

**New College of California**

**Report for Special Visit of November 16–18, 2005**

**Submitted to:  
Western Association of Schools and Colleges  
September 21, 2005**

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# **New College of California**

## **Special Visit Report**

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### **Nature of the institutional context and major changes since the last visit**

Continuing the effort to provide useful background material to enable understanding of the context for the information that follows, New College of California, over the course of recent years, has undertaken a basic review of its systems of operation, with particular attention to matters of financial stability, governance, and assessment and planning mechanisms, all considered in light of standards for accreditation. The effort to assure accuracy of financial monitoring and reporting, and data generation, and budget projection processes, in service of the need to establish a solid financial foundation for sustainability of the College, has been seen as a primary need. This focus on financial stability and sustainability needs has commanded a considerable amount of time and effort, yielding results that bespeak a good deal of progress and establish a solid base from which to move forward with operations across the College, as set out below.

During this period, progress has been made across the board in areas in need of attention. Along with advances with respect to financial matters, establishing the foundation to better address other issues in need of attention, measurable progress has been made in meeting significant challenges in a number of areas. Some of this has involved introducing fundamental changes in approaches and, along with that, recasting the very nature of the discussion of such matters at this College. As described further below, there is a commitment to build upon and continue developments of this sort, as well as to continue to examine and refine ways of doing business at the College as part of the ongoing institutional learning process.

Major changes in methods and ways of doing business introduced over time and that have continued since the time of the last Special Visit are described in greater detail below in various sections of this report. This includes developments in the College's financial control and budgeting systems and in its communications, governance, and decision-making processes. This has involved an increasingly active presence on the part of the Board of Trustees in performing its oversight function and to provide guidance to assure the quality, integrity, and sustainability of the College's programs and operations.

To accomplish this work, a substantial amount of additional resources has been deployed, as indicated in the body of the report, to help advance matters of planning, assessment, governance, and communications, and more generally in

academic administration, financial planning, communications, enrollment efforts, and in marketing, development, and public affairs functions. In each instance, additional staff and / or consultant support has been engaged to help address identified needs in these areas, even as new systems were developed and determinations made concerning how these are to be staffed and supported in the longer term.

At the same time, while seeking to introduce needed and expanded assessment and planning mechanisms, along with means for additional data collection and analysis, an awareness has been maintained that New College should continue to value and promote those aspects and approaches in its programs and operations not readily found elsewhere, and often not so readily measurable and quantifiable, that have distinguished the College over time. Striking this delicate balance presents the challenge that the College has continued to address since the time of the last site visit and with which it is committed to engage as it seeks ways to carry out its mission most effectively. That mission is summarily stated as a commitment to integrate education with creation of a just, sacred, and sustainable world. (See Attachment 1, a copy of the full New College of California mission statement.)

#### The historical development of New College

To provide background information about developments over time that culminate in the current formulation of the New College mission, the College was founded in 1971, operating initially from the home of Father John (Jack) Leary, S.J. He was a Jesuit priest who, at the age of 50, responded to the spirit of the time, coming out of the experience of the 1960s in this country and around the world. Jack Leary was determined to act upon that spirit to create a new and visionary college. Having already served as president of Gonzaga University in Washington State and as vice president of the University of Santa Clara in California, Jack sensed in the social idealism of the times an opportunity for creation of a new kind of student-centered, interdisciplinary college that would make the curiosity and interests of the student the focus of the educational program, with attention to the elements of teaching and learning involved in the acquisition of knowledge.

This conception was, and for New College remains, posed against educational processes that lead students to become passive recipients of information and theories, narrowly boxed in fields and specialty areas of study, processes that ultimately tend to produce passive beings and passive citizens. Some number of the elements that constitute the underlying premises forming the base upon which the program of study at New College has been built, as well as at some other schools that developed around the same time as alternatives to the standard educational experience then available, have over time taken hold more widely in higher education. Still, there remains a fundamental difference, in that here the whole institution, not just isolated experiences in individual classes,

operates to support the notion that we ought not be content unreflectively to equate what is with what ought to be.

Jack Leary's initial effort was to create within the University of Santa Clara a "New College" division (named after Oxford University's 13<sup>th</sup> century innovation that carried this name and that still exists today). When this proposal was not adopted by the University of Santa Clara, Jack decided to go off on his own to start New College as an independent institution of higher education, essentially operating out of his living room. Early on, twelve students joined him, and with a single \$1,500 donation from a former student turned clothing-store owner (his name, deserving of mention, was Eli Thomas), the remarkable experiment that has been New College of California was begun.

The four-year interdisciplinary Humanities Program envisioned by Father Jack Leary in the fall of 1971 was founded on certain core ideas:

- knowledge is unitary in nature, not limited to being discipline-specific.
- faculty are to be "masters" of their disciplines to enable them to transcend traditional boundaries and provide historical context and philosophic definition, thereby revealing the ideational nature of disciplinary perspectives, their rootedness in everyday concerns and the linkages among them, and provoking deeper inquiry. The original Humanities curriculum was built around a series of question-focused classes: What Is Art? What Is Philosophy? What Is the Nature of Time? How Do We Know?
- Students are to be active learners and are encouraged to pursue in greater depth questions and activities of interest to them. Hence, the birth of the discussion-based classrooms and the use of independent studies.
- Learning is envisioned as occurring both in and out of the classroom, and living in the Bay Area viewed as providing valuable learning resources and opportunities.
- Students are to bring abstractions to bear on and connect with "reality" – with persons and ongoing, live situations through making use of the practicum (internships, voluntary service activities, and so on).

Thus was launched New College's exciting undergraduate Interdisciplinary Humanities Program — a program with a strong focus on student learning stimulated and supported by dedicated faculty with a depth of knowledge and experience and strong affinity for both students and teaching. This faculty appreciated and supported the need students have for autonomy and their desire for an exploratory, experiential-based education. This vision for the undergraduate program remained relatively unchanged from 1971 to 1977. (A thorough analysis of historical developments in the Humanities is contained in a document, entitled "The Humanities Day/Evening Program Mission and Description," prepared by Milly Henry as part of her work on the College assessment process. The document appears as Attachment 2.)

The School of Humanities B.A. studies program follows an innovative academic approach, unrestricted by traditional disciplinary boundaries. The result is that, rather than follow a preconceived and imposed structure of course work, students in the New College School of Humanities pursue individualized programs of study, exploring questions of most concern and relevance to them. Working closely with faculty advisors, students undertake increasingly independent work, culminating in an original capstone project completed during the final year. This project may be one that is published or pursued further in graduate studies.

New College maintains a strong social justice commitment and is dedicated to the mission of educating and graduating men and women who have gained the skills and perspectives needed to understand and participate responsibly and creatively in real world challenges. The College also is committed to testing and evaluating new ideas and innovative methods of teaching and learning.

Earlier additions of new programs of study, new facilities, and new leadership  
In 1973, New College began operation of a public interest law school. In 1976, the College purchased the 777 Valencia Street building in San Francisco's Mission District and moved the Humanities Program from Sausalito to this location. In 1976, the Western Association of Schools and Colleges conferred accredited status upon New College.

Over the period of 1977 to 1978, the college made a transition from Father Jack Leary's leadership to the new collaborative leadership comprised of Peter Gabel, Martin Hamilton, and Mildred Henry. In the beginning of this collaboration, Milly and Peter shared a co-presidency, responsible for educational goals and vision, accreditation, and outreach. Martin served as the Executive Vice President in charge of facilities, finances, and personnel. All three engaged in planning and managing the daily activities of the college.

In 1978, New College acquired a building at 50 Fell Street, by arrangement with the U.S. Government, on a 30-year accrual basis. With the acquisition of this building, the Law School was able to move from its rented quarters on Market Street into 50 Fell Street. New College's law school is now the longest-operating public interest law school in the country.

Jack Leary had thought of the law as the first area of humanities studies. This idea was not pursued in depth initially, and the two schools (Humanities and Law) remained largely separate from one another until the summer and fall of 1978 when Milly Henry, Peter Gabel, and Martin Hamilton, in their roles identified above, working in close collaboration with two newly appointed Co-Deans of the Law School, Roberta Achtenberg and Sally Dickson, sought to re-envision New College in ways that could bring the two schools into closer program alignment and affiliation. In recognition of the School of Law's sound academic program and important contributions to the bar and the public interest, the State Bar of

California granted the School of Law accreditation in 1978, enabling its graduates to sit for the California Bar Examination, for admission to practice in California.

The curriculum in the School of Law, like the presence of the practicum in the curriculum of the School of Humanities, has from the beginning sought to ground student learning in legal practice through the requirement that, prior to graduation, students are to complete 600 to 900 hours of legal practice in law offices, courts, legal service agencies, and like settings. As this approach was being developed and implemented in the developing curriculum of the new School of Law it coincided with interest outside New College in producing legal aid lawyers equipped with hands-on, real-world training. This interest was strongly advocated by Tom Mack, who, having served as director of the San Francisco Neighborhood Legal Assistance Foundation, became the founding Dean and a Professor of Law at the New College School of Law. In 1981 he went on to teach and serve as dean for a period at the public interest law school that Antioch College created in Washington, D.C., now the University of the District of Columbia School of Law, where Tom Mack continues as a member of the faculty. As it has been from the beginning, in teaching substantive law to New College students, the law school curriculum is designed to provide a critical, historical, philosophical, and moral analysis of the assumptions underlying developments in the law.

In 1979 the College created the Science Institute, an accelerated program of basic undergraduate science courses that over the years has been a gateway for thousands of students to go on to study in nursing and chiropractic schools. In 1980, our undergraduate education took a new direction with introduction of the Weekend College, a B.A. degree completion program in Humanities for working adults. The Weekend program has since become a most successful enterprise, admirably fulfilling Jack Leary's original vision of one-to-one student mentoring and interdisciplinary study in a small community of learners.

The following year, in 1981, members of the Humanities faculty created the M.A. Program in Poetics -- a two-year course in the history and theory of poetry taught by artists rather than critics. The program has since become nationally known and numbers among its faculty many well-known creative figures and major American poets, with former members including Diane Di Prima, Lyn Hejinian, and the late Robert Duncan, and with Tom Clark and David Meltzer continuing as current members of the faculty. Over time since its founding the program has served as a launching pad for new generations of young West Coast poets.



In 1982, Milly Henry, Peter Gabel, and Michael Lerner (who went on to become a rabbi and editor of *Tikkun* magazine), led an effort at the College to launch the School of Graduate Psychology that aimed to prepare students to gain the Marriage and Family

Therapy (MFT) license while also grounding them in the relationship between individual pathology and social problems such as racism, sexism, and economic injustice. The School of Graduate Psychology has gathered a faculty of remarkable clinicians, many of whom are innovators in socially informed community psychotherapy. It is now at a stage of fundamental reexamination of its offerings, as described in greater detail below.

Focus on student development – the inner and the outer

One idea emerging out of experience in the School of Humanities was to focus more on student development to support and further the kind of growth and self transcendence that occurs when a student (or any individual) learns to balance critical, reflective thought and action with inner “felt” experience and the evolution of understanding. The second idea, grounded in the pragmatic experience of looking outward, reflected in the mission of the School of Law, which sought to produce not only lawyers but advocates for social justice, as well as in efforts to ground the School of Humanities program in community service and activism, led to a focus on the effort to develop students capable of effecting needed social change in the direction of realizing a more just and equitable society and political system.

In the early to mid-1980s, the start up of new programs addressed one or the other of these two goals, with the newly instituted School of Humanities Weekend College Program mainly following the direction of the School of Humanities Daytime / Evening B.A. Program with a focus on student development / transcendence, and the Master's Program in Poetics emphasizing the art and practice of poetry. In contrast, the School of Graduate Psychology M.A. program, with an emphasis on social change and critical analysis of social-political-economic influences on the mental health system, along with the desire to provide useful therapy for working and lower middle-class clients, was closer to the Law School in its educational program direction and design.

The opportunity more definitively to hone New College's concept of student development occurred toward the end of the 1980s when the College obtained a federal Title III grant to support development of the faculty's teaching-learning prowess in the two undergraduate B.A. program settings (Weekday / Evening and Weekend). Out of this effort the concepts for four of the now existing five languages of learning were formulated, discussed by the faculty at length, and adopted as teaching / learning goals. The effect has carried over and these elements came to be incorporated into the College's full mission statement and as elements of the academic assessment process, as described further below.

Underlying these developments was recognition of the fact that over time New College has sought to find in education both a vehicle for the positive transformation of consciousness – a transformation that might be considered internal or spiritual in nature – and a vehicle for promoting social justice, through challenging social wrongs as understood in terms of inequalities of wealth,

status, and power – a transformation that might be considered external or material in nature. These two objectives have existed side by side since New College's beginning, representing a division of sorts, while it also is clear that this division between the spiritual and material dimensions of reality, and how best to understand their relationship, by no means has been present within New College alone. Indeed, the dilemma of the relation of the inner and the outer has posed a challenge for progressive forces in whatever context they have arisen, throughout the world and over time.

Rethinking the relation of these alternate approaches has been at the heart of self-study and assessment efforts that have been ongoing at the College, even as we have continued to pursue advancing the common mission underlying the College's offerings through the basic activities around teaching and learning goals that are shared across the College. The process in which we as a community have been engaged responds to the Questions for Institutional Engagement accompanying Standard 1, Criteria for Review (CFR) 1.1 to 1.3, and the results of that process reflect our institutional response to those standards.

From the beginning of the College's operation, in pursuing the institutional mission and statement of educational objectives, the aim of how best to realize these goals has involved determining ways to do this with participation by those at all levels, from the Board of Trustees to the staff, teachers, and students involved in each of the programs. The impetus throughout has been based in pursuit of what Standard 1, CFR 1.1, calls our "essential values and character." Along with seeking to advance the College's overall mission, each program has been tasked to draft its own program mission statement to express how that particular program relates (in an active, positive sense) its unique aims with the College's overall vision. The complementary institutional and program missions became the basis for evaluating, and the measuring stick by which to gauge, success in pursuing goals reflected in the institution-wide assessment process that is ongoing and described further below, particularly in sections on Accountability Systems and Planning (Section III) and Educational Effectiveness (Section IV).

#### The historical legacy of New College

Since its founding, a distinct aspect of New College's identity has been that of a "movement school" in the tradition of Highlander and other similar historical experiments in education for social justice. This is reflected in the tendency to see the College as linked to wider efforts for social betterment that surround us, along with the explicit statement that the College's programs seek to link education with the creation of a more just society. An outgrowth of this is institutional commitment to support "social change" efforts, meaning change in a positive direction that is beneficial to the broader society with which we seek to engage, to serve, and to improve.

As suggested in the College's self-study reports produced in preparation for earlier site visits, over the course of some thirty years, not surprisingly, this broad vision of the role of the College had come to stand for and reflect a variety of meanings. At that point, with the onset of the new millennium, attention was directed to achieve greater coherence and educational effectiveness across and within the College's academic offerings, specifically to tie together the many threads that education for social change had come to mean under a single new articulation of the College's mission statement. A further aspect came to include pursuit of the goal to produce meaningful measures of success of the efforts to pursue this mission.

#### New College's mission statement and educational objectives

The effort to express the College's core values led to choosing three crucial concepts with which to link the College's vision of higher education, expressed in the following terms: 1) "just," 2) "sacred," and 3) "sustainable." The process of articulating this mission involved broad discussion of the deeper meaning of each of these words, drawing out a sense of what these have meant in other settings, what they mean within the New College community, and how they could serve to give coherence to the visions underlying all of the College's programs, providing separately and in combination a common point of reference to frame educational objectives, shape decisions regarding resource allocation, and help to evaluate whether students are receiving the educational experience we intend them to receive.

These three words (just, sacred, sustainable) were chosen because together they express the connection between the inner and outer, spiritual and material, individual and social dimensions of reality that we are seeking to articulate and unify, and that, as indicated above in the section concerning "Focus on student development – the inner and the outer," have been at the core of the College's approach to education since the beginning. Beyond this, a sentiment emerged that it was not adequate for our own purposes or for showing true compliance with Standard 1 to rely on a single-sentence statement or even a short paragraph statement of our mission, even though such conciseness is often encouraged in the drafting of an institutional mission statement.

We wanted to fill out the meaning of these ideas by stating what pathways we believed all students should in some way follow toward the realization of the connection between their education and the creation of such a just, sacred and sustainable world. In addition, we wanted to include explicitly in our mission the nature of the discursive experience or "languages" that we felt would carry the student along these pathways. We felt that a more complex mission statement would be useful in communicating the essence and character of New College to the wider community and would also be of great value in anchoring the College within its diversity of programs. Although the five pathways and five languages are presented only in summary form in the mission statement, they are spelled

out in greater detail in the commentary developed in the process of designing an assessment process to gauge success in achieving the stated aims.

In developing a fuller mission statement, there was discussion across the College and comment was received from the Board of Trustees, which had authorized the process and ultimately approved the full mission statement that was developed. Excerpts from the full mission statement follow (and the complete statement is contained in Attachment 1):

*“New College of California is an accredited institution of higher learning whose mission is to integrate education with creation of a just, sacred, and sustainable world. By “just” we mean that we aspire to a world in which all forms of inequality and dehumanization among people are overcome through both conventional liberal achievements, like the expansion of legal and political rights, as well as through emerging modes of social action that foster empathy, trust, and mutual understanding. By “sacred” we mean that we aspire to affirm the inviolate beauty and interconnectedness of all life and deepen the sense of awe and grace that accompanies an awareness of this interconnectedness. And by “sustainable” we mean we aspire to a world in which all human activity is expressive of an ecological sensitivity that assures the extension of a just and sacred world to all of existence across the dimensions of time and space.*

....  
*Our teaching–learning environment combines a pedagogy of critique--that emphasizes the development of a greater understanding of the problems that we face and their historical origins—with a pedagogy of possibility, emphasizing the ways to create a better world.... In the realm of content, we seek to transmit to our students both the received knowledge of their chosen fields and critical and visionary perspectives on that received knowledge that has the capacity to make that knowledge transformative.*

*Finally, New College understands itself as an engaged campus drawing inspiration and support from the larger movement toward a better world to which we aspire....Among the most important ways we seek to manifest our active engagement is by serving as a model of the very just, sacred and sustainable world to which we aspire in the ways we govern ourselves and in the ways we relate to one another.”*

The mission statement identifies five pathways toward a just, sacred, and sustainable world, along with what are described as the five languages of learning. As stated in the mission statement,

*“These are the languages of critical thinking, imagination, empathy and compassion, action and activism, and community.*

Both the five pathways of teaching and the five languages of learning are reflected in the process for assessing academic programs that has been

developed and implemented across the College. As an example of one variation in ways the mission statement has come to be addressed in a particular program, the School of Law faculty discussion of the “sacred” aspect of the mission led to agreement that the School of Law would incorporate the aspect of existence intended to be evoked by this word under its concept of “justice,” broadening that concept beyond the traditional idea of expanded rights for excluded groups that had previously shaped the definition and understanding of this term in the School of Law.

The integration of the institution-wide embrace of the sacred with the School of Law’s nuanced means for its expression within the law studies curriculum is reflected in the academic requirement that then was introduced in the School of Law’s course of study, calling for each student to demonstrate and document, before entering his or her final year of study, how his or her plan for law practice has prepared and will help them contribute to creation of a “more loving and caring society.” (See a fuller description of this initiative below.) The method of assessment used in this context calls for members of the faculty to review student work portfolios and to conduct individual interviews with students to explore this topic.

The true measure of the College’s effectiveness in carrying out its mission is to be gained through the assessment process that is to be an ongoing and integral activity of the College and its operations. With respect to considerations of mission in relation to the expectation of CFR 1.2 that institutions are to produce indicators and evidence of achievement of educational objectives, an initial step was to call upon all programs to assess the extent to which the teaching-learning goals delineated through the five languages of learning specified in the mission statement are in fact being achieved within that program. This work has proceeded with respect to Standard 4, gauging the important impact this assessment work has had on the College’s educational programs.

#### Diversity as a core value

From its earliest days, the College as a whole has been dedicated to attracting and serving diverse populations. The Law School sought out students of color, who had been underrepresented in the legal profession. Accordingly, an Academic Support Center was created in 1979 to provide a readily accessible tutoring service for highly motivated but “academically at risk” students to develop their understanding of legal concepts and the skills involved in legal writing students. The Center continues as a signature part of the Law School. In the School of Humanities, individual student needs for academic support have been addressed through emphasis on the advising system and the one-on-one mentoring of faculty advisors to student advisees.

New College has a commitment, providing further evidence of the integrity of its operations, to offer quality education to an underserved and diverse group of students. Consistent with its mission, New College has created a diverse student

body, faculty, staff, and Board of Trustees. We have students, faculty, and staff from across the full array of socioeconomic levels, age groups, races, and sexual orientations. This makes for a stimulating, diverse, rich, and rewarding cultural environment.

In addition, many of our co-curricular activities reach out to the diverse community found in the College's immediate vicinity. For example, as part of our Teacher Education program, our Family Literacy Center (a trilingual program in English, Spanish, and Cantonese) serves the immediate community with a much-needed educational resource, while providing New College students opportunities to acquire the sensitivity and skills to work successfully as teachers. Another example is the offering of a regular film series, open to the public, that screens documentaries covering a wide range of social, political, and cultural issues.

Starting in the 1980s, New College leadership sought to envision an encompassing role for the College that would include creating a first-rate education for a variety of constituencies: largely underserved students; creative students frustrated by the stricture of overly rigid curricular structures and requirements; activist students wanting to make changes for the better in the world by acquiring relevant knowledge and skills; autonomous, highly motivated students in need of developing basic skills; older working students in need of a flexible schedule who wish to complete the B.A. degree, and perhaps beyond, for any number of reasons -- personal satisfaction, as preliminary to a career change, or for entrance into a graduate or professional school.

In formulating the statement of its mission, in the penultimate paragraph of that statement, the College memorialized its commitment to diversity. A next step at this point involves continuing attention to the task of assessing diversity initiatives across the College, starting with consideration of what the term encompasses and going on to assess results achieved to date and to develop plans for what should be done in this respect in coming days at the College, and how success in this area is to be assessed over time.

#### Community involvement, activism, and ecological sustainability as guiding values

During the late 1980s and throughout the 1990s, the College moved in the direction of community outreach and in shaping itself as an engaged, activist educational institution. The development and production of public programs, offered free to the community in the College's relatively low-income neighborhood, has included such offerings as panels, films, talks, poetry readings, exhibits, and musical events.

Over time, these cultural offerings to benefit the community became increasingly numerous and more extensive in scope. Examples range from poetry readings featuring those affiliated with the Beat Movement, including those who teach in the New College academic program, as described below in connection with the

New College Writers Center, to performances of the San Francisco Mime Troupe, described as America's Finest Theater of Political Comedy, to talks by environmental activists such as Julia Butterfly Hill, who was awarded an honorary degree by New College while engaged in her year-long tree-sitting demonstration in support of preservation of endangered redwoods, and who since has come to speak and teach at the College.

#### New College Writers Center

Another connection with community activities, in keeping with the wealth of writing talent attracted to New College, as explored further near the conclusion of this report, is manifested through the New College Writers Center. The Center has presented many poetry and prose readings open to the public, including presentations by noted novelist-screenwriter Barry Gifford, poet-novelist and NPR personality Andrei Codrescu, Mexican novelist (and one-time NCOC faculty member) Juvenal Acosta, poets and KPFA literary commentators Adelle and Jack Foley, noted poet Nellie Wong, and many others. The Writers Center held a well-attended tribute to Beat poet Gregory Corso and has sponsored celebrations of Walt Whitman and other notable writers.

#### Teacher Education Family Literacy Program

In the academic arena, through a Title III grant, a progressive Teacher's Education Program was developed by its director, Dr. Sudia Paloma McCaleb, and approved by the State of California to provide teaching credentials for qualified students to teach multiple subjects in grades K through 6 and middle school (junior high school). The Family Literacy Program, in which teachers and students in the Teacher Education Program meet with families in their community one weekend each month to develop family literacy skills, has proven to be a highly successful outreach program.

#### Community Education and Social Action and student practicum work

Initial efforts in the late 1980s and early 1990s to link the Humanities B.A. Daytime / Evening Program more closely with active social change occurred through collaborative efforts involving members of the School of Humanities faculty, Michael McAvoy and Jon Garfield. Michael McAvoy began a community-oriented program termed CARE (Community Action Research and Education). Within the School of Humanities, Jon Garfield's work involved the curriculum option known as the practicum. He developed and offered a practicum seminar for students engaged in work in various practica sites and simultaneously began identifying socially and politically active organizations in the Bay Area as potential internship sites for student placement.

These efforts developed into creation of the Center for Education and Social Action (CESA), under Jon Garfield's direction. The center, which coalesces Jon's earlier work with the practicum and Michael McAvoy's initiation of CARE, as indicated above, focuses on developing a resource base for student internships and on conducting special projects of community interest and

concern. Thus, for example, several New College students worked closely with the Mission Neighborhood Anti-Displacement Committee to resist evictions of long-standing residents during the “dot-com” economic boom period and the consequently soaring rents on residences throughout San Francisco.

The Center also produced a series of high visibility public events in collaboration with community groups focused on environmental and social justice issues. These issues dealt with the exposure of poor and middle-income families to toxic materials. More recently, the Center has worked closely with Media Alliance, with the Independent Media Center, with radio station KPFA, and with Global Exchange to develop a news bureau located at New College to provide internships to students interested in media activism. (A year-end “Program Performance Report” from December 2004 summarizing CESA’s activities appears as Attachment 3.)

#### The public interest law school

Efforts to link education to social justice action also are in keeping with activities at the New College School of Law, which began in the 1970s with an innovative Eviction Defense Center that assisted tenants in self-representation and became a model for San Francisco’s Tenderloin Housing Clinic. The clinical programs have ranged from helping low income residents with housing issues, to internships in legal aid offices, assisting low income defendants in criminal proceedings, helping immigrants, those who are without homes, those with disabilities, women who have been battered, and many other such groups without resources and in need of assistance. A further measure of the effect of these influences is found in the nature of the public interest work pursued by graduates and the contributions they have made and continue to make to advance the public good, as discussed further in the section below about contacts with alumni/ae.

#### Activism and Social Change Emphasis Area

A whole host of student-community connections and partnerships are generated through the work of this program, via seminars, colloquia, and internships (as indicated in the report on the program that appears as part of Attachment 4). A major example of work done in connection with this program is described in the next section, on the appointment of an Activist Faculty in Residence to work on an anti-sweatshop procurement policy for the City of San Francisco.

#### Activist Faculty in Residence / No SweatShop Procurement Ordinance project

In a recent manifestation of this commitment to social action and community values, Tom Hayden, activist and former California state legislator, mentored New College student interns during the spring 2005 term, serving in the position of New College Activist Faculty-in-Residence, teaching seminars on social movements while overseeing the work of students on their very ambitious collective project -- to help draft, and have the City of San Francisco adopt, the strongest anti-sweatshop procurement policy in the country. Tom Hayden and

the New College students, as well as some students from other campuses (e.g., UC-Berkeley) who joined the class, helped write the No SweatShop Procurement Ordinance and helped introduce the ordinance to the mayor and San Francisco City Supervisors. The policy that has been developed and adopted here is one that is deemed worthy to serve as a model for such legislation to be proposed elsewhere across the country.

As reported in a piece on the subject written by New College Academic Vice President Michael McAvoy,

“These students, in a pedagogical practice long embraced by New College -- learning by doing -- studied history and theory of social movement building (with a special focus on sweatshop labor) with Hayden while helping to build a No SweatShop coalition of 30 or more organizations including labor, human rights groups, community organizations, faith-based organizations, and environmental groups. They learned about writing legislation, social research, organizing communities, and lobbying politicians to create meaningful and important social change that will benefit the impoverished poor forced to work in inhumane conditions as well as the environment, which is also a victim of sweatshop production, while seeking to create larger structural long-term change. Each meeting with Hayden (also affiliated with our Irish Studies Program and Law School) was additionally a reflection seminar that included a critical examination of the activist approaches used in the project. Two graduate students in Activism and Social Change...have made this anti-sweatshop work the centerpiece of their Master’s Theses.”

Michael McAvoy’s description of the project goes on to point out that its spirit is in keeping with the mission New College has pursued over the decades of its existence, embracing “the transformative power of utopian vision, commitment, and courage.” (For a copy of the report, see Attachment 5.)

#### Ecologically oriented studies

In the early 1990s Mutombo Mpanya, a faculty member in the Daytime Humanities Program, worked with several others to develop an ecological emphasis area in the curriculum. Though this initial effort failed to become institutionalized at that time, the underlying ideas continued to live. In the late 1990s, Academic Vice President Michael McAvoy led the College effort to develop undergraduate and graduate programs devoted to ecological / sustainability concerns, to be featured offerings at a North Bay campus, located in Santa Rosa. The North Bay program has proven highly successful in drawing a growing number of students and connecting to and supporting significant ecologically oriented projects in the surrounding community.

#### New College’s Media Lab as a Community Resource

In another recent development, the College has created a Media Lab that can serve as a resource in efforts to engage in media activism, both on the part of New College students and participants in community organizations. As an

example of use of the facilities in ways that benefit the wider community, starting in summer 2005, Pacifica Radio's KPFA began to broadcast a series of "live" programs from these New College facilities, including the *Flashpoints* investigative news program and *La Onda Bajita*, a program with a Latin American mix of politics, immigrant culture, and music. (For a fuller description of these broadcasts, see Attachment 6.) An instance of Media Lab facilities use that benefits a community-based activist theater group is discussed in the following section.

#### Community activism in the Mission District

Over the course of the past year New College engaged the services of Francisco Herrera, a community activist, to serve as a consultant to the College, to assist the president in community relations, to act as liaison between the College and the Mission community, to learn the nature of the issues in the community that the College might help to address, and to let community organizations know about resources of the College they may wish to call upon.

As a result of preliminary efforts in this area, New College has become a member of the Mission Community Council, which involves forty neighborhood organizations in coordinated efforts to address issues across such areas as education, opportunities for work with at-risk youth, just housing efforts, mental health services, navigating city budget processes, internal development of community organizations, as well as small business development efforts, among other areas of local concern. An intern from New College is working at Mission Mental Health offices, and there are plans to explore arrangements New College's public interest law school might establish with La Raza Centro Legal offices.

In addition, through these early efforts New College has been able to play an important role in relation to Teatro Jornalero, the day-laborer theater project that presented a production of "Soldado de Arena" (Soldier of Sand), the story of an undocumented immigrant who dies in Iraq, does not know he is dead, and is insistent on returning to the United States to get his posthumous citizenship. This play was first presented at New College and also streamed on the internet, leading to feedback being received from viewers in Uruguay, Argentina, Spain, Mexico, and other countries. Thus, members of Teatro Jornalero, as well as Coro Obrero (Labor Chorus), have benefited from access to New College's Media Lab facilities, a resource to be drawn upon by community organizations, as described above.

#### The "Communalizing the Neighborhood Project" and Spiritual Activism

This work involved in increasing New College involvement with service projects in the community also relates to work being pursued through the Institute for Spirituality and Politics (ISP, or the Institute) that is housed at New College under the direction of president emeritus Peter Gabel. The institute succeeded in gaining a \$15,000 grant, awarded by The Max and Anna Levinson Foundation at

its June 2005 meeting. The award is to support a “Communalizing the Neighborhood Project.” Under the leadership of Institute Director Peter Gabel, this project seeks to:

- a) bring a spiritual-political perspective to community organizing and social activism in two adjoining neighborhoods in San Francisco – Noe Valley and the Mission District;
- b) help New College students in all major programs to learn what an effective spiritual-activist intervention is so they can be better prepared to use their New College education to fulfill the College’s mission of linking education with the creation of a just, sacred, and sustainable world;
- c) develop a new model of spiritual activism within neighborhoods that can contribute to the growing worldwide effort to revitalize progressive social change and social justice movements by incorporating the fulfillment of spiritual needs into the very definition of what these movements are trying to accomplish, of what progressive social transformation actually means.

The aim of the Communalizing the Neighborhood Project is to play a role in helping to establish connections between those engaged in educational programs and those working in the community, seeking to identify ways to bring joint efforts to fruition in a form that has a lasting effect in improving local conditions. The hope of this venture is to provide a public vehicle for an institution of higher education to work with the community to express a shared commitment to social justice and to the creation of a better world.

In keeping with the spirit of this project, Peter Gabel was a plenary speaker and workgroup leader at a “Spiritual Activism” conference held July 20 – 23, 2005, under the auspices of *Tikkun* magazine at the University of California, Berkeley, with some 1,300 participants in attendance. New College was a cosponsor of the event, along with a number of other organizations, including, among higher education programs, the Peace and Conflict Studies Program of the University of California, Berkeley. An article on the gathering appeared in the *San Francisco Chronicle* on July 21, 2005. See Attachment 7 or access a web site link at: <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/07/21/BAGTBDQUIK1.DTL>

#### Degree programs, emphasis areas, and concentration areas of study

A listing and explanation of the College’s degree programs, emphasis areas, and areas of concentration in student studies appears as Attachment 8. The attachment provides a concise description of the relationship among these categories of study, and it includes specific examples that might be experienced by an individual student in constructing a course of study.

In brief, within many of the degree programs there is the opportunity to pursue focused depth of study offered through faculty-designed and approved curricular pathways that are termed emphasis areas. In some degree programs, along with emphasis areas, there are options offered for students to define their depth of study further into a concentration area within a given emphasis area. This is

achieved by, in addition to the emphasis area core curriculum units, choosing the remaining units of study, which might include elective offerings, independent study, practica or internships, and/or thesis preparation, in ways that focus on a particular aspect of study within the emphasis area.

The descriptive information contained in Attachment 8 provides the basis and guidelines for composing communications from the College, to ensure clarity and consistency of these communications with respect to announcements and publication, whether in print or by electronic means, concerning areas of emphasis and concentrations offered by the College within existing and approved degree programs.

#### Process for review of curricular matters

The process for review and approval of proposed additions to the curriculum within the College is that such matters are considered by the faculty within the relevant School at the College, whether this be Humanities, Law, or Graduate Psychology. In the School of Humanities, this would include consideration at the level of either the Undergraduate or Graduate Council, as discussed further below.

The Academic Affairs Workgroup, as detailed further below in the section on Educational Effectiveness, is a faculty-centered governance body to which academic matters, such as approval of new offerings, assessment matters, or development of documents such as the faculty handbook, are referred for consideration and through which results are communicated to the New College Community Council (NCCC).

The NCCC is the College-wide body where results from workgroups are reported and considered. It is a body with representation from across the College, with members drawn from both the faculty and administration. (This body initially was termed the Executive Oversight Committee [EOC] and recently was renamed in an effort to bring the terminology into closer alignment with the spirit of the College that provides the foundation that undergirds the governance structure.) The President participates in the operation of the NCCC, acting as liaison to transmit matters of import that are to be brought to the attention of the Board of Trustees.

Among issues being examined in the context of findings and faculty discussion emerging from the institution-wide assessment and program review processes that are underway are those that concern questions of viability and sustainability in relation to curricular offerings, with special attention to program offerings involving participation by a relatively small number of members of the core faculty. A complicating factor to be examined in this regard relates to the historical design of offerings at the College, growing out of a preference for small-group instruction relying on direct, and thus intense, faculty-student interactions and advising relations. This has been the historical format relied upon to ensure

educational effectiveness of curricular offerings, and it is the subject of active review in the institution-wide program assessment and review processes.

#### A legacy of leadership and continuity of purpose

Now approaching the thirty-fifth anniversary of the founding of New College, those connected with the operations over a substantial period have the opportunity to reflect upon the marvel of what has been accomplished. Unlike many of the experiments in alternative education that sprang up out of the idealistic movements that also gave birth to New College, this school has survived and has done so while remaining true to its root beliefs and ideals. Much that is wonderful continues to inspire the operations and programs of the College, in retaining somewhat utopian aspirations for what education can be and accomplish, and for what the world can be.

New College has benefited greatly from the continuity in leadership it has enjoyed over much of its existence. A core group, over the years, provided the creative spark for developments at the College, including fostering the remarkable spirit that has been an essential enlivening characteristic whose presence is felt across all of the College's operations and offerings. These individuals remain available and willing to serve as mentors to new leadership as it is developed.

As an example both of the transition toward new governance structures and the movement toward developing new leadership, the committee assembled to conduct the search and selection process to identify a new Dean of Humanities was a nine-member team that includes individuals with a range of experience working at New College, from those involved in faculty and administrative leadership roles over the longer term to those who were relatively new members of the faculty, having arrived within the prior several years and who had assumed increased administrative responsibilities as recently as the prior semester.

#### Institutional leadership, responsibility, and accountability

Following a period serving as Acting President, Martin Hamilton's tenure as President of New College began in January 2002. Over the time since, progress has been made in the effort to build a Board of Trustees that exercises active leadership in overseeing development of policies and operations at the College, particularly with respect to actions needed to assure its stability and sustainability. The makeup of the Board and its assumption of this greater authority are addressed further in the discussion below, in connection with Standard 3.

With respect to the dimension of leadership that pertains to administrative competence and efficiency, the College has a group of excellent program directors, highly qualified for their positions and well thought of by the faculty, staff, and students who form their constituencies. They participate in the process of self and peer review described in our discussion of Standard 3. We look to the

assessment process to provide an opportunity for evaluation of program and office operations, along with individual performance evaluation, that, while consistent with the College's egalitarian and supportive philosophy, also provides a means to identify and make necessary improvements where needed.

#### Integrity and autonomy as guiding values

An important aspect of creating a just, sacred, and sustainable world is New College's ability to function with integrity and autonomy (in keeping with Standard 1, Criteria for Review 1.4 to 1.9). To ensure that the interactions among faculty, staff, and students are fair and equitable, policies, rules, rights (e.g., free speech and expression, freedom from discrimination), and procedures (e.g., grievance procedures) are outlined in the Faculty, Staff, and Student Handbooks, all of which have been reviewed and revised over the course of the past year, in keeping with objectives identified as part of our strategic planning process. In this regard, handbook guidelines for articulating and ensuring academic freedom state:

*“New College affirms an institutional culture that encourages members of the College community in their seminars, classes, advising sessions, committee meetings, faculty meetings, and community meetings to speak out and articulate their points of view. The same right of free expression is extended to all members of the community with respect to any papers, books, or works in the literary, performing or visual arts that they may author.”*

New College demonstrates its integrity by fairly representing its academic goals and programs. The College's catalogs, brochures, and web site are the primary sources of information for the public about our mission and educational purposes, curricular programs, educational resources, tuition, admission and degree requirements, financial aid, and credentials and accomplishments of faculty members. Catalogs and brochures give a brief description of each program, as well as acquainting potential students with our institutional vision of creating a just, sacred, and sustainable world.

Detailed program information packets, the recruitment and admissions staff, and the orientation process for new students also provide accurate and useful information concerning the quality of the programs and success of graduates. After admission, the student's advisor, program director, and staff in student services offices are available to address student concerns. These staff and the program directors are charged with reviewing student needs, including any complaints that may be registered, and taking appropriate action in response.

#### Strategic planning / current directions

In the time since its founding, New College has grown as a living organism that has adapted over time, reflecting developments over the course of the historical period that has marked its existence, while throughout maintaining the core of the

spirit that motivated its founding. The effort proceeds to seek effective ways to integrate within programs of the College a unification of the twin goals of student development and transcendence with a commitment to active engagement with issues of social-political-economic change and development.

What remains true with regard to this continuing influence in development of the educational program offerings is just as true when applied to developing governance and decision-making processes vital to the administration of College operations. In each instance there is a need to be guided by development and application of appropriate assessment practices that are to be actively applied, and the findings drawn upon, to help address current conditions and to advance the College's mission to strive for a just, sacred, and sustainable life and world. With this as a guide, over the time since the last Special Visit, the College has actively engaged in major developmental efforts, seeking to consolidate operations and improve in the various ways suggested by the findings resulting from accreditation inspections, identified both through self-assessment efforts and by the outside visitors to the College.

### **Summary of some major changes since the last visit**

While described in greater detail and in context below, a listing of some major changes achieved over the last two years includes the following highlights:

- With respect to finances, enrollment, marketing, and development matters:
  - the Controller has further developed financial control, monitoring, and planning operations effective across the College;
  - in the School of Humanities the position of Associate Dean for Admissions and Retention was created and filled;
  - a new associate director of financial aid has been hired;
  - A Special Assistant to the President has been hired to help address development-related needs, including (as indicated in the section below on development / fund raising efforts) working to help create a long-term development plan, including identification of the resource and infrastructure needs for its successful implementation;
  - consultant services have been retained as needed to:
    - develop an institutional marketing plan along with specific plans for each distinct academic program;
    - assist in transitional development efforts, leading to creation of a development plan and identification of the resources needed to make it succeed;
    - regularize, improve, and document administrative offices processes and workflow;
- With respect to operations of the Board of Trustees:
  - the Board chair has continued to work to activate the Board and its committees in performing their oversight role in relation to vital functions of the College;

- Two new members have been appointed and two others are expected to be appointed by early November, each of whom is to be an active participant in key board oversight activities involving operations of the:
  - Academic Affairs Committee
  - Finance Committee,
  - Governance Committee, and
  - Institutional Planning and Development Committee.
  
- With respect to academic leadership:
  - the Dean of Humanities, newly hired at the time of the last Special Visit, has come to occupy an essential role in the College's academic leadership;
  - a Director of the Weekend B.A. Completion Program, newly appointed at the time of the last Special Visit, has worked to consolidate and coordinate operations of Weekend B.A. program offerings across three locations – the Valencia Street campus, the Santa Rosa–North Bay campus, and the Emeryville–East Bay cohort offering;
  - appointment of an interim Coordinator of the Media Studies program;
  - appointment of an interim Dean of the School of Graduate Psychology.
  
- With respect to assessment, planning, and governance matters:
  - an institution-wide assessment process, across all academic program areas and all administrative offices, has been designed and implemented;
  - consultant services needed to support assessment processes have been retained, both to help administer the assessment process and to help with design and implementation of on-line survey instruments;
  - a Director of Academic Assessment has been hired to coordinate efforts to address assessment needs, working in a newly established office;
  - governance mechanisms have been developed and assessed and the new governance structure, designed to increase participation in and effectiveness of decision-making processes, has been functioning, allowing assessment of results and adjustments to be made to streamline its operation and to increase its effectiveness ;
  - a structure to support institutional strategic planning was designed and launched, with workgroups identified to assess needs and develop needed policies and proposed plans in key operational areas, from academic affairs to facilities development, with periodic all-College gatherings, facilitated by consultants with strategic planning expertise, to identify goals, gauge progress in achieving the agreed-upon objectives, and to recalibrate tasks and timeframes, as needed.

### **Statement on Report Preparation**

This report has been generated from the office of the President of New College, through the efforts of staff members in the office working together with those in College leadership roles. Report preparation benefited from, and grew out of, institutional strategic planning efforts embarked upon following the last Special Visit to the College. Results of the strategic planning retreat held in August 2004 were evaluated at a follow-up retreat session held in late April 2005 (with the next follow-up strategic planning retreat scheduled for early December 2005).

Coming out of the April 2005 follow-up strategic planning session, membership of the Governance and Institutional Planning Workgroup was augmented by adding those who had been identified to follow up on the status of the progress in achieving objectives identified through the strategic planning process. This group met to consider means to track and document results from efforts to accomplish strategic plan objectives. A draft of the report was made available for review and comment by members of the College community, including the New College Community Council. The report has been made available to the Board of Trustees and reflects views expressed by its members.

This report concerns efforts by New College to address the several areas highlighted in the Commission's action letter of June 25, 2004, following the subject headings appearing there, while also taking into account the findings and recommendations of the Special Visit team that visited the College in March 2004, along with consideration of the helpful observations and questions from reviewers of the College's Progress Report who participated in the January 2005 conference call on the subject arranged by WASC and subsequently summarized in a letter from Cecelia Gray, WASC Adjunct Associate Director, addressed to Martin Hamilton.

#### **I. Leadership and Governance**

There has been active participation in and examination of a variety of governance mechanisms across the College, with several bodies focusing on faculty participation in such matters, giving special attention to issues connected with operation of the academic programs. Participation in governance bodies has been broad over this period and a good deal more interaction and communication across programs, as well as between the academic and administrative arms of the College, has been achieved.

Part of this has included the effort to involve faculty more broadly and deeply in governance matters, participating together with the administrative staff. With respect to governance matters with pertaining in particular to the role of the faculty in exercising responsibility for the integrity of the academic program, a description of the role of the Academic Affairs Workgroup and its relationship to the New College Community Council is set out below, in Section IV, on Educational Effectiveness. With regard to efforts to bridge the divide between

academic and administrative staff interactions, this has been a subject for special attention, and significant progress has been made, as described below.

Given that the expanded effort, aimed at increasing and broadening participation in governance, has, to a degree, represented a departure from the means for doing business that had prevailed at the College for some time, it is perhaps not surprising that adjustments to the initial plans have been needed along the way and the efforts are ongoing. Needed adjustments that have been made over time have involved both the composition of the bodies and how business is conducted within and across the groups constituted for these purposes.

There has been continuing attention given to the need to delineate jurisdictional boundaries, along with explication of decision-making processes. As described below, some new bodies (at this point including, in particular, the New College Community Council, the Academic Affairs Workgroup, and the Governance and Institutional Planning Workgroup) have worked to give the attention needed to the panoply of issues implicated in the ambitious undertaking involved in launching a College-wide governance system responsive to the mandate delivered by the Board of Trustees.

#### Governance system developments over the past two years

Bodies involved with communication, decision-making, and governance functions at New College included the following:

- Deans Council;
- Graduate Council;
- Undergraduate Council;
- School of Humanities Daytime B.A. faculty meetings;
- School of Humanities Weekend B.A. faculty meetings;
- School of Law faculty and administration meetings;
- School of Graduate Psychology faculty and administration meetings;
- Governance bodies with College-wide representation:
  - Academic Affairs Workgroup (AAW);
  - Administrative and Student services Workgroup (ASSW);
  - Enrollment, Marketing, and Communications Policy Workgroup (EMCPW);
  - Finance and Resource Allocation Policy Workgroup (FRAPW);
  - Governance and Institutional Planning Workgroup (GIPW);
  - New College Community Council (NCCC) (previously the Executive Oversight Committee -- EOC);
- New College Board of Trustees and Board committees.

These bodies have engaged in varying levels of activity since their creation, with one result being an increased level of dialog within and across programs. (See Attachment 9, schematic diagrams of the design of governance structures: a) current, streamlined operations, and b) as originally conceived in fall 2003.) As experience has been gained with operations of these bodies that have been

increasingly active in their engagement in governance processes, particular attention has been given to evaluating the effectiveness of the operations, in an effort to determine whether the bodies have been constituted in ways that promise to provide the best settings within which to grapple with matters that need to be addressed. An assessment was conducted, led by the president's office, to evaluate the effectiveness and productivity of the various governance bodies, in terms of measurable outcomes. Results from this process, and the current status of governance reforms, are discussed further below.

An example of underlying issues that came to attention in the process of examining existing governance structures is the emerging awareness that a number of these had, over time, come into being on an *ad hoc* basis, and not necessarily with adequate attention given to such factors as how the various bodies would interact with one another, whether there would be a commonly understood basis for determining membership, and, ultimately, what decision-making authority would be lodged in which entity. Taking into account these various factors, and following review over the course of the 2003 summer, when a natural lull in ongoing governance activities occurred, the result at the beginning of the 2003-04 academic year was a decision, issuing from the president's office and authorized by the Board of Trustees, to introduce a new governance structure, intended to retain aspects of the then-existing structure that seemed workable, while also seeking to improve and further rationalize governance operations, to fill gaps and address various shortcomings that had been identified.

Basic questions to be addressed included those regarding how to populate the various bodies, and whether these would be democratic or representative bodies, the decision-making processes to be followed, and so forth. Rather than seeking to respond seriatim to individual issues that emerged, thereby patching together what might be a somewhat more workable structures than existed and yet that might still rest upon a possibly shaky foundation, the decision made was, essentially, to start anew, to examine the underlying premises for the governance system for the College, and to rebuild from a solid base, given current conditions in which the College is operating. The intent, in working from such a foundational starting point, is to take this opportunity to construct a solid structure that will be long lasting while incorporating the flexibility needed to survive and thrive in the face of changing conditions, with needed adjustments to be made based in ongoing assessment of the experience in the process of going ahead.

Recognizing that there also was a need to continue to conduct business even while the various governance design questions were being addressed, it was decided to employ the president's executive authority to appoint the needed membership of the newly created governance bodies, with an understanding that the membership issue was one to be examined and revisited when available time and conditions would allow consideration of alternative approaches. With a commitment to reexamine basic premises underlying the governance structure

across the institution accompanied by a recognition that, at the same time, ongoing operational needs still must be addressed, the process at times has been described as building the road while walking it.

As this image suggests, the College embarked upon a difficult and demanding task requiring a good deal of attention to coordinating efforts and making needed adjustments in response to lessons learned, at times yielded through difficult experience. Yet there is widespread agreement concerning the need to get it done, and to get it done right, to produce a workable system of governance that will serve the College well for the longer term. There is widespread engagement in the very process of creating the structure we wish to live with and make decisions through.

It was anticipated, in moving forward with institution-wide review and implementation of systems of decision making and accountability, and moving away from reliance on practices that might be considered more in keeping with an oral and informal tradition of governance, that this shift could be expected to produce some degree of friction, if not outright resistance, along the way. At the same time, it was realized that this also can be seen to present the opportunity to revitalize and reinvigorate engagement with, and to respond with renewed spirit to, the challenges and opportunities that lie before us in instituting new ways to be effective in carrying out the mission of the College and its constituent programs.

#### The role of the Board of Trustees in College governance

In the interest of getting the governance revision process underway, the conceptual approach developed in the president's office was approved by the Board, with a mandate issuing from the Board for the appropriate bodies to work to put the system in place, as represented in a schematic diagram of a governance structure that was considered and approved by the Board of Trustees. As it has emerged, a key element in the active implementation of plans for a new governance structure at the College has been the role the Board has played in authorizing the process and giving it the impetus needed to overcome doubts based in past, unrealized expectations with respect to governance participation experienced over a period of years by a number of those at the College. The Board acted to accomplish this through adoption of a set of resolutions to assure that the new structure would be implemented, with results to be reported to the Board, and this direct involvement of the Board in fact had the effect of further bolstering the level of confidence required by those engaged to do the work.

#### Outline of the New College governance structure and operations

In large measure the academic program governance bodies that were functioning over the course of the 2002-03 academic year continue in place, including meetings of the:

- Humanities Weekday B.A. faculty/administration;

- Humanities Weekend B.A. faculty/administration;
- Law School faculty/administration;
- North Bay faculty/administration;
- Graduate Psychology faculty/administration;
- Undergraduate Council;
- Graduate Council.

Some of these bodies, such as the Graduate Council, over time have engaged in internal dialog to address matters pertaining to membership, representation, decision-making processes, and scope of authority. Others, such as those in the North Bay, in the School of Law, and in the School of Graduate Psychology, have operated over some period of time using approaches that vary from one another.

Governance with respect to undergraduate programs in the School of Humanities, as currently constituted, operates as follows:

- 1) the Dean of the School of Humanities and directors of the Weekday / Evening B.A. program and the Weekend B.A. Completion program (Mitch Hall, Marie Hoglund, and Kris Brandenburger, respectively) hold regular leadership meetings;
- 2) Marie Hoglund presides over Weekday / Evening B.A. program faculty meetings;
- 3) Kris Brandenburger presides over the San Francisco B.A. Completion program faculty meetings;
- 4) Kris Brandenburger also presides over the B.A. Completion Forum.

The B.A. Completion Forum has representatives from all aspects of the B.A. Completion program: 1) San Francisco campus, 2) East Bay cohort, 3) North Bay campus, and 4) prior learning offerings. Kris and Marie communicate with Mitch about issues within the groups over which they preside and communicate with their groups about discussions within the leadership group. When needed, as Dean of the School of Humanities, Mitch attends meetings of the other groups.

Academic program governance bodies emerging at the time of the last site visit were identified as the following entities:

- Academic Affairs Workgroup;
- Humanities Oversight Team;
- Deans Council.

The Humanities Oversight Team, initially formed to participate in the search and selection process for the Dean of the School of Humanities and then continued as a body to provide support for the newly appointed Dean, was then combined with the Academic Affairs Workgroup. The last mentioned of the three groups, the Deans Council, though previously in existence over time had not met with any frequency. The intention has been that the meetings of this group, chaired by the Academic Vice President, and with participation by the President, are to be ones where matters will be considered, and oversight exercised, with respect to the integrity of academic programs across the three schools that constitute the College, including consideration of possible ways in which developments in one

area might coordinate with and possibly benefit operations elsewhere in the College.

### Workgroups

At a basic level, the new structure included establishment of workgroups, each to address, both broadly and in-depth, a specified segment of the variety of essential functional operations at the College that require attention. Those responsible for vital functions of the College are being charged to participate with others in the workgroups, constituted with membership drawn from across academic and administrative lines, to assess current operations, to monitor progress, and to produce comprehensive planning documents in each of the vital operational areas of the College, encompassing both academic and administrative functions. This includes creation, and ongoing and regular revision as results are analyzed and assessed, of comprehensive plans for each of the following functions:

- academic affairs, including related assessment matters;
- administrative / student services, including related assessment matters;
- development / alumni and public affairs;
- enrollment;
- facilities;
- finance;
- governance;
- information technology and internal communications;
- marketing;
- strategic planning.

### New College Community Council (NCCC)

Important work being done across the College is coordinated through the operation of the New College Community Council (which, when the new governance structure was introduced was initially termed the Executive Oversight Committee), ultimately leading to production and implementation of an overall strategic plan for the College.

At this point, the New College Community Council includes among its members one or more of the co-coordinators or members designated for each of the workgroups, providing a natural path for communication between the NCCC, as the overarching coordinating group, and each of the functional area workgroups. More than fifty members of the academic and administrative staff have been assigned to membership in one or more of the bodies in the College's new governance structure that was implemented over the course of the 2003-04 academic year, originally including seven workgroups, the Deans Council, and the EOC (now the NCCC).

### Getting the process moving -- Governance and Institutional Planning Workgroup

A key element in the effort to institute the new governance structure was the charge given to the Governance and Institutional Planning Workgroup, and

affirmed in resolutions adopted by the Board of Trustees, to get the process underway. To move this process forward more expeditiously, that group early on held a series of all-day meetings, going through a careful and thoughtful process to identify its purposes, examine its membership and methods for conducting business, and determine decision-making processes to be followed. In the process several governance tools were introduced, including adopting for wider use some that had been developed and used successfully in the College's North Bay campus governance meetings. These include documents with titles such as "Some Guidelines for Group Discussion" and a "Governance Toolbox."

The Governance and Institutional Planning Workgroup (GIPW) sought to become a repository for descriptions of the variety of successful governance procedures used in various areas, to make the documentation of best practices a resource that would be more readily available to be drawn upon where the need may arise, to enable these approaches to be applied elsewhere. In addition, the GIPW worked to establish its own operations as a model that might serve to help other workgroups in their efforts to move forward. Toward this end, it adopted policies to emphasize openness in communications and the importance of making conscious efforts to share information. One outcome was that this group distributed information to be helpful to the operation of other governance bodies. Further steps in this direction involved planning and conducting introductory workshops for those designated to be workgroup coordinators.

#### Adjustments to the governance structure

Adjustments made over time included absorbing academic assessment functions, originally lodged in a separate workgroup, into the Academic Affairs Workgroup. The original structure called for a Development and Public/Alumni Affairs Workgroup. This function was absorbed into the Board of Trustees Institutional Planning and Development Committee, rather than operating as a separate body within the College. Finally, the Facilities / Information Technology Workgroup originally established was removed from the governance structure, with the functions to be handled by those doing the day-to-day work in these areas, reporting as needed to the New College Community Council.

The Administrative / Student Services / Enrollment, Marketing, and Communications Workgroup originally established was soon thereafter divided into two groups – an Administrative and Student Services Workgroup and an Enrollment, Marketing, and Communications Policy Workgroup. With this latter governance body (in contrast to the administrative offices charged with doing the day-to-day work) not operating as well as desired over the course of the preceding year, the Governance and Institutional Planning Workgroup, at the end of spring 2005, considered appointment of a new team of coordinators for the group. GIPW then spent time considering and acting upon a request from the coordinators that the group be designated as one to concentrate on the marketing function alone. In recognition of the central importance of the enrollment function for New College, it was decided to also designate a

workgroup to oversee enrollment policy matters. Ultimately, the coordinators for the Enrollment, Marketing, and Communications Policy Workgroup requested to continue to operate across the array of functions originally designated, and the current expectation is that the group will go forward with its work in this manner.

The most recent adjustments to the governance structure emerged from the Governance and Institutional Planning Workgroup this summer, in preparation for work to be done over the course of the 2005-06 academic year. Following is a current list of governance workgroups that correspond to essential functional areas within the College:

- Academic Affairs Workgroup (AAW), with responsibilities including oversight of academic assessment processes;
- Administrative and Student Services Workgroup (ASSW);
- Development Workgroup(a group of faculty and staff working to pursue fund-raising matters, operating in conjunction with the Institutional Planning and Development Committee of the Board of Trustees);
- Enrollment, Marketing, and Communications Policy Workgroup (EMCPW);
- Finance and Resource Allocation Policy Workgroup (FRAPW);
- Governance and Institutional Planning Workgroup (GIPW).

#### Communications and governance

Attention was given to efforts to improve communication mechanisms employed at the College. A particular aspect of this involves sharing information relating to governance matters, particularly in ways that help to encourage wider participation. Among needs identified is that of producing readily accessible written or electronic records of transactions and decisions reached. Instances include minutes taken at meetings of the various governance bodies and at meetings of the Board of Trustees, postings of notices to the New College web site, memoranda from various administrative offices, including that of the President of the College, as well as e-mail communications within and across various groups engaged with governance-related matters.

#### Assessment of governance processes

There has been ongoing attention given to the need to assess the efficacy of the newly introduced governance mechanisms, recognizing the need to make any called-for adjustments, as indicated above, with particular attention both to composition of the bodies and the effectiveness of their functions (including assessment of decision-making and communication processes within the bodies, from one group to another, and within and across program areas). One aspect of the challenge has involved striking a balance to assure that, in the effort to further rationalize and systematize operating structures and consistency of outcomes, sufficient care is taken to keep the invigoratingly experimental, innovative, boundary-stretching, creative, communal, compassionate, and eye-opening spirit of the College alive. Another part of the challenge has been found in seeking to be duly deliberative and open in proceedings and to gain as much participation as possible, while recognizing that this effort itself requires the

allocation of significant amounts of time to produce concrete results with respect to achieving specific agreed-upon objectives.

Initially, it was necessary to instill sufficient confidence in the new approach to governance matters to engage the participation of those who felt their prior experiences did not offer encouragement for such efforts. This was helped along by encouragement provided by the Board of Trustees in adopting the resolutions mentioned above in the section on getting the new governance process underway.

Still, in an institution where some number come with backgrounds connected with critique of, and methods for exercising resistance to, centralized authority, it does not automatically follow that efforts to encourage participatory involvement meet with easy success. The need to instill trust that improvement is possible to achieve through the participatory governance route presents an ongoing challenge, particularly where over time there have been disappointments with results that have obtained here at the College, as well as in relation to outside forces.

Part of the effort to address this has involved an open and highly participatory strategic planning process that has been pursued through all-College retreats, with eighty or more participants. These strategic planning sessions have been held at an off-campus retreat site, in August 2004 and April 2005, facilitated by a team from Snyder and Associates of Oakland, California, led by strategic planning consultant Marilyn Snyder. The results have contributed to setting the stage for advances that have been made subsequently, with particular benefit with respect to encouraging wider participation in governance and decision-making processes, team building, and related foundational aspects of College operations.

Even with this institutional investment, though, experience shows that the resulting feelings of participatory optimism can dissipate rather rapidly without continuing attention to efforts to keep alive the spirit generated through the intensity of collaborative activity. Another contradictory element arises with respect to the fact that the encouragement to participate in self governance is less effective when issuing from a central administrative source, rather than bubbling up in a more spontaneous manner from within “the body politic” itself.

Over time, there have been, and continue to be, spontaneous efforts to participate in governance functions that have emerged from several different sources. The question of how to encourage widespread and active participation in governance across various constituencies of the College is one that continues to call for attention, with recognition that this may be a continuing need. It is unclear whether this in any way constitutes an inevitable byproduct in seeking to maintain a countercultural stance while also facing the need to operate within the wider culture to some substantial degree, in part in order to engage and affect

aspects of that culture. It may help to recognize, take account of, and accept that, with respect to governance matters at New College, issues such as these can be expected to have a continuing presence, in some sense woven into the fabric of the institution as it defines itself.

### The Board of Trustees

As indicated above, the Board of Trustees has demonstrated its commitment to fulfill its role as an active participant in governance and in overseeing policy development and the quality of the programs [or program quality] at New College. This has been accomplished under the leadership of Cathrine Sneed, who became chair of the Board at the beginning of the 2002-03 academic year. Ms. Sneed, a graduate of New College, is Executive Director of the Garden Project, which is located on the grounds of the San Francisco County Jail and is designed to teach prisoners skills in organic gardening, literacy, and community service. With her leadership, the Board has expanded the number of its members and reinvigorated its standing committees. Sadly, during the 2003-04 academic year the College suffered a great loss with the passing of Board members Linn Jones and Gerry Black.

Over the course of the year preceding the last Special Visit, the Board of Trustees had expanded its active membership with the appointment of three new trustees to join and strengthen its overall operations and, in particular, its committee operations, with new members becoming active in overseeing areas from finance to development to academic affairs. Those appointees to Board membership were Kristin Faust, Agar Jaicks, and Luis Molina, whose credentials are described briefly here:

*Kristin Faust* is President of Enterprise Housing Financial Services, based in Columbia, Maryland. She previously was Director of Real Estate and Community Development of Nehemiah Corporation of California (NCC), a Sacramento-based nonprofit organization, and before that served as Chief Deputy Treasurer for California, following her fifteen years of experience in community development financing, most recently as Senior Vice President for La Salle National Bank in Chicago.

*Agar Jaicks* enjoyed a distinguished career as an executive in the communications field and as a well-recognized participant in San Francisco civic affairs. He is retired from the position he held for some forty years as a staff director with ABC television here in San Francisco, and he continues his long-term involvement with the San Francisco Democratic Central Committee.

*Luis Molina* is an attorney, with a general civil practice emphasizing real estate law, and is president of Palmeta Realty and Mortgage. He graduated from New College School of Law in 1985, after having received his B.A. in

Psychology from the University of San Francisco. Mr. Molina grew up in San Francisco and graduated from Mission High School.

These additions to the Board proved, over recent years, to be major contributors to important functions, taking lead roles with respect to finance matters, development efforts, and academic oversight, in that order. Since then, two additional members came on board – Ernest Brown and Tedd Corman, adding active leadership in coming to chair the Board's Governance Committee and the Finance Committee, respectively. Summaries of their backgrounds include the following elements.

*Ernest Brown*, Ph.D., is Clinical Director of the Youth Treatment and Education Center of San Francisco, an adolescent treatment center and school. He has experience sitting on a number of boards and was selected for service on the San Francisco Civil Grand Jury. Currently he sits on the boards of the San Francisco Zen Center and the Buddhist Church of San Francisco. Ernest obtained his Ph.D. in East/West Psychology from the California Institute of Integral Studies. Prior to receiving his doctorate, Ernest received a B.S. in Industrial Engineering from the University of Michigan and M.Ed. in Counseling and Psychology from the University of San Francisco.

*Tedd Corman* began his career as an engineer and entrepreneur with several high-tech companies on both the East and West Coasts (including Viewlogic Systems Inc., Pendulum Design Inc., Precedence Inc., and Innoveda Inc.). In 2001 Microsoft acquired WebAppoint, a corporation that Tedd founded in April 2000. Most recently, Tedd has served as a consultant to several high-tech organizations. He is also the Managing Member of Golden Hills Partners, LP,, a developer of residential real estate in the San Francisco Bay Area. In addition to the New College Board, Tedd is a member of the Technical Advisory Board for Carbon Design Systems, Inc., and the Board of Directors of Jovis Technologies, Inc. Tedd obtained a B.S. in Computer Science from Rensselaer Polytechnic Institute and completed course work toward the M.S. in Electrical Engineering from Stevens Institute of Technology.

Summary background information concerning two new members recently recruited to join the Board of Trustees follows:

*Sharon Meadows* is a Professor of Law at the University of San Francisco Law School and is Director of the Criminal and Juvenile Justice Clinic there. Prior to joining the University of San Francisco, Sharon was Assistant Federal Public Defender for the Northern District of California and previously Chief Counsel for the Bayview-Hunter's Point Community Defender office. Having sat on many boards, Sharon currently is a member of the Board of Directors of the Criminal Trial Lawyers Association, the Board of Directors of the First Appellate Project and the Judiciary

Committee of the Bar Association of San Francisco. She earned a B.A. from Cornell University in English and Political Science and an M.A. in English Literature, also from Cornell. She obtained a law degree, *cum laude*, from the University of Michigan.

*Jane E. Swan*, CFA, is a Portfolio Manager with Northern Trust in their San Francisco, California, office. Working with high net worth individuals and foundations, Jane seeks to meet a broad range of investment objectives for her clients. Prior to being hired at Northern Trust, Jane worked for Progress Investment Management Company as a Research Analyst and at Mellon Private Asset Management as a Portfolio Manager. Jane currently sits on the Finance Committee of The Horizons Foundation. She holds a B.A. from Mills College in Economics.

(Copies of: a) curricula vitae for the newest members of the Board of Trustees and b) brief biographical summaries for all members of the Board appear as Attachment 10.)

The Board continues actively to pursue its efforts to contribute to the well-being of the College. The work of the Board over the period since the visit of the last inspection team has involved coordinating oversight of operations and policy developments associated with important areas of College operations. The work it has done in this regard is an expression of the Board's commitment to assure the quality and integrity of operations across the full array of academic and administrative functions at the College, from finance to academic affairs to development and governance issues, as well as in its institutional relations with others in higher education and in the broader civic community. Pursuant to having adopted a resolution to amend the Board bylaws to increase the allowable number of members from eleven to fifteen, the Board is actively recruiting two additional members to join its ranks in support of the College and in pursuit of its mission.

#### Board Academic Affairs Committee

Since the time of the last Special Visit, the Board of Trustees Academic Affairs Committee has been operating with Luis Molina as chair. The Committee has taken an active interest in monitoring leadership and assessment issues, along with initial program review efforts, in the academic affairs operations of the College.

#### Board Finance Committee

As indicated, Kristin Faust, President of Enterprise Housing Financial Services, based in Columbia, Maryland, joined the Board at the beginning of the 2002-03 academic year and came to serve as chair of the Board Finance Committee. Though Kristin's new position required her to relocate from the Bay Area to Columbia, Maryland, she has been able to participate actively, largely by telephone conference call, both in leading Finance Committee meetings and in

Board meetings, where she took the lead in assessing and reporting on Finance matters for the College. Members of the College administrative staff with finance-related responsibilities, including Sienna Man as Controller and Carol Small as Business Manager, have been assigned to membership on the Board Finance Committee and actively participate in its meetings, a practice that has continued since Tedd Corman succeeded Kristin Faust as chair of the committee.

#### Board Institutional Planning and Development Committee

The Board of Trustees Development Committee, chaired by Board chair Cathrine Sneed who more recently has been succeeded by Agar Jaicks in this role, has met regularly and is actively engaged in overseeing creation of a development plan to guide work in this area. Members of the College administrative staff with development-related responsibilities include Belinda Sifford, as Special Assistant to the President for Planning and Development, and Kathy Voutyras, as Director of Alumni Relations. With the designation of a Development Workgroup, members of the faculty and administration who are members of that body, including representatives from the School of Humanities, the School of Law, the School of Graduate Psychology, and the North Bay campus, have joined combined meetings with the Board Development Committee.

#### Strengthening administrative and academic leadership of the College

Set out immediately below is a description of steps taken to strengthen academic leadership at the College, with information concerning significant additions to staff and other resources appearing in the sections that follow pertaining to:

- Administrative and Student Services;
- Assessment;
- Development;
- Enrollment, Marketing, and Communications;
- Finance;
- Planning and Governance.

Throughout the recent period, since the last site visit, as strides have been made to improve governance operations and administrative and academic functions, there has continued to be ongoing attention to the need for a thoroughgoing review of progress being made as well as where adjustments in plans are called for. This is all part of the effort to optimize the College's organizational structure and to identify individuals to fill needed leadership roles during the following stages of development with respect to governance and academic and administrative decision making for the College.

#### School of Humanities leadership

The School of Humanities has operated since the founding of New College as the cornerstone of the College's academic program offerings (having been joined, not long after the founding of the College, by the School of Law and the School of Graduate Psychology). In fact, the School of Humanities has been,

and remains, the largest unit in every respect (in terms of size of student enrollment, budget, number of faculty members, and course offerings). It serves as an umbrella under which are organized a variety of offerings, leading to both Bachelor's and Master's degrees.

One aspect of the School of Humanities, and one that over time since its founding has grown in size and significance, is the Weekend Humanities B.A. Completion program. Over the course of the fall 2003 semester, it became clear that there was a need to revisit the administrative leadership needs of the Weekend Humanities B.A. program, which had been operating with a model of collective leadership. To address this need, a consensus solution that emerged led to the appointment of Kristine Brandenburger to be director of the Weekend Humanities B.A. program. Kris, as a widely known and admired member of the New College adjunct faculty, brings with her a familiarity with New College, its offerings, its staff, and its students. (A copy of Kris Brandenburger's résumé appears as Attachment 11.)

To expand the resources available to oversee and support academic operations generally, it was determined that, because Michael McAvoy in recent years had been serving both as Academic Vice President and Dean of Humanities, as well as being an active member of the faculty, a search would be conducted to identify a candidate to serve as Dean of Humanities, while Michael McAvoy would continue to serve as Academic Vice President. This resulted in a search committee being constituted during the fall 2003 semester, by appointment of the president, to work with him and participate actively in the process put in place for selection of a new dean. This nine-member search committee reviewed applications of more than twenty candidates and decided to interview three finalists, including one member of the New College core faculty, one member of the New College adjunct faculty who is a longtime member of the University of California at Berkeley administrative staff, and one candidate who had no previous relationship to New College.

Each of the finalist candidates performed impressively in the interviews and each brought distinctive strengths to bear. After a series of meetings of the search committee, with full and extensive participation by all involved, a consensus decision was reached to make an offer to the third of the candidates described above.

On February 2, 2004, Mitch Hall began work as the Dean of the New College of California School of Humanities. (Appearing as Attachment 12, along with a copy of Mitch Hall's résumé, is a copy of the job description for the position he generated since taking on the position. In addition to specifying areas of responsibility for the position, the job description also describes a model of transformational leadership to which he aspires to hold himself accountable, a model derived from research for which sources are cited.)

Thus, at the time of the last site visit, conducted from March 9 to 12, 2004, Mitch Hall had newly arrived in his role as an academic leader for the College. Since then, he has become a mainstay of the College's leadership and has performed a number of essential tasks on behalf of the College. As examples, Mitch designed and facilitated three workshops on interpersonal skills development entitled *Cultivating Psychological Safety in Our Relationships: Taking Responsibility*. He offered these workshops to New College students in the Experimental Performance Institute and to students and members of the faculty in the Writing and Consciousness program. He has been invited to offer the workshops again to students and teachers in both programs in the upcoming semester. Mitch now also serves as the New College Accreditation Liaison Officer in relation to WASC.

His work includes creating templates that have been incorporated into the developing academic assessment program as a means to gather and organize essential information:

- Faculty Job Description and Self-Assessment;
- Syllabus Addendum;
- Academic Plan.

(Copies of the templates appear as Attachment 13.)

In addition to his role as co-coordinator of the Academic Affairs Workgroup and co-facilitator of the New College Community Council, in the past year Mitch Hall has been designated Chief Assessment Officer, with responsibility to oversee efforts in this area, and has been a co-leader of two major academic program reviews, one involving the Media Studies program in the School of Humanities and the other involving the School of Graduate Psychology, as described further below.

Also, based on prior professional experience with the Stowe Consulting Company, Mitch Hall recommended that they be brought to New College. The result has been a series of visits resulting in a thorough assessment of core administrative office operations, leading to development of approaches that contribute to the improvement of student services and standardization of processes. This consulting resource also was called upon to assist in creating a baseline development / fund-raising plan for the College, as described further below.

#### School of Graduate Psychology leadership

As a result of the need to bring new leadership to the Graduate School of Psychology, following upon findings that emerged in a review of the program, as summarized below in the section on Educational Effectiveness, New College has been fortunate to have Linda James Myers, Ph.D., accept an appointment as interim Dean of the School of Graduate Psychology. In this capacity, she will be conducting a thorough review of the School of Graduate Psychology, its programmatic offerings, and its faculty and staffing needs.

Dr. Myers has been a professor at Ohio State University with appointments in the Department of Psychology and Psychiatry and in African-American and African Studies. She also heads The Center for Optimal Thought, a private nonprofit organization, with a newly formed Institute for Optimal Transformation and Leadership, devoted to training in the areas of spiritual development, leadership, and optimal health.

Dr. Myers specializes in psychology and culture, healing practices and psychotherapeutic processes, and moral, spiritual, and identity development. Nationally known for her work in the development of a theory of optimal psychology and her book, *Understanding an Afrocentric World View: Introduction to an Optimal Psychology* (1988, 1992), Dr. Myers is also the author of *Blessed Assurance: Deep Thought and Meditations in the Tradition and Wisdom of Our Ancestors* (2004) and of numerous articles and book chapters, an innovative training guide, *Our Health Matters: Guide to an African (Indigenous) American Psychology and Cultural Model for Creating a Climate and Culture of Optimal Health* (2003), and co-editor of *Mental Health and Ethnic Minorities* (1990).

Her theory of divine consciousness grounded in the wisdom tradition of African deep thought is supported by and consistent with insights from Western science, through quantum physics and neuroscience, and Eastern philosophies. Psycho-educational programs developed based on the theory have been applied to a broad range of issues from healthcare and education to business ethics.

She is a past president of the Association of Black Psychologists, and received their highest honor for excellence in research and scholarship, having been named Distinguished Psychologist in 1992. Professor Myers received the Bethune/Woodson Award for Outstanding Contributions in the Development of Promotion of Black Studies from the National Council of Black Studies in 1994. She was recipient of the O.S.U. College of Arts and Sciences Outstanding Teaching Award in 1996. (A copy of the curriculum vitae for Linda James Myers, appointed to serve as Interim Dean of the School of Graduate Psychology, appears in Attachment 14.)

#### Role of the Deans Council and the Academic Vice President

The Academic Vice President, through the Deans Council that he chairs, intends to use this as a base for providing support for improving educational effectiveness in academic programs across the College, including prospects for College-wide (Schools of Humanities, Law, and Graduate Psychology) initiatives. Proposed initiatives for 2005-6 include establishment of a Task Force on Diversity, Solidarity and Community; integrating and enhancing service and social action learning activities, and special initiatives such as development of course and curricular offerings in the area of spiritual politics and activism.

## II. Financial Stability and Sustainability

With regard to the College's financial stability and possession of the financial base necessary to maintain a place of study and conduct instruction, New College has substantially improved its financial condition over the period of the last several years, and, as described below, this continues with the current and future year budget projections. Over this period, the College has now seen three consecutive surplus budget years, preceded by a year with a break-even budget, and with projected budgets showing a continued achievement of substantial surpluses. This improved financial viability achieved through sustained generation of annual operating budget surpluses has resulted in a substantial reduction in the negative net wealth that had attached to the College, serving to cut in half the amount of the accumulated deficit since the time of the last site visit, with a projection that this will be eliminated entirely in the coming year.

Also, as stated in notes to New College of California audited Financial Statements, the College holds investments in a certificate of deposit and equities in an amount sufficient to satisfy requirements of the U.S. Department of Education to assure continued availability of federal financial assistance for enrolling students. The amount held in this manner totals approximately one million dollars, with some variation from year to year based on student loan activity levels. This represents an increase from the time of the last self-study report, when the amount held in this manner was reported to be approximately \$600,000. The increase reflects the current level of loans borrowed by students at the College, in keeping with the increased enrollment and tuition levels attained over this period. Following the projected elimination of the College's accumulated deficit, as described above, a next goal will be to achieve the financial ratio established by the Department of Education that will enable the full amount on deposit, as described here – in excess of one million dollars – to become fully available for use by the College, perhaps to serve as a substantial contribution to cash reserves for the College.

### Financial Planning

Major improvements in financial planning operations have been achieved following upon the hiring of Ms. Sienna Man, in October 2002, in the role of Controller for the College. Ms. Man came to us from her role as a Supervising Senior Certified Public Accountant with the firm of Armanino McKenna, LLP, Certified Public Accountants and Consultants. She has substantial experience performing auditing and financial control functions for nonprofit organizations, including performing such work for organizations in higher education. (A copy of Sienna Man's résumé appears as Attachment 15.) Since she assumed this role for New College she has succeeded in instituting new reporting, monitoring, and financial planning processes. These have improved dramatically the amount, accuracy, and timing of available financial data crucial to College planning and assessment processes, including substantial enhancement of the capacity to make mid-course adjustments where that may be needed.

Database development in support of finance monitoring and planning functions

With regard to technology support for finance operations, the Blackbaud software system was acquired and implemented starting July 1, 2000. The Empower integrated database was acquired in December 2002, and there was a need to integrate and synchronize the operations of these two systems in order to optimize their effectiveness in working together to support the needs of the College. This work has been completed since the time of the March 2004 site visit, including the additional work needed to achieve full integration of financial aid data with the overall finance portion of the database.

Staff development and training

Initially, upon joining the staff, the Controller elected to oversee reconciliation functions personally, in order to gain firsthand experience with the variables and issues connected with finance operations at the College. Having reached the point where this function could be allocated to other staff, in the days following the March 2004 site visit a part-time accountant was added to perform these functions. This complemented the addition of a senior receivables clerk during the 2003-04 fiscal year, who subsequently was promoted to accounts receivable manager. The result has been to enable the Controller to devote more time to the in-depth analysis needed to provide enhanced support for financial monitoring, control, reporting, and planning functions.

Staff in the finance, financial aid, and business offices have continued practices described in the last self-study report involving attendance at a number of professional training programs, conducted both in-house and at outside locations. In addition, a team from the Stowe Consulting Company that visited the College in spring 2005 spent a considerable amount of time examining workflow matters in these and related administrative offices, including admissions and registrar offices, helping to design and implement operational improvements. The follow-up efforts needed to continue this work have been pursued through operation of an Administrative Coordination and Development Team. This group was assembled as a result of the consultant's visit and operates under the guidance of Bob Brown, serving as chief administrative officer, working with facilitative support provided by an administrative staff member added for this purpose, as described further below in the section on administrative and student services.

Finance office operations -- budget preparation, monitoring, and reporting results

As a result of accounting procedures introduced by the Controller, the norm is to post transactions daily. The result is to provide timely, accurate, and correct financial data for analysis and planning purposes. There are in place adequate controls, yielding the resources and data needed to calculate and support accurate projections.

### Budget-related documents

Budget documents accompanying this report, as well as documents with budget-related information, include:

- A) the College's most recent Annual Report to the Commission;
- B) recent and projected year-end budget reports
  - 1) budget for the current year ("New College of California Budget for The Year Ended 6/30/06")
  - 2) budget results for last two fiscal years ("New College of California Budget for the Year Ended 6/30/04" and "New College of California Budget for the Year Ended 6/30/05")
  - 3) "New College of California Statement of Revenues and Expenditures," displaying actual budget results for fiscal years 2002, 2003, 2004, and 2005, along with projected budget results for fiscal years 2006 and 2007.
- C) the most recent financial statement and audit ("New College of California, Inc. Financial Statements and Supplementary Information for the Years Ended June 30, 2004 and 2003" and "New College of California, Inc. Management Letter for the Year Ended June 30, 2004")
- D) the Institutional Summary Data Form [Appendix H] and
- E) a completed set of Required Data Displays [Appendix I].

These documents provide the basis for the summary that follows concerning the steady growth of the College budget over the past several years, with the concomitant reduction in the College's negative net wealth, leading to a projection of its imminent elimination and development of a positive year-end fund balance.

### Budget results for the 2002-03 fiscal year

The audit results for the College's 2002-03 fiscal year show that at the year end there was a budget surplus of approximately \$136,000, with total revenue amounting to approximately \$11.04 million and total expenses of approximately \$10.9 million. The negative net wealth at that point amounted to approximately \$1.47 million, a reduction from the beginning of the year level of approximately \$1.6 million. The 2003 fiscal year audit report showed a positive cash flow from current operations, representing a change from the previous year, which, in essence, was a "break-even" year. In fact, for the first time in several years the College was operating with a positive cash flow, allowing short-term loans to be paid off and demonstrating the College's capacity to support operations based on its own current income.

### Budget results for the 2003-04 fiscal year

The audit results for the College's 2003-04 fiscal year show that at the year end there was a budget surplus of approximately \$220,000, with total revenue amounting to approximately \$11.75 million and total expenses of approximately \$11.53 million. The negative net wealth at that point amounted to approximately \$1.24 million, a reduction from the beginning of the year level of approximately \$1.47 million.

Budget results for the 2004-05 fiscal year

The audit results for the College's 2004-05 fiscal year show that at the year end there was a budget surplus of approximately \$540,000, an improvement from the budgeted surplus amount of \$400,000, with total revenue amounting to approximately \$13.97 million and total expenses of approximately \$13.43 million. The negative net wealth at this point amounting to approximately \$700,000, a reduction from the beginning of the year level of approximately \$1.24 million.

Budget projections for the 2005-06 fiscal year

The amount of the surplus in the projected budget is approximately \$500,000, and there is a budget reserve of \$400,000, with total revenue projected to be approximately \$15.78 million and total expenses of approximately \$15.27 million. The negative net wealth is projected to amount to approximately \$200,000 at year's end, a reduction from the beginning of the year level of approximately \$700,000. However, based upon a \$300,000 gift accompanying the purchase of the building known as the Creamery, we are on course to eliminate the negative net wealth by the end of this fiscal year.

Budget projections for the 2006-07 fiscal year

The amount of the surplus in the projected budget is approximately \$644,000, and there is a budget reserve of \$400,000, with total revenue projected to be approximately \$17 million and total expenses of approximately \$16.4 million. The fund balance is projected to amount to approximately \$440,000 at year's end for 2006-07, and taking into account the \$300,000 gift mentioned above, the surplus at that time could amount to approximately \$700,000.

Developing and refining the financial plan

Clear directions for developing a sound financial base for the College have been identified. Broadly speaking, this involves: 1) pursuing development of annual operating budget surpluses; 2) paying off higher interest rate private loans, along with paying down mortgages on College properties; 3) building cash reserves; 4) building an endowment fund (to achieve results such as an increase in the annual allocation for funding student scholarships).

As indicated here, the financial plan developed prior to the last site visit called for systematic elimination of the cumulative deficit over a period of several years. As stated in the February 2004 self-study report, it could be anticipated this would be achieved even with a very conservative approach to financial forecasting, and this outlook was aided by taking into account the annual credit transfer resulting from the sale-leaseback of the 50 Fell Street building by the College several years ago. The result of the terms of the sale-leaseback arrangement is that several hundred thousand dollars of income is registered to the College operating budget each year over the term of the lease, which now has approximately five years to run. Also as indicated then, in addition to paying down accumulated debt over time, the aim is to build a reserve fund for the

College and, ultimately, to develop an endowment fund, with the expectation that development efforts, described further below, will contribute to achieving this goal.

#### Investing in improvements for the College

While for several years, beginning in 1998-99, operating losses were incurred, the College, as indicated above, moved to a substantially improved condition over the ensuing years, and this continues in current and future budget projections. Throughout the period of the last several years while the College has achieved increasing levels of year-end budget surpluses, a significant amount of the additional income that has been generated from year to year has at the same time also been invested in resources needed to strengthen the College and its programmatic offerings, from new positions, both among faculty and staff, to across-the-board salary and benefits increases, additional increases geared to specific positions and recruitment of new faculty, along with investments in new technology and facilities, including capital improvements, purchases, and rental costs, along with other improvements and consulting services primarily aimed at strengthening strategic planning and delivery of student services.

This was accomplished while also incurring increased expenses based on strategic investment in certain key areas, including enhanced marketing efforts, as described further below. Capital investments even in 2002-03, when the budget surpluses were first being generated, included those needed to acquire and install the integrated database, with a base cost of some \$300,000, along with investment in facilities improvements to provide better accommodations for ongoing operations. This pattern of increasing levels of surplus generation from year to year, accompanied by substantial strategic investment, has been the formulation followed throughout this period of increasing financial health for the College.

#### Projections of continuing growth

The budget projections for fiscal year 2006 and beyond are based in part upon continuing growth in enrollment income, amounting to five percent each year, continuing to build upon the growth that had been experienced over recent fiscal years and with that growth continuing in the current fiscal year, accompanied by annual increases in tuition rates, at the rate of ten percent per year in fiscal years 2002-03 and 2003-04, five percent this year past year and the current year, and projected to be approximately three percent next year, and in part the result of new development and fund-raising efforts now underway, as described below.

#### Compensation issues

Finally, another budget concern identified as one to be addressed, even when in the process of working to achieve a balanced budget and projected annual surpluses, involves the need and desire to attend to pay structure concerns, to provide a more secure and livable source of income for those who work at the

College. In seeking to take initial steps to address this issue, in December 2004 an across-the-board five percent salary increase was implemented for all members of the faculty and staff of the College, and a similar increase is included in the budget for 2005-06. There also is the need to attend to such issues in relation to union negotiations concerning demands for salary increases. A further consideration arises in relation to the expectation that health care costs will continue to increase, with the need to examine how this may affect the quite generous health care benefits the College currently makes available to members of the faculty and staff, their partners, and dependents.

Analyzing the College's financial condition – an independent view from the Board  
Board member Gerald Black had a background with more than forty years of experience in the real estate field, having been with Shorenstein Company for a period spanning five decades. In 2001 he formed GBlack Associates, to provide capital and human resources for real estate-related opportunities and to invest in and develop prime real estate. Having served first as a real estate advisor to the College and then as a member of the Board, prior to the March 2004 site visit he prepared an independent analysis of developments in the College's financial picture in recent years, carrying the work forward to generate projections of what may be accomplished in coming years.

The analysis considers the College's success in its efforts to move toward achieving a balanced operating budget, along with an analysis of the College's net worth or statement of financial position, with recommendations concerning fund-raising prospects, building upon the achievement of a balanced budget, together with the prospects for obtaining more favorable mortgage rates and securing a reasonable line of credit. A letter summarizing this work addressed to the chair of the board, was included as an attachment with the February 2004 self-study report, along with an accompanying chart depicting total contributions and grants obtained by the College for fiscal years 1998 through 2003, with an analysis that led to fairly optimistic conclusions about the College's financial prospects, with results since that time bearing out the value of the analysis.

### **Expanded enrollment efforts**

The expectation is that the enrollment growth trend for the College will continue, particularly with the expected cumulative returns resulting from the expanded marketing and enrollment efforts described below. With the beginning of the 2005–06 academic year, an expanded Enrollment, Marketing, and Communications Policy Workgroup is meeting with the following goals having been identified in relation to enrollment enhancement:

1. to make all sectors of the College aware of the current marketing activities and facilitate their use by academic programs;
2. to develop increased effort in the area of recruitment activities distinguished from, and complementary to, marketing activities;
3. to develop an overarching enrollment management and enhancement concept and practice to assess and improve:

- a. activities that generate inquiries to academic programs (through marketing and recruitment efforts);
- b. activities that convert more inquiries into enrolled students (through attention to inquiry management and admissions procedures);
- c. activities that serve to retain students (academic coherence and quality, delivery of student services, facilities functions and aesthetics, and building a sense of community).

#### Marketing and Communications: internal and external

In recent years, a special emphasis has been placed on enhancing marketing and communications efforts on behalf of the College, recognizing that these functions provide essential support for the enrollment efforts that constitute the lifeblood of the institution. Also recognized is the importance of internal communication across the institution, to better unify and inform those at the College in ways that improve ongoing operations as well as help support the recruitment and retention of students.

#### Web site, e-mail, cable television, radio, and other advertising initiatives

Substantial enrollment growth is based in part on new and greatly expanded marketing and communications efforts, including such enhancements as those introduced through the College web site, through e-mail marketing, the introduction of an extensive cable television advertising campaign, a radio advertising campaign, enhancement and coordination of printed products, and such initiatives as an advertising campaign based in the Bay Area Rapid Transit (BART) system.

#### Web site enhancements

Major enhancements have been introduced to the New College web site over the last year, and the volume of traffic to the site has increased substantially. It has become an active bulletin board for information of interest, ranging from descriptions of public events featured at the College to academic program announcements, with access to an events newsletter, a calendar of events, as well as a tool for accomplishing tasks from booking space to accessing application materials.

#### Online technology in support of marketing efforts

There also has been very active use of online technology to conduct e-mail marketing campaigns. These have been addressed to those who have contacted the College and whose addresses have been entered into the College database as well as to targeted audiences, such as Law School Admissions Test takers.

#### Online marketing surveys

An initial online marketing survey was deployed to gather responses from students entering in fall 2003, in an effort to learn more about how they were attracted to New College and to assay the quality of their experience as new

students with various aspects of the school, from administrative operations and student services to academic program offerings. The online nature of the instrument used makes it relatively easy for respondents to participate, and the baseline results obtained are to be used to refine the survey instrument further and to gather comparative data over time, generating information that should be useful in making called-for adjustments in marketing efforts. The aim is to identify specific marketing approaches that might be used most effectively with respect to particular audiences and geared to particular program offerings at the College. These efforts should find support in the capacity to conduct online surveys that has been enhanced through a \$60,000 two-year grant for the conduct of online surveys using the WebSurveyor product, as described below in the section on development / fund-raising efforts.

#### Cable television advertising campaigns

In addition to the print advertising campaigns that have been used by individual programs over time, Director of Marketing and Communications, Eduardo Waller de Oliveira, arranged to have cable television advertisements for New College appear at various times of the day, on a number of cable television programs, first in San Francisco, then the greater Bay Area and beyond. Channels carrying the ad include Black Entertainment Television (BET), the Entertainment Network (E!), the Fox network, TLC, Lifetime, VH1, and MSNBC.

#### Transit system advertising

A poster advertising campaign in Bay Area Rapid Transit (BART) trains also was launched continued since the 2003-04 academic year. Responses to date to both advertising initiatives, along with measures of effectiveness of the enhanced web presence, are very positive, with a largely increased number of inquiries received, and it appears we are reaching constituencies not reached before these efforts were undertaken. This is taken to bode well for efforts to increase enrollment levels over time.

#### Radio advertising campaign

Leading up to the spring 2004 enrollment period, another new initiative involved creation of a radio advertising campaign on a local AM station that attracts some 500,000 listeners listening to traffic reports during morning drive hours. The main target audience the campaign sought to reach consists of adults who may have an interest in the BA completion program. The design of the campaign was informed by findings from the online market survey administered to newly enrolling students earlier that year, with findings indicating that some thirty percent of the students listened to this radio format either daily or weekly (with twenty-five percent reporting that they listened to this format daily) and that another thirty percent listened to it occasionally.

#### Coordination of printed materials production

With regard to print materials, efforts continue to coordinate the print production calendar across the College's programs. Another objective in this effort is to

clarify and unify the use of descriptive language and to avoid confusion that might arise from varied usage from program to program. A stated goal also involves the effort to unify the appearance of the variety of printed products issued by the various programs and offices, to enable these to be more readily identified as emanating from a single institution.

#### Improved telecommunications

Along with the radio advertising campaign described above, a decision was made to improve the telephone and voicemail systems at the College, seeking to provide more personalized and responsive service to potential applicants calling the College to obtain information or assistance. It is hoped the benefit now will be realized over time, with some measurable impact on enrollment efforts as well as in delivery of services to current students, which can only provide additional benefits in relation to retention efforts and “word of mouth” assistance in recruitment efforts.

#### Addressing increased inquiries from abroad

The increased overall visibility of the College and its various programs is producing an increase in inquiries from abroad as well. Thus, another area to be explored where the College may experience a degree of growth concerns enrollment of foreign students, with the College having retained its approved status as a “School for Attendance by Nonimmigrant Students,” under the standards that took with the creation of the Bureau of Citizenship and Immigration Services operating under Homeland Security provisions and the increased scrutiny applied to all institutions involved with processing student visas.

#### Retention efforts

Another important initiative relates to retention efforts, to be sure that students who are here at the College receive the needed services to help them continue as enrolled students at the College. Considerable attention has been devoted to improving the delivery of student services, as described further below, including support for these efforts provided by the Stowe Consulting Company team that was brought in for a series of visits devoted to this issue.

#### Developing marketing plans – overall and for individual programs

The latest effort involved developing specific marketing plans for each academic program to go along with an institution-wide marketing plan. This project involved meetings with representatives of individual programs, conducted by Director of Marketing and Communications, Eduardo Waller, working with a consultant, Jon Ragatz, who also teaches in the College’s North Bay program as a member of the adjunct faculty and has worked as a consultant for the College in developing online survey instruments, both to obtain information concerning graduates of the College’s programs and in developing online assessment instruments. In addition to developing some number of plans for specific programs, another outcome of this effort was production, in July 2005, of a “white

paper” on “the changing role of marketing at New College.” (See Attachment 16.)

#### Public relations – engaging consultant services

A decision was made, through the Marketing and Communications and President’s Offices, to contractually engage consulting services provided by a public relations firm that began work for New College in June 2005. The firm, Gauger & Associates of San Francisco, in a proposal submitted to New College includes among the “public relations objectives” to “[h]elp enrollment grow 15%.” The proposal calls for the agency “to write and pitch stories (approximately one per month) to media,” as well as for the “[c]lient/agency to schedule monthly meetings and quarterly reviews.”

#### Facilities planning – institutional development and prospects for growth

Closely connected with prospects for continued growth in enrollment is the capacity of New College classroom facilities. Today, New College occupies several buildings in San Francisco: 777 and 739-41 Valencia Street, buildings owned by the College; and the 766 Valencia Street and 50 Fell Street buildings that are leased by the College, with additional space having been leased since the last visit for offices and classroom space in 740A and 780 Valencia Street. The Fell Street property is part of a sale-leaseback arrangement involving that building that was entered into several years ago.

These holdings are supplemented by rental, for the last several years, of a satellite office at 824A Valencia Street that houses the affiliated Institute for Spirituality and Politics and also provides faculty and administrative office space for the College. Additional space was recently leased on 19<sup>th</sup> Street, off Valencia Street, to house offices for the Women’s Spirituality, Creative Inquiry, and School of Humanities Weekend College programs. Also, in the Women’s Building, in addition to individual space rentals as needed, the College has leased an entire floor for the 2005-06 academic year to provide additional classroom space.

In addition, New College has a cohort from its Weekend B.A. Completion program that meets in Emeryville, an East Bay location. An arrangement with the Arlene Francis Foundation provides use of a portion of the 8,000-square foot landmark building in the historic Railroad Square area in downtown Santa Rosa in Sonoma County that forms the North Bay Campus facility. This building, supplemented by rental of additional classroom space, constitutes the North Bay campus, housing environmentally oriented programs offered by the College, such as the emphasis area of study in Culture, Ecology, and Sustainable Community, as well as the “green” M.B.A. program.

The College has just completed purchase of additional space at 780 Valencia Street, a building known as the Daniel Creamery, adjacent to New College’s 766 Valencia Street building. This entailed a gift of \$300,000 to the College. The

College had previously leased and renovated approximately twenty-five percent of this building for use as a multi-media center, as described above in the section on “New College’s Media Lab as a Community Resource.”

While use of the portion of this space that the College had rented over the past year, and that remains available for immediate use by the College’s Media Lab, helps to some degree to alleviate the need for additional space, it remains the case that, to accommodate its current class schedule, the College at times has to rent even more space, on an as-needed basis. Fortunately, as mentioned above, such rental space is available for use at the Women’s Building, a block from the Valencia Street buildings, which has proved to be a valuable resource, absorbing overflow conditions that occur from time to time.

The amount of space available to the College at its facilities in San Francisco totals approximately 60,000 square feet. To meet current needs more comfortably would call for at least 15,000 square feet of additional space, and if that is accompanied by some minimal amount of expansion, the total needed amounts to some 85,000 square feet of space. In an ideal scenario, to accommodate healthy growth over time, the College would benefit from a total allocation of some 100,000 square feet of space.

#### Prospects for a consolidated campus in San Francisco

Over a considerable period of time, active consideration has been given to the prospect of developing a single, consolidated campus for San Francisco-based operations. In this regard, several scenarios have been explored. One prospect, centered on the existing Valencia Street facilities, involves an effort to build out these facilities, focusing primarily on the current parking lot. Erecting a four-to-five-story building on that location, coupled with acquisition of other nearby space, could result in the space needed to house all current operations and provide space for planned expansion.

An aspect of this scenario calls for making arrangements with the City for it to acquire a nearby parking lot and to transfer the air rights to New College for development purposes. With its improved financial condition, the College would seek to fund its development work through support from the California Educational Facilities Authority (CEFA) with its power to issue revenue bonds to assist private nonprofit institutions of higher learning such as New College in the expansion and construction of educational facilities. The College would also conduct a capital campaign for the purpose of supporting the effort to make a permanent central campus.

#### The University of California-Berkeley Extension Program Campus

In another effort to explore prospects for expanded facilities, contact has been made by the College with managers of a major development project due to proceed on public land nearby the College, involving development of both affordable housing and housing accompanied by provision of social services for

those with special needs, and the College has made known its interest in providing educational programming in this context. Preliminary interest has been expressed by those involved in managing the planned development, at the site of what was once the San Francisco State University campus and which, for approximately the past twenty-five years, has been used by the University of California at Berkeley Extension Program. New College is working with the San Francisco Mayor's Office and members of the San Francisco Board of Supervisors who are supporting an alternative development plan put forth by New College upon request of various leadership groups in the community.

The aim is to explore prospects for developing an arrangement that would enable New College to occupy the available space, amounting to approximately 100,000 square feet, that is already set up for educational programming use and that is now vacant. A status report on the project has been prepared for the College, on a volunteer basis, by Cynthia Servetnick, a professional city and campus planner, who was working to preserve the historic buildings at the Laguna Street campus. (For a copy of the status report, along with a concept plan, and illustrative depiction, proposed by New College, see Attachment 17.)

#### Facilities development plans / developing relations with other institutions

In addition, there is an effort underway to identify possible sources of funding to support a facilities planning project to achieve goals of the kind mentioned above. Representatives of the College have met with officials of the Herbst Foundation who have expressed interest in the New College project. In the meantime, an architect familiar with existing New College facilities has been engaged to help develop an institutional master plan for the College's facilities development purposes.

Along with the desire for additional space to house College operations, there is a parallel commitment to engage in processes designed to yield greater exposure of New College offerings and to develop links with other institutions. This is part of the effort to assist the College in identifying potential institutional partners and to engage in projects in certain areas that might help to generate and promote programmatic development and improvement. Potential partners with whom initial discussion has begun include Global Exchange, a nonprofit international human rights organization dedicated to promoting environmental, political, and social justice and that sponsors international education programs, with an emphasis on trade and environmental issues. It is headquartered nearby New College and has identified facilities needs that may be met through development of a solution in common with New College.

As president of New College, Martin Hamilton has participated in meetings involving presidents of similarly situated institutions in the Bay Area, such as the California Institute of Integral Studies, John F. Kennedy University, Saybrook Graduate School and Research Center, Institute for Transpersonal Psychology, and the Institute for Imaginal Studies, and has found these informative and

valuable in a number of ways, including the opportunity to share experiences and learn from efforts others are making in areas of interest to New College. In addition, representatives of programs within New College have spoken with such other similarly situated programs as San Francisco Law School, to explore, preliminarily, the prospect for possible sharing of facilities and other resources in ways that may respond in mutually beneficial ways to interests of the institutions and that might make possible collaborative undertakings of some nature.

### **Development / fund-raising efforts / alumni relations**

A New College of California Development Plan for 2005 to 2010 has been drafted with a goal to increase institutional resources to enable the College, in a context of financial stability and sustainability, more effectively to advance and promote its mission to integrate education with creation of a just, sacred, and sustainable world. Specifically, acquiring greater resources will enable New College to: 1) develop initiatives and provide additional services to the community that contribute to justice and equality; 2) broaden efforts to teach respect for and understanding of people from different backgrounds and their relationship to the world; and 3) expand stewardship demonstration practices and trainings that contribute to a sustainable world.

The current plan seeks to build on New College strengths while recognizing and addressing issues that act to constrain the institution. This section summarizes the development history for the College, describes current activities and strategies, and outlines development plans approved by the Board of Trustees of the College.

#### **A. History: The First Decades of Development Work at New College**

New College was founded by energetic and visionary individuals who obtained funding for the new school through personal contacts and popular appeal to the social consciousness of the era. As the College survived from one year to the next and the student body grew, the founders realized that idealism alone would not keep the enterprise afloat. Consequently, in 1974 a first Development Plan was drafted. The goal was to acquire \$400,000 (under the banner, “No debts, No Savings”) to support operations over the following five years. A primary vehicle for raising money involved holding small dinners in various Bay Area locations, with President Jack Leary seeking to raise \$10,000 per dinner. Poor archives and record keeping have left little account of the returns from this initial plan or the individual dinners that were held. However, the purchase of the 777 Valencia Street building in 1976 serves as a tangible indicator that some measure of success with fund-raising efforts was in fact achieved.

In these early years, individual enterprise rather than systematic planning kept the physical plant expanding and the College financially viable. For example, in 1979 the College was able to acquire use of the 50 Fell Street building through application to the federal government and finally acquired ownership through an award from the Carter Administration. Also, the College was successful in

acquiring Title III grants when federal funding for such purposes was more readily available. Nonetheless, development work at the College remained a largely spontaneous and informal activity, and the alumni base remained unorganized and without formal links to the College.

In 1990 the Development Office issued a New College of California Five-Year Plan, which was more in the form of an academic plan to carry out the College's mission and keep enrollment healthy rather than a fund-raising vision statement. An outside consultant who assisted with production of the report recognized the role the Development Office (and the proposed Office of Planning and Development) should play and also noted that the alumni numbers were reaching a level that called for efforts to organize this potential base of support. However, he cautioned that the traditional New College distrust of bureaucracy and its administrative style could act to prevent the Development Office from being effective in efforts to raise funds for purposes such as establishing an endowment and providing support for special projects.

For a time this last observation proved accurate and, coupled with a Board of Trustees small in number and lacking the inclination or training to pursue fund-raising efforts, the result was that development efforts were inconsistent and there was a lack of a systematic underlying plan to guide the work. A Development Office was staffed intermittently during the 1990s. Thus, although a Development Director was designated in 1990, once that individual left in 1994 the position was vacant until a replacement was hired in 1998. Once that individual left, the position again remained vacant for a time, until a replacement was hired who served in the position for a brief time.

During this period, intermittent fund-raising activities (other than grant proposal writing) were ongoing despite the sporadic nature of staffing of the Development Office. Duties connected with this work were instead carried out through the president's and vice president's offices, with help from various Trustees. The result is that major donations, totaling more than \$1,000,000 over time, came to the College from former student David Jenkins, a co-owner of the San Francisco Giants baseball team, and Rod Holt, a former Apple Computer Vice President. Some such efforts continue, with some amount of time and effort invested in exploration, through the president's office, of prospects for funding from sources in North Africa and the Middle East, with members of the faculty and staff working to establish contacts in that region, including exploration of the prospect to establish a Middle East study center, as well as from sources in Asia, working through a former student with contacts there.

Even with the significant, though intermittent, financial support that has been generated from sources such as the individual donors mentioned above, over the past five years the College came to the realization that, without the systematic follow-up work that a well-functioning development office can offer, such individual donations do not create the solid foundation upon which ongoing fund-

raising activities can be sustained. With this in mind, in 2003 an Assistant to the President moved over to become Associate Director of Development and a consultant to the development office was hired to create a development plan and systems that would regularize the work of the development office. The consultant produced a provisional draft development plan and began development of a template for grant proposals, but left before the plan matured into a final product. The consultant's draft plan described the contradictions inherent in fund-raising efforts by College personnel unaccustomed to seeking corporate backing and emphasized the difficulties that minimal budgeting for development activities would likely create in seeking to achieve the overall goals of a development plan.

At the same time, the Associate Director of Development worked to secure small grants, such as a \$5,000 award from U.S. Bank, and created a record of donations received over time from individuals, foundations, and other organizations, records that had not previously been compiled and systematized by the development office. Records show that, over time, gifts have come to New College from a number of sources, with the list of current donors numbering in the hundreds, compared to the eleven individuals making contributions in fiscal year 2001-2002.

Shortly after the development consultant departed, a new director was hired in early 2004. The Associate Director of Development left that position in late 2004, and the Director, after having produced a generic draft development plan in early 2005, vacated his position in May 2005. At that point, Belinda Sifford was hired as Special Assistant to the President for Planning and Development. Ms. Sifford comes to us from nearly a decade of work at Vermont Law School where she was an Assistant Professor of Law and a successful grant writer, environmental and international program developer, special events organizer, and administrator. (A copy of her résumé appears as Attachment 18.)

#### **B. New Systems, New Beginnings**

Although over a number of years development operations at New College lacked consistent staffing, policies, and financial return, over the past several years the development picture at New College has begun to change, significantly in fact, with a shift toward taking a long view to systematic fund-raising efforts. First, the institution itself moved toward a better management model with more streamlined systems in place, bookkeeping statements that are accurate and available in a timely manner, improved technology support, and increased levels of student enrollment achieved.

As a result, a now in-the-black financial situation for the College enabled funds to be allocated to support the effort to build an alumni organization. Kathy Voutyras became Director of Alumni Relations in 2004. Having been a New College employee for more than twenty years and a graduate of the NCOC School of Law, she represents an excellent institutional resource, as an administrator and committed community member with historical knowledge of the College. As a

result of her efforts to clean up an initial database list with some 16,000 entries, New College now has an alumni organization with over 5,000 members, an alumni database, a Web Directory with more than 600 New College graduates, an Email Lab for alumni networking, and an alumni newsletter. An additional 7,000 Science Institute program certificate recipients, who previously had not been included in the alumni database, are currently being added. Additional details, including a summary description of a Strategic Goals and Objectives plan for the Alumni Relations Office, appear below.

The Board of Trustees, benefit events, and other fund-raising activities

An expanded Board of Trustees became involved in fund-raising activities through the Board Institutional Planning and Development Committee that was activated and met regularly. In addition to members of the Board of Trustees, including the President, meetings for this purpose also included representatives from the faculty, the Development Office, and the Director of Alumni Relations. Sadly, a most unfortunate setback was experienced with the deaths, in 2003 and 2004, of two members of the New College Board of Trustees both of whom had fund-raising experience, time, and the interest to pursue fund-raising efforts, along with access to personal assets to provide support for New College. Nonetheless, the vision they had imparted spurred others on.

Board member Agar Jaicks celebrated his 80<sup>th</sup> birthday in November 2003 by participating in a fund-raising event for New College organized for the occasion. In raising \$7,000 from individual donors, this event counts as our most successful fund-raiser to date. The event also produced a list of potential donors, a list that was documented and remains available for future reference.

Some foundation and corporate money was raised by other New College offices in recent years. The Irish Studies program over a period of time has raised more than \$60,000 for its program and the citywide Crossroads Festival it sponsors annually. The Institute for Spirituality and Politics housed at New College also raised over \$65,000 in foundation grants over the past four years. The Law School continues to receive funding for law student scholarships, with \$15,000 each year in private funding from George August, a Los Angeles-based philanthropist, and from the Leon and Esther Blum Foundation Scholarship Fund (in amounts in excess of \$60,000 annually), the latter being scholarship funds that are awarded to all Bay Area law schools.

In 2003, New College received a U.S. Department of Education appropriation, in the amount of \$397,400, in the form of a Congressional set-aside award obtained through Representative Nancy Pelosi's office. A copy of a letter of support for New College from Representative Pelosi, dated May 20, 2000, addressed to Commissioners of the Western Association of Schools and Colleges, is enclosed, demonstrating the consistent support she has extended to New College in pursuing the objective that it continue to make its distinctive and significant

contributions to higher education and to the public good in the wider community. (See Attachment 19.)

New College also became the institutional recipient of a substantial William and Flora Hewlett Foundation grant, of \$175,000, in 2004-05, in support of work by former Board member, Beth Roy. Two additional grants were awarded for the same fiscal year by the Ivan Agoshton Charitable Fund of the California Community Fund and the Family Mosaic Project. Corporate sponsors including Armanino McKenna, LLP, DaCor Financial, and Squires, Sanders & Dempsey have continued to contribute generously to support special events and programs. More recently, at the end of the 2004-05 fiscal year, a \$60,000 grant was received to support use of the WebSurveyor product over the coming two years, which promises to be a significant benefit to the assessment process.

**C. Maturing Systems, Strategic Planning for Fiscal Stability**

To date, 2005 has been marked by both administrative change and also continued implementation of development strategies that have been discussed over the past several years. Significantly, there is less internal resistance to fund-raising than was true at times in the past. Likewise, New College personnel are becoming more knowledgeable and experienced regarding development work. Belinda Sifford was hired in spring 2005 to oversee development operations just as Stowe Consultant Company team member Chip Chapados arrived to assist in the effort to draft a development plan. With the consultant's support, several Board members, President Martin Hamilton, Dean Mitch Hall, Kathy Voutyras, Belinda Sifford, and Matthew Wilkes contributed to development of the plan. The Board approved the plan at its meeting in July 2005.

Approaching development work as a long-term, institution-wide initiative, the plan calls for adopting one-, two-, and five-year goals. Further, steps were taken to reduce the short-term planning to six-month increments: July to December 2005 and January to June 2006. To implement these goals with integrity and in a manner consistent with ongoing programs and activities at the College, upon her arrival Belinda Sifford visited all four New College program locations (Valencia Street and Fell Street in San Francisco, Santa Rosa-North Bay, and Emeryville-East Bay), attended events and graduations, met with many faculty and staff from all programs to learn about their work, their past funding activities (whether successful or not), and their desires and goals for the future. The Development and Alumni Relations Office (with input from others) planned a realistic special events calendar for fiscal year 2005-06.

Improving the development capacity of the Board of Trustees was another immediate goal that President Hamilton encouraged, starting with a session conducted for the Board by Neil Hoffman following the Special Visit in 2004. A final short-term goal with long-range significance was to involve the School of Law and the North Bay campus in main campus programs and decision making

with respect to development efforts. Following are descriptions of current institutional development efforts.

1. Board of Trustees

Recognizing that the number of Board members available to engage in this important work had decreased due to death and relocation, and noting that New College required active fund-raising efforts and leadership from the Board, the Development Office assisted the Board in identifying potential candidates to be new members of the Board. The July 2005 development preparation work with the Stowe Consulting Company team member described above resulted in creating a series of documents to assist in this work: a) Criteria for Selection of Members of the New College Board of Trustees; b) Indicators in Relation to Criteria for Selection of Members; c) Methods for Identification and Recruitment of Members of the Board; and d) a Candidate Data Form to gather initial information about potential candidates. (Copies of these documents appear as Attachment 20.)

Subsequently, the Development Office prepared New College information packets and distributed them to current and prospective members of the Board. The packet provided basic information about the College, the Board of Trustees, the role of a Board member, and various College programs. The packet is updated regularly and specialized information inserted depending on the recipient.

At its July 2005 meeting, the Board was trained in various ways to use the packet. From an initial pool of 17 candidates that was generated, the Board Governance and Development Committees interviewed three candidates over three separate dinners. All three candidates expressed interest in sitting on the Board, but ultimately one candidate declined the invitation due to previous professional commitments. At the August 31, 2005, Board of Trustee meeting the two proposed candidates were discussed and voted onto the Board. A second round of Board member approvals is scheduled for October. Three potential candidates have been contacted and interviews are scheduled for late September and early October.

Also, the Board Development Committee has been reconstituted, with Agar Jaicks agreeing to succeed Cathrine Sneed as convener of this body. The Committee met three times over the summer, with its fall semester schedule beginning with meetings on September 14 and 28. Members include North Bay and Law School representatives, and all members have been actively involved in current decision making about events, Board member selection, and long-term fund-raising strategizing.

2. Alumni

The Director of Alumni Relations continues to expand the alumni database. An assistant to the Director has been hired to update addresses and files and enter

information into the database. The Alumni Relations Director also continues to transmit the alumni newsletter via the Web Directory. In early December, an end-of-the-year scholarship appeal letter is to be sent out to alumni.

The fledgling Alumni Association is moving toward creation of a program of events. A major alumni benefit event planned for October 20, 2005, is to honor New College's Family Literacy program and Nobel Peace Prize nominee Elizabeth (Betita) Martinez, a civil rights leader and educator, as well as two New College Teacher Education program graduates. The setting is the Roccapulco Supper Club in San Francisco's Mission District. A professional event planner was hired to oversee the promotion and coordination of this dinner-dance and awards ceremony. Proceeds are to benefit New College's Family Literacy program and the Teacher Education Minority Student Scholarship Fund.

Another decision made by the Alumni Relations Director, the Development Office, and the Development Committee is to have a number of small events, each pertaining to particular programs and Schools. (See below.)

### 3. Special Events

On Friday October 7, New College Founders' Day, a 34<sup>th</sup> birthday party will honor the New College Community – faculty, staff, students, alumni, and trustees. New Faculty and staff will be introduced and appreciation extended to all New College employees. Five recently published faculty members (Professors Daniel Cassidy, Edie Meidav, Daphne Gottlieb, Zaid Shlah, and Peter Gabel) will welcome the group and read from their works. While admission to the event is free, the College President is to make a brief appeal for those in attendance to contribute at a scholarship donation table. Donations for beverages, food, and flowers have been procured for the event.

The North Bay Campus is holding three "Harvest Lectures" (one each in August, September, and October) to involve the business and residential community in the ecological work of the school. The first reception and lecture drew over forty people for the event, including several significant potential donors. Admission to these events is free in order to welcome the local community, representing an initial outreach effort on behalf of the College to those in the North Bay community. Invitations are hand delivered to local merchants. The second lecture on sustainable entrepreneurship attracted over 20 attendees. The October lecture features a reception where seeds and home-grown produce are to be exchanged. These events are designed to build long-term connections for the College with the community.

Along with the Teacher Credential program benefit event to be held at Roccapulco Supper Club this coming October (see above, in connection with Alumni Events), the Office of Development and Alumni Relations is planning a School of Law event in the Spring of 2006 to honor the many New College graduates who have served as elected and appointed public officials. This event

will provide not only a means to recognize alumni for their accomplishments and contributions to the public good, but to further enhance networking activities for alumni, attract the surrounding community to the College and enhance recognition of its contributions, and offer an additional development opportunity for alumni giving.

President Hamilton plans to celebrate President Emerita Mildred Henry's 80<sup>th</sup> birthday with a party at the College in December 2005, accompanied by a goal to endow a scholarship in her name. Planning for an event to celebrate the 35<sup>th</sup> anniversary of the founding of the College also is in the works for October 2006.

#### 4. Grant writing

Two grant proposals submitted in August are pending as of this writing. The first, submitted to U.S. Bank, requests support, in the amount of \$25,000, for the College's Teacher Education and Family Literacy Project. The second proposal, submitted to ShareChive, LLC, seeks support, in the amount of \$100,000, for scholarships, equipment for the Digital Theater, and / or feasibility plans for a Campus Greening Project in the North Bay. New College, in partnering with TryUMF, an education and leadership program at Oakland Technical High School, will receive \$10,000 from the East Bay Community Foundation to work with Darrick Smith, the Director of TryUMF, on curriculum development.

Additional planned grant proposals for early fall 2005 submission include one to various media companies seeking support for production equipment for the Media Studies program and another to the San Francisco Foundation, seeking support for development operations. In preparation for additional grant-writing efforts, Carolyne Stayton, Associate Director of the North Bay Campus, and Belinda Sifford attended a fund-raising seminar on Funding Green Buildings held in August 2005 at the American Institute of Architects in San Francisco.

#### 5. Additional resources

Quinn Associates has been consulted on an as-needed basis for development assistance, particularly relating to long-term strategizing and projects connected with media and the arts (for example, with respect to seeking support for the EPI program and in relation to a development effort in connection with the Roxie movie theater, discussed further below).

#### 6. Marketing and Development

Belinda Sifford, on behalf of the Development Office, and Eduardo Waller, Director of Marketing and Communications, are working closely to coordinate a long-term strategy that integrates various facets of marketing and development to improve the College's overall efforts with respect to institutional advancement.

#### 7. Project to Review and Reclassify Development Records

The previous incumbent in the position of Associate Development Director had gathered a good deal of background information with respect to grant proposal

and foundation funding opportunities. There now is a need, during the fall 2005 semester, to update and reorganize the system to make information more readily accessible and to enhance networking and fund-raising tracking efforts for the College.

**D. Plans for the current year and for the future**

Discussions among President Martin Hamilton, the Board of Trustees, and consultants, led the Development Office to produce the following goals, strategies, and planned activities for the next two fiscal years. With procedures, staff, Board members, and New College long-term strategic goals under review, finalizing longer-term, five-year institutional development goals remains as a next step.

1. Fund-raising goals: In his work over this past summer in helping to draft an outline for a development plan for the College, Chip Chapados, from the Stowe Consulting Company, calculated that, over its thirty-three year history, New College had raised over \$3,000,000 in individual gifts and \$2,000,000 in grant money. While both are significant figures, bolstered by several sizable Title III grants, some substantial portion of this total has come from in-kind gifts, pass-through fiscal agent arrangements, and tax credits that, though benefiting the College, do not translate directly into program development, improved salaries, or the like.

The Development and Alumni Relations Office now seeks to create systematically a recognizable donor base that will give money directly to the College for earmarked scholarships, improvements to academic departments, or to support operating expenses. For the fiscal year 2005-06, New College seeks to raise \$40,000 through single donation contributions, \$60,000 from the first annual giving campaign, and \$160,000 from grants and corporate giving. The goals set at these levels seek to be realistic, taking into account that this year also will be a time to experience the rough edges and time and energy commitment involved in putting new systems in place.

For 2006-2007, the College will seek to raise \$75,000 through single donation contributions, \$75,000 from the annual giving campaign, and \$500,000 from grants and corporate giving. This last figure will depend on the status of the Development and Alumni Relations Office (see below), the North Bay Greening Campaign, and potential building and business acquisitions (see below). Capital campaigns to finance purchase and refurbishment of real properties will entail raising several millions of dollars. The Board of Trustees recognizes a capital campaign will be needed once substantial facilities and academic program decisions are reached.

2. Development staff, budget, workspace, and technological support: The Development and Alumni Relations Office needs additional space, staff, and technological assistance in support of efforts to achieve its goals as set out here.

In terms of staffing, the need has been identified to hire a permanent Development Director as well as an Assistant Director of Grant Writing and an Administrative Assistant. The Assistant Director will focus on researching, writing, and tracking grant proposals. With respect to space needs, the Development and Alumni Relations Office currently has the three members of the staff using a single room with very limited storage space and no meeting space. The need has been identified for better office space and a full complement of staff to be in place to support upcoming activities such as the launching of an annual campaign, a North Bay campaign, and a School of Law fund-raiser planned for spring 2006.

3. New Facilities and Related Projects: A number of major projects are currently under discussion at New College that hold the potential to define significant aspects of New College's identity in coming months and years. These range from purchase of the Roxie Theater film business, to partnering with KPFA Radio, remodeling the Daniel Creamery to produce environmentally friendly classroom space, and conducting major fiscal campaigns, to "green" and expand the North Bay campus, and potentially to renovate portions of the UC Extension campus should these become available for New College's use.

Purchase of the Roxie Theater cinema business would mean new opportunities, responsibilities, and partners. The Media Studies program, with its potential use of the Roxie Theater space and involvement in running the business, in that case will require considerable support for fund-raising efforts to expand work in that area in this way. New College has secured a \$30,000 gift, in the current fiscal year, from an anonymous donor to support New College's campaign to save this historic theater operation and to advance the prospect of incorporating it as an educational resource for the College, with the possibility of accompanying benefits with respect to meeting certain facilities needs.

The North Bay campus is completing feasibility studies, with pro bono assistance provided by a professional team of architects, contractors, planners, and others, to develop plans to "green" the historical building that houses New College programs in the North Bay. The building is owned by the Arlene Francis Foundation, and purchasing the building and / or expanding usable space in an ecologically sustainable fashion will require a major financial campaign. If the UC Extension campus or some other substantial property is acquired by New College, more staff for a very substantial fund-raising effort will be needed.

4. First Annual Fund Campaign -- spring 2006: New College will initiate its first annual fund-raising campaign in spring 2006. By then four new board members will have been installed, the Development and Alumni Relations Office will have more systems in place, and financial results will be known from the October 2005 Roccapulco Supper Club benefit as well as other 2005 initiatives, including the contemplated holiday alumni appeal letter. The annual fund will seek to build an endowment fund for the College by raising an initial \$75,000.

This will involve additional training for members of the Board to support them in taking on personal fund-raising responsibilities for the New College Annual Fund Campaign.

5. Board Fund-Raising Efforts: The Development and Alumni Relations Office began trainings for the Board of Trustees in summer 2005 to provide members with factual knowledge of the College and its programs to communicate to potential donors. Training will provide the basic skills, and accompanying comfort level, needed to seek out donors effectively and to secure funding for specific initiatives. Plans call for specialized training in estate planning and giving matters to be provided in 2006 with the assistance of legal and financial consultants.
6. Alumni Relations – building the donor base and fund pool: The Alumni Relations Director seeks to have an additional 7,000 alumni names and addresses entered in the new Empower Alumni database in the coming year, significantly broadening the pool of alumni with whom contact may be established to inform them about developments at the College, and about one another, as well as to seek their support.
7. Friends of New College / New College Advisors: With the Board of Trustees having approved an initiative to explore prospects to establish an advisory body for the College, the Development and Alumni Relations Office, the Trustees, and the President have generated names of individuals in a variety of fields with an interest in New College and its mission who may wish to assist the institution without at this point taking on the responsibilities of a Trustee. The College is moving forward to form such an advisory group by the end of 2005 or in early 2006. This group will be called upon to provide advice, presence at New College events, leadership and networking opportunities to help build institutional resources. Membership may range from fifty to one hundred individuals recruited to serve three-year terms.
8. Events: The Development and Alumni Relations Office plans to hold department / program-specific events to build the Alumni base, broaden public awareness of the strength of our faculty, increase scholarship funds, and advance sustainable building campaigns. The School of Law, Media Studies, Teacher Education, and the North Bay Campus each has a sizeable pool of alumni who readily identify with New College and who are identified by outsiders to be associated with New College. The goal is to hold alumni events that net \$10,000 to \$30,000 while building community support for the campus “greening” projects that also benefit the surrounding neighborhoods.
9. Development and Marketing: Development and Marketing functions at the College need to work to coordinate activities and present a uniform public presence and message. This will be an absolute necessity once campus

greening projects, as well as any other substantial fund-raising projects, get underway in 2006.

**Alumni events, fund-raising efforts, and strategic plan for alumni relations**

The Alumni Office continues to follow the Strategic Goals and Objectives plan created in 2002 by Kathy Voutyras. As summarized further below, this includes plans to: 1) develop and foster an alumni community; 2) develop programs specific to alumni; 3) assist development and maturation of alumni leadership; 4) expand alumni giving opportunities; 5) initiate an alumni endowment campaign; and 6) expand support for the Alumni Office.

The effort to establish systematic means of support for establishing connections among New College alumni as well as to the current New College community began to be addressed in 2001. At that time the first of a series of alumni activities was launched, led by Board member Linn Jones and taking the form of an event to honor her friend, Bill Lockyer, Attorney General of California. The event was sponsored by an interim Alumni Office and was held in the law library of New College's 50 Fell Street building in San Francisco.

From that point until now, the Development / Alumni Relations Office has sponsored at least one major alumni event each year. In October 2002, in celebration of the 31<sup>st</sup> anniversary of the College's founding, a sunset San Francisco Bay cruise was held in honor of former New College Presidents Peter Gabel and Mildred Henry, reminiscent of the success of the boat cruise held in 1991 to celebrate the twentieth anniversary of the founding of the College. The spirit of over 350 alumni, staff, faculty, and New College friends at the 2002 celebration prompted a subsequent San Francisco Bay cruise in October 2004. The building and strengthening of an alumni community in relation to the ongoing life of the College was a primary goal of these events.

In 2003 two other alumni events were held. Long-time San Francisco Sheriff Michael Hennessey, who early in his career had taught at New College, was honored in a large community event cosponsored by the Garden Project and held at San Francisco's City Hall on December 15, 2003. New College's 777 Valencia Street Theater was the site of the San Francisco premiere screening of the documentary film, "Flight from Death," with film director Patrick Shen and one of the film's interviewees, New College alumna Toni Riss, in attendance.

With the advent of a calendar of focused alumni activities, in March 2004 the Alumni Office organized the first Alumni Association meeting since an effort made in the mid-1980s. Subsequently small social gatherings have been held throughout 2004 and 2005, providing an opportunity for alumni to connect with one another and the larger New College community.

In addition to special events, individual fund raising increased substantially in these years. By 2004 nearly 1,000 of the more than 5,000 alumni expressed

some interest in remaining in contact with New College, either through maintaining a presence on the College's Alumni and Friends Web Directory, offering an email address for notification of College events, or responding to an alumni survey. With more information and more accurate mailing addresses, individual fund-raising appeals were conducted in March and December 2004. The two mailings raised over \$10,000 from 136 donors, with gifts ranging in amount from \$25 to \$500.

### **Strategic Goals and Objectives for Alumni Relations**

Following is a summary of the Strategic Goals and Objectives plan created by Kathy Voutyras, Director of Alumni Relations.

#### **Strategic Goal 1: Development and Fostering of an Alumni Community**

Much work has been done to develop and foster an alumni community over the past five years. First and foremost has been the expansion and constant updating of an alumni database. While still in transition from an Excel spreadsheet to the central Empower / Oracle database of the College, new addresses for alumni are currently being entered on a regular basis by a new Assistant in the Alumni Relations Office. Adding information to the database concerning those who are graduating, along with new alumni addresses gained from transcript requests, is now accomplished in cooperation with the College Registrar's Office. These efforts represent a marked advance over previous methods, where the then sole member of the Alumni Relations Office, Alumni Relations Director Kathy Voutyras, was tasked with entering such data in addition to handling all other affairs of the office.

A myriad of special events have been produced over this period, including, as mentioned above, two successful Boat cruise events, a film premiere, a City Hall honoring ceremony, and other smaller socializing events, all of which have offered alumni opportunities to network and connect with the College. A number of alumni regularly assist the College in Open House recruiting events. The formulation of a small all-College Alumni Association and the production of a paper / e-mail alumni newsletter, produced occasionally initially, with the intention of a regularizing its publication schedule, have enhanced awareness of the fledgling Alumni Office.

This alumni newsletter has served as a means to highlight some outstanding alumni achievements, such as the publishing of major novels by graduates of our writing programs, the election and appointment of judges or other government officials who are graduates of the School of Law, art gallery openings for graduate artists, and other significant alumni accomplishments, even the detailing of personal stories regarding heroic struggles with life-threatening illnesses, have been items of interest to share with fellow graduates.

An Alumni Association planning group for the newly organized Alumni Association has met five times since the original organizing event held in March 2004, initially to help organize the 2004 Boat Cruise event and afterward to discuss future alumni efforts. This planning group has been kept informed of discussions via email from the Director of Alumni Relations and most recently discussed the possible implementation of an alumni endowment fund-raising campaign. (See below.)

Strategic Goal 2: Development of programs specific to alumni

Results of the alumni needs survey questionnaire (which received responses from 350 alumni) indicated that the top priority on the alumni wish list was job placement assistance and ongoing education in their fields of study and work. Secondly, the desire to network with other alumni for purposes of socializing and developing supportive relations was evidenced.

The opportunity to develop career services at the College, while dependent upon funding availability, represents another potentially valuable means to build ongoing supportive relations with alumni. Some progress in this direction is being made through efforts such as the planned inclusion of an employment opportunities page on the New College web site, to offer alumni job links and other employment-related resources. The School of Law is responding to the call for services of this sort through designation of a Career Placement Officer who also assists students with apprenticeship placements and serves as Administrative Assistant to Debrenia Madison, Dean of the School of Law.

Planning for presentation of ongoing education events in which alumni can participate is currently underway. The North Bay campus was the first to begin this process by producing a series of highly successful educational seminars regarding sustainable community matters. Discussions with School of Law Dean Debrenia Madison regarding the prospect for offering Continuing Education of the Bar classes to be held at the School of Law, and, similarly to explore prospects for Psychology Seminars to be presented for the benefit of graduates of the School of Graduate Psychology, are in progress.

The alumni newsletter and Web Directory provide networking tools for alumni to contact one another and offer each other, when needed, the support and care of the community that New College seeks to promote. Aside from Alumni News Tidbits, another publication that emerged in April 2005 is the first edition of a New College Newsletter (temporarily named "The Nameless Gnu"). It was created through efforts of the Institute for Spirituality and Politics at the College and distributed to alumni and other members of the New College community. (See Attachment 21.)

Strategic Goal 3: The maturation of Alumni leadership within the College  
Alumni over time have consistently maintained a presence within the leadership of the College, as exemplified by the numbers of graduates working at and holding significant positions at the College, including the Director of Alumni Relations (Kathy Voutyras), the former Administrative Vice President and now Associate Dean for Admissions and Retention in the School of Humanities (Marjorie Paul), and the Administrative Vice President (Bob Brown), member of the faculty and now former Dean of the School of Law (Chris Kanios). In addition, a consistent presence of alumni volunteering at the College is evidenced by members of the Board of Trustee Colleen O’Neal, Luis Molina, and Rodel Rodis, all three of whom, like the members of the senior administrative staff mentioned above, are graduates of the New College School of Law.

This substantial presence of alumni in ongoing operations of the College does not supplant the need for an Alumni Advisory Board, that would operate outside the jurisdiction of the College, to create ongoing projects that can benefit the College. (See Strategic Goal number 5, below.)

Strategic Goal 4: Enhancement of Alumni Giving to the College  
Although, as indicated above, records of gifts from alumni were not well maintained by the Development Office in previous years, when systematic compilation of donor records was initiated in 2002, the results indicated that major advances had been achieved with respect to the number of gifts received by the College from alumni. The number of gifts had increased from 11 in 2002 to 136 in 2005, a notable advance, even while admittedly starting from a miniscule base. With gift amounts in a range from \$25 to \$500, alumni giving in 2004 amounted to just over \$10,000. A significant result of these efforts was to establish the foundation of a culture where it is considered acceptable to ask for financial support for operations of the College, representing a major shift from the reluctance to engage in such activity that typified New College community attitudes inherited from an earlier period of the College’s history.

The continuation of fund-raising letter-writing campaigns, the presence of more online opportunities to donate, a regular schedule of benefit events, and the sales of New College memorabilia are all ongoing projects of the Development / Alumni Relations Office. In 2004-2005 two “ask” letters were sent to 4500 alumni (see above) marking the launch of fund-raising drives that will continue to be conducted on a regular basis each year. At this juncture, a benefit drive to support the Teacher Education program currently is being implemented, and in early December a second end-of-the-year scholarship appeal letter will be sent to all alumni. A telephone campaign is planned to assist the end-of-year holiday fund drive this year.

Strategic Goal 5: Initiation of an Alumni Endowment campaign

At the most recent Alumni Association meeting, the development of an endowment campaign initiative was discussed, with follow-up efforts, to be carried out by the next meeting, to be held in October 2005, with regard to exploring legal issues connected with establishment of endowments and creation of a separately run nonprofit association to control such an endowment. While discussions are still in the beginning stages, and although the process has not been formalized by the College, a small amount of money has been raised toward this end.

Strategic Goal 6: Expansion of support for the Alumni Office

As mentioned above, a step in this direction is represented by the hiring of a Special Assistant to the Alumni Office to supplement efforts of the Director of Alumni Relations by assisting with updates of alumni addresses and files and inputting such information into the main New College database.

**III. Accountability Systems and Planning**

The planning process has involved a thoroughgoing review across the institution to assure that there are in place the administrative systems, structures, and practices needed to support the institutional mission. (A set of charts reflecting the current administrative organizational structure for the College along with the academic organization appears as Attachment 22.)

Information technology and planning and communication functions

In 2003-04, the Office of Information Technology identified and began the process of implementing a College-wide integrated relational database. This information management system, a product called "Empower," is designed to maintain institutional and individual records, from billing to payroll to grades to alumnae/i data, with the intention that ultimately this system is to be made available to appropriate users, in all College programs, through secure online access. The system has modules to serve:

- 1) admissions, supporting related marketing and communications functions;
- 2) registration;
- 3) financial aid;
- 4) business office and student accounts; and
- 5) alumni relations / development functions.

There is the capacity to provide online student services, including online registration, providing access to course schedules, grades, and allowing students to update their records, to enter such information as changes of address. The Information Technology office also has actively been seeking means to provide electronic support for internal communications and planning efforts, both with respect to establishing electronic discussion groups within the College and sharing documents across relevant groups.

Information technology in support of communication & academic program needs

As mentioned above, the College's Information Technology office over time has continued to investigate various means to aid planning and communication functions, both with respect to sharing documents across relevant groups and establishing electronic discussion groups within the College. Beginning in 2002 then Special Assistant to the President for Information Technology Bob Brown, now Vice President and Chief Administrative Officer, developed a long-term strategic plan to merge the Information Services provided to New College into a single cohesive database and to regularize the internal communication of data and information in a manner that the entire college could rely on. Although the Empower system had accomplished much in terms of managing and maintaining institutional records, members of the Information Technology and Information Services teams began to research a more comprehensive way of institutionalizing the flow of communications within the college.

Months of research made it clear to that the answer was to be found in new technologies allowing for the merger of the important work done with the Empower system with other information crucial to day to day operations of the college. The research found that the answer might lie in web-based information and document-sharing technology known as a "web portal."

In early 2005 a decision was made and the development of the New College portal began. Now online, the portal provides a complete database solution, and is allowing the Information Technology/Services teams to construct a single data channel in support of governance functions, administrative communication, and document sharing, assessment, and online faculty and student interaction, allowing for significant improvement in the delivery of services and information to students, faculty, and staff. Online student applications and other necessary forms are to be built into the portal as well.

With respect to student services, a decision was made to engineer the portal in a way that every student will have her / his own web site upon registering with New College, with all essential records and information available to the student at any time through the online portal. Similar web portal sites are also to be developed for each member of faculty and staff, with a central set of portal pages and links to data and information processed at the College on a day to day basis. All College forms are to be digitized and made accessible through the portal.

As part of the Information Services strategy, an online courseware development and management system, known as Moodle, has also been acquired and is online to work in conjunction with the portal. With Moodle, faculty can develop online syllabi, class reports, tests, grades, and discussion groups so that students can interact with their instructors and fellow classmates outside the classroom.

The portal merges this array of functions so that student records, classes, calendars, events, discussions, documents, and data are accessible through a single source, making it possible to eliminate duplication of effort and records, and regularizing communications within the College. The benefits of this technological effort are to be realized in early 2006 when engineering and development is concluded, and the portal is fully functional.

Also over the 2005 summer, ten LCD projectors were installed in classrooms to enable instructors or students to project PowerPoint or video images in classes.

### **Developments with respect to Administrative and Student Services:**

There has been an ongoing effort to meld the emerging governance structure with operations performed on a day-to-day basis by various offices and members of the administrative staff, attempting to keep in mind and reinforce the reality that all such functions are in service to the academic program offerings, as the *raison d'être* of the College. The governance body created for this purpose, to provide a role for faculty participation with respect to essential functions in this area, is the Administrative and Student Services Workgroup (ASSW). That body, in turn, in addition to feeding into the overall governance of the College through the New College Community Council, interacts with and participates in the functioning of the Administrative Coordination and Development Team (ACDT) that emerged over the course of the past year as a result of work of administrative offices in conjunction with the Stowe Consulting Company, as detailed below. Advances that have been made owe much to service delivery enhancements supported by work of the information technology staff.

### **Background**

As indicated in the February 2002 institutional self-study report, the process of engaging in the overall assessment of College operations had made clear the need to address some number of administrative organization needs. These ranged from the need to streamline and clarify lines of authority, to regularize processes and expectations with respect to supervisory and evaluation functions, as well as to identify and respond to staff training needs. Along with this a need was identified in connection with efforts to centralize and document personnel management and record-keeping functions.

Other areas identified as ones in need of continuing attention involved improvements in administrative coordination, enhancing oversight of operations involving facilities management and planning, enrollment management, and marketing and communications functions. In addition to attention to efficacy of administrative office operations, another aspect involved consideration of how these functions relate and interact with the institutional governance structure that was in the process of active development.

Important aspects of improving administrative functions relate to the need for improved recordkeeping, record sharing, and means of communicating from office to office and with those the offices seek to serve. As indicated above, in 2003-04, the “Empower” integrated database was implemented based on identified internal needs and in consideration of the recommendation, emerging from the accreditation review process in connection with the WASC team’s visit in 2002, that New College establish a seamless system integrating all of our functions. Implementation of the new database system led to a successful effort to normalize data from a variety of former databases, along with the need to train staff in operating and supporting the new database. While retraining our entire administrative staff in operating the new database was a time-consuming task, normal work continued while the database integration process proceeded.

However, by January 2004 it was realized that the new integrated database did not completely satisfy the need for a fully integrated administrative solution. Though the new database did provide the seamless integration of data that was sought, it did not result in achieving the objective of seamless delivery of administrative functions and services. As we were working to integrate the database into our workflow, in the continuing effort to achieve a seamless and smooth-functioning process, an effort also was made to evaluate the functional and organizational effectiveness of core central administrative offices (Admissions, Business Office/Student Accounts, Financial Aid, and Registrar’s Office) that provide essential services to students.

Robert (Bob) Brown, Special Assistant to the President for Information Technology, with his extensive experience and knowledge in database and workflow technology and techniques, was called upon to pursue this effort, as an extension of work he had begun in an effort to explore the prospect of introducing a student-centered “One-Stop-Shop” for delivering a variety of needed and interrelated services. Mr. Brown was the technology architect who designed the Registrar’s database that had been used until the deployment of the new integrated database system. During this same period, other members of the administrative staff were also involved in exploring the concept of, and attended workshops on, the “One-Stop-Shop” approach to delivery of student services.

One of the most important steps in the administrative process, from the student’s perspective, involves functions connected with financial aid operations (also recognizing that, on average, approximately 92 percent of our students receive some form of financial aid). Thus, a first step involved examining the Financial Aid Office to evaluate the office procedures, with an eye toward better integration of this office with the other central administrative offices (particularly Student Accounts and the Registrar’s Office).

When the long-time Financial Aid Director left her position at New College due to illness, Bob Brown, in his central administrative role, provided support for the office to assist with day-to-day tasks, and his involvement in this work lasted, to

varying degrees, over a period of eight months. He took the lead role in fielding concerns and issues for many students in their interactions with central administrative offices, thereby learning firsthand many of the issues that were of greatest concern to our students. Over the past year, operations in the Financial Aid Office became more stabilized with the addition of an associate director of financial aid who came to New College with four years of experience working in the financial aid office at the University of California at Santa Cruz.

The evaluation of administrative offices continued by proceeding with examination of Business Office / Student Accounts procedures. Prior to this, Registrar's Office procedures had been evaluated during database development efforts in this area. Through the evaluation process, a consensus emerged that some version of the "One-Stop-Shop," and at the very least, a more integrated and, optimally, seamless system, was a viable and desirable alternative for New College to pursue in delivering student and administrative services.

As a first extremely important step, a new student tracking system was instituted in the School of Humanities. Progress for each continuing student – with respect to financial aid and business office functions, learning of status issues with respect to satisfactory academic progress requirements and so forth – now is tracked with care. Each student is contacted individually by e-mail or telephone to discuss and work out issues concerning the student's enrollment status.

This tracking procedure is designed to ensure a smooth administrative / registration process for our students. Evidence of the effectiveness of this procedure will be tracked through student feedback and overall increased efficiency. If successful, and we believe that giving our students individual attention and information will help with the overall effectiveness of the administrative process, we plan to use this tracking technique for our other continuing students; as well as developing a version for our prospective students. In addition, staff members from program offices are developing systems to individually follow-up and check the progress of each student.

Along with accomplishing a more integrated database and office structure, the Information Technology Team developed the ability for students to view, through on-line access, the identity of any missing financial aid documents and award letters, unofficial transcripts, and billing statements. This will help to decrease the number of phone calls / e-mail messages to the administrative offices, thus allowing staff to spend more time doing the work needed and to interact individually with our students. Another initiative to increase administrative effectiveness was the additional / enhanced information made available to our students through web site access ([www.newcollege.edu](http://www.newcollege.edu)), including the Financial Aid Handbook, the Registrar's Office Handbook, lists of Frequently Asked Questions (FAQs) for each program, class catalogs, specific program calendars with important dates, and like information.

The College's Information Technology Team took as a priority the development of individual student / administrative portals. These portals are intended to radically change and enhance the delivery of services and information to students and staff. Each portal will provide web-based information tailored for each individual user and allow for individualized communication between students and members of the administrative staff. Along with this technology, the Information Technology team began the process of developing and integrating into our existing database an on-line admissions application.

Consulting support for improving administrative effectiveness

In early 2005, outside consultants were asked to assist in the integration process for central administration offices. By March 2005, the three central administrative offices, with the addition of the School of Humanities Admissions Office, were asked to prepare workflow documents in collaboration with the consultants. During this period, normal work continued while this integration got underway. In April 2005, the four administrative offices met for an all-day retreat, where each office presented a description of the office's workflow and received input and suggestions from the other offices to improve the internal processes. In an effort to expand this inter-office integration process, staff from academic program offices also participated to provide additional suggestions and input outside of the meetings.

In May 2005, the consultants returned to help the Administrative and Student Services Workgroup in efforts with two of the key academic program offices. The Workgroup met for a full day with each program and identified problems and solutions. One of the results of this meeting was the development by these key offices of a revised evaluation form concerning the administrative processes for student use. Also during this period, the student / administrative portals were presented. The consultants and Bob Brown realized that the advent of this level of automation needed to be more clearly mirrored in better integrated administrative processes.

In June 2005, administrative leadership and the consultants developed a plan to redesign the delivery of student services. Highlights of the redesign initiatives for administrative activities include: enhanced Admissions and Financial Aid counseling; one-page "frequently asked question" (FAQ) sheets on the Admissions, Financial Aid (with respect to loans, grants, and scholarships), and student billing procedures. A presentation regarding the findings and objectives was offered to the New College Community in June 2005. By July 2005, the administrative redesign process was well underway.

By the fall 2005 semester, the following have been implemented: "FAQ" sheets for each central administrative office, continuation and evaluation of the individual student tracking process, simplification of registration processes, and expanded administrative hours of operation. With respect to technology, the student portal and the on-line admissions application are slated for roll-out during the spring

2006 semester. As of summer 2005, over 400 of our students have online access and we plan to offer this service to all our students by spring 2006. In addition, the Office of Institutional Research, Assessment, Compliance, and Planning will have the responsibility for assessing operations of administrative offices and for making recommendations for improvement.

**Summary of developments relating to administrative and student services**

Relatively recent developments in this area include the following:

2003:

- Integrated database deployment begun;

2004:

- Integrated database deployment completed, accompanied by realization that a student-centered “One-Stop-Shop” was called for;
- Special Assistant to the President Bob Brown evaluates operations of the central administrative offices;
- Student online access, individual student tracking, and work on individual student / administrative portals to access information online is begun;
- Information is added to the web site with respect to academic calendars, student and administrative handbooks, and so forth;

2005:

- Workflow documents for each administrative office are developed and revised, culminating in a plan for a student-centered, seamless, “one-stop-shop” process and approach to delivery of student services.

As a next step, one of the Stowe Consulting Company team members returned to the College for a fourth visit, in August 2005, to facilitate improvements in facilities management matters, including with respect to space allocation efforts, media equipment handling, and security arrangements for academic program purposes as well as hosting special events. Finally, another achievement realized over the course of the past year, in keeping with objectives identified at the College-wide strategic planning retreats, has been creation of job descriptions for all administrative staff positions at the College.

#### **IV. Educational Effectiveness**

An important element that has emerged over the past two years with respect to ensuring participation by faculty in exercising accountability for the quality of the College's academic program is reflected in the role the Academic Affairs Workgroup has come to occupy in the College's governance structure, as spelled out here.

#### **Academic Affairs Workgroup (AAW)**

As part of a broadly participatory College-wide governance structure introduced in fall 2003, one designed to address key issues across the College and its various programs, the Academic Affairs Workgroup (AAW) was constituted as a faculty-driven body assembled to address academic matters.

#### **Composition of AAW**

The AAW is composed of a group of faculty members who are representative of various academic units of New College of California -- the School of Humanities, the School of Law, and the School of Graduate Psychology -- in addition to having the Dean of the School of Humanities and the Academic Vice President as members of the body.

In its initial form, AAW was composed of faculty members appointed to the Workgroup by the President, Martin Hamilton, pursuant to resolution of the Board of Trustees. Since this initial appointment, membership matters, including responding to faculty members who wish to be relieved of their membership duties and naming new members, are processed through the Governance and Institutional Planning Workgroup, until such time as an alternative model of populating the body may be developed and adopted through the College governance system. Proposals are being developed to provide methods for selection of members from various constituencies (such as the School of Humanities graduate degree programs) through the action of members of the faculty teaching in that area.

#### **Charge of the AAW**

The original charter of the AAW was to generate recommendations concerning adoption of policies relating to academic matters and to send these to the Executive Oversight Committee (EOC), now the New College Community Council (NCCC). Within this broad framework, the AAW, with input of other faculty bodies, has the power to interpret existing policy, to amend existing policy, and to generate new policy. Such policy matters are then sent to the New College Community Council (formerly the EOC) for review. The New College Community Council may refer matters relating to academic policy to the AAW or return such matters for further consideration.

The work of the AAW can be categorized as falling within the following three areas:

- 1) academic affairs;
- 2) governance;
- 3) assessment and planning.

#### Academic Affairs

Items that have been addressed within this category include:

- A. Developing a comprehensive Faculty Handbook for the College, work that has been ongoing over the course of the 2004-05 academic year. The AAW created an outline for the completion of a handbook that a subgroup then used as the framework for completing a draft handbook for circulation to the faculty for comment and presentation to the full Workgroup for consideration and adoption, all of which has been accomplished.
- B. Serving as an interface between academic and student affairs offices.
- C. Reviewing faculty requests, such as those for faculty sabbaticals and College support of faculty activities, such as workshop and conference attendance. These reviews have been conducted with reference to existing policies.
- D. Overseeing policies generated by the Registrar's office, with particular attention to the status of policies with respect to assignment of grades of incomplete and concerning academic probation status.
- E. Reviewing a proposal for a cohort of the M.A. in Humanities in Leadership to be reconstituted in the East Bay. This process of review acted as a catalyst for developing a protocol concerning processing proposals for program additions and changes and led to a decision to refrain from proceeding with the proposal at this time.
- F. Reviewing a Program Change proposal in the Writing and Consciousness M.A. Program as well as the appointment process used to add a co-director designation and members of the faculty to teach in the Writing and Consciousness Program. (See material included in the last section of the report for the Writing and Consciousness program in Attachment 4.)
- G. Intervening in infrastructural exigencies as these affect academic matters. For example, the effect that a change in telephone systems made in a key period of recruitment was a topic of consideration for the AAW in Spring 2005.
- H. Reviewing and approving the proposal to designate a co-director for the Activism and Social Change emphasis area, and later reviewing and approving the proposal to designate a second member of the faculty

teaching in the emphasis area to be the second co-director, succeeding the founder and original director of the emphasis area, who will continue to teach in the area and work with the new team of co-directors.

### Governance

Issues the AAW has been concerned with in this area include:

- A. The relationship among the School of Humanities Undergraduate Council and Graduate Council, the School of Law, and the School of Graduate Psychology, and the AAW. Identifying the kinds of issues that are appropriate for resolution within the AAW, and those that are better resolved at Undergraduate and Graduate Councils, within the School of Law or the School of Graduate Psychology, has been an ongoing topic of conversation. The Graduate Council has been composing a document on the proposed purview of its authority that will then be brought to the AAW for consideration.
- B. The relationship of the AAW to the New College Community Council. The question of how policy generated by the AAW relates to the purview of the New College Community Council is an ongoing topic of discussion, with clarity emerging through processing of individual policy matters and other items for decision. Thus, decision-making authority of the AAW has been clarified through our work in reviewing and enacting the variety of academic affairs and academic assessment-related items that have been the subject of work by the AAW since its inception, as reflected below.

### Assessment and Planning

The Academic Affairs Workgroup has been the primary body involved in:

- A. Developing assessment plans, working in conjunction with Adrienne Herd, Director of Academic Assessment at New College. In this capacity, the AAW has reviewed and approved a plan for program assessment and review, and members of the AAW have piloted instruments being developed for use in academic assessment.
- B. Developing a plan for Program Review, again working in conjunction with Adrienne Herd in the role of Director of Academic Assessment to which she was appointed in 2004-05. The AAW has engaged in a process of determining the fitness of a program review rubric.
- C. Engaging in an initial round of program review, under the articulated Program Review plan.
- D. Intervening in two programs in which, before the process of academic program review across the College was completed, exigencies arose that generated a need for immediate attention.

1. The AAW approved the resolution of administrative exigencies in the Media Studies Program leading to the appointment of an interim Program Coordinator.
2. A subcommittee was assembled to address administrative and personnel difficulties that arose in the School of Graduate Psychology. Resolution of that issue is in process, and an Interim Dean for the 2005-2006 academic year has been appointed through a process involving AAW participation.

Developments in these areas are discussed in greater detail below, in the section on Academic Program Review, following discussion of academic assessment efforts.

### **Academic assessment**

An initial step involved establishing a working definition of assessment, derived from sources such as the following:

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.” (AAHE Bulletin, November 1995, page 7)

### **The evolution of academic assessment and program review efforts**

This section describes progress with respect to assessment efforts since the time of the self-study report completed in 2004, with an emphasis on efforts to establish systems for the articulation and review of student learning outcomes at the program and College-wide levels.

As reported previously, during the 2002-03 academic year the Academic Vice President Michael McAvoy took a lead role in developing academic program assessment processes. The result was an eight-step assessment process, summarized as follows:

- assessment by program of curriculum, syllabi, and pedagogy as reflective of the College’s and that program’s mission statements
- review of teaching and advising
- assessment of student learning
- assessment of social engagement
- demographic review
- alumni/ae outcomes
- program assessment of growth and development
- program peer review: assessment of the academic program’s mission / practice as reflective of the institutional mission.

A member of the faculty appointed as Assessment Coordinator worked to develop portfolios for the various academic programs. These materials along with

the results of an online survey of student senior capstone projects reviewed by faculty from other programs were presented during the special visit in spring 2004. Educational effectiveness efforts at New College since that visit have been shaped by contents of the WASC Action Letter of June 2004. The areas that have been addressed include:

- efforts to sustain academic leadership in the development of assessment systems and processes,
- faculty empowerment through engagement in activities to improve the quality of academic programs,
- strengthening communication between and among the faculty, staff, administration, and the Board,
- development of student learning goals, and
- establishment of a College-wide and program-wide set of systems for articulating and reviewing student-learning outcomes.

Each of these themes is discussed in more detail below.

#### Sustaining academic leadership in assessment processes

As detailed below, responsibility for developing a program to implement assessment systems was delegated by the President and Board of Trustees Academic Affairs Committee to the Academic Affairs Workgroup in collaboration with the Dean of the School of Humanities. He was designated as Chief Assessment Officer and, as indicated above, in that capacity hired a Director of Academic Assessment to facilitate the development of assessment systems and policies.

#### Designation of the AAW as the assessment oversight group

The AAW, as an institutional governing entity with campus-wide representation, functions as the assessment oversight group. The responsibilities for assessment are carried out in conjunction with a subgroup established to provide recommendations for adoption by the AAW. The AAW's assessment responsibilities include:

- monitoring of the implementation of the assessment plan (i.e., developing, maintaining, evaluating, and modifying as needed all assessment activities);
- responsibility for efforts to educate New College's academic units about the significance of their ongoing participation in the assessment process and providing regular reports on assessment activities;
- providing academic programs with assistance in obtaining assessment resources;
- coordinating training in the selection and use of instruments and measures appropriate to the kinds of learning that academic programs want to measure;
- providing support for the assessment process, receiving all data and materials generated by assessment activities, recommending improvements in the assessment program, and disseminating reports on

the results of assessment and the initiatives derived from assessment activities that are intended to improve student learning.

The Director of Academic Assessment conducted an “environmental scan” of New College assessment activity to build upon earlier efforts and ensure continuity in assessment activities. Prior assessment efforts yielded valuable evidence of the scholarly work of New College students. The effort now was aimed at producing results to be used to improve programs and enhance educational effectiveness through use of articulated program and College-wide student learning outcomes. (The analysis process, considerations taken into account, and resulting action plan are reflected in assessment materials contained in Attachment 23.)

The Academic Affairs Workgroup (AAW) also requested that, in conjunction with the “scan,” the Director conduct a review of assessment best practices at other institutions and through industry associations and accrediting bodies to provide background knowledge for these efforts at New College. The review provided valuable information on the elements of assessment planning, guidelines for developing student learning outcomes, assessment implementation cycles, and how assessment results are used to improve academic programs in institutions at various levels of maturity in the development of their assessment efforts.

#### Faculty responsibility in the assessment process

There has been much progress made over the course of the last year, with activities deliberately paced to provide genuine engagement of faculty in the process, to enable faculty ownership and collective responsibility for the quality of academic programs. The goal has been to develop assessment and program review processes that reflect sincere faculty engagement and to produce tools that are valued and found to be useful in the teaching-learning process.

The empowerment of faculty in relation to assessment efforts is facilitated by provision of resources such as faculty workshops led by assessment experts, discussion of assessment strategies at meetings of faculty in the various programs, wide distribution of assessment “how-to” materials, and establishment of assessment “Faculty Liaisons” for each program. Faculty discussions begun with the aim of articulating student learning outcomes have moved into deeper levels that have the result of refining program mission and focusing attention on what students are learning in relation to stated learning goals and how that learning is demonstrated.

#### Articulating faculty involvement in assessment

Faculty are actively involved in the planning, implementation, and operation of the College’s assessment program. This involvement includes:

- selection of assessment methods and measures;
- collection of assessment data;
- analysis of data collected;

- providing recommendations on how information provided by the assessment program will be used to modify curriculum and program activities, academic support services, and improvement of teaching;
- monitoring the effects of any changes made to determine if student academic achievement improves.

#### Strengthening communication

Providing dedicated staff support for assessment efforts has strengthened communication at all institutional levels. The information was widely shared in AAW meetings and with representatives of programs and across faculty groups. Faculty and staff receive weekly updates on assessment progress at the AAW meetings. The New College Community Council (NCCC) reviews assessment policies adopted by the AAW, the Governance and Institutional Planning Workgroup (GIPW) is informed of assessment results and integrates these into institutional planning efforts. The Board of Trustees receives monthly updates on the status of assessment efforts through the Board's Academic Affairs Committee.

An assessment web site accessible from the College's home page was also developed to provide information and ready access to assessment resources to faculty, staff, and students.

#### Development of student learning goals

The first step in implementing assessment of student learning outcomes has been to make explicit student learning goals derived from the mission statement of the specific program. These discussions have occurred at the program level as the foundation for articulation of student learning outcomes. Each program has identified student learning goals and identified areas of alignment with the New College mission statement. These program goals will be augmented through the identification of course level student learning goals over the next academic year.

Currently, faculty members are completing a syllabus addendum for each course taught. The design of the syllabus addendum will be reviewed by program faculty and AAW members to improve its usefulness through a survey administered in the spring 2006 semester.

#### Systems for articulating and reviewing student-learning outcomes

The AAW and Board of Trustees adopted the assessment approach, policies, and processes reflected in the Assessment System Building Approach on the several levels described below.

Course level: At the course level the goal is to conduct assessment to measure program student learning outcomes relative to course learning objectives (outcomes) that are aligned with the program's mission. The tasks are to:

- articulate student learning outcomes for every course;
- identify how student achievement of learning outcomes will be measured;

- review student learning outcomes at the course level.

Program level: At the program level assessment is conducted: (1) to review aggregated course student learning outcomes data relative to the program's mission, and (2) to review achievement of student learning outcomes by students completing the program. The tasks are to:

- articulate program mission;
- align program mission with institutional mission;
- articulate program student learning outcomes;
- align course and program student learning outcomes;
- identify measures and methods for reviewing student learning outcomes at the program level;
- Identify the activities to align SLO results with program budget and planning processes;
- develop a schedule for the cycle of assessment activities;
- identify those responsible for preparing and reporting assessment results;
- identify faculty to participate in college-wide SLO assessment.

College-wide: College-wide assessment entails the convergence of the activity of the three schools -- Humanities, Law, and Graduate Psychology -- to measure achievement of student learning outcomes relative to the institutional mission.

The tasks here are to:

- develop student learning outcomes for the institutional mission;
- align institutional student learning outcomes with program student learning outcomes;
- develop a schedule that integrates the cycles of assessment activities of the three schools;
- develop a multi-year schedule for reviewing assessment activities of programs provided by the three schools;
- identify the person(s) responsible for preparing and reporting assessment results for each of the schools;
- identify the activities to align student learning outcome results for the school with institutional budget and planning processes;
- identify the resources needed to conduct assessment activities;
- identify Board processes for reviewing and integrating assessment reports into planning and budget decisions.

#### Identifying the approach to articulate and review student learning outcomes

In addition to adopting and publicizing the approach to establishing systems for student learning outcome assessment, a series of recommendations were adopted by the AAW and Board of Trustees Academic Affairs Committee to support development of the process. The AAW established a system to support the development of a system for assessing student learning outcomes as well as overall program assessment, including the following elements:

- adoption of an Assessment Plan Template for programs to document and submit Assessment Plans;

- adoption of criteria for the review of program mission and student learning outcomes;
- adoption of a rubric for the review of program assessment plans;
- adoption of a time line and process for the submission and review of program student learning outcomes.

(See assessment materials in Attachment 23.)

With the initial set of assessment and program review systems in place faculty are embarking on the most critical and challenging aspects of creating a culture of evidence of educational effectiveness. There have been solid expectations of learning outcomes for New College students since the founding of the institution. These expectations have been deeply embedded in the hope and hearts of faculty who strive to foster student engagement with learning that results in enlightened beings who are prepared to promote the just, sacred, and sustainable world that is the heart of the College mission. The challenge over the last year has been to articulate student learning outcomes in the language and framework of measurable assessment, while preserving the true student-centered approach that shapes the educational experience at New College.

The introduction of student learning outcomes as a focus of organizational learning has created an invigorating climate of discussion and sharing by faculty around topics connected with teaching and learning. Evidence of this collegial discourse was visible at a Faculty Assessment Institute held in late August 2005. This further step in advancing academic assessment efforts involved securing the services of Mary Allen, a nationally recognized leader in the field of assessing student learning outcomes, to facilitate a workshop for New College faculty members, held on August 30 and 31, 2005, in preparation for the start of the 2005-06 academic year.

Approximately forty members of the faculty participated in the workshop, receiving nominal payments of \$100 each in recognition of their willingness to participate. They worked in small groups to fashion and refine program student learning outcomes and prepare draft program assessment plans. Among objectives identified for the two-day workshop was articulation of school-wide and program-specific student learning outcomes, and much progress has been made in achieving these goals. A follow-up workshop with Mary Allen was then scheduled, to be held on September 28, to provide additional assistance to faculty members in developing ways to measure student learning outcomes. Ongoing workshops, discussions at faculty meetings, and appointment of Faculty Liaisons for program assessment will ensure that these efforts are sustained.

#### Online academic assessment instruments

The initial thrust of assessment efforts at New College brought to bear the technology of online survey instruments. Examples of academic assessment online survey instruments that have been developed are: a) “Curriculum Assessment and Program Development Survey”; b) “Self and Peer Review of Classroom Teaching and Student Advising”; and c) “Survey of Classroom Teaching and Advising.” A fourth planned online survey instrument is one addressed to “Assessment of the Student Learning Process.”

Current efforts will continue with use of this tool, with several programs having indicated plans to use surveys as assessment measures. New College has been awarded a \$60,000 academic grant from the WebSurveyor Corporation to support use of the software for a two-year period. During that time training will be provided on use of the software by faculty and administrators at the program, course, and college-wide levels.

Inventory of Educational Effectiveness Indicators: This appears as Data Element 6 in item E among the required documents accompanying the self-study report.

#### Evidence of ongoing institutional commitment and allocation of resources

Support issued from the Board of Trustees in the form of a resolution identifying assessment as an institutional priority and allocation of a budget to provide resources to support assessment activities. To continue this work and to collect and oversee analysis of results across all educational program areas, an Office of Institutional Research, Assessment, Compliance, and Planning has been established, with, as mentioned above, the appointment of Adrienne Herd to the position of Director of Assessment, reporting to Mitch Hall, Dean of the School of Humanities, who has been named Chief Assessment Officer for the College.

Ms. Herd’s appointment is illustrative of the College’s commitment to assure the availability of support sufficient to meet the need for assistance in coordinating work with respect to institution-wide assessment over the course of the academic year, as assessment plans have moved forward.

In addition to assessment development activities in AAW meetings, several faculty and staff representatives attended assessment conferences and sessions conducted by the American Association of Higher Education, American Association of Colleges and Universities, and the WASC Annual Meeting to strengthen institutional capacity to assess student learning outcomes and establish assessment systems. The College will continue to provide financial support for faculty to participate in conferences, assessment meetings, visits to other institutions, and other opportunities to cultivate and sustain ongoing educational effectiveness efforts.

In addition, Michael McAvoy, who, as Academic Vice President and, formerly, Dean of Humanities, led the effort to organize the various participatory bodies

addressing academic affairs matters across the College, with special attention, as described above, to developing the school-wide academic assessment process, in his continuing role as Academic Vice President, is a mainstay in monitoring the assessment process, to ensure the integrity of academic offerings across the entire College, in service of the College's and individual program mission statements.

Results compiled by each program are submitted to a central office, to be maintained by the Director of Academic Assessment. Progress across virtually all programs is particularly notable with respect to developments concerning the initial steps of the assessment process that have been emphasized at the outset, with the emphasis over the past academic year being placed on laying the groundwork for assessment of student learning outcomes.

Finally, the overall assessment process is designed to operate with appropriate regard for feedback mechanisms, so that progress is assessed on an ongoing basis, with findings informing developments and refinements that follow, and this operates both within individual programs and across programs as information is shared in the larger context, including through College-wide gatherings convened for this purpose. This opportunity for discussion across programs provides a natural forum through which to help address the need for increasing communication and cross-fertilization between and among the College's programs and sites, furthering the aim of improving development of the overall educational enterprise.

#### Results of an initial effort in the School of Law

An example of a specific step, as part of the effort to assess how student work in a particular program comports with the mission of the College and the mission of that particular program, is seen in an innovation that was introduced by the faculty in the School of Law. Having designed and adopted a new procedure, as mentioned earlier in this report, with a requirement that students entering the last year of the program are to assemble portfolios to present material demonstrating their work product, in terms described below, faculty conduct interviews with students returning for their final year in the program.

These individual interviews with students, based on an interview protocol the faculty developed for this purpose, are intended to provide a basis for assessing the portfolios compiled by the students to demonstrate the extent to which their work and studies have succeeded in reflecting their efforts to advance the mission of the College and the School of Law. In particular, as described above in discussion of the College's educational objectives in the context of the institutional mission statement, the new academic requirement introduced in the Law School calls upon each student to demonstrate how his or her plan for law practice will help to create a "more loving and caring society." In addition to benefits redounding to individual students, including the capacity to make adjustments in their final year of studies based on observations emerging from

this process, there are broader benefits to the institution. In this regard, it has been found that information emerging through this process has enabled the School of Law to make adjustments to the curriculum, as well as with respect to staffing, taking action based upon observations initially raised through this review mechanism.

Other measures of outcomes for the School of Law

Beyond the efforts to assess progress of current students in meeting their commitment to public interest practice, another measure is found through tracking career paths of graduates. New College began graduating law students in 1977, four years after its founding in 1973, having gained accreditation from the State Bar of California in 1978. Over this period of years there have been more than 1000 law graduates. A sample of what 192 of the law graduates are currently doing in their professional lives is recorded in their own words on the New College web site, as summarized below.

State Bar records, combined with Alumni Relations Office research, indicate that many New College graduates are in private practice, some have joined together to form their own law offices, and others have solo practices. More than 60 are, or have been, Public Defenders, have done criminal appellate work, or practiced law in the area of criminal defense. In May of 2004, School of Law graduate Marianne Bachers (Class of 1980) was honored by the Women Defenders of Northern California for her work in federal court regarding *habeas corpus* cases.

In 2004, four Law School graduates were elected, or re-elected to public office: Faye D'Opal, (Class of 1986) as Superior Court Judge in Marin County; Rodel Rodis (Class of 1980) as President of the Community College Board of San Francisco; Eric Mar (Class of 1990) as President of the San Francisco Board of Education; and Wanden Treanor (Class of 1984) was as a Member of the Governing Board of Marin Community College District. Other graduates currently hold, or have held public office, including: the 2004 appointment of Linda Lofthus (Class of 1979) as a Superior Court Justice in San Joaquin County; Norma-Castellanos-Perez (Class of 1983) has been Commissioner of the Tulare County Court since 1997; Stuart Flashman (Class of 1990) is a former President of East Bay Municipal Utility District; and Ann Williams (Class of 1987) is the former Mayor of Pinole, California.

Susan Hamilton (Class of 1977) has been the Presiding Judge of the Workers Compensation Appeals Board of San Francisco for more than ten years and three law graduates are currently working as lawyers in California Supreme Court offices. Others are serving, or have served, as administrative law judges and commissioners for the Appeals Board of San Francisco County, Rent Boards of both San Francisco and Berkeley, and with the Department of Social Services. Several New College Law graduates have also been honored by the State Bar of California as *Volunteer Attorneys of the Month*.

Many graduates have chosen to work for government agencies or private nonprofit organizations where their law training provides good background for the work they are doing. Dean Ferguson (Class of 1987) is a Federal Criminal Investigator with the Labor Department's Inspector General's office, Debra Garcia (Class of 1991) is a Policy Analyst for the West Coast office of Consumers Union, and Jane Gelfand (Class of 1995) is Program Director for Positive Resource Center, a nonprofit organization providing benefits representation. Other law graduates who were admitted to the State Bar have chosen to specialize in mediation or to become teachers.

Graduates also work in Legal Aid offices, or for other nonprofit organizations specializing in assisting low income, underserved communities. The Director of the Mission Neighborhood Resource Center is Laura Guzman (Class of 1995), a New College graduate. Others work with the Family Law Violence Center, Sisters of Mercy (in Jackson, Mississippi), Catholic Charities, AIDS Foundation, Walden House, and the Immigrant Legal Resource Center. Linda Ordonio-Dixon (Class of 1994) is a Trial Attorney working with Equal Employment Opportunity Commission. A number of others are advocates for workers, either in the private sector or within a government agency. Housing law specialists also abound as a result of the training received at the first "Eviction Defense Center" here in San Francisco, which was created in the New College School of Law building during the late 1970s and run by New College faculty and students.

Overall, the record speaks well in relation to graduates following through on commitments represented in their personal statements provided when applying to New College – to become advocates for and to work to protect the poor, the oppressed, and members of otherwise underserved groups. The work of our graduates seems to speak to the success of the law school program in satisfying its public interest mission, and, ultimately, in keeping with the College's mission of creating a more just, sacred, and sustainable world.

#### Academic Program Review

There is a commitment to conduct thorough academic program reviews across the College, building and expanding upon results obtained through the academic assessment process. The intention is that this process will take into account additional factors, such as those relating to the financial viability and sustainability of a given program, including the prospects for further development of the program in question, involving identification of resources that may be needed to achieve such plans.

#### Establishing an ongoing system for review of academic programs

In preparation for the 2004 WASC Special Visit each New College program prepared a binder containing program assessment information. To standardize the format, content, and presentation of program data to facilitate program review efforts, templates were created for program Academic Plans, Syllabus Addenda,

and Faculty Self-Assessments (See assessment and program review materials in Attachment 23.)

In February 2005, all programs were requested to complete and submit these forms that form the key components of the program review process. The goal of the New College program review effort is to create a system for obtaining evidence of program administrative, curricular, and co-curricular activities to improve student learning.

The AAW approved a rubric for reviewing academic plans and conducted pilot reviews for five programs based on information provided in the templates. As a result of lessons learned during the pilot reviews the rubric for program review is undergoing revision and faculty discussion has been initiated to refine review criteria. As refinement of criteria for program review proceeds, with several programs in the review process, a schedule is being developed in consultation with program faculty and staff to conduct program reviews for all programs on a five-year cycle.

A visual representation has been created that depicts the integration of student learning outcome assessment and program review systems, demonstrating how ongoing simultaneous assessment activities at the course, program, and College-wide levels will be conducted with the aim of achieving continuous program improvement. (See assessment and program review materials in Attachment 23.)

As mentioned above in discussing the operations of the Academic Affairs Workgroup, even while the process for conducting academic program reviews was under development, exigencies arose with respect to two academic programs – in Media Studies and the School of Graduate Psychology – that called for earlier attention to be given to reviews of these programs.

These reviews, as summarized below, were conducted through collaborative efforts involving the administration working with faculty participation and, where called for, participation by consulting experts from outside the College. The faculty role has been largely exercised through the Academic Affairs Workgroup as the body constituted to provide a base for faculty responsibility with respect to academic program offerings, including designing and effectuating faculty participation in procedures for considering and making decisions concerning: significant changes to academic programs (CFR 1.7 and 1.8); guidelines for nomenclature used in connection with degree programs, emphasis areas, and concentrations (CFR 1.7, 2.1, and 2.2); criteria for the number and qualifications of faculty participating in program offerings (CFR 2.1 and 3.2); processes for assuring clear and thorough communication with students to inform them of any significant developments with respect to the academic program in which they are enrolled (CFR 1.8); as well as providing for review of grievances, including the prospect for participation at the level of the Board of Trustees, where that is

called for (CFR 1.8). An important instrument in assuring regularized procedures are followed with respect to such essential academic program matters is the new faculty handbook that, as indicated above, emerged from work of the Academic Affairs Workgroup over the course of the past year.

### Media Studies

The reconstituted Media Studies program continued to be scrutinized, with respect to both the viability and academic quality of the program, including efforts to identify any additional resources needed to assure the soundness of these essential elements. An initial review was conducted involving participation by the Dean of Humanities, the Academic Vice President, and the President of the College, including meetings held with the co-directors who had responsibility for the bulk of teaching duties in the program.

The initial review led to a decision to continue the program in the fall 2004 semester, including enrollment of a new group of entering students, while suspending the titles of those who had been in the roles of co-directors, who would continue their roles teaching in the program, while a thoroughgoing review of the program would be conducted with the assistance of a consultant from outside the College with expertise in the area. During this period, oversight for the program was vested in an Academic Program Coordinating Group, consisting of faculty from the School of Humanities, chaired by the Dean of Humanities and co-chaired by the Academic Vice President.

As a next step, Mary Ellen Churchill, who has a background in the media studies field as well as substantial experience as a documentary film maker, was hired as a consultant to assist in the program review process while also helping to strengthen the program through introducing new program offerings, hiring of adjunct faculty with appropriate experience, and assisting in overseeing the program's operations as the program review continued. The review process was then continued in the Academic Affairs Workgroup, leading to consideration of a report and recommendations produced by Mary Ellen Churchill that was accompanied by a recommendation from the Dean of the School of Humanities that Mary Ellen Churchill be appointed to the role of Interim Program Coordinator for the 2005-06 academic year, a recommendation that was approved by the AAW. (For a report on developments in the Media Studies program, a copy of the curriculum vitae for Mary Ellen Churchill, appointed to serve as the interim Program Coordinator, and résumés for new members of the adjunct faculty teaching in the Media Studies program, see Attachment 24.)

### School of Graduate Psychology

Over the course of the spring 2005 semester, a set of difficulties came to light in the Graduate School of Psychology stemming from complaints about behavior on the part of those in positions of academic leadership for the program. President Martin Hamilton appointed a two-person team – Mitch Hall, Dean of the School of Humanities, and Milly Henry, a long-time member of the faculty in the School of

Humanities and former Dean of the School of Humanities and President of the College – to conduct an initial investigation of the matter. This led to a report transmitting a recommended course of action that was then referred to a Graduate Psychology Oversight Group, a faculty body appointed by the President, with four of the five members also serving as members of the Academic Affairs Workgroup.

A three-person team of outside experts was identified to review the entire situation and to evaluate and make recommendations for resolution of matters in the area. That body conducted its own in-depth investigation, including conducting interviews of students, faculty, and administrators working in the Graduate School of Psychology. The report of the consulting group was submitted to the New College administration and to the faculty-constituted oversight group, who, in turn, provided advice to the President concerning the matter. In addition, a team of student representatives, selected by students enrolled in the program, met with and made a presentation to the New College Board of Trustees at one of its regular meetings.

The resolution of the situation included a negotiated agreement involving the departure of the Dean and, ultimately, a decision by the President, to not extend a contract of reappointment for the 2005-06 academic year to a member of the faculty who had been teaching in the program. That decision is subject to appeal to a three-person panel appointed by the President. A subsequent development, at the beginning of the fall 2005 semester, was the resignation of a second member of the faculty who had been teaching in the program.

As reported above, in response to this situation, New College has been most fortunate in having Linda James Myers, Ph.D., accept an appointment as interim Dean of the School of Graduate Psychology, taking a leave of absence from her position as a long-time member of the faculty at Ohio State University where she has an appointment in the Departments of Psychology and Psychiatry as well as in the African-American and African Studies program, in addition to leading The Center for Optimal Thought, a nonprofit organization with an Institute for Optimal Transformation and Leadership.

Additional details about her background are included above in the section on Strengthening Administrative and Academic Leadership of the College. Part of the charge to Linda James Myers in her position leading the Graduate School of Psychology at New College over the course of the 2005-06 academic year is to conduct a thorough review of the School of Graduate Psychology, its programmatic offerings, and its faculty and staffing needs. (For a fuller report on developments in the School of Graduate Psychology and a copy of the curriculum vitae for Linda James Myers, appointed as Interim Dean of the School of Graduate Psychology, see Attachment 14.)

### Academic Program Reports

As part of the process of preparing this self-study report, academic programs were asked to produce a status report to provide a summary of academic program developments since the time of the last site visit, in spring 2004, with a suggestion that, for a given program, relevant information to include in such a program status report might include that ranging across such matters as:

- 1) identification of emerging enrollment trends;
- 2) other developments of interest, including:
  - a) appointments, of faculty and others,
  - b) new course offerings,
  - c) recent special guests / visiting lecturers of interest,
  - d) other initiatives;
- 3) accomplishments connected with the program, such as:
  - a) faculty publications and participation in public events,
  - b) notable activities and achievements by a program's students and graduates,
  - c) notable projects, such as the anti-sweatshop effort coming out of the Activism and Social Change emphasis area,
  - d) news coverage;
- 4) assessment efforts and results, as well as plans for upcoming program reviews;
- 5) examples of decision making through use of processes in anticipation of codification and development of procedures to be spelled out in the faculty handbook;
- 6) plans for further development, including, where appropriate, identification of resource needs and timeframes for plan implementation;
- 7) information to place these developments in context, providing useful summary statements addressing the following elements:
  - program description
  - curriculum and teaching / pedagogical philosophy
  - program mission statement.

Program status reports, reflecting varying degrees of detail of the sort indicated above, are available for the following programs in the School of Humanities:

- Bachelor of Arts in Humanities
  - Weekday / Evening program
  - Weekend degree completion program
- Master of Arts / Master of Fine Arts
  - Creative Inquiry, including material on the emphasis area in:
    - Experimental Performance
  - Humanities & Leadership:
    - Interdisciplinary Humanities
    - Activism & Social Change
    - Culture, Ecology and Sustainable Community
  - Irish Studies
  - Media Studies

- North Bay: M.A., M.B.A.
- Women's Spirituality
- Writing & Consciousness  
and the Summer Intensive Program
- Certificate programs – the Science Institute.

(A collection of summary status reports generated by these programs appears as Attachment 4.)

#### Opportunities to optimize areas of strength as institutional resources

An example of a clear strength that calls out for more attention and optimization as a resource, both within and outside the College, is based in the fact that it is home to a remarkable array of talented writers whose work is internationally recognized, ranging from those associated with the Beat Generation, including David Meltzer (with his recent books, *Beat Thing*, published by La Alameda Press in 2004, and *David's Copy: The Selected Poems of David Meltzer* published by Penguin in October 2005) and Tom Clark, who teach in the Poetics program, along with Adam Cornford, also widely known for his work as writer and poet, and Neeli Cherkovski, our Writer in Residence who also teaches in the Humanities and Leadership program. (Listings of works by Tom Clark, David Meltzer, and a summary profile of Writer in Residence Neeli Cherkovski, appear as Attachment 25.) Other such strengths are found in leading feminist writers at the College, such as Judy Grahn, whose poetry is included in the *Anthology of Modern American Poetry* (Oxford University Press).

Others have arrived more recently, both at New College and to the world literary scene, a leading example being Edie Meidav, who initially taught in New College's Writing and Consciousness program as a member of the adjunct faculty and who went on to assume full-time faculty status and the role of director of the program. Edie Meidav stands as a good example of a newer member of the New College faculty whose work is receiving recognition well beyond the College. Her novel, *Crawl Space*, has just been published by Farrar, Strauss, and Giroux.

This follows publication of her first novel, *The Far Field: A Novel of Ceylon*, which was cited by the *Los Angeles Times* in its listing of Best Books of 2001, with Edie previously having been selected by the editors of the *Village Voice Literary Supplement* as one of their "Writers on the Verge," in 2000. Set in the British colony of Ceylon, now Sri Lanka, in the 1930s, research for the book included time Edie spent in Sri Lanka on a Fulbright Fellowship. Further in recognition of that work, in fall 2003 she was honored by the University of Rochester (NY), where she was invited to receive the Janet Heidinger Kafka Prize, awarded by the Susan B. Anthony Institute for Gender and Women's Studies and the Department of English at the University of Rochester for the Best Novel Written by an American Woman. Previous winners included Toni Morrison for *Song of Solomon* and Gail Goodwin for *A Southern Family*.

Mitch Hall, Dean of the School of Humanities since February 2004, is also a published writer of books, essays, and translations. His work has received endorsements from such noted authors as the historian Howard Zinn, Laura Huxley, and John Robbins. Mitch speaks publicly about peace building, violence prevention, and children's rights, as represented by his presentation to the Peace Psychology division of the American Psychological Association in August 2005. His most recent publication is an article entitled "Reforming Managed Care Certification of Mental Health Services," and it will be published in *Care Management Journals*, which combines two journals that were previously published separately. His co-author is Madeleine Gomez, Ph.D., who is President of PsychHealth, Ltd., based in Evanston, Illinois.

In addition to members of the core faculty, such as the writer-scholars mentioned above, who have a full-time commitment to their work at New College, the College is able to draw upon numbers of other talented writers who are attracted to the College and its mission and who have much to contribute to the work being done here. An example is renowned playwright / performer, poet, and novelist Ntozake Shange, best-known for her Obie Award-winning play *For Colored Girls Who Have Considered Suicide/when the rainbow is enuf*, and who counts among her other honors and awards fellowships from the Guggenheim Foundation and the Lila Wallace-Reader's Digest Fund, and a Pushcart Prize. Having graduated cum laude in American Studies from Barnard College, and having earned a master's degree in the same field from the University of Southern California, she intends to enroll, in fall 2006, in a two-semester course of study at New College to earn an M.F.A. degree in Creative Inquiry. Her advisors are Writer in Residence Neeli Cherkovski and Judy Grahn, co-director of the Women's Spirituality program.

Another instance demonstrating the College's relationship with writers is the October 20, 2005, event in which New College acts as host for an evening with two widely acclaimed poets, Norman Fischer, former Abbott of the San Francisco Zen Center, and Hank Lazar, who teaches at the University of Alabama. This is the first event this year in a series of readings focusing on contemporary American poetry today.

This description barely scratches the surface with respect to the wealth of writing talent thriving at New College, both historically and currently, and whose successful careers range from those who have been producing notable work over a period of decades to those who are among the new generation of writers. There is a need both to develop means to provide continuing support for the work of these artist-scholars, and to find means to share more widely the bounty flowing from their creative contributions. Building on the College's strengths in this field, efforts are underway to explore the prospect of launching a new literary magazine, tentatively titled *The New College Review*, to include poetry, fiction, creative non-fiction, book and art reviews, and interviews with writers. Plans call for the publication to be edited by Neeli Cherkovski and award-winning poet

Standard Schaefer, who holds the M.F.A. in writing from the University of Southern California.

### **Curricular creativity**

#### **Summer Intensive Program**

Faculty members from four program areas (Creative Inquiry, EPI, Writing and Consciousness, and Women's Spirituality) worked together for a year to create an intensive summer session. Planners met regularly to discuss areas of curricular overlap, to create sessions with interdisciplinary possibilities, and to find ways of opening some electives to one another's students. The intensive session held this year in May and June carried the title "Myths & Meanings: an Interdisciplinary Summer Intensive Bridging Writing, the Arts, and the Sacred." The Summer Intensive program combined closed core classes with courses that students in any of the programs could take (indeed, were required to take).

Plans call for continuing with a modified version of this initiative in the future, with required classes in the students' own disciplines and optional evening offerings across all four programs. Also under discussion is the prospect of offering further joint sessions and events during the year, including a possible spring 2006 class co-taught by EPI and Writing and Consciousness faculty that would explore the overlap between writing / performance. (A detailed description of the Summer Intensive program appears in Attachment 4.)

#### **United States History – a team-teaching approach**

An earlier example of a creative approach to curriculum planning that, in a nontraditional manner, drew upon the fascinating array of available talent found among members of the New College faculty, came to fruition in the design and initial offering in the spring 2004 semester of a new course in United States History offered in the School of Humanities Weekday / Evening B.A. program. It drew upon the talents of writer-poet-scholars Neeli Cherkovski, Adam Cornford, and David Meltzer, joined by fellow writer-scholars Daniel Cassidy, who also is Director of the Irish Studies Program, and Peter Gabel, president emeritus of the College, who also teaches in the School of Law, is Director of the Institute for Spirituality and Politics at the College, and is associate editor of *Tikkun* magazine.

This group came together as a team to teach this new course, with each called upon to reflect upon a segment of time in connection with developments relating to U.S. history, as defined by selected time periods, ranging from 1492 to 1800 (Neeli Cherkovski), from 1800 to 1900 (Daniel Cassidy), from 1900 to 1945 (Adam Cornford), from 1945 to 1965 (David Meltzer), and from 1965 to present (Peter Gabel). The course description reads as follows:

*How did we get here and where are we going? Starting with the American Revolution and the utopian and contradictory aspects of early constitutional democracy, we will go on to examine: the Westward expansion; the Civil*

*War; Reconstruction and segregation; immigration, labor struggles, and the World Wars; suburbanization and the Cold War; the Civil Rights, anti-war, and women's movements; Reaganism and the resurgence of the Right; the Clinton crossover from the 60s to the 90s; and the new global and ecology social justice movements. Students will be encouraged to write themselves and their families and communities into these histories and to discover in them possibilities for action in the present. (This class fulfills Teacher Credential program requirements.)*

The nature of the course's design, and the innovative way that study in this area was developed and made available to students, is a testament to the continuing vitality and originality that characterize New College offerings. In fact, it is hard to imagine this array of talent being matched elsewhere in a similar setting (knowing that in many institutions of higher education it is rare to find a single talent of this kind available to teach undergraduate students, much less to have the opportunity magnified fivefold, and in such a personal and intimate setting, in a seminar format with fewer than fifteen students).

#### Activism and Social Change Emphasis Areas

Another area of curricular innovation is seen in creation of the Activism and Social Change emphasis areas offered in the undergraduate and graduate divisions of the School of Humanities. These emphasis areas powerfully assemble the various elements that comprise the "social engagement" dimension of the College's mission in a unified set of curricular offerings. Specifically, students combine the study of social theory, social movements both past and present, and methods and strategies of social change with opportunities to study in seminars taught by skilled local, national, and international activists and to intern in a progressive social change organization while developing an activist senior or master's thesis in a specific area, such as environmental justice, health, housing and homeless activism, peace and human rights.

This unique assemblage of elements has been noted by Michael Baer, senior vice president of the American Council on Education, as reported in an article appearing in the *San Francisco Chronicle*, as well as receiving notice in an article appearing in *The Chronicle of Philanthropy*. Academic Vice President Michael McAvoy, who helped design and launch this area of study, together with Helene Vosters, who is co-directing studies in the Activism and Social Change emphasis area, reports that these offerings are attracting a growing number of new students, among them some who are coming to the Bay Area from other parts of the country as part of an effort to integrate their educational pursuits with progressive political goals and perspectives. Another commonly held objective among those pursuing studies in this area involves seeking ways that this work may lead to development of career options that can be in line with and honor the values the students seek to advance, while, ideally, also providing a means to pay the rent.

A recent successful project undertaking in connection with the Activism and Social Change emphasis area is promotion of the Anti-Sweatshop campaign in the Bay Area, involving the appointment of Tom Hayden to the position of Activist in Residence at New College to lead these efforts, building a coalition of student activists working with progressive organizations, with New College students at the core of the project. (Additional material describing developments in connection with this project appear in Attachment 5.)

A demonstration of the link between the humanities and law, a link that has been an explicit element since these programs were launched at New College, has been manifested in an annual summer study program in Greece. In originating this project several years ago, Chris Kanios, a member of the Law School faculty who served over some ten years as Dean of the Law School, organized and designed a for-credit course that is conducted in June in Athens, Greece, and on the Aegean island of Hydra. This program is one in which approximately a dozen New College students participate on an annual basis, with preparatory sessions held in San Francisco prior to departing for the two-week course of study in Greece.

#### Law and Humanities: "In Search of Socrates"

In recent iterations of the course, Chris Kanios has been joined by Neeli Cherkovski, the College's Writer in Residence who, as mentioned, also teaches in the Humanities and Leadership M.A. degree program. The coursework they jointly present, under the heading "In Search of Socrates," involves study of the Socratic method and exploration of the relevance of Socratic thinking to our own time. In this case, the study of the law-humanities link is unmistakably enhanced and the depth of its impact magnified by virtue of being conducted in the very environment where the original historic philosophic lessons were developed and delivered. Though the program was not conducted in summer 2005, it is anticipated it will be resumed in summer 2006.

#### Relations with other organizations, including other institutions of higher education

There are a number of instances where steps have been taken to develop relations with other institutions. In spring 2005, with Chris Kanios on leave from the New College School of Law to teach as a visiting member of the faculty at the John F. Kennedy School of Law, he offered to students there a one-week in-depth study of material used in the "In Search of Socrates" offering described above, with Neeli Cherkovski participating as a guest lecturer.

As New College of California Writer-in-Residence, Neeli Cherkovski, and the Director of the Otis School of Art and Design Graduate Writing Program, Paul Vangelisti, have designed an exchange program between the two institutions for fall 2005, consisting of three presentations by Cherkovski at the Otis Campus and three by Vangelisti at New College. Cherkovski and Vangelisti each will be responsible for one public reading of their poetry and two lectures, either in-class or in a public setting, on an aspect of the writing experience.

From his position at New College, Neeli Cherkovski also is involved in an ongoing relationship with the literary and cultural community in Mexico. His book, *Fronteras Rotas (Broken Borders)*, was recently released by Generacion Publications (Mexico City) in conjunction with a joint publishing agreement involving the University of Guadalajara and New College Press. Cherkovski and New College President Martin Hamilton attended a presentation for the book in Mexico City this past spring. Cherkovski was recently featured in an international literary conference in Oaxaca, Mexico, where he also read from *Fronteras Rotas*.

Members of the faculty and administration, together with students in the New College Teacher Education program, visited and developed relations with the Guarjila school in El Salvador, as reported in a story appearing in the newsletter produced in spring 2005. (See Attachment 21.)

Within this country, the anti-sweatshop project undertaken as an Activism and Social Change initiative, described above, involved developing a coalition whose participants, in addition to Tom Hayden as New College Activist in Residence, included participants from other colleges in the Bay Area, including the University of California at Berkeley and San Francisco State College, as well as the nonprofit organization, Global Exchange.

#### **Identification of Other Changes or Issues Confronting the Institution**

Major issues to be addressed are described above in relation to continuing progress with respect to financial stability, coupled with the need to move forward in the implementation of development / fund-raising efforts and building relationships with and support among important constituencies, through efforts such as those identified with respect to alumni relations. There is a need to address facilities issues, including attention to physical capacity in relation to optimizing the size of the College, with respect to student enrollment, number of faculty, and related matters, as part of the effort realistically and soundly to align the College's growth potential with its operational capacity.

There is a continuing need to move forward with assessment efforts, from academic program assessment and program reviews, to administrative assessment efforts, including evaluation of performance by those in leadership positions. Attention must be given to development of a next generation of leadership for the College, in academic programs, in the administration, as well as with respect to the Board of Trustees.

Looking to the future, key watchwords that emerge for the next phase of institutional development are: consolidation and continuation. This calls for consolidating and building upon both the founding spirit of the College and the important gains that have been made in recent years in regularizing institutional processes, while continuing to develop and working to advance both the traditions of what still remains a young College that is also young at heart and the

new-found structures that will help to sustain it, and, indeed, enable it to flourish in the future.

### **Institutional Plans to Address Expectations of the 2001 Handbook**

The self-study reports created in preparation for these recent WASC team visits, in February 2002, February 2004, and now November 2005, and the work done at New College in preparation for the visits and in response to items identified in the Commission's action letters addressed to the College, including developments with respect to finances, governance, and assessment and planning efforts, are all efforts that have been conducted with due regard for the 2001 Handbook and the expectations set out there.

### **Concluding Statement**

Reflecting on the institutional response to issues raised by the Commission demonstrates that we have entered upon processes of assessment and planning that already have had an important impact upon the institution in a number of significant ways. We have every expectation that this has provided the impetus for institutional development that will continue to resonate as we actively pursue these efforts in coming days, incorporating the assessment and planning elements as essential aspects of year-to-year and longer-term program development. There has been, and continues to be, a truly positive response to the concept of seeking to function as a learning organization in all aspects of our operations, both academic and administrative, and at all levels, from the board of trustees to the various schools, across degree and academic program offerings, and at the level of specific emphasis areas and concentrations.

### **Recommendations**

There is a need for the College to continue actively to demonstrate its commitment to pursue efforts it has begun to enhance communication within and across various units of the College as well as with other institutions, particularly those similarly situated, with similar interests and potential to enter upon joint ventures and sharing of resources in ways that can be beneficial to all concerned. There is a need to be rigorous in compiling documentation regarding practices and procedures followed in decision-making processes, and to assess the effectiveness of these processes.

There is a need to be vigilant with respect to enrollment management issues, to recruit and enroll as well as to retain students effectively, including providing needed attention and cooperative efforts to address those who, in pursuing their studies, may benefit from moving from one to another of the College's program offerings. Along with these efforts, coupled with continued attention to the related developments in expanded marketing and communications operations, there is a need continually to assess the effectiveness of initiatives in these vital areas. Along with this, there is a need to assure financial discipline, both within individual programs and across the institution, particularly with respect to making any needed adjustments to match expenditures to available income and to

incorporate the means to determine the financial viability of any new undertakings, starting at the planning stage.

The planning itself must include the identification from the outset of approaches to measure the success of offerings. Any data and other evidence that can be anticipated to be generated should be identified at this early stage, and then the collection and analysis of evidence must go on throughout the process, with timeframes specified for evaluating results and making decisions about any adjustments to be made and possible future developments for the project in question, including whether it is to continue beyond a specified point and, if so, in what form.

Finally, with respect to institutional advancement, there is a commitment to pursue a coordinated fund-raising plan as well as to identify the means to publicize better the good work done by those at, and on behalf of, the College, and to make this available more widely, within higher education and within the broader civic community. Among other efforts, there will continue to be considerable attention given to further development of the College's web site to support efforts of this sort, building on the success in this area that has been realized thus far, along with attention to other means of communicating and interacting with those outside the College and maximizing the benefit to be gained, both within the College and in relation to the outside, drawing upon and seeking to publicize the valuable resources that reside here.

#### Upcoming developments

As indicated in much of the material appearing above, we have undertaken a basic review of our systems of operation, with particular attention to matters of financial stability coupled with consideration of governance structures along with attention to planning and assessment mechanisms, involving both academic and administrative matters. This effort is intended to engage all constituencies of the College in the process and, as part of this, the process calls for making strong efforts to share information, to communicate widely, and to solicit and take into account the wide range of views we can expect to emerge. This is in keeping with the New College spirit that we wish to maintain and advance, while seeking, when at all possible, to continue to enjoy our engagement with worthwhile efforts that are consistent with our primary pursuits in teaching and learning.

There are numbers of matters that continue to be ones the College will revisit and address, and current institution-wide assessment and planning efforts provide an inviting opportunity to grapple with even the more difficult matters, such as those having to do with determining the viability of programs, particularly those with relatively small enrollments. As another example, there may be a need to reconsider and reconfigure the organizational structure as it relates to some academic program offerings and, rather than sacrificing a valued program, the effort might be to find ways to work across one or more program offerings in ways that serve to optimize their relationship to one another, even if this be at the

expense of some degree of historic autonomy that a particular program may have enjoyed over time. Once again, in such instances there is recognized to be a need to work to overcome the natural feelings of defensive protection of turf that can be expected, as well as to address understandable feelings of vulnerability that can be expected to well up.

On the other hand, because of the nature of the New College program offerings, the College's mission, and the specific missions of its various programs, there is a commitment, and a concerted effort is being made, to develop measures of success that go beyond a mechanistic approach that would reduce such measurements to ones that may miss out on true underlying values that inhere in the College's program offerings and its approach to deliver educational experiences consistent with its institutional mission. Recognizing that there is a need for measures to be developed and employed that capture both the quantifiable and the qualitative nature of the educational experience, New College is committed to continue participation in a process to further this set of goals, both internally and in cooperation with companion institutions in higher education.

Through the strategic planning process the College is pursuing, there is active engagement with the tasks involved in producing a set of goals and specifying results sought, in accord with the mission of a given program or functional area, in light of and informed by the overarching institutional mission. This is accompanied by the design of a structure for accomplishing identified goals, gaining needed resources and possible sources of support to be drawn upon, monitoring progress, and making adjustments in response to analysis and findings that emerge along the way. This entails specifying expected returns and proposed means for assessing results, making improvements as called for, leading to plans for next steps, all within a timeframe to indicate dates by which identified steps are to be accomplished, making adjustments as the cycle unfolds.

#### Concluding sentiments for a small college seeking to have a big effect

There is special value to be gained through advancing the interests of an institution of higher education that has the distinctive attributes found at New College, that engenders such strong feelings and attachments among those connected with it, whether this be in the role of student, member of the board or faculty or administrative staff, a graduate, visitor, other institutional or governmental or civic leader, or community member. This is true for those who are fortunate to be situated in the immediate vicinity of the College as well as for those at some distance – the extent of the reputation of this small school is somewhat remarkable, and clearly that reach is extended by the reputations enjoyed by many whose identities, and well-known works, have grown closely connected with that of New College. In any case, the attraction of the College, its spirit, and the educational experience it promotes clearly are far reaching in their effect.

Fortunately, with respect to the continuing best interests and health of the College and those it serves, there are substantial numbers, among faculty, staff, students, and graduates, who are deeply committed to this enterprise, willing to work to enable the College to flourish and continue to be a source and nurturer of creativity and means for transmission of knowledge in ways that benefit the wider community. There is palpably present in the College, among all constituent elements – faculty, staff, students, graduates, members of the Board of Trustees, as well as community and other outside supporters – a strong commitment to focus on efforts to continue to develop, assess, and improve operations, working to ensure institutional health, sustainability, and stability, without sacrificing the creativity, passion, and liveliness rightly known throughout its history to be at the core of the New College experience.

It is clear to those involved in ensuring the ongoing health and vitality of the College that to build on its strengths and secure the future of this enterprise entails assuring the stability of the base that will enable the College to continue its good work and to consider how it might make available to larger numbers the chance to participate in the exciting educational opportunities offered here. This commitment is reinforced by the recognition that, in many ways, the importance that attaches to New College, its mission, and the inspiration and essential contributions of a particular nature that it offers to the wider community may well be greater today than at any time in the College's history. This presents an enlivening challenge to which New College responds with energy, enthusiasm, and commitment to promote the ideals the College's mission calls for it to pursue.

## **New College of California**

### **Report for Special Visit of November 16-18, 2005**

#### **Required accompanying documents and additional attachments**

##### Required documents accompanying report

- A. Most recent Annual Report to the Commission from New College of California
- B. Budget documents:
  - 1) "New College of California Income Statement" comparing 6/30/2005 year-end results with the 6/30/2006 budget;
  - 2) "New College of California Income Statement" comparing 6/30/2004 year-end results to the "Actual YTD 6/30/2005"; and
  - 3) "New College of California Statement of Revenues and Expenditures" (displaying actual budget results for the fiscal year end of 2002, 2003, 2004, and 2005, along with projected budget results for the fiscal year end of 2006 and 2007)
- C. Most recent financial statement and audit by an independent agency:
  - 1) "New College of California, Inc. Financial Statements and Supplementary Information for the Years Ended June 30, 2004 and 2003"; and
  - 2) "New College of California, Inc. Management Letter for the Year Ended June 30, 2004"
- D. Institutional Summary Data Form
- E. Completed set of Required Data Exhibits

##### Additional attachments accompanying the Special Visit Report

- 1) New College of California full mission statement
- 2) "The Humanities Day/Evening Program Mission and Description," prepared by Milly Henry
- 3) Community Education and Social Action Report (CESA) Program Performance Report, December 2004
- 4) Academic Program Reports – School of Humanities
- 5) Report on the No SweatShop Procurement Ordinance Project

- 6) New College Media Lab / KPFR *Flashpoints* and *La Onda Bajita* radio broadcasts
- 7) *San Francisco Chronicle* article, July 21, 2005, “Activists start working on liberal spirituality: Conference seeks to morph energy into political clout,”
- 8) Degree Programs, Emphasis Areas, Concentration Areas
- 9) Schematic diagrams of New College governance structures:
  - a) dated September 15, 2005, as revised and implemented;
  - b) dated January 11, 2004, as designed in 2003-04.
- 10) Copies of:
  - a) curriculum vitae for newest members of the Board of Trustees;
  - b) biographical summaries for all Board members.
- 11) Résumé for Kris Brandenburger, Director of the School of Humanities Weekend B.A. Completion program
- 12) Résumé and position description for Mitch Hall, Dean of the School of Humanities
- 13) Academic program templates:
  - Faculty Job Description and Self-Assessment;
  - Syllabus Addendum;
  - Academic Plan.
- 14) Report on the School of Graduate Psychology and curriculum vitae for Linda James Myers, Ph.D.
- 15) Résumé for Sienna Man, New College Controller
- 16) White Paper: The Changing Role of Marketing at New College
- 17) a) UC-Berkeley Extension Program Laguna St. Campus -- Status Report;  
b) concept plan, and illustrative depiction, proposed by New College
- 18) Résumé for Belinda Sifford, Special Advisor for Planning and Development
- 19) Copy of a letter of support for New College from Representative Nancy Pelosi, dated May 20, 2000, addressed to Commissioners of the Western Association of Schools and College

- 20) Documents for recruitment of new members for the Board of Trustees:
  - a) Criteria for Selection of Members of the Board of Trustees;
  - b) Indicators in Relation to Criteria for Selection of Members;
  - c) Methods for Identification and Recruitment of Members of the Board;
  - d) Candidate Data Form.
  
- 21) New College newsletter, “The Nameless Gnu”
  
- 22) Administrative Organization Chart
  
- 23) Report on Academic Assessment and résumé for Adrienne Herd, Director of Academic Assessment
  
- 24) Report on Media Studies and curriculum vitae for new members of the faculty for this program
  
- 25) Listing of works by Tom Clark and David Meltzer and a summary profile of Writer in Residence Neeli Cherkovski