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EGS Strategic Plan 2025-2030

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EGS Strategic Plan, 2025-2030

Institutional Pillars

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For a Dynamic Plan:

This Plan proceeds from a new institutional stance that was achieved in 2024; its "pillars" identify the areas in which the EGS will consolidate and develop its new structure and operations. Ambitions are not always enumerated in detail year by year after 2025; the precise goal-posts are meant to be reset and defined precisely in each year of the plan. These revisions, and their implications for future development, will be outlined in annual reviews that are to be appended to the Plan by those responsible for the respected areas. By this means, we seek a document that is concrete (not simply a futural projection based on ambition) and a trustworthy point of reference for the EGS community and its stakeholders.

The Four Pillars, with Accompanying Goals

1 Organizational Effectiveness: Administrative Infrastructure and Financial Planning

The European Graduate School has set in place an effective and coherent administrative structure that is designed to ensure full accountability in the delivery of the institutional mission and the institution's commitments both to the bodies that oversee its operations and the community it serves.

The institution's resources, while growing, have demanded economy and efficiency in the design of this apparatus. The present strategic plan recognizes the need for a gradual development of the administrative offices and sets the relevant objectives. A financial strategy designed to serve these administrative objectives and broader institutional ambitions is also outlined in the listed goals.

1.1 The EGS Board.

As the governing body of the EGS, the Foundation Board is tasked with oversight with respect to the institution's financial health, all required legal tasks of reporting, and general institutional planning. Its responsibilities with respect to ongoing operations are limited in accordance with these specific roles in governance.

In 2023 and 2024, the Board was significantly reconfigured and its charter was redrafted. A new group of members was appointed with strong and pertinent expertise for its responsibilities in the areas of academic compliance, finance, and legal matters. It is also prepared to undertake suitable internal self-development with the objective of strengthening its service to the EGS.

Goals and objectives for 2025-2030:

In 2025, the Board will review its functions and responsibilities, seeking to enhance in this process a shared awareness of its role in oversight and potential contributions to the institution. A.2. In 2025, the Board will begin to focus on tasks relating to institutional development. Its first objective in this area is to review in depth the institution's financial standing, taking into account its vulnerabilities and opportunities.

Objectives for fundraising will be outlined and a search will begin for a new member or members who can bring special expertise or resources to this effort. Coordinated efforts in fundraising that draw upon administrative and faculty resources should begin by 2026 and unfold through the period of the Plan.

1.2 The EGS Executive Committee and Administrative Team

The Executive Committee, chaired by the EGS President, oversees all programmatic operations and procedures in quality assurance and curricular planning. It meets independently or as an "Extended Committee" (comprising program directors and office staff) to review the functioning of the institution's divisions and advance their programs. The Committee meets as needed, but normally every six weeks.

In 2023 and 2024, the EGS administration was significantly reconfigured with a view to ensuring accountability and operational efficacy. The restructuring contributed to clarifying the relations between the governing Board and the administration, and was designed to serve the aims of strengthening the overall unity of the institution by bringing the divisional academic programs and ambitions into formal alignment

Goals and objectives for 2025-2030:

a. The task of institutional "alignment" relates primarily to the curricular structure, procedures, and academic cultures of the two academic divisions. The new administrative structure, whereby the President, in coordination with the Chief Academic Officer, directly oversees the curricular development of both divisions, is designed to facilitate the process of advancing institution-wide coherence and consistency in structure and reporting.

   The task of achieving alignment in the institutional cultures of the two divisions of the EGS will evolve over the five-year period covered by this Strategic Plan. In addition to an articulation and development of shared academic expectations, to be completed by the end of 2025, it will involve a variety of practices of collaboration that will be enabled by the administrative team. These will be elaborated over the period of the Plan.

b. The aim of achieving efficiency and economy in the development of the new administrative structure must now be supplemented with planning devoted to strengthening the newly organized team. In early 2025, duties in the administrative office in Visp will be partially reorganized following the replacement of a current registrar, and a new program assistant will be hired for the PACT program. The performance of the administration (from a structural point of view) will be reviewed bi-annually, and decisions will be taken with regard to the need and financial feasibility of further appointments. These future appointments will likely include an officer for communications and marketing.

c. Senior administrative officers will seek new financial opportunities related to the research and curricular activities of the two divisions. These efforts will include an ongoing pursuit of the "Leading Thinkers" program in PACT, together with a monetization of archival materials for platforms such as "Teachable," which will allow the PACT Division to reach a broader public. In AHS, the Malta meeting devoted to Global Health will be geared to reaching a new public. Administrative officers will work closely with Board members in any fund-raising efforts.

d. The administrative team will also work in tandem with the Board in developing formal succession plans that cover all senior roles. This task should be completed by the end of the 2025 calendar year.

e. The EGS administration will be enhancing its focus on data processing and interpretation in all relevant areas, concentrating on formal reporting. The EGS has significantly strengthened its gathering and analysis of data relating to finances and programmatic operations in the three years preceding the period of this Strategic Plan. However, the institution has not concentrated on the formal, public presentation of this work, which should prove valuable for the EGS team as a whole and external bodies.

   The EGS will be making such reporting a core part of its administrative procedure and will devote administrative staff time to this project from 2025 forward. It will also boost this reporting with more concentrated analysis of patterns relating to student enrollment, completion, retention, and placement, along with studies relating to demographics (where allowable by EU law)

1.3 Financial Planning

Financial planning at the EGS is undertaken formally on an annual basis, at the time of the establishment of the yearly budget, which is submitted to the Foundation Board for approval in December. The proposed budget is formulated by the institution's Financial Officer, in consultation with the Executive Committee.

The modest size of the institution has allowed this process to be undertaken efficiently by a small team. Its size has also allowed it to keep close tabs on finances on a monthly basis and affords flexibility in dealing with problems, should they arise.

The EGS completed its 2024 budgetary year with clear signs of re-established financial health, involving four years in a row of positive financial returns. The accompanying graph shows the grounds for institutional confidence going forward.

Financial Overview

All figures in CHF	2021	2022	2023	Forecast 2024
Total Income/Tuitions	1’554’995	1’687’177	1’637’764	1’503’985
Total Expenses	-1’406’514	-1’599’961	-1’371’627	-1’352’495
EBITDA	**148’481**	**87’217**	**266’138**	**151’490**
Depreciation and Amortization	-18’181	-11’855	-11’000	-10’000
EBIT	**130’300**	**75’362**	**255’138**	**141’490**
Financial Result	-20’799	-17’644	-71’763	-23’209
Exceptional Result	-18’390	12’621	-1’380	-13’833
Annual Result	**91’111**	**70’339**	**181’996**	**104’449**
All figures in CHF	**31.12.2021**	**31.12.2022**	**31.12.2023**	**31.12.2024**
Liquidity (net)	346’834	455’333	588’564	666’250
Total equity	282’907	353’245	535’241	639’690

The institution recognizes, however, that this new strength must be consolidated and enhanced. This enhancement will begin with new efforts devoted to increasing resources deriving from tuition, which have supported the EGS since the time of its founding.

The EGS also recognizes that institutional security and growth demands additional funding streams, particularly in a time of economic uncertainty, when humanities-oriented programs face their greatest challenges. These new resource streams are to include fund-raising, grant development, and monetization of archival resources.

Goals and Objectives for 2025-2030:

a. Throughout the period of this Strategic Plan, the EGS will give concerted attention to the question of the sufficiency of its administrative resources for handling and evaluating its finances. Those resources were deemed sufficient for the coming two years in 2024, but success in meeting the institution's longer-term financial goals will inevitably require that these resources be supplemented.

b. A growing increase in revenue deriving from tuition will be sought in both divisions during the period covered by this Strategic Plan.

   In the AHS Division, a concerted effort is being made to strengthen the Division's academic standing in the broader field of expressive arts. Success in this effort should result in a significant increase in already healthy student numbers, which derive from the strong international network of affiliated institutions that the Division has cultivated since the time of its creation and will continue to strengthen. New visibility in the field of academic research devoted to expressive arts should augment these numbers. The AHS Division is also developing programming outside its degree programs that should appeal to numerous individuals seeking continuing training in the relevant areas. This includes offerings in Global Health, the Arts in Social Change, and Arts-based Research.

   The current target for growth in tuition from matriculated students over the time of this Plan is 3 per year at the MA level. At the PhD level, the Division will seek to add two PhD students per year.

   The PACT Division, which is somewhat more vulnerable to economic uncertainties since it does not have as strong a vocational orientation, is reconfiguring one of its two degree tracks ("Literary, Musical, and Visual Thought") in order to broaden its appeal to individuals working in the arts and in museum curation. This reconfiguration will be completed in 2025, but also involves collaboration with an independent new research center, "The Institute for Music and Philosophy," which operates globally. To increase student numbers, PACT will also pursue a more aggressive social media strategy and forms of direct outreach with institutions.

The current target for growth in tuition from matriculated students in PACT is 10% per year between 2026 and 2030. The aim in 2025 is more substantial because the relation between matriculated students and those auditing in 2024 suffered a kind of reversal. Student feedback indicates quite clearly that this development was due to financial pressures felt by applicants. The Division will strive to reach its standard number of new matriculated students by adding five MA students and five PhD students.

c. The EGS has set a target of 2.0 million CHF in turnover by the conclusion of 2030. The increases in tuition described in C.2, if realized, will in themselves bring the institution within range of this conservative goal. The EGS does not anticipate significant growth in 2025 (exchange rates and financial pressures on prospective students are not currently favorable), but projects that the initiatives described in section C.2 will take hold in 2026 and allow for an achievement of its target.

d. There are two sources of external support that will be targeted by the EGS: grant development and fund-raising in the period of this Plan.

Grants: The EGS has begun to explore possibilities in this area with partners in Italy and New York, but it has not pursued an active program of grant development. In Europe, such programs normally require a significant bureaucratic infrastructure; the fact that the EGS is situated in two nations has also introduced complications inasmuch as Switzerland is not part of the EU. Nonetheless, the institution will increasingly seek opportunities in this area, in part by seeking affiliations with other institutions or research groups. The institution has joined the Consortium of Humanities Centers and Institutes to serve this purpose.

The EGS has undertaken only modest efforts in fundraising to date (including five public events), but will strengthen this commitment over the period of this Plan. Fundraising is recognized clearly as a priority by the new members of our Foundation Board. Introducing a new Board member with expertise in this area by the end of 2026 will be an important part of this emphasis. By the end of 2027, fund-raising should be an integral part of the institution's culture, and financial resources secured in this manner will serve, in particular, marketing efforts and scholarship support.

The EGS recognizes that it does not have the resources, as of 2024, to engage significant professional assistance in fundraising. Obtaining such assistance is a goal we will seek to bring back into consideration by 2028. In the interim, the EGS will continue its appeals to alumni and interested stakeholders, seeking, in the shorter term, greater sophistication in its methods of outreach with these groups.

The EGS administration is not setting specific financial targets as yet for grant development and fund-raising. Lacking, to date, the requisite resources and track-record in these areas, the institution has few grounds for concrete projections.

However, even modest progress in these areas should make it possible for the institution to realize its target of 2 million CHF in turnover by 2030, and these financial sources should play a role in achieving this target. As the EGS explores and develops possibilities for concerted efforts in these areas, it will update its Strategic Plan in its yearly reviews.

e. The PACT Division holds considerable video material in storage and is pursuing its current efforts in online streaming and recording with an eye to eventual monetization of these resources. Seminars from its "Leading Thinkers" series are to be prepared for presentation on the online platform, "Teachable," which will give the EGS access to a large potential public. Programming for this venture will be offered in early 2025. Success in this effort will inform subsequent initiatives of this kind.

2 Academic Program Development: Curriculum, Faculty, Research

Over the course of its first two and a half decades, two separate academic cultures developed within the EGS. The administrative developments described in Section One were introduced, in part, to address this divergence. The task in the first two years of this Plan is to render fully operative shared institutional standards for academic accountability and quality assurance while promoting potential inter-divisional synergies.

Each of the divisions will continue to enhance their academic programming in ways that serve their respective constituencies and the institution's mission while respecting guidelines mandated by the EU and US accrediting agencies to which the EGS reports: the MFHEA and the NECHE. In the area of curriculum, the EGS is putting in place cohesive learning objectives that are aligned with program objectives; these will be reflected in 2025 in new submissions for program re-accreditation to the MFHEA, and in program delivery in the summer session of 2025. A similar institution-wide approach to formal policies for Faculty Development is also being set in place along the same time-line.

In light of the fact that teaching in both divisions of the EGS is research-led, and that the curriculum of PACT actively pursues "teaching-led research" in seminar settings, the three areas of curriculum, faculty and research are largely inseparable and join together in a single pillar. Specific goals are provided for each area.

2.1 Curriculum

Goals in Curricular Development in PACT:

The curricula of the degree programs of the PACT Division are quite unique by reason of their thoroughly cross-disciplinary character and the very high level of training provided. The aim of both degree tracks ("Philosophy, Art, and Social Thought" and "Literary, Musical, and Visual Thought") is to train students in undertaking philosophically informed cross-disciplinary research that is pertinent to contemporary global movements.

a. In the period covered by this Strategic Plan, the PACT Division intends to retain its current degree tracks. However, it will strengthen the arts component of each track. Hybrid teaching, introduced during the Covid pandemic, allowed the Division to boost student numbers, but also created technical challenges with respect to the presentation of artistic work, particularly with respect to the visual arts. The Division will continue to develop suitable solutions to its technical challenges with respect to the arts, ensuring that the experiences of online and in-person participants remain common ones.
b. The Division will also enhance its arts-related programming by strengthening its focus on music (an area that will be supported by the new affiliation with the "Institute for Music and Philosophy") and by developing a concentration in museum curation. This shift will bring new attention to the LMVT curriculum. These changes will be introduced in 2025.
c. The Division will modify its LMVT track in 2025 by allowing practice-based work to be presented for MA and PhD degrees. This modification should have a significant impact on student numbers in the LMVT track in each year of this Strategic Plan.
d. For the purpose of strengthening its arts programming, the Division will explore possible collaborative arrangements with other academic institutions.
e. The Division will be placing new emphasis upon the development of academic writing skills by enhancing the assessment framework. It will introduce a new procedure for evaluating its assessment exercises (papers required after each seminar) and offer a new seminar devoted to this topic that will be required for all new students entering in 2025 and thereafter.

   The enhancement of assessment will also involve the establishment of a new qualifying exercise in its PhD programs that is to occur at the time of passage from the completion of seminar training to preparation for undertaking the PhD thesis. This exercise will be required of all students entering in 2025 and thereafter.

   The success of these initiatives will be evaluated in each year of this Plan.

Goals in Curricular Development in AHS:

In 2024, the Division initiated a transitional process wherein the research and teaching conducted in the Division are to be given a broader base and extension in the academic field of expressive arts. The AHS Division already offers a rich curriculum and benefits from considerable depth in the contributions available from its affiliated institutes, so the transition in question does not face material obstacles.

a. A significantly revised curriculum for the Division's MA and PhD degrees in Expressive Arts will be presented to the MFHEA in early 2025, and introduced in the summer session of that year.
b. The Division serves a global network of affiliated institutes devoted to the unique form of expressive arts practice it has developed. The Division will continue to build and serve this network, which provides many of its students. But it will also build its base of students from outside this network by strengthening its profile in the academic field of expressive arts.

2.2 Faculty Development

Each EGS division will benefit from two forms of "faculty development" in the period covered by this Plan. They will enjoy an ongoing strengthening of their faculty cohorts, and their faculty will be assisted in advancing in the service they provide to the institution.

Goals in PACT faculty development, 2025-2030

The PACT Division enjoys a significant reputation as a globally leading advanced degree program, in large measure by reason of the exceptional quality of its faculty. To maintain this distinction, the Division must remain abreast of developments in contemporary thought and introduce new faculty, even as it retains continuity with a core group of senior returning individuals who enjoy high recognition in their respective fields. The Division must also work to align its exceptional programmatic offerings with the capacities and expectations of its student constituency.

a. Throughout the period covered by this Strategic Plan, the Division will continue to broaden and deepen its cohort of academic leaders as it strives to maintain its reputation as a cutting-edge research-led institution in the area of philosophically-informed social thought.

   The Division will strive to maintain the diversity and excellence of its faculty, nurturing long-standing relationships with distinguished senior scholars while introducing new voices that will help it retain its currency with respect to philosophically-informed research relating to issues of global concern. The introduction of new faculty will also help to assure a healthy process of succession in the faculty cohort.

b. The Division recognizes that the courses presented require the service of assistants (or "fellows") who can help the students prepare for seminars and aid them in tasks related to individual research and writing.

   The Division has a history of drawing on qualified fellows for assisting students in elaborating their research projects (fellows must hold a PhD). However, it has become clear that the duties of such fellows must be augmented. As of 2025, a group of new teaching fellows will be engaged to help students with the advanced material presented in each seminar and with tasks related to individual research and academic writing.

   The Division will monitor the success of this initiative in each year and attend to any needed revision. It will develop systematic instruction for its fellows.

c. PACT core faculty do not require professional development in the sense of mentoring or peer-review in light of their senior status and leading roles in their disciplines, However, it is clear that the Division needs to enhance the faculty's awareness of the formal apparatus of the program, including new measures to be introduced that will help to evaluate student progress.

This aim will be met by an enhanced briefing procedure (aided by a new Faculty Handbook) that will complement post-seminar reviews conducted by the President or the Program Director. This enhancement of faculty/administration communication will help to promote intra-divisional coherence in course structure and increased understanding of evolving student expectations and experience.

Goals in AHS faculty development, 2025-2030

In order to serve the curricular objectives outlined in Section A above, the AHS Division will continue to bring new faculty into its re-configured program. It will select individuals with strong or very promising research profiles in the academic field of expressive arts in this effort.

a. The AHS Division will continue to enhance its academic profile in the field of expressive arts by introducing new faculty to its meetings in Saas Fee. It will also develop its team for the newly configured program in Global Health in Malta.
b. A more academically-oriented program will imply the hiring of younger scholars. Such individuals will require forms of professional development that will be introduced in 2025, with programmed follow-up. The AHS Division already has a very robust form of pedagogical collaboration in place through structures of peer-review and co-teaching. But more formal procedures for professional development and advancement in divisional roles will be set in place. This process will help to strengthen its longer-term succession planning.
c. The Division will also draw on contributions by distinguished visiting lecturers through online presentations and discussions.

2.3 Research

The PACT and AHS Divisions have developed largely separate research cultures in the quarter-century of their coexistence, and have used different vehicles in presenting this research. The EGS does not intend to standardize academic expectations as regards research in the two divisions beyond assuring ethical oversight and requirements with respect to quality assurance. The strong vocational orientation of AHS and the field it serves leads to a different balance in research and practical experience than is promoted in the academic disciplines served by PACT.

Goals in PACT Research Development

The faculty of PACT are globally recognized for the quality and volume of their research. They are chosen for teaching roles in the Division on the basis of their accomplishments in this area. But the EGS has also proven, for most faculty, to be a fertile site for working through topics related to their ongoing research projects. The ambition of fostering "teaching-led research" has received positive confirmation through significant public acknowledgement (in published volumes) and is also evidenced in the way many distinguished faculty return year after year. The teaching experience is clearly an inducement in itself.

a. The model of "teaching-led research" has proven particularly fruitful in a series of innovative seminars devoted to the topic of craft, wherein practical activity and performance is aligned with and informs theoretical discussion. (A seminar in this series was instrumental in developing prototypes for violins for the "Open String Charity.") The experience has pointed to an important precedent for such cross-disciplinary practices in the famous experimental curriculum of the Black Mountain College (a vital crucible for mid-century artistic production and thinking in North America). The PACT Division will endeavor to advance its own experimental "crossings" of practical engagement and philosophical study in workshops and seminars as it develops the arts component of its degree tracks during the period of this Strategic Plan.

b. As noted above, the Division is now actively supporting the development of The Institute for Music and Philosophy, an independent international research center devoted to exploring and advancing the relations between the fields named in its title in both traditional and innovative ways (through research in mathematics and science, for example). Affiliation with this Institute will benefit the EGS most immediately by bolstering our offerings (via various events and meetings) in the "music" component of the MA and PhD programs in the "Literary, Musical, and Visual Thought" track. The EGS will co-sponsor events and join, where possible, in research projects.

c. The Division's organ for featuring its research is primarily its YouTube channel, which has over 50,000 subscribers, and is actually used, as we have learned, as a curricular resource for other universities. The Division also uses this channel to host panel discussions relating to recently published books by its faculty, or books of special interest. In 2025 and succeeding years, the Division will also promote the research of its faculty through an EGS podcast featuring the EGS community that will complement its YouTube offerings.

d. An area of research that will be advanced in the period of this plan is museum curation. This area of concentration will serve the LMVT program and should lead to funded research projects.

Goals in AHS Research Development

Support for research on the part of individual faculty and research teams in the AHS Division is an essential part of the plan to redefine and strengthen the Division's academic profile.

The Division is internationally recognized for its fundamental contributions to the field of Expressive Arts with respect to relevant philosophical, theoretical, and practical approaches. Multiple textbooks and publications from the faculty helped shaped the field in general and made it publically accessible. In the last decade, the Division has expanded and deepened its philosophical approach to arts-based research. It will direct new efforts over the period of this Plan to the presentation of this continuing research.

a. The AHS Division will make research production an important criterion in faculty hiring and strive to promote the publication of research undertaken by current faculty.

b. The Division will pursue sponsored research opportunities in areas relating to expressive arts therapy, coaching, conflict resolution, and social change. The practical applications to which research in the field of expressive arts lends itself should open many grant opportunities. Securing external funding for research will become a priority in 2026 and in the succeeding years of this Strategic Plan.
c. In 2025, Division will re-conceive and redesign the primary venue for the presentation of expressive arts research, which is the journal Poiesis, edited by one of its founding faculty and currently serving the established EGS community. The Division will also develop its use of online media for presentation of its research-related activity.

3 The Student Experience

EGS has traditionally offered a quite unique student experience by way of its intensive session meetings in Saas Fee, Switzerland and Valletta, Malta. The extensive contact between faculty and students afforded by these meetings fosters a very strong spirit of community and has significant pedagogical as well as administrative advantages. Feedback regarding the educational experience is plentiful and often immediate. The Divisions of the EGS are also working to supplement the intensive meetings with programming that runs throughout the year and helps to sustain the vitality of the student community.

The two Divisions of the EGS attract a highly diverse group of students. In AHS, the network of affiliated institutes affords a steady stream of individuals from countries such as China, Peru, Canada, India, North America, and various European nations. These individuals also come from different age groups.

PACT also enjoys a quite diverse student population that includes students preparing for academic careers in a standard progression, as well as individuals with professional experience from a variety of fields. Both Divisions have observed quite significant pedagogical advantages from this mixture of backgrounds and ages. The institution's success in working with this diversity underlies the innovative concepts of continuing education and professional development that the EGS will increasingly seek to promote in its self-presentation.

Both Divisions have relied on the close contact afforded by their intensive meetings for gauging the quality of the student experience, while drawing upon group meetings and anonymous feedback in course evaluations. The new configuration of the EGS administration will allow more active student representation in the period covered by this Strategic Plan.

Goals relating to the Student Experience

a. New administrative assistance in the EGS office will permit further development and reporting of data-driven analysis regarding student enrollment, progress, retention, and professional placement. Starting in 2025, the communication of this data across the administration, and, where suitable, in public presentation, will be a priority.

b. In 2025 and years following, general student meetings will be held with the Extended Executive Committee in each of the Saas Fee sessions. These meetings will be supplemented by at least two other general gatherings in the course of the calendar year, and as needed.

c. The institution's commitment to opening its programs to participation from individuals from a broad range of professional backgrounds (for the purpose of "continuing education" or professional development) will be clearly articulated on its websites and in publicity.

d. Both divisions will continue to foster student engagement during the periods when they are not in formal session by utilizing their online resources. Seminars, meetings on selected topics featuring visiting scholars, workshops, and various events will all serve to foster community engagement and support research.

e. The EGS will evaluate and develop, where appropriate, the adequacy of its electronic library resources.

f. In 2025, it will evaluate the LMS provision currently in use in the two divisions (currently, this is supplied by Google) and determine whether a change suitable for both divisions is appropriate.

g. Both divisions of the EGS will remain vigilant with respect to matters of ethical conduct in the classroom and other forms of interaction.

4 Institutional Advocacy

In the period covered in this Strategic Plan, the EGS will be undertaking a concerted program of institutional self-presentation. This program began in 2024 with the construction of a centralizing website and will continue in 2025 and succeeding years with enhanced social media usage and targeted marketing.

In designing its publicity and forms of outreach, PACT faces the challenge of explaining how its advanced programs work in relation to its important institutional precedents in North America and Europe. There must also be a clarification of goals for a broader public. AHS, for its part, faces the challenge of extending its reach beyond its global network and conveying its strengths as a leading program in the growing academic field of expressive arts. Both divisions need to convey the virtues of their long-standing cross-disciplinary commitments and the advantages of their unique intensive structures, which allow individuals with significant professional or personal commitments to pursue advanced degrees or to join individual components of sessions. Publicity must communicate that there is more than an advantage relating to opportunities for flexible study in these structures, for they permit a significant enrichment of the student experience overall.

Institutional advocacy, in sum, must convey the unique strengths of the institution's structure and values. The EGS has a very strong story to tell in that its experience in cross-disciplinary programming makes it singularly well-suited to educational needs in the contemporary world. Its intense programming, offered primarily in the summer, also serves the needs of a broad range of potential participants and affords unique opportunities for advanced continuing education. A growing crisis in the fields of the humanities in North America and Europe also provides a context for strong statements conveying our strengths, values, and contributions.

Goals in Institutional Advocacy, 2025-2030:

a. The EGS will enhance its overall strategy of communications for both internal and external purposes. It will refine its use of its websites and further develop its media presence in venues such as Instagram, YouTube, and Facebook.

b. In 2025 the EGS will devote an enhanced portion of its financial resources to marketing. Its Extended Executive Committee will review its past marketing strategies and strengthen its advertising efforts for each division and the institution as a whole. This work of review and revision will build in each year of the Strategic Plan. The institution will draw initially upon internal resources for expertise (for example, alumni with experience in marketing) and will engage professional help as needed and as financial resources allow.

c. In 2025, the EGS will devote approximately 25% of its surplus (the amount exceeding its budgetary requirements) to marketing. This commitment will be evaluated in each year, but should represent a growing sum in each year of this Plan, depending on overall financial success.

d. Publicity for both divisions will convey how their programs can serve individuals through continuing education and professional development of an advanced form. It should convey how the EGS is seeking to transform the normal connotations of these concepts as it integrates students from various professions into its programs or provides opportunities for renewed study to academics or professionals in the expressive arts.

e. In 2025 and following years, the EGS will also undertake new recruiting efforts through direct contact with representatives of institutions whose graduates would benefit from pursuing advanced study with either division. It will also use various public events to advance awareness of the institution's offerings.

f. Institutional advocacy will become part of the Foundation Board's core tasks. In 2025, the Board will renew its search for a new member with expertise in the area of fund-raising.