the remaining units do not fit in terms of academic logic into the College of Education and Human Development. Moreover, these four units – Occupational Therapy; Physical Therapy; Speech-Language Pathology and Audiology; and Nutrition, Food Studies, and Public Health – are taking promising steps to work together and might be seen as capable and eager to continue that effort in a college of their own. Scenario I-B reflects this perspective.12

It should be mentioned that there was overwhelming support for Steinhardt’s retaining the use of the Washington Square space that could be released with the Nursing move to accommodate already overcrowded programs and ensure space for planned growth. Otherwise, there is the risk that the combined loss of the Nursing program’s faculty, prestige, research dollars, and facilities would be experienced as highly detrimental to Steinhardt’s drive to attain world-class status.

In summary, Steinhardt has at least two important goals relevant to health services reform. First, the School must prepare competent professionals to address the needs of society across many areas. This requires that the Steinhardt community must work collaboratively and that its training programs prepare professionals for the roles society needs them to assume. Second, the School must develop scholarship and engage in scientific inquiry that supports the development of the various professions. This requires respect for and acceptance of the diverse philosophies, perspectives, views, and beliefs of the various professions, even while efforts continue to transform them for the 21st century. While some on the SAC argue that these two goals can be better achieved if Nursing and the Health Professions are located together in Steinhardt as a unit, the SAC acknowledges that with appropriate leadership and good will, this vision can also be achieved, with formal structures and agreements in place, if Nursing moves out of Steinhardt. Those arrangements might include, for example, instituting joint appointments and courses, sharing use of nursing vans, fostering school nurse collaborations, building on the life cycle and aging connection, and promoting joint applications for research grants.

**Scenario II – Two College Structure – A Minority Viewpoint**

As was mentioned above in the discussion of how the scenarios were developed, a minority view on the SAC held that the objectives set forth by the Committee could be

12 Please refer to Appendix 10 for a depiction of both scenarios 1-A and 1-B.
met through a two-college structure if the Nursing Division combines with the College of Dentistry. In that instance, the remaining health sciences units would become part of the College of Education and Human Development.

**H. BRIDGES AND TUNNELS: CREATING A CULTURE OF COLLABORATION**

“It is by knowing where you stand that you grow able to judge where you are.”

*Eudora Welty*

Regardless of which scenario is adopted, the SAC did not shirk from looking at the opportunities before it from an unconventional lens. For instance, we considered how at Steinhardt, the notion of a common enterprise university and way of doing business requires building what we termed “bridges and tunnels.” The bridges are needed to connect Steinhardt to other NYU schools, such as Tisch, CAS/GSAS, Wagner, and the Dental/Medical Schools. The tunnels are needed to connect internally the various Steinhardt colleges (if these come to be). We recognize the cultural change needed within Steinhardt and the University if the collaborative vision described here is to be achieved. It was evident to all SAC members that Steinhardt would need to make substantial changes to its internal organizational structure and faculty rewards systems in order to promote better communication, coordination, and collaboration. These improvements would in turn help produce greater excellence and enhanced quality. The SAC identified a number of suggestions, listed below, for building bridges and tunnels to achieve the vision described here, which should be examined carefully before implementing.

**Bridges**

Illustrations of the types of bridges that could be constructed between the other NYU schools and Steinhardt would be:

- A cultivation of cross-school research projects, with a dedicated effort to gain funding for them.
- A commitment by all schools involved to allow undergraduate students enrolled in designated majors to take at least 16 credits in the other schools without a tuition supplement. The current limit is 8 – not enough for a minor.
• A commitment across the schools to initiate bachelors’-masters’ 5-year cross-school programs in all relevant areas.
• A commitment across the schools to initiate cross-school minors in all relevant areas.
• A commitment on the part of all schools to make cross-school faculty appointments, and to make cross-school appointments to search committees in all relevant areas.
• Appointment of bi-lateral cross school administrative committees to meet regularly, troubleshoot with authority to make changes as needed, and continually imagine new joint opportunities.
• A commitment to extend “conversation” groups identified by the faculty in 04-05 to include cross-school faculty.

_Tunnels_

In addition to the bridges between schools at the University, the SAC identified examples where Steinhardt could internally advance the vision by:

• Committing to develop and sustain community partnerships, designing at least 20% of these for cross-college interning opportunities (for example, partner schools with attached health clinics; youth-focused media programs; museum education programs; public-health-involved media programs).
• Continuing work to develop and support cross-departmental (and cross-college) courses in theory and methodology for doctoral students.
• Providing funding from the Dean’s ‘seed money’ for “conversation groups” to develop cross-school research and curriculum projects.
• Committing to develop and sustain international study programs, designing at least 20% of these for inter-college learning and research opportunities (for example, a program focused on public health and educational development in South Africa; exploring indigenous art and public health and educational policy in Brazil; exploring media studies and literacy education in England; nutrition and the arts in Florence and so on).
• Instituting a cross-college elective requirement (above MAP – i.e. roughly 12 points) for all undergraduate majors – with attention paid to both the supply side of this requirement, as well as the demand side.
• Dedicating (on a rotating basis) at least 10% of a department’s faculty load to cross-college teaching (teaching in another college) or inter-college teaching (teaching in joint programs).
• Convening regular weekly meetings of college leaders.
• Devoting a portion of student activity resources to all-Steinhardt purposes.
• Adopting a common policy framework with regard to faculty affairs and student affairs.
• Holding cross-college “breakfasts” on policy, creativity, and equity.
• Publishing interdisciplinary and inter-professional research and creation of an on-line journal.

Once a strategic direction and structure have been set, it will be critically important for the School’s leaders to work closely with department chairs to assure a new sense of shared vision and to develop a mission within each unit that is consistent with the overall Steinhardt vision. The vision statement and the view of the School’s purpose and unique characteristics should serve as a unifying premise for all discussions and subsequent planning.

I. RESOURCES AND FUTURE NEEDS

The SAC was mindful that the new configuration into colleges solves a persistent and major problem for the School – clarifying and redirecting organizational structure to better support the academic mission and reduce confusion of internal and external audiences. However, there may be resource needs, such as those related to assuring a critical mass of faculty to help certain programs advance in reputation and quality, as well as grow, to be addressed in the future. Retaining the excellent Nursing space if that unit joins the Dental School has already been mentioned as a critical component in the School’s future. The School will, of course, continue to supply revenue to support the rest of the University enterprise, especially the Faculty of Arts and Science, but its own objectives are likely to require, over time, more resources than have previously been used. Focused fundraising and higher emphasis on research grants should be aggressively pursued and can aid in this regard.
J. IMPLEMENTATION RECOMMENDATIONS

The Strategic Assessment Committee recommends that:

1. The University release this report as soon as possible to the Steinhardt community of faculty, students, administrators, and staff and provide to them at least a 2-week notice and comment period to obtain feedback on the recommendations – prior to taking formal action.

2. The University adopt Scenario I-A if all existing units remain in the School, or, if Nursing moves out, then Scenario I-B.

3. If any academic units leave the School:
   a. conditions be attached that ensure that academic and administrative “bridges and tunnels” are established to enhance communication, collaboration, and coordination between the departing unit(s) and remaining units at Steinhardt that need to stay academically connected to one another for academic purposes;
   b. departures be viewed as opportunities for strategic growth, and that additions to the School to strengthen the retained units be given strong consideration;
   c. vacated space be available to the School to address pressing space needs and growth potential.

4. The University work with the School to assure that there are adequate resources to support the vision to become a world-class school committed to quality and collaboration that is also a key contributor to the excellence and distinctiveness of NYU.

5. The University adopt the recommendation of the Culture and Communication Task Force regarding the establishment of a center or similar vehicle to coordinate research, instruction, curriculum planning, hiring, and retention in the relevant areas.
6. The University review and amend, as appropriate, the barriers to cross-school registration, cross-listing of courses, and other obstacles encountered by students in terms of gaining relevant information about and facilitating registration in courses in related areas.

7. The University consider implementing incentives to encourage and recognize greater multidisciplinary initiatives and innovative linkages – including support for research, teaching, joint appointments, joint degrees, and criteria and processes for promotion and tenure.

8. The dean of the School develop a process to implement the structural decision and the new vision and mission for the School and to craft a name for the reconfigured School that more accurately reflects the new vision and mission of the School.
Appendix 1
Steinhardt Strategic Assessment Committee Membership

Matina Horner (chair)
Yaw Nyarko, vice chair (Vice Provost)
Richard Richardson, vice chair (Administration, Leadership and Technology, Steinhardt faculty)
Richard Arum (Humanities and Social Sciences in the Professions, Steinhardt faculty)
Nancy Barton (Art and Art Professions, Steinhardt faculty)
Mary Brabeck (Dean of the Steinhardt School, committee member 2003-04)
Kristen Depowski (Steinhardt undergraduate student, committee member 2003-04)
Terry Fulmer (Division of Nursing, Steinhardt faculty)
Eric Gaines (Steinhardt undergraduate student, committee member 2002-03)
Stan Greidus (Director of Graduate Admissions, Steinhardt administration)
Oleanna Klein (Steinhardt graduate student)
Ted Magder (Culture and Communications, Steinhardt faculty, committee member 2003-04)
Joe McDonald (Teaching and Learning; Vice Dean, Steinhardt faculty)
Arvind Rajagopal (Culture and Communications, Steinhardt faculty, committee member 2002-03)
Robert Rowe (Music and Performing Arts Professions, Steinhardt faculty)
Catherine Tamis-LeMonda (Applied Psychology, Steinhardt faculty)
Niobe Way (Applied Psychology, Steinhardt faculty)

Peter Teitelbaum (Director of Program and Planning Review) – Ex officio
Diane Yu (Chief of Staff and Deputy to the President) – Ex officio
Beth Morningstar (Special Advisor to the Chief of Staff and Deputy to the President) – Staff
Kim Barry (former Special Advisor to the Chief of Staff and Deputy to the President) – Staff
Elizabeth Stapp (Executive Assistant to the Chief of Staff and Deputy to the President)
Appendix 2
SAC Working Group Membership

Working Group A: Arts and Art Professions
Culture and Communication
Humanities and Social Sciences in the Profession
Music and Performing Arts Professions

Bob Berne (Sr.VP for Health)
Terry Fulmer, Chair (Nursing)
Stan Greidus (Steinhardt Graduate Admission)
Dick Richardson (Administration, Leadership and Technology)
Catherine Tamis-LeMonda (Applied Psychology)

Working Group B: Applied Psychology
Health Studies
Division of Nursing
Nutrition and Food Studies
Occupational Therapy
Physical Therapy

Richard Arum (Humanities and Social Science)
Nancy Barton (Art and Art Profession)
Oleanna Klein (Administration, Leadership and Technology)
Joe McDonald, Chair (Teaching and Learning)
Jeanne Smith (Vice President for Fiscal Affairs)

Working Group C: Administration, Leadership and Technology
Teaching and Learning

Kristen Depowski (Culture and Communication)
Yaw Nyarko (Vice Provost)
Arvind Rajogopal (Culture and Communication)
Robert Rowe, Chair (Music)
Niobe Way (Applied Psychology)

Working Group D: Research Team

Richard Arum (chair)
Joe McDonald
Lisa Perry
Peter Teitelbaum
Dick Richardson
Jeanne Smith (Vice President for Fiscal Affairs)
Niobe Way
Appendix 3
Committee Framework Questions

The committee members were asked to consider:

- What are the unique and most valued characteristics of your department today and of Steinhardt today?
- Should we aspire to be a “top level” school? What would the defining characteristics of such a school be? Are they changing? What will it take for Steinhardt to reach that objective? What should remain the same or would need to change?
- What does the concept of the “common enterprise university” mean for your department and the school in terms of added value and opportunities, as well as risks?
- How is the school adapting to current economic, social, and technological changes as well as other relevant external forces to continue to be able to provide students with the requisite knowledge, training, and opportunities necessary to become future leaders as practitioners, scholars, and public servants?
- What unique vision and overarching themes give the school coherence and a sense of common purpose? Be specific.
- How important or relevant are these themes to the work of your department?
- What would you nominate as an overarching idea or integrating common theme for the school?
- How would the standards for recruitment of faculty and students be affected positively or negatively? What attracts the best faculty and students to Steinhardt today? Are we meeting their expectations?
- Which performance indicators would best define excellence for your department specifically and Steinhardt generally, as a member of the common enterprise university community?
- What unique strengths do your department and the Steinhardt School contribute to the common enterprise university?
- What barriers exist that will need to be overcome for your department and Steinhardt to achieve full and productive membership in the common enterprise community?
- What is your vision of the Steinhardt School five years from now? Of your department five years from now?
- How will we measure success?
- What is your reaction to the name of the school as the Steinhardt School of Education?
- What are the primary strengths of the current organizational structure of the school for achieving a mission and vision for the school and for your department consistent with the common enterprise university community?
- What are the weaknesses of the current organizational structure?
• What alternatives to the current structure should be considered by Steinhardt in thinking about how best to build upon the strengths and minimize the weaknesses identified in the way things are? Among scenarios that might be considered in addition to the status quo are:
  • Organizing existing departments into three or four divisional clusters, each of which could be characterized by substantial independence within the school -- with links to other units at NYU or without links to other units at NYU.
  • Devising some departments to other schools within the university.
  • Bringing other schools or departments in Steinhardt departments or division.
  • Authorizing one or more departments to become a new school.
  • Considering mergers or joint ventures with other schools and departments that now exist or could be created.
  • What advantages and disadvantages can be identified for each alternative as a strategy for achieving goals within the common enterprise university community? How effective would each be in identifying and eliminating existing “silos” and other barriers to cross-disciplinary work and in fostering the environment of collaboration and collegiality fundamental to the success of the common enterprise university?

The committee identified ten issues of highest importance for continually enhancing academic quality:

1. Structure and mission of the school (including configuration and nomenclature as a “School of Education”);
2. Real and perceived “silo” issues within the school and barriers to cross-disciplinary work (including ways to eliminate them);
3. Governance of the school;
4. Relationship of the school to the rest of the University (including the effects of President Sexton’s ambition for a University common enterprise model, inter-school collaboration opportunities, resource constraints, and balance of trade);
5. Rewards and recognition for research (including University and school infrastructure support);
6. Rewards and recognition for teaching;
7. Attracting and retaining strong faculty;
8. Student quality and present student demand (including programmatic and training needs and demand for Steinhardt graduates);
9. Crisis economics of the public welfare fields reflected in the school’s divisions and departments;
10. Competitive forces and institutions (including waning government support, and innovations advanced by competitors)
Appendix 4

Questions Posed by Dean Brabeck to the Steinhardt Faculty

Why there should be a School of Education at NYU
Summary of Faculty meeting, October 27, 2003

1. A great university must value education

- A private university in public service must have school of education
- Education is a profession & NYU has professional schools
- Expertise in teaching and learning centered here (SE) should be diffused to all areas of university (i.e. MAP courses) & applied in teaching, arguing for the centrality of an education school in a great university
- Mission of NYU a private university in public sector
- “Global university”
- Expresses university valuing of education as a priority
- Expresses university commitment to children and youth and their families and communities
- Great university needs education
- Education critical nationally
- Eliminating education sends horrible message
- NYU should be at forefront in transforming such an important sector of society
- School of education is consistent with mission of university reaching out to the public--private university in public sector
- NYU must be in and of the city
- The notion of a comprehensive university
- Contributes to status of NYU by outsiders
- Mission: education values of private university to public
- To not have a school of education would devalue education

2. NYU must be in and of New York City

- NYU and the School of Ed must make an impact on urban education, & the issues germane to that task require understanding development, community, educational issues in non-ed institutions (i.e. museums, art in the community)
• The alternative – fragmentation – will not foster the unity possible by creating a galaxy in which those interact.
• Located in a city that provides the best laboratory for assuring equity & excellence in public education
• Because in NYC with largest public school system
• A SED worthy of being in this city at this time in history
• Being transformative – leadership via shaping Education in NYC
• Problems in NYC multi-faceted – need a SED that addresses the complexity of those problems (thus includes psych, nursing/health, culture/comm, arts, & T&L) w/o many of these programs we would be impoverished SED
• Urban environment
• Largest private school system
• NYU is unique provider for urban environment
• Engage metropolis
• Serving community: local/global
• Outreach and continual interaction in the community
• Power source to advocate for public education, politically
• Integral part of society

3. Creation and dissemination of knowledge about teaching, learning, and human development

• Primacy of societal demands as world-class knowledge
• Synergy of subject matter (i.e. music) with expertise in teaching & learning created in an environment
• Knowledge/Education
• Opportunity to redefine ‘education’
• Provides a platform for engaging in national, state, and local issues around education
• Since we live in a society that values education, we should have a structure/entity that has as its mission the study and implementation of educational processes
• Unity c/o involvement: Learning, doing, enabling participation in life activities, training leadership
• Points of learning; life-long practices; connect w/application
• Expanding concept of literacy
• Educating the public
• Interchange w/other institutions
• Inform public
- Better articulation and more research on/of teacher education, grounded in a university setting
- Examine the impact of our work, more than just advocacy
- Applying research to enhancement of professions
- Development of children/the whole child
- Need for education research

4. Importance of promoting democratic culture through education

- Purpose & vision – are we promoting democratic culture via educated citizens, i.e. closing achievement gap, achieving equity = access
- Democratic culture involves critical analyses of media, arts, politics, health issues, etc. SED needs to address all.
- Social responsibility (life cycle) to impact children in our city-contribute to well-being of the environment
- “Leave no child behind” is critical here to reasons
- Educating future citizens
- Education is power
- Centrality of education
- Education one of priorities in society

5. Importance of professional education in contemporary society

- We are unique in the preparation of human development and education professionals
- Special preparation of professionals for the educating professions
- All professions in school vital
- Education as a professional school foresees a growth development of culture
- Critical with other professions in school
- Prepares human service professionals
Appendix 5

Common Values of The Steinhardt School of Education
Summary of Faculty Meeting November 17, 2003

1. Commitment to Research, Scholarship, Creativity

- Generating knowledge, disseminating knowledge to students, other scholars, outside world
- Applied research; real-world research
- 30% of external funding for NYU comes from Steinhardt
- Primacy of learning, inquiry, scholarship
- Research that is undertaken in the city, of the city; in the world, of the world
- We are committed to mentoring students in scholarship/creativity
- We prepare students who are thinking and critical creators, thinking and critical scholars
- Committed to dissemination of our knowledge
- Membership in a university demands that we think critically about the world around us and reflect that in our work

2. Interdisciplinarity

- Education is the hub and the school structure creates the potential to cross boundaries
- Commitment to equity and improvement of urban education taking a broad lens – i.e. role of teaching, learning, leadership, arts, communication, health, community
- Education and Human Services
- We think about education in a broad sense
- We don’t need to find common ground
- We believe that the arts, health, social work, advocacy, communication, counseling, and psychology inform the work of the education professional
- Human service
- We believe in the power of learning, inquiry and scholarship in support of professional preparation across an interdisciplinary spectrum
- Concern about people; human development; life cycle
- Interdisciplinary, action oriented, rooted in inquiry
- Commitment to total human development along many dimensions-age, individual and community
3. **Openness to diverse perspectives, ideas, and approaches**

- Diversity of content, ways of presenting content, information from students
- Innovation
- School reflects city (mosaic)
- Committed to openness, diversity of ideas, people

4. **Integration of Theory and Practice**

- Value of implied knowledge – moving into community and practice
- Interaction of research theory and practice
- Reflecting practitioners
- Practitioners tackle research issues-feedback directly to practice
- Commitment to education and learning, and service that supports learning
- Quality education of professionals that benefit society
- Involvement in “real world” (hospital, school, etc)
- Promotion of active learning
- Integration of research and practice with respect to education & learning & development
- Research, practice, teaching

5. **Fostering community and building communities**

- Student-oriented school
- Help students develop values (mentoring)
- “Whole schools” – coordinating out in the community
- Humanistic rather than capitalistic
- Public service
- Community
- The experiential level of interaction in schools (not just about “achievement” or crunching large numbers)
- Committed to faculty, student & staff development
- Committed to partnerships w/in and beyond the university
- Commitment goes beyond the urban to be both global and urban. We are a world city-pulls world into NYU
- Serve its urban population
6. Commitment to social justice, access, equity

- Preparing for global citizenship
- Concern for social justice/ethical behavior issues/equity/reduction of disparity
- Social transformation in integrated way
- Advocacy for educational values
Appendix 6

Faculty Interest Groups

NB: I have created the following groups out of my own understanding of the topics, which may not correspond with the understanding of the faculty members who signed up. The purpose is to see what are the major categories of research interest in the Steinhardt School.

1. **Equity, social justice, and societal critique**

   **Equity Issues in Education**
   1. Lisa Stulberg
   2. Robert Teranishi
   3. Frances Rust
   4. Jay Gottlieb
   5. Mark Alter
   6. Frances Stage
   7. Lamar P. Miller
   8. Joe Rafter
   9. Joe McDonald
   10. Floyd Hammack
   11. Pamela Abder
   12. Oliver Patterson
   13. Suzanne Carothers
   14. Janelle Scott

   **Social Justice**
   1. Dipti Desai
   2. Laura Daigen-Ayala
   3. Maryann Dickar
   4. Mary McRae
   5. Joanne Griffin
   6. Allen Feldman
   15. Colleen Larson
   16. Joshua Aronson
   17. Mary Driscoll
   18. Trika Smith-Burke
   7. Deborah Borisoff
   8. Jo Ellen Fisherkeller
   9. Philip Taylor
   10. Frances Rust
   11. Lisa Suzuki
   12. Radha Hegde
   19. Richard Arum
   20. Norm Fruchter
   21. Sarah Beck
   22. Cynthia McCallister
23. Larry Aber
24. Mitchell Stevens
25. Mary McRae

Global Poverty
1. Laura Daigen-Ayala
2. Alisha Ali
3. Gigliana Melzi
4. Lawrence Aber
5. Mary Brennan
6. Teboho Moja
7. Ann Goerdt
8. Christine McWayne
9. Patrick Love
10. Elizabeth Quintero
11. Ester Buchholz

Policy/Politics of Education
1. Janelle Scott

The Arts in Society
1. Carlo Lamagna
2. Stephanie Baer
3. Robert Landy
4. Barbara Hesser
5. Meg Busser
6. Judith Schwartz
7. David Schroeder
8. Barbara Haum

Culture, Rights & Globalization
1. Ted Magder
2. Radha Hegde

2. Professional Issues:
Trust, Ethics, and Altruism in the Professional World
1. Marie-Louise Blount
2. Nassima Abdelli Beruh
3. Greg D’Amico
4. Joanne Griffin
5. Andrew Light

Methods to Enhance Theory-Practice/Practice-Theory
1. Harriet Klein
2. Carole Mulligan
3. Mary Sue Richardson  
4. Catherine Milne  
5. Mary Ann Walsh  
6. Celia Stewart  
7. Christina Wagner  
8. Jane Ashdown  
9. Philip Taylor  
10. Mary Brennan  
11. Michael Bronner  
12. Mary Driscoll  
13. M. Trika Smith-Burke  
14. Marilyn Sobelman  
15. Barbara Bashaw  
16. Patrick Love  
17. David Schroeder  
18. Ikuko Acosta  
19. Willavene Wolf (On sabbatical Spring 2004)

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### 3. Cultural Studies

#### Media and Culture
1. Jennifer Berg  
2. Joy Boyum  
3. Brett Gary  
4. Aurora Wallace  
5. Allen Feldman  
6. Deborah Borisoff  
7. Francine Shuchat Shaw  
8. Terence Moran  
9. William Wesbrooks  
10. Susan Murray  
11. Charlton McIlwain  
12. Ted Magder

#### Interaction of Culture & Industry
1. Catherine Moore  
2. Sandra Lang

#### Visual Culture/Cultural Vision
1. Judith Weissman  
2. Maura Gouck  
3. Patricia Burkhardt  
4. Sandra Lang  
5. Allen Feldman  
6. Nancy Barton  
7. Nancy Smithner  
8. Carlo Lamagna  
9. Ron Sadoff  
10. Marilynn Karp  
11. Iris Fodor  
12. Barbara Haum
13. Arvind Rajagopal

The Impact of New Technologies on Cultures
1. Kenneth Goldberg 4. Terence Moran
2. Diana Turk 5. Radha Hegde
3. Alex Galloway

Language and Culture
1. Nassima Abdelli-Beruh 11. Gina Canterucci
2. Catherine Tamis-LeMonda 12. Christina Reuterskiold Wagner
3. Larry Selinker 13. Terence Moran
5. Jason Blonstein 15. Miriam Ebsworth Eisenstein
7. Bruce Homer 17. Elizabeth Quintero
8. Sarah Beck 18. Arvind Rajagopal
10. Patsy Cooper 20. Deborah Borisoff
21. Catherine Tamis-LeMonda

4. Accountability and Learning
Accountability and Continuous Improvement in Learning and Education
1. Brenda Strassfeld 8. Robert Wallace
2. Richard Richardson 9. Patricia Burkhardt
5. Joe McDonald 12. Norm Fruchter

How Culture Influences Learning Styles
1. Laura Daigen-Ayala
2. Gigliana Melzi
3. Floyd Hammack
4. Pamela Abder
5. Patricia Burkhardt
6. Deborah Borisoff
7. Philip Taylor
8. Patrick Love
9. Lisa Suzuki
Cognitive Science: Cognition, Learning and Instruction

1. Jan Plass
2. Bruce Homer
3. Joshua Aronson
4. W. Michael Reed
5. Ted Warburton
6. Sarah Beck
7. Christina Reuterskiold Wagner
8. Pat Yacobacci
9. Catherine Tamis-LeMonda
10. Willavene Wolf (On sabbatical Spring 2004)

How Learning Differs for Children and Adults/Workplace and Work-Based Learning

1. Bridget O’Connor
2. Harriet Klein
3. Patricia Burkhardt
4. Gina Canterucci
5. Mike Bronner
6. Anita Perr
7. Randy Mowry

How Culture Influences Learning Styles

11. Laura Daigen-Ayala
12. Gigliana Melzi
13. Floyd Hammack
14. Pamela Abder
15. Patricia Burkhardt
16. Deborah Borisoff
17. Philip Taylor
18. Patrick Love
19. Lisa Suzuki
20. Catherine Tamis-LeMonda

Technology and Learning: Developing and using technology to promote learning, as resources for teachers, reduce achievement inequalities; Media Education; Distance Learning

1. Robert Wallace
2. Patricia Burkhardt
3. Diana Turk
4. Jo Ellen Fisherkeller
5. John Mayher
6. Francine Shuchat Shaw
7. Joshua Aronson
8. Jason Blonstein
Effects of prejudice and social exclusion on learning, performance, and engagement

1. Lisa Fleisher
2. Sharon Dalton
3. LaRuth Gray
4. Laura Daigen-Ayala
5. Lawrence Aber
6. Floyd Hammack
7. Joanne Griffin
8. Patsy Cooper
9. Deborah Borisoff
10. Joe Salvatore
11. Joshua Aronson
12. Maris Krasnow
13. Barbara Schwartz

Disability/ The Impact of Communication Disorders on Different Aspects of Life Such As Development/Learning, Participation in Social Networks & Professional Life

1. Randolph Mowry
2. Jane Herzog
3. Ann Goerdt
4. Anita Perr
5. Christina Wagner
6. Celia Stewart
7. Gina Canterucci
8. Phyllis Tureen
9. Barbara Schwartz
10. Nassima Abdelli-Beruh

Movement and Learning; Movement and Health

1. Karen Buckley
2. Christine Chen
3. Marilyn Moffat
4. Ted Warburton
5. Nancy Smithner
6. Wen Ling

5. Culture and Health

Ways to Promote Health in Our Culture and Around the World

1. Marie-Louise Blount
2. Marilyn Moffat
3. Kristie Lancaster
4. Alisha Ali
5. Mary Sue Richardson
6. Mary McRae
7. Judie Alpert
8. Joanne Griffin
9. Ron Moglia
10. Gina Canterucci
11. Christina Wagner
12. Laura Hayman
13. Linda Mayberry 22. Tsega Mehreteab
16. James Macinko 25. Larry Aber
18. Alyson Taub
19. Donna Clemmens
20. Barbara Hesser
21. Nancy Jackson

Food and Health
1. Domingo Piñero
2. Kristie Lancaster
3. Jennifer Berg
4. Laura Hayman
5. Lisa Sasson
6. Beth Dixon
7. Tsega Mehreteab
8. Amy Bentley (on leave for Spring semester)

6. After-School Interventions/Parental Involvement/Parenting Research & Practice
1. Ruth Segal 6. Jane Herzog
2. Sharron Dalton 7. Ester Buchholz
3. Domingo Piñero 8. Lawrence Balter
5. Sandee McClowry

7. Death, Dying, and Grieving/Cancer and Quality of Life
1. Gabriel Moran 6. Charlton McIlwain
2. Joanne Griffin 7. Mei Fu
3. Ron Moglia 8. Donna Clemmens
5. Iris Fodor

8. Social and Emotional Learning
. Social and Emotional Learning at All Ages/Developmental Process
1. Barbara Schwartz
2. Maris Krasnow
3. Randolph Mowry
4. Barbara Hummel-Rossi
5. Lawrence Aber
6. Patsy Cooper
7. Christina Wagner
8. Suzanne Carothers
9. Mary Donahue
10. Iris Fodor
11. Christine McWayne
12. Larry Balter
13. Bruce Homer
14. Stephen Weiss
15. Catherine Tamis-LeMonda
16. Willavene Wolf (On sabbatical Spring 2004)

Development of Gender Identity, Human Sexuality, and Behavior
1. Arnold Grossman
2. Perry Halkitis
3. Ron Moglia
4. Deborah Borisoff
5. Joe Salvatore
6. Philip Taylor
7. Radha Hegde

Adolescent Development and Health
1. Robert Malgady
2. Sarah Beck
3. Gordon Pradl
4. Ron Moglia
5. Niobe Way
6. Jo Ellen Fisherkeller
7. Laura Hayman
8. Lawrence Balter
9. Donna Clemmens
10. Sally Guttmacher
11. Lisa Sasson

. Concerns for Pre-School Aged Children/ Pediatric Well-Being
1. Harriet Klein
2. Sharron Dalton
3. Christine McWayne
4. Patsy Cooper
5. Christina Reuterskiold Wagner
6. Suzanne Carothers
7. Irene Shigaki
8. Jim Hinojosa
9. Ruth Segal
10. Domingo Piñero
The Developmental Role of the Arts

1. Joy Boyum
2. Gordon Pradl
3. René Arcilla
4. Joe Salvatore
5. Philip Taylor
6. Gerald Pryor
7. Larry Ferrara
8. Barbara Bashaw
9. Barbara Haum
10. Panayotis Mavromatis
11. Robert Landy
12. Meg Bussert
13. Barbara Hess

9. Integrated & Interdisciplinary Arts Education

1. Joe Salvatore
2. Philip Taylor
3. Nancy Smithner
4. Panayotis Mavromatis
5. Barbara Schwartz
6. Maris Krasnow

Art, Movement, and Technology

1. Anita Perr
2. Robert Rowe
3. Jack Risley
4. John Torreano
5. Ted Warburton
6. Barbara Haum
7. Panayotis Mavromatis
8. Esther Lamneck

10. Religion, Spirituality and Citizenship

1. Jonathan Zimmerman
2. Cynthia Miller-Idriss
3. Arvind Rajagopal

Effects of Spiritual practice on well-being, mental and educational functioning

1. Joanne Griffin
2. Joshua Aronson
3. Mei Fu
4. Christine McWayne
5. Patrick Love
6. Barbara Hesser
7. Meg Bussert
8. Deborah Sherman
11. The Urban Context
   1. Catherine Milne
   2. Robert Wallace
   3. Patricia Burkhardt
   4. Joanne Griffin
   5. Sally Poole
   6. Maryann Dickar

Addressing Mental Health Needs of Urban Populations/Family Violence/Substance Abuse/Trauma, Disasters & Catastrophes: Issues of Coping and Resilience
   1. Judy Haber
   2. Sandee McClowry
   3. Donna Clemmens
   4. Terry Fulmer
   5. Perry Halkitis
   6. Allen Feldman
   7. Judie Alpert
   8. Elizabeth Norman
   9. Phyllis Tureen
   10. Robert Landy
   11. Joyce Hauser
   12. Larry Aber
   13. Carla Mariano
   14. Ikuko Acosta

Study of Groups & Organizational Dynamics
   1. Mary McRae
   2. Mary Donohue
   3. Deborah Borisoff

Environment, Science & Technology Studies
   1. Andrew Light
   2. Dale Jamieson
   3. Helen Nissenbaum
   4. Jan Plass

Urban Space & the Built Environment
   1. Aurora Wallace
   2. Allen Feldman
   3. Sandra Lang
   4. Andrew Light
   5. Maryann Dickar
Studies of Crime & Space

1. Aurora Wallace

12. History-related group

1. Diana Turk
2. Elizabeth Norman
3. Jonathan Zimmerman
4. Brett Gary (on leave for Spring semester)
5. Robbie Cohen
6. Arvind Rajagopal
7. Maryann Dickar
8. Amy Bentley (on leave for Spring semester)

13. Globalization and International Issues

1. Phil Hosay
2. Frank Tang
3. Teboho Moja
4. Joanne Griffin
5. Cynthia Miller-Idriss
6. Jonathan Zimmerman
7. Catherine Moore
8. Radha Hegde
9. James Macinko
10. Mike Bronner
11. Ted Magder
12. Radha Hegde

Study Abroad Initiatives

1. Lawrence Balter
2. Trika Smith-Burke
3. Phyllis Tureen
4. Ester Buchholz
5. Joyce Hauser
6. Christina Reuterskiold Wagner
7. Willavene Wolf (On sabbatical Spring 2004)
Education Policy Combining Study Abroad with Internationalization

1. Teboho Moja

Internationalization of Education & Related Professions

1. Philip Hosay
2. Teboho Moja
3. Barbara Schwartz
Appendix 7
Environmental Scan: Issues of Particular Relevance to Steinhardt

- Demographic trends and emerging multicultural realities resulting from immigration patterns and the aging of the population.

  How we can value and respond to greater diversity in our society, develop the cultural competence needed, and best achieve understanding of the ethical choices and dilemmas posed by these compelling realities demand intensified attention. Within education, health care, and the workplace, these trends will raise many new substantive as well as political and practical issues.

  Among the consequences associated with the aging of the population of particular interest to education and thus to the Steinhardt School are: (1) the growing number of faculty reaching retirement age and (2) the diminishing number of 18-year-olds, with a resulting rise in the average age of students. The SAC believes that the Steinhardt School is well-situated to create and define educational models and opportunities for continual learning that will best serve this emerging market and its interest in and need for high quality adult learning programs.

  We also note that Steinhardt is particularly well-positioned for leadership in developing an integrated approach to addressing the compelling education, human development and health-care issues associated with an aging population. The Nursing program is already an acknowledged world-class leader on aging in its field. Capitalizing on existing relevant expertise (and developing more) within and across other divisions and departments at the School (e.g. Applied Psychology, Speech-Language Pathology, Nutrition, Occupational Therapy, Physical Therapy and Art and Music Therapies), Steinhardt would have a significant competitive advantage for academic and professional leadership in advancing the physical and mental well-being, productivity and quality of life of this growing population cluster.

  Another important demographic change of relevance to the School is the changing racial and ethnic composition of our nation: e.g., the non-white population is projected to grow from 29% in 2000 to 37% by 2020; its Hispanic population, from 12% in 2000 to 17% in 2020. The multicultural challenges and opportunities presented by these data suggest, among other things, the need for and responsibility of the higher education system to use its resources – teaching, research, etc. – to foster greater cultural competence in our society. Cultural

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13 It is already a fact that 43% of all undergraduates in 1999-2000 were 24 years of age or older. It is projected that, in the near future, adult students will comprise the fastest growing demographic group, forming a significant cluster of lifelong learners.
competence of educators and health-care professionals will be especially important for enhancing the quality and effectiveness of fulfilling the mission and ensuring the quality of our education and health-care delivery systems in the future. In light of the above, reevaluating curricular offerings and modes of communication and recognizing the value of diversity in terms of faculty and student-body composition are also of critical and increasing importance. Likewise, it is important to conduct the critical research on how culture is formed through communication and expressed in artistic endeavors. This requires conscious reflection on the role of the arts in shaping who we are as people, and in bringing us together as community.

- **Globalization and the increasingly complex social, financial, and economic forces and systems within which we will all have to operate.** Almost every aspect of our lives and work will be affected by globalization, and educational institutions at all levels will assume greater responsibility in advancing understanding, through research and teaching, of our growing and mutual interdependence with the many diverse cultures of the world’s societies. According to Arthur Levine of Columbia Teachers College, the most successful educational institutions will be those that can respond rapidly to these conditions and provide high quality education to an international, as well as national, student body. This will require a sophisticated understanding of those cultures, and how local, national, and international communication shapes them.

  Moreover, every post-industrial city in the world, faced with constant waves of migration, is encountering the challenges of harmonizing diverse cultural, linguistic, artistic, and religious backgrounds and building communities founded on tolerance and acceptance. Scholars must join policy makers in understanding how such massive changes are affecting our social and cultural institutions, our educational and health care systems, and our public policies and practices. In this regard, Steinhardt could and should capitalize on NYU’s existing global prominence in terms of faculty, students, curricula, and international programs.

- **The need for greater and more effective communication within and across fields and institutions that are part of both our local and more distant communities.**

  In an increasingly interdependent and information-driven society, where insularity is inefficient, the role of media and communication in shaping culture and our definitions of who we are, what we know, and what we believe needs to be understood. The extent to which media and communication are already serving as powerful “educators” and how education itself is a form of
communication is becoming evident and must be included in any discussion of future directions for higher education. Steinhardt already has expertise on its faculty to take a leadership role in this area, including the study and practice of the ways that information, ideas, human expression and knowledge are created, distributed and received.

- The growing disparity between the country’s poorest and wealthiest citizens, resulting in challenges for education, health care, and social services.

  The new American economy has been described by The Century Foundation as one where a “rising tide…lifts only yachts” – where income increases have been concentrated at the top strata since 1980 (rising to 5.5 times the median for the top 5 percent of families), while the bottom half of the population earns little more than it did two decades ago, after adjusting for inflation. 14

  As the income gap widens, so do the disparities in the levels of wealth that have been shown to relate to educational attainment, school drop out rates, and utilization of the health-care system and access to the arts. The consequences of these economic (together with certain racial and ethnic) inequalities are profound and far-reaching for our nation. Located in New York City where these realities are pressing, Steinhardt can build on its already existing commitment to serving these populations in an integrated fashion and helping to close the gap through a variety of programs and research activity.

- Ramifications of the continuing and rapid evolution of the technology and the information explosion, as well as of the many other seminal scientific advances in place or anticipated.

  For any strategic assessment, the impact and role of technological and scientific innovation cannot be ignored. At a recent conference sponsored by the Steinhardt Department of Humanities and Social Sciences, Professor Richard Bernstein pointed out that the premier school of education of the 21st century will “… seize the opportunities that technology developments present for inquiring into and re-thinking the techniques of teaching and learning – not just in schools and universities but in all the other educational contexts this century will turn up, whether real or virtual.” With ever-expanding technological improvements, we can, for example, visualize a different future where anytime, anywhere, network-based transparent computing capabilities will spur future growth and create renewed interest in distance learning. This will provide students with many more

14 Put another way, over the past 2 decades, the mean income of the top 5% of households rose more than four times as fast as the mean income of the bottom 80%. (The Century Foundation, “Reality Check: A Rising Tide Lifts Only Yachts.”)
choices for getting their basic education and for updating their skills over time. Indeed, technology will mediate all communication and information – in health care, politics, arts, human expression, community building and a host of other arenas – and should itself be examined and studied.

In this context, as some have noted, education is the closest thing we have to a silver bullet for destroying the ills of society (poverty, ignorance, lack of access to higher education and work and health-care, poverty of the imagination, etc.) and providing access to the goods of society.

• The fundamental changes that seem to be taking place in at least two of the fields with which the Steinhardt School is closely connected.

Of course, significant change is general across all of the professions and institutions with which the Steinhardt School deals. However, in two areas, it appears to be approaching a level that might be called basic or “constitutional.” One is health care, which over the last decades, has undergone fundamental shifts in its funding base, institutional norms, and practice designs. In some of its associated professions – for example, nursing and physical therapy – it has also undergone important shifts in its licensure structures. All of these have consequences for the preparation and continuing professional education programs that serve the health fields.

Meanwhile, in K-12 schooling, the primacy of the public school and public school district – as these took shape late in the 19th and early 20th centuries – is being challenged. Market devices – on both the supply side (for example, charter schools, and contract schools) and on the demand side (for example, vouchers) – are becoming widespread. The contracting out of services of all kinds to nationally based for-profit and not-for-profit vendors is increasing in many big-city school systems. Some of these services – for example, curriculum development, school development, continuing professional education, and even pre-professional education – used to be provided by local colleges and universities. Mayors and CEOs – rather than professionally trained educators – now run the four largest school districts in the nation (including New York City). There are pressures (and already some initiatives underway) to grant this new class of managers authority to educate their own professionals – teachers, principals, and other educators – rather than trust the task to universities.

• Other principal issues and challenges.

Other major issues and challenges identified that seemed to be of particular relevance to the mission of the Steinhardt School of Education included: (1) what, if any, impact the increasing heterogeneity of K-16 students
would have on student quality and on student expectations and demands; (2) how similar or different the programmatic and training needs of traditional, full-time higher education students are from those of the increasing number of students who must also work and the growing number of employees who need or choose to study; and (3) understanding how changing job market opportunities will influence both academic and professional education and how all these factors impact the faculty with regard to the need for resources and developmental opportunities.

The environmental scan was a useful device to put the existing scholarly and creative work produced by the School into a broader social, economic, and political context, and also to serve as a backdrop for discussions on:

1. taking a strategic approach to planning for the recruitment, retention, and development of a high quality faculty and student body;
2. prioritizing key areas of research needed within and across fields, and identifying the best modes of dissemination of the knowledge gained;
3. planning curricula (within and across disciplines);
4. selecting instructional models that include determining the role of distance learning and virtual labs;
5. re-defining communication, collaboration, and cooperation patterns and promoting more cross-disciplinary work within the School and University;
6. identifying markers of excellence to measure progress and success.
Appendix 8

Provost Task Force Membership

Visual Arts

Yaw Nyarko, chair (Vice Provost)
Nancy Barton (Steinhardt faculty)
Dean Mary Brabeck (Steinhardt)
Dean Mary Schmidt Campbell (Tisch)
Dean David Finney (School of Continuing and Professional Studies)
Dean Richard Foley (Faculty of Arts and Science)
Joe Giovannelli (Steinhardt administration)
Lynn Gumpert (Grey Art Gallery)
Elisa Hertz (Institutional Research)
Matina Horner (Strategic Assessment Committee)
Carlo Lamagna (Steinhardt faculty)
Dana Lee (Provost’s Office)
Ali Mirsepassi (Gallatin administration)
Lorie Novak (Tisch faculty)
Lauren Raiken (Gallatin faculty)
Kenneth Silver (FAS faculty)
Pari Shirazi (Tisch administration)
Jeanne Smith (Sr. VP for Finance and Budget)
Peter Teitelbaum (Institutional Research)
Mariet Westermann (Institute of Fine Arts)
Dean e. Frances White (Gallatin)
Deborah Willis (Tisch faculty)
Diane Yu (Chief of Staff and Deputy to the President)

Music

Yaw Nyarko, chair (Vice Provost)
Sheril Antonio (Tisch faculty)
Gage Averill (FAS faculty)
Arthur Bartow
Dean Mary Brabeck (Steinhardt)
Dean Mary Schmidt Campbell (Tisch)
Larry Ferrara (Steinhardt faculty)
Dean Richard Foley (FAS)
Joe Giovannelli (Steinhardt administration)
Elisa Hertz (Institutional Research)
Matina Horner (Strategic Assessment Committee)
Kevin Kuhlke (Tisch faculty)
Cherylyn Lavagnino (Tisch faculty)
Dana Lee (Provost’s Office)
Cheryl Mills (Sr. VP for Operations and Administration)
Ali Mirsepassi (Gallatin administration)
Robert Rowe (Steinhardt faculty)
Ron Sadoff (Steinhardt faculty)
Dean Matthew Santirocco (CAS)
Sara Schlesinger (Tisch faculty)
Pari Shirazi (Tisch administration)
Otto Sonntag (CAS administration)
Linda Tarnay (Tisch faculty)
Peter Teitelbaum (Institutional Research)
Frank Ventura
Ted Warburton (Steinhardt faculty)
Marc Wais (VP for Student Affairs)
William Wesbrooks (Steinhardt faculty)
Dean e. Frances White (Gallatin)
Diane Yu (Chief of Staff and Deputy to the President)
Brane Zivkovic

Nursing and Health

Linda Mills, co-facilitator (Vice Provost)
Bob Berne, co-facilitator (Sr. VP for Health)
Dean Michael Alfano (Dentistry)
Dean Mary Brabeck (Steinhardt)
Dean Suzanne England (Social Work)
Dean David Finney (SCPS)
Terry Fulmer (Steinhardt faculty)
Joe Giovannelli (Steinhardt administration)
Dean Robert Glickman (Medicine)
Perry Halkitis (Steinhardt faculty)
Elisa Hertz (Institutional Research)
Jack Lew (Executive Vice President)
Wen Ling (Steinhardt faculty)
Cheryl Mills (Senior VP for Operations and Administration)
Lisa Perry (Associate VP for Health Initiatives)
Dean Ellen Schall (Wagner)
Jeanne Smith (Sr. VP for Finance and Budget)
Helen Wussow (SCPS)
Diane Yu (Chief of Staff and Deputy to the President)

Culture and Communications

Jules Coleman, chair (Provost's office)
Dean Mary Brabeck (Steinhardt)
Dean Mary Schmidt Campbell (Tisch)
Dean Richard Foley (FAS)
Matina Horner (Strategic Assessment Committee)
Jack Lew (Executive Vice President)
Ted Magder (Steinhardt faculty)
Helen Nissenbaum (Steinhardt faculty)
Jay Rosen (FAS faculty)
Paul Thompson (Tisch faculty)
Diane Yu (Chief of Staff and Deputy to the President)
Appendix 9
Potential Bridges if All Music Programs Remain in Steinhardt

If all of Music & Performing Arts remains in Steinhardt, those Steinhardt programs that could clearly benefit from cross-school collaboration include:

- Film Music, Steinhardt and Film and Television, Tisch
- Film Music, Steinhardt and Music Composition, FAS (Film Music needs to maintain its currently strong ties with Music Composition, Steinhardt and Music Technology, Steinhardt)
- Music Composition, Steinhardt and Music Composition, FAS
- Instrumental and Vocal Performance, Steinhardt and Music Composition, FAS
- Music Technology, Steinhardt and Music Composition, FAS
- Music Technology, Steinhardt and Clive Davis Department of Recorded Music, Tisch
- Music Technology, Steinhardt and Interactive Telecommunications, Tisch
- Music Business, Steinhardt and Recorded Music, Tisch
- Musical Theater, Steinhardt and Musical Theater, Tisch
- Musical Theater, Steinhardt and Composing for Musical Theater, Tisch
- Music Composition, Steinhardt and Composing for Musical Theater, Tisch
### Appendix 10

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<tr>
<th>Scenario 1-A</th>
<th>Scenario 1-B</th>
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<tr>
<td><strong>College of Education and Human Development</strong>&lt;br&gt;- Administration, Leadership &amp; Technology&lt;br&gt;- Applied Psychology&lt;br&gt;- Humanities and Social Sciences in the Professions&lt;br&gt;- Teaching &amp; Learning&lt;br&gt;- Various Research Centers as appropriate (e.g., Alliance for International Higher Education Studies, Center for HIV Education Study and Training, Center for Research in Teaching and Learning, Center for Research on Culture, Development and Education, Child and Family Poverty Center, Consortium for Research and Evaluation of Advanced Technology, Horowitz Center for Teacher Development, Metropolitan Center for Urban Education, Institute for Education and Social Policy, Globalization and Education in Metropolitan Settings Institute and the Institute on Human Development and Contextual Change).</td>
<td><strong>College of Education and Human Development</strong>&lt;br&gt;- Administration, Leadership &amp; Technology&lt;br&gt;- Applied Psychology&lt;br&gt;- Humanities and Social Sciences in the Professions&lt;br&gt;- Teaching &amp; Learning&lt;br&gt;- Various Centers as appropriate (e.g., Alliance for International Higher Education Studies, Center for HIV Education Study and Training, Center for Research in Teaching and Learning, Center for Research on Culture, Development and Education, Child and Family Poverty Center, Consortium for Research and Evaluation of Advanced Technology, Horowitz Center for Teacher Development, Metropolitan Center for Urban Education, Institute for Education and Social Policy, Globalization and Education in Metropolitan Settings Institute and the Institute on Human Development and Contextual Change).</td>
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<td><strong>College of Art, Communication, and Music</strong>&lt;br&gt;- Art&lt;br&gt;- Culture and Communication&lt;br&gt;- Music&lt;br&gt;- Various Centers (e.g., the Nordoff Robins Center for Music Therapy, the emerging University-wide Consortium of Media and Communication).</td>
<td><strong>College of Art, Communication, and Music</strong>&lt;br&gt;- Art&lt;br&gt;- Culture and Communication&lt;br&gt;- Music&lt;br&gt;- Various Centers (e.g., the Nordoff Robins Center for Music Therapy, the emerging University-wide Consortium of Media and Communication).</td>
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<tr>
<td><strong>College of Nursing and Health Sciences</strong>&lt;br&gt;- Nursing&lt;br&gt;- Nutrition, Food Studies, and Public Health&lt;br&gt;- Occupational Therapy&lt;br&gt;- Physical Therapy&lt;br&gt;- Speech-Language Pathology and Audiology&lt;br&gt;- Various Centers (e.g., Consortium of New York Geriatric Education Centers, Hartford Foundation Institute for Geriatric Nursing, Martha E. Rogers Center, Muriel and Virginia Pless Center for Nursing)</td>
<td><strong>College of Nursing and Health Sciences</strong>&lt;br&gt;- Nursing&lt;br&gt;- Nutrition, Food Studies, and Public Health&lt;br&gt;- Occupational Therapy&lt;br&gt;- Physical Therapy&lt;br&gt;- Speech-Language Pathology and Audiology&lt;br&gt;- Various Centers (e.g., Consortium of New York Geriatric Education Centers, Hartford Foundation Institute for Geriatric Nursing, Martha E. Rogers Center, Muriel and Virginia Pless Center for Nursing)</td>
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