This is a presentation of what’s old and new, of relevance versus irrelevance, thriving instead of surviving.
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*And there is a takeaway.

G.
Let’s start with a visual definition of what’s new.
And, of course, one that’s old.
Carefully composed image to obscure the site of future cosmetic surgery.
Alright, let’s get to work.
Let’s make an unhappy comparison of our schools to any one of 52,000 virtually indistinguishable locations in the United States. These are the profitable sites of a $38-billion industry. They are sustained, some critics say, by human laziness.
But before we condemn Americans—and us—to laziness, let’s take a quick detour to Chicago by way of Palo Alto.
In the late 1970s at Stanford, economists and psychologists developed thinking about the value we place on things. Nobel prize-winning economist, Richard Thaler coined it the Endowment Effect.
The Endowment Effect is simply described as:

The hypothesis that people ascribe more value to things merely because they own them.
Polarity Framework

Positive

Negative

Tradition

Innovation
Polarity Framework

- Fosters belonging
- Connects across time/generations
- Honors founder’s vision
- Creates positive memories
- Anchors values
- Provides comfort/security
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• Encourages agility/reflection
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• Motivates, unites, and challenges
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- Chasing new ideas without purpose
- Exhausts team
- Disregards negative signals
- Fosters myopia
- Lacks clear vision
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Let’s take a road trip to Newfoundland! Nearly 1400 miles each way and 60+ hours in the car.
Collapse of Atlantic Cod Stocks (East Coast of Newfoundland), 1992

Fish landings, in tons:

- 1850: 900,000
- 1860: 800,000
- 1870: 700,000
- 1880: 600,000
- 1890: 500,000
- 1900: 400,000
- 1910: 300,000
- 1920: 200,000
- 1930: 100,000
- 1940: 0
- 1950: 0
- 1960: 0
- 1970: 0
- 1980: 0
- 1990: 0
- 2000: 0

Moratorium enacted
Now let’s head to Troy, a gritty, industrial city of 50,000, affectionately known as the home of Uncle Sam—and Emma Hart Willard.
Let’s exercise!
Let’s exercise!
First Exercise
First Exercise
What is something about your school that you would describe as **NEW**?
Second Exercise
Second Exercise
What is something about your school that you would describe as OLD?