Introduction

This is the Strategic Plan for New York University’s Steinhardt School of Culture, Education, and Human Development for the period 2013-2023. It provides essential guidelines for the School’s decisions, priorities, resource allocations, and overall direction in the coming years. It reflects and responds to NYU Steinhardt’s mission, core values, and demonstrable strengths, articulates a vision for the strategic direction of the School as a whole that is more than the sum of its departments and programs, advances NYU Steinhardt’s strong reputation and standing both within and outside of NYU, enhances the School’s ability to raise funding for achieving the strategic goals, and provides support for its ongoing and future endeavors.

An earlier strategic assessment process undertaken by the School in 2003 asked whether NYU Steinhardt should still be NYU Steinhardt: that is, whether it should continue to exist as it was, or be broken up and reorganized. By contrast, the current planning process has proceeded from a radically different and stronger position; it asks, “What should NYU Steinhardt be? What can the School become?” It begins with a reaffirmation of the School’s mission and core values.
Mission

NYU Steinhardt advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School’s faculty and students evaluate and redefine processes, practices, and policies in their respective fields and, from a global as well as a community perspective, lead in an ever-changing world.

Core Values

NYU Steinhardt’s work takes place “at the hyphen”—at the intersection between research and practice, neighborhoods and countries, disciplines and professions. We believe that working “at the hyphen” yields solutions to some of the most vexing problems facing communities throughout the world, and provides opportunities to prepare our graduates to make new and creative contributions in culture, education, and human development. We work at the hyphen of:

1. Theory—Practice: We translate research into applicable solutions in real world contexts, as researchers collaborate with practitioners to create evidence-based practice. Basic research on cognitive development shapes curriculum in teacher education and creates new approaches in speech pathology, the science of acoustics influences how music is created and how it is heard, and research on the biomechanics of human movement influences practice in physical and occupational therapy and dance education. And practice informs new research questions.

2. Local/Urban—Global: We actively support and manage the flow of research, faculty, and students to develop curricula abroad while revising curricula on Washington Square in light of our global community. What we do abroad shapes what we do in our urban community of New York, and the local/urban and global contexts inform
each other iteratively, as we serve immigrants in New York City’s classrooms, agencies, and clinics and bring music and the arts across continents. We are a community of scholars and practitioners and instill in our students the importance of serving as leaders and contributing to society. We have a liberal arts core so that our students are broadly educated and, yet, they are also specially equipped with the knowledge, skills, and habits of their chosen field of practice. This combination prepares them to be leaders locally and globally.

3. Interdisciplinary—Interprofessional: The work of our faculty and students crosses not only academic disciplines, but also professional fields. Teachers work with psychologists, musicians with speech pathologists, health researchers with media scholars and visual artists.

4. Present—Future: Our work is actively grounded in the needs of our present community and world, but with an eye toward the future and the policy, research, and scholarly and creative works that will have a lasting impact and address some of the world’s most complex issues.

Our approach is holistic: our focus is on the difficult problems that face our society, especially those affecting the urban, underserved, and understudied. In its research and training of practitioners, Steinhardt responds to crises in local and global contexts, and identifies the approaches that will improve the lives of immigrants and the poor, struggling youth, and ailing elderly. We educate psychologists, therapists, teachers, and nutritionists to work in the harsh realities of the lives of their students, clients, and patients. We train artists, performers, and communication and media experts who will work in the space where individual creativity leads to broader community engagement. Their training underscores Steinhardt’s commitment to the whole person. For example, in music performance, we seek not only to create the perfect vocal instrument, but also to prepare our students to understand the world and history of musical theatre, to learn about the anatomy and physiology of their voice, and the industry in which they will work.
Purpose and Principles

This plan recognizes, celebrates, and builds upon the strengths and distinctiveness of NYU Steinhardt. The School’s 11 diverse departments share a commitment to excellence in research, the arts, teaching, and service. NYU Steinhardt is positioned to increase and apply knowledge; create distinctive works of art, music, theater, and dance; challenge and support students; and serve urban communities in myriad and unique ways. Growing from a sound foundation of achievement within the disciplines and a distinguished history of interdisciplinary study, teaching, and practice, the goals and objectives articulated in this plan will better enable NYU Steinhardt to fulfill its aspiration to research and serve the pressing needs of children, families, and communities in this world of dynamic change. This plan does not suggest a re-direction of the School; it inspires the elevation of its mission and highlights the application of its assets to areas of new or greater emphasis in its work.

Guiding Principles

Through consultation with faculty, staff, and students during the strategic planning process, members of the Strategic Planning Steering Committee (SPSC) and the deans identified several overarching principles that build on Steinhardt’s 123-year history and mission. These principles build on the School’s core values and have consistently guided the work of faculty. They reflect the ethos of the School, and thus should infuse all aspects of the plan. These principles can be thought of as threads that tie the goals and objectives articulated below together; they not only reflect the mission and values of the School, but also are the qualities that make NYU Steinhardt truly distinctive. These principles are:
- Preparation of students for professional practice, artistic creation, and scholarship

- Study of the preparation of students for the professions and research on the theory-practice model

- Integration of learning experiences across the continuum of students’ engagement with the School and our local and global communities

- Appreciation for the diverse contexts of departments, School, New York City, and the global community where work is being done

- Inter-professional/interdisciplinary study, research, and teaching

- Focus on students and their holistic development

- Commitment to being in and of New York City and in and of the cities of the world

**Methodology**

Key activities of the strategic planning process included an intentionally comprehensive, mixed-methods data collection process to gather information and inspire discussion; in-depth discussions of data analysis by the SPSC; a strategic planning retreat that produced draft goals and objectives; regular meetings of the Deans and SPSC to refine those draft goals and objectives and develop the draft strategic plan document; a period of intensive faculty consultation on the draft goals and objectives, with revisions; a survey of faculty and administrators that ranked the goals and rated the relative importance of objectives; submission in the survey of 1300 suggested activities to advance the goals of the plan; and development of an action plan to guide the implementation of high priority strategies.
Goals and Objectives

Goal 1: Research and Artistic Creation

Steinhardt leads in the generation of cutting-edge research and creative works in the performing and visual arts, media, health, and education.

Rationale/Intent:

NYU Steinhardt advances innovative research and artistic creation spanning a range of domains and disciplines, including learning and academic achievement, health and wellbeing, media and communication, and the visual and performing arts. Researchers and artists at NYU Steinhardt share a fundamental commitment to addressing real-world issues through the integration of basic and applied research and creative works in the arts that inform public debate and contribute to the development of new knowledge, actionable answers, and effective policies and practices. The cutting-edge research at Steinhardt is transformational in its impact, informs teaching, and enables Steinhardt to more effectively serve the needs of the university and surrounding communities.

Goal 1 Objectives:

1.1 Provide an environment that supports and enables faculty ingenuity and creativity.

1.2 Train and support world-class doctoral students in multiple disciplines, and offer competitive packages to candidates.
1.3 Diversify and support mechanisms for intentional cross-disciplinary collaboration in research and artistic creation.

1.4 Build and sustain community partnerships to facilitate faculty research and artistic creation.

1.5 Fully integrate research training into undergraduate and masters-level education.

1.6 Develop and use new technologies to support research and artistic creation.

1.7 Disseminate and communicate research and artistic creations to local, national, and international communities.

1.8 Engage in and support distinctive research in the visual and performing arts.

Goal 2: Community Partnerships

Steinhardt collaborates with urban communities to strengthen or create dense, inter-professional partnerships in the mutual interest of students, faculty, and communities.

Rationale/Intent:

NYU Steinhardt will extend its partnerships with urban communities to create model collaboratives in which we work with and learn from community members holistically. These model programs will integrate, contribute to, and build upon both innovative and existing efforts in New York City communities and will focus on the visual and performing arts, media, health, and education.
These efforts will exemplify shared teaching and learning partnerships that reflect the mission, values, and work of the School in the service of the diverse communities in our city. We will promote an exchange of ideas, information, and services with the communities with whom we partner and provide effective and systematic means through which community partners—including their organizations and schools—have a voice in NYU Steinhardt research and teaching.

Goal 2 Objectives:

2.1 Develop and participate in community-based projects and research in New York City and other urban settings, including projects that foster collaboration among faculty, programs, departments, and initiatives across the School and University.

2.2 Select and support an urban community holistically, through the creation or enhancement of education/schools, health/wellness, and artistic initiatives to generate new knowledge and enhance cultural exchange and student learning experiences. Start with one model program with the intent to build.

2.3 Design and enhance inter-professional curricula that will serve as models for preparing professionals to work in integrated service systems.

2.4 Experiment with, create, and use innovative technology as a tool for networking, community engagement and developing and maintaining successful community partnerships.

2.5 Increase awareness and disseminate initiatives and activities of community engagement and research.
Goal 3: Technology

*Steinhardt leads technological innovation and integration in teaching, research, and creative works of art.*

Rationale/Intent:

NYU Steinhardt will be at the forefront of research, pedagogy, performance/exhibition, and creative production in technology. Steinhardt will develop material and social infrastructure, including technological/support services, for research, teaching, and performance and exhibition, connecting resources across departments and with other schools at NYU. Steinhardt will be a leader in innovation in technological design, the discussion of the kinds of technological skills NYU students need on graduation for the changing industries/professions of our times, the integration of technology into pedagogy, and the emerging discussion of on-line courses and higher education; these efforts will include understanding technology, developing technologies and use of technological skills in K-16 education, as well as designing the classroom of the future. Steinhardt will create and/or use technological innovation that is both “high tech” and “low tech,” teaching students how to innovate across the spectrum of technologies.

Goal 3 Objectives:

3.1 Train and provide support and resources for faculty to incorporate technology into courses.

3.2 Teach students and show by classroom example how to innovate in artistic production across the spectrum of technologies.

3.3 Lead the discussion at the University level about the development and evaluation of online teaching and learning.
3.4 Integrate technology and the visual and performing arts to design the performance and exhibition spaces of the future.

**Goal 4: Health and Human Potential**

*Steinhardt advances health and human potential across the lifespan within the School and in communities throughout the world.*

Rationale/Intent:

NYU Steinhardt develops and exploits opportunities to use the diverse expertise, creativity, and skills of its faculty, administrators, and students to advance the health and potential of communities across the lifespan, through education, research, artistic creation, and service, including (but not limited to) clinical, educational and cultural interventions. NYU Steinhardt will create efforts that emphasize a holistic approach to health and the achievement of human potential that will benefit its own community, as well as the public in New York City and beyond; these efforts will embrace the education and development of the whole person and will build on the School’s research, scholarship and creativity in all their domains, including the visual and performing arts, media, health, and education.

Goal 4 Objectives:

4.1 Plan and implement initiatives that focus on health and human potential broadly, including both the prevention of health-related problems and the promotion (through media, technology, etc.) of greater health through education-related efforts such as literacy.
4.2 Support research on the use and integration of technology with activities, programs, and services that promote and support health and human potential, specifically to enhance community health and to promote equity and opportunity for under-resourced populations.

4.3 Implement wellness and prevention initiatives and opportunities to learn about disabilities across the lifespan, from early intervention with children through support and assistance for the elderly.

4.4 Employ the teaching and learning expertise of the faculty of the School in cross-University initiatives to improve education about health and wellness.

4.5 Design inter-professional curricula that will serve as models for preparing professionals to work in integrated service systems to better serve communities' needs.

4.6 Support faculty, administrators, and students in their efforts to advance their own health and potential by providing a healthy environment and efforts that promote a healthy lifestyle.

**Goal 5: Signature Pedagogies**

*Steinhardt creates and implements signature pedagogies that will be part of every student’s learning experience and are based in and inform research, theory, and practice in the fields of performing and visual arts, media, health, and education.*

Rationale/Intent:

NYU Steinhardt’s models of pedagogy—*differing according to their discipline-specific content, yet sharing fundamental commitments and values across the School*—demonstrate an appreciation for the creation and acquisition of knowledge; creativity
and virtuosity in the visual and performing arts; critical thinking and problem-solving; consciousness of context; and the development and use of multi-disciplinary and inter-professional solutions to real world issues. Interdisciplinary connections and experiences are purposeful and intentional for each student—not random or accidental.

At NYU Steinhardt, educators integrate theory and practice; ethical research and scholarship inform and influence teaching, practice and performance and vice versa in iterative relationships. We envision these shared learning models as exchanges among students, teachers, scholars, and professionals in multiple disciplines that connect them to the scholarly, creative, or professional fields they represent.

Central to these pedagogies is a principle of “performance learning:” the performance of expertise. These pedagogies are informed by the principles of preservation, progression, and performance. Steinhardt will develop strategies to preserve students’ work over the course of their degree program, so that students and teachers can adopt progressive strategies for deepening and broadening the knowledge base and outcomes of scholarship, professional practice, and creative work. We intend this work to be shared with relevant cohorts and to be performed, wherever possible, as part of new, more robust models for learning and assessment.

The performance of expertise will be expected as a cumulative goal in the rigorous preparation of professionals, practitioners, artists, and scholars. Faculty in the visual and performing arts disciplines, as practitioners in performance, will play a critical role in developing the School’s signature pedagogies. Performance learning models incorporate robust assessment as a tool of teaching and learning. Multiple and complex research practices within and across departments will be employed to inform the development of, and to study the impact of, a variety of novel instructional approaches across the diversity of NYU Steinhardt’s departments and disciplines.
Goal 5 Objectives:

5.1 Review, revise, and expand teaching methodologies in needed areas to align with and support developing signature pedagogies in order to secure the highest educational standards in obtaining content knowledge and interdisciplinary, holistic strategies for life-long learning.

5.2 Implement the use of appropriate techniques and technologies to teach students how to innovate across the spectrum of technologies, and how to be both digitally and civically engaged; and to archive, share, and assess the products of student learning.

5.3 Design new courses that cut across departments and programs and reflect the diverse application of NYU Steinhardt’s signature pedagogies.

Goal 6: Global and Cosmopolitan Focus

Steinhardt leads the Global Network University in integrating global experiences and cosmopolitan perspectives in research, teaching, and the arts.

Rationale/Intent:

NYU Steinhardt will become a leader in the Global Network University by integrating global experiences into the research and scholarship of faculty and the preparation of students within and across the School. Global experiences include study outside NYC as well as immersion in international communities in New York; the School attaches great value to engagement with diversity and multiculturalism both here and abroad. The School will facilitate this exchange within and across cultures, both philosophically and structurally. Through both face-to-face encounters and the creative use of technology, the School will cultivate intercultural perspectives and an appreciation for
difference in the training of professionals, scholars, and practitioners in research, teaching, and artistic creation across fields of health, visual and performing arts, media, and education, preparing students to engage and flourish in a multicultural environment.

Goal 6 Objectives:

6.1 Design strategic global programs of study and work that are intentionally aligned with the foci of the various departments of the school.

6.2 Foster research on the global learning experience and support global partnerships and collaborations that will lead to the generation of new knowledge.

6.3 Increase students' understanding of and participation in global learning experiences, both in New York City and abroad.

6.4 Facilitate collaboration among faculty and students with shared global interests, including bi-directional exchange.

6.5 Increase awareness and disseminate initiatives and activities of global work, research, and curriculum.

6.6 Lead the GNU in the integration and use of technology, including online communities—to co-teach across the GNU, keep students better connected to NYU in New York when they are abroad, and connect faculty at NYU to study away sites, and to reach outside of the GNU into the field, taking research into practice at the global sites.
Strategic Action Plan

Introduction

The Strategic Action Plan identifies short- and long-term activities to support the six goals of the Strategic Plan.

The Action Plan emphasizes the integrative and synergistic nature of the Strategic Plan’s goals while advancing high-priority activities identified by the Strategic Priorities Group (SPG) and ratified by the deans. Because the great majority of activities suggested by faculty and administrators in the spring of 2013 addressed two or more of the six strategic goals, the SPG chose to organize the activities along broad themes that cut across those goals. The five themes are:

1. Research and Artistic Creation
2. Curriculum and Teaching
3. Facilities
4. Technology
5. Outreach and Dissemination

Activities are also categorized by time frame: long-term, visionary activities that would take five or more years to launch, and shorter-term activities that could be implemented immediately or within two years. Some shorter-term activities could serve as stepping-stones to realizing the long-term activities. Several activities span multiple timeframes. SPG and the deans agreed that some activities that have already started or should start immediately should also continue for the duration of the first five years of the planning period.
Activities by Theme

Please use this key when reviewing the activities. Note that most activities address two or more goals and multiple objectives within those goals. While parties responsible for initiating, coordinating, or leading specific activities are identified, faculty, administrators, and staff will be involved in and key to successful implementation.

Activities are listed as follows:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Timeframe</th>
<th>Activity (Goal.Objective from the Strategic Plan)</th>
<th>Step(s) to complete activity (Responsible Parties)</th>
</tr>
</thead>
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**Theme #1: Research and Artistic Creation**

*Immediate Activities /Within Two Years/Within Five Years:*

A. Establish multi-disciplinary, cross-department task forces to identify big issues about which Steinhardt faculty are experts (these would become the priority areas to be modeled and extended to other areas in future). (Goal.Objective: 1.3, 2.2, 2.3, 4.1, 4.5, 5.3, 6.4)

   A.1. Support emerging multi-disciplinary groups (rehab sciences, autism, integrated services) to identify several specific cross-school initiatives (e.g. health-related). (Responsible Parties: Research and Doctoral Studies; Academic and Global Affairs)
B. Establish or expand a central office to facilitate community partnerships and work with community agencies for research and teaching. Partners could include, among others, hospitals, schools, head start programs, and museums. This office would facilitate teaching and research initiatives at Steinhardt by acting as a necessary community liaison that facilitates faculty and student entry into and work with communities. (1.4, 2.1, 2.2, 2.4, 2.5)

B.1. Assess and evaluate the ability of the Office of Field Projects and program-specific field staff and activities to facilitate and support viable community partnerships for research and teaching; identify resources that exist or need to be found/raised to support this effort. (Vice Dean; Academic and Global Affairs; Development and Alumni Relations)

B.2. Identify the charge to and mission of this office to reach out and foster viable and ongoing community partnerships that would serve research and teaching purposes. (Vice Dean; Academic and Global Affairs)

B.3. Explore how technology can be used to communicate and coordinate the work of multiple faculty and students in the same sites. (Administration and Finance)

Immediate Activities/Within Two Years:

C. Broaden the scope of activities supported with school-based funding to include meetings and workshops that foster collaboration and promote the generation of new ideas. (1.1, 1.3, 5.3)

C.1. Promote and expand the use of professional development, global integration, and curriculum challenge funds for collaboration via meetings and workshops. (Research and Doctoral Studies; Global and Academic Affairs; Faculty Affairs)
Immediate Activities:

D. Create cross-departmental faculty task forces to establish priority areas for faculty research funding parameters (including immediate innovation funds and two-year challenge grants). (1.1, 1.3, 1.8, 2.3, 4.1, 4.5)

   D.1. Engage Center Directors in discussion about cross-departmental priority areas. (Center Directors; Research and Doctoral Studies)

   D.2. Review existing challenge fund grants and evaluate impact on funding and faculty achievements. (Research and Doctoral Studies)

   D.3. Examine and consider overlap of existing innovation funds and challenge grants for new priority areas. Consider reallocation. (Center Directors; Research and Doctoral Studies)

E. Provide a fund for innovation for faculty projects that engage with and utilize technology. (1.6, 2.4, 3.1, 4.2, 5.2)

   E.1. Leverage University resources to enhance support for use of technology in instruction and research. (Research and Doctoral Studies; Administration and Finance)

   E.2. Identify resources and available/needed technical support for faculty to develop courses that integrate technology and teaching in innovative ways. (Research and Doctoral Studies; Administration and Finance)
F. Increase IDA funding following a review of existing use, criteria for use, and potential additional resources to enable widespread dissemination of our work at national and international conferences as well as faculty participation in conferences and workshops for their own professional development. (1.1, 1.7, 2.5, 6.5)

F.1. Analyze data on how IDA funds are currently being used. (Faculty Affairs; Faculty Affairs Committee; Administration and Finance)

F.2. Examine criteria for awarding IDA funds. (Department Chairs; Vice Dean)

F.3. Determine costs of increasing IDA and identify resources. (Faculty Affairs; Administration and Finance)

G. Integrate pre- and post-award grant administration. (1.1, 1.3)

G.1. Merge pre- and post-award grant administration into a single unit. Evaluate success and challenges. (Research and Doctoral Studies; Administration and Finance; Center Directors)

G.2. Increase resources in support of increased grant activity. (Research and Doctoral Studies; Administration and Finance)

G.3. Identify shared space opportunities and relocate staff according to shared or overlapping responsibilities. (Research and Doctoral Studies; Administration and Finance)

Activities Within Two Years:

H. Inventory existing research and artistic projects and collaborations within Steinhardt and across the University. Disseminate such information to faculty. (1.3, 2.3, 2.5, 4.5, 6.2, 6.4, 6.5)
H.1. Work with the University to build a cross-university system or database for identifying faculty research, projects and creative work that is searchable by project or by interests and accessible to students as well as faculty who might be interested in finding partners for collaboration. (Office of the Dean; Administration and Finance)

H.2. Examine how the online faculty bio/CV mechanism could be augmented for this purpose. (Planning and Communication)

I. Expand support for doctoral students. This could include a combination of full five-year packages, summer funding, and an increase in the number of doctoral students in each cohort. (1.2)

I.1. Monitor graduate student union contract developments. (Research and Doctoral Studies; Administration and Finance; Doctoral Affairs Committee)

I.2. Review doctoral funding expansion scenarios with department chairs and Doctoral Affairs Committee. (Research and Doctoral Studies)

I.3. Establish costs of expansion scenarios and identify funding options. (Research and Doctoral Studies; Administration and Finance)

I.4. Strengthen mentoring component of doctoral studies. (Research and Doctoral Studies; Doctoral Affairs Committee; Department Chairs)

I.5. Develop e-portfolio for doctoral students and assess student development and accomplishments. (Research and Doctoral Studies; Administration and Finance; Doctoral Affairs Committee)
Activities Within Five Years:

J. Add 10 endowed chairs across the school in strategic areas. Some of these positions could be cross-departmental and interdisciplinary. (1.1)

   J.1. Determine feasibility of external funding for endowed chairs and the School’s endowment. (Dean; Development and Alumni Relations; Department Chairs)

   J.2. Create and implement a multi-year strategic plan for effective fundraising, including expansion of the Dean’s Council and identification of potential donors. (Dean; Development and Alumni Relations)

Theme #2: Curriculum and Teaching

Immediate Activities/Activities Within Two Years:

K. Create globally integrated curricula that reflect Steinhardt’s signature pedagogies. (Goal.Objective: 6.1, 6.2, 6.3, 6.4, 6.5)

   K.1. Assess existing models of globally integrated curricula. (Responsible Parties: Global Faculty Advisory Committee; Global and Academic Affairs)

   K.2. Identify and share best practices for integrating global into the curriculum (Global Faculty Advisory Committee; Global and Academic Affairs)

   K.3. Establish a process for ongoing evaluation of current and future global initiatives. (Global Faculty Advisory Committee; Academic and Global Affairs’ Center for Research on Higher Education Outcomes)
K.4. Review and expand charge for Global Faculty Advisory Committee. (Global Faculty Advisory Committee; Global and Academic Affairs)

K.5. Generate and disseminate annual status report on the School’s global courses, initiatives, and opportunities for students and faculty. (Global Faculty Advisory Committee; Global and Academic Affairs)

K.6. Establish a list of globally focused courses that are located in NYC on Steinhardt's Global Study website. (Global Faculty Advisory Committee; Global and Academic Affairs)

K.7. Develop funding streams/mechanisms for supporting the development of pedagogical and assessment models for global teaching with technological enhancement. (Global Faculty Advisory Committee; Global and Academic Affairs)

K.8. Reach out to international alumni for potential assistance in creating international partnerships and/or internships. (Global Faculty Advisory Committee; Global and Academic Affairs; Development and Alumni Relations)

K.9. Assist departments with the development of a "global mission statement" that complements their departmental missions. (Global Faculty Advisory Committee; Global and Academic Affairs)

Activities Within Two Years/Within Five Years:

L. Create frameworks for more intentional cross-disciplinary course work for all students within Steinhardt so that they are directed to, able to, and supported in taking courses in other departments. (1.3, 2.3, 4.5, 5.1, 5.3)
L.1. Evaluate and review curricula to create more opportunities for cross-disciplinary coursework. (Academic Affairs with Program Directors)

L.2. Educate advisors across departments about programs and elective offerings. Evaluate effectiveness of advising. (Student Affairs; Academic Affairs; Department Chairs)

M. Create a Master Class series with focused forums of field-specific or interdisciplinary distinguished practitioners. (2.3, 5.1, 5.3)

M.1. Identify faculty to create series. (Department Chairs; Academic Affairs)

M.2. Identify faculty to create series. (Dean; Administration and Finance)

N. Hire new faculty who, in addition to their discipline, have expertise in multi-modal technology-rich teaching and learning. (3.1, 3.2, 3.3, 3.4, 4.2, 5.2)

N.1. Establish criteria for hiring faculty who focus on multi-modal, technology-rich teaching and learning. (Department Chairs; Faculty Affairs; Research and Doctoral Studies)

N.2. Identify and recruit new faculty with expertise in multi-modal, technology-rich teaching and learning. (Department Chairs; Faculty Affairs; Research and Doctoral Studies)

Activities Within Two Years:

O. Create a conference or lecture series centered on signature pedagogies. (5.1, 5.3)
O.1. Identify a group of faculty interested in coming together to plan the series (including scope, definition). (Department Chairs; Academic Affairs)

O.2. Identify resources to support it. (Dean; Administration and Finance; Development and Alumni Relations)

P. Increase focus on global content in online orientations for admitted students and in new student seminars. (6.1, 6.3, 6.4, 6.5)

P.1. Work with program directors to evaluate current content of new student seminars. (Student Affairs)

P.2. Implement improvements as needed. (Student Affairs)

Q. Explore scheduling options to make global engagement more viable for faculty. For example, allow faculty to sequence/schedule courses to free up a month or more for international projects. (1.3, 6.4, 6.5, 6.6)

Q.1. Review University policies related to flexibility of workload. (Faculty Affairs; Faculty Affairs Committee; Global and Academic Affairs)

Q.2. Consider implications of various models of 12-month workload. (Faculty Affairs; Faculty Affairs Committee; Global and Academic Affairs)

Q.3. Identify and disseminate resources to support faculty work abroad. (Faculty Affairs; Faculty Affairs Committee; Global and Academic Affairs)

R. Create curricula around interdisciplinary and inter-professional topics that are team taught across NYU Steinhardt. Create courses that weave interdisciplinary interests across departments, are team-taught inter-professional courses, and/or have scenario-
R.1. Inventory and evaluate existing team-taught courses. Identify best practices for successful co-teaching. (Global and Academic Affairs; Faculty Academic Affairs Committee)

R.2. Develop a financial model for supporting team teaching and curriculum development. (Faculty Affairs; Global and Academic Affairs; Administration and Finance)

R.3. Clarify the approval process for team-taught courses. (Faculty Affairs; Global and Academic Affairs; Faculty Academic Affairs Committee)

R.4. Create criteria for allocating resources to team-taught courses. (Faculty Affairs; Global and Academic Affairs)

R.5. Identify and track inter-professional curricula, evaluate effectiveness. (Faculty Affairs, Global and Academic Affairs, Center for Research on Higher Education Outcomes)

S. Expand opportunities for undergraduates and master's students to participate in faculty research. (1.5, 1.8, 2.1, 4.2, 5.2, 6.2)

S.1. Identify departments in which undergraduates and master's students engage in research. Disseminate information. (Undergraduate Affairs Committee; Research and Doctoral Studies)

S.2. Identify and disseminate best practices for engaging undergraduates and master’s students in research. (Undergraduate Affairs Committee; Research and Doctoral Studies)
S.3. Identify external funding to expand undergraduate and master’s research. (Undergraduate Affairs Committee; Research and Doctoral Studies; Development and Alumni Relations)

S.4. Create online or print publications to highlight excellence in undergraduate and master’s student research. (Undergraduate Affairs Committee; Research and Doctoral Studies; Planning and Communication)

**Theme #3: Facilities**

*Immediate Activities/Within Two Years/Within Five Years:*

T. Identify and create spaces for faculty and students to convene, collaborate, and conduct research together as part of the capital renovation plan and plans for future building renovations. (Goal.Objective: 1.1, 1.3)

T.1. Complete renovation of the Education Building. (Responsible Parties: Dean; Administration and Finance; Development and Alumni Relations; Department Chair)

T.2. Establish a School-wide faculty advisory committee for strategic use of space and technology for collaboration. (Administration and Finance; Research and Doctoral Studies; Center Directors)

T.3. when Reallocate space in Kimball Nursing vacates. (Administration and Finance; Research and Doctoral Studies; Center Directors)

T.4. Assess the impact of building renovations on student and faculty work. (Research and Doctoral Studies; Department Chairs; Center Directors; Academic
Theme #4: Technology

Immediate Activities/Within Two Years/Within Five Years:

U. Continually improve infrastructure and increase support for widespread development and use of technology for teaching and research/artistic creation. (Goal.Objective: 1.6, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.2, 6.4, 6.6)

U.1. Work with the University to upgrade and create technologically innovative classrooms, course support, and faculty research support across the School and continue to provide centralized facilities and staff support. (Responsible Parties: Administration and Finance; Research and Doctoral Studies)

U.2. Undertake a digitization project for faculty, student and department intellectual capital – archives, projects, student portfolios – related to signature pedagogies. (Administration and Finance; Research and Doctoral Studies)

U.3. Build a platform for e-portfolios. (Administration and Finance; Research and Doctoral Studies; Academic Affairs)

U.4. Work with Provost to allocate resources to provide in-person technology support to faculty. (Administration and Finance; Research and Doctoral Studies)

U.5. Increase the use of technology to promote virtual collaboration. (Administration and Finance; Research and Doctoral Studies)

U.6. Invite an NYU technology expert to visit all large lecture classes and offer suggestions. (Administration and Finance; Research and Doctoral Studies)
U.7. Offer faculty training in workshop formats, software programming, 
technologies for innovative teaching, research, and artistic creation. Work with 
NYU Center for Teaching Excellence. (Administration and Finance; Research and 
Doctoral Studies)

*Within Two Years/Within Five Years*

V. Create a web-based resource of existing Steinhardt resources and university-wide 
resources centered on technology use and support for research and teaching. (1.6, 2.4, 
3.1, 3.3, 5.2)

V.1. Inventory available Steinhardt and NYU technology-focused resources. 
(Administration and Finance; Research and Doctoral Studies)

V.2. Create a web database of technology related resources, accessible by faculty 
and staff, that is continuously updated and maintained. (Administration and 
Finance)

**Theme #5: Outreach and Dissemination**

*Immediate Activities/Within Two Years:*

W. Identify global activities and develop a strategic communications plan to disseminate 
information about global research and curricula. (Goal.Objective: 6.2, 6.3, 6.4, 6.5)

W.1. Launch redesigned Global website. (Responsible Parties: Global and 
Academic Affairs; Planning and Communication)
W.2. Develop a strategic communications plan for global affairs. (Global and Academic Affairs; Planning and Communication)

*Immediate Activities:*

X. Develop effective internal and external communications to define and demonstrate the School's signature pedagogies and teaching innovations and their impacts on learning. (1.7, 5.1, 5.2, 5.3)

X.1. Engage department chairs in identifying faculty to work on signature pedagogies. (Academic Affairs; Department Chairs)

X.2. Incorporate work on signature pedagogies and teaching innovations into School communications plan. (Planning and Communication)

Y. Increase recognition of the School for research and artistic creation as well as pedagogy locally, nationally, and globally. (1.7, 1.8, 2.5, 3.3, 4.4, 5.1, 6.5)

Y.1. Create materials, websites, and publications to communicate and publicize our research and artistic creations, our departments, and our programs to local, national and international audiences. (Planning and Communication; Research and Doctoral Studies)

Y.2. Inventory current activities that promote faculty and student research achievements and consider ways to make these efforts more effective. Disseminate inventory. (Planning and Communication; Research and Doctoral Studies)

Y.3. Identify new strategies to enhance scholars' visibility and the profile of the disciplines. (Planning and Communication; Research and Doctoral Studies)