BARUCH COLLEGE

PRESIDENTIAL COMMISSION REPORT
A FIVE YEAR ACADEMIC PROGRAM PLAN COVERING 1998 TO 2003

OCTOBER 1998

Commission Members

Aaron, Ron (A)
Alessi, Helen (S)
Anselmo, Angela (A)
Ariel, Robert (F)
Bird, Virgil (F)
Blake, Gary (S)
Cracovia, Tom (A)
D'Aponte, Miriam (F)
Downing, Arthur (A)
Ducoff, Rob (F)
Fitzwilliam, Dionyse (S)
Flam, Shannon (S)
Freedman, Robert (A)
Hentzi, Gary (F)
Kaestner, Robert (F)
Kerstein, Joseph (F)
Moreno, Carlos (F)

Mullings, Sandra (F)
Muzzio, Doug (F)
Myers, Robert (F)
Palley, Michael (F)
Pollard, Bobbie (F)
Ptachik, Robert (A)
Purrey, Alvin (F)
Saran, Paratma (F)
Schneider, Marshall (F)
Schwartz, Robert (F)
Sethi, Prakash (F)
Takada, Hirokazu (F)
Vredenburgh, Donald (F)
Weikart, Lynn (F)
Zadra, Phyllis (A)

Cronholm, Lois, Chair (A)

(F = faculty; S = student; A = administrator/staff)
## BARUCH COLLEGE PRESIDENTIAL COMMISSION REPORT OCTOBER 1998
### AN ACADEMIC PROGRAM PLAN 1998-2003
### CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY</td>
<td>i</td>
</tr>
<tr>
<td><strong>SECTION</strong></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>I.A. History of the Commission: the Commission’s Charge</td>
<td>1</td>
</tr>
<tr>
<td>I.B. Organization of the 1997-98 Commission’s Work</td>
<td>1</td>
</tr>
<tr>
<td>II. BARUCH’S MISSION STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>III. PLANNING ASSUMPTIONS</td>
<td>7</td>
</tr>
<tr>
<td>IV. OBJECTIVES</td>
<td>11</td>
</tr>
<tr>
<td>V. THE REQUIREMENTS TO ACHIEVE DESIRES LEVELS OF QUALITY IN ACADEMIC PROGRAMS</td>
<td>15</td>
</tr>
<tr>
<td>V.A. Quality and Scope of Academic Programs</td>
<td>16</td>
</tr>
<tr>
<td>V.A.1. Program Assessment and Prioritization: Basic Principles</td>
<td>16</td>
</tr>
<tr>
<td>V.A.1.a. Assessment of Educational Programs: Implementation Strategies</td>
<td>17</td>
</tr>
<tr>
<td>V.A.1.a.1. Curricular Assessment/Student Learning</td>
<td>18</td>
</tr>
<tr>
<td>V.A.1.a.2. Program/Department Assessment</td>
<td>19</td>
</tr>
<tr>
<td>V.A.1.a.3. Retention and Graduation/Student and Alumni Satisfaction</td>
<td>19</td>
</tr>
<tr>
<td>V.A.2 Enrichment Programs</td>
<td>20</td>
</tr>
<tr>
<td>V.A.2.a. Honors Programs</td>
<td>20</td>
</tr>
<tr>
<td>V.A.2.b. Cultural Activities</td>
<td>21</td>
</tr>
<tr>
<td>V.A.2.c. Multicultural Programs</td>
<td>21</td>
</tr>
<tr>
<td>V.A.2.d. Student Internships</td>
<td>21</td>
</tr>
<tr>
<td>V.A.3. Recommendations</td>
<td>22</td>
</tr>
<tr>
<td>VI. THE ACADEMIC CULTURE</td>
<td>24</td>
</tr>
<tr>
<td>VI. A. Academic Culture: Faculty Issues</td>
<td>24</td>
</tr>
<tr>
<td>VI.A.1. Leadership</td>
<td>25</td>
</tr>
<tr>
<td>VI.A.2. The Recognition of Meritorious Performance</td>
<td>26</td>
</tr>
<tr>
<td>VI.A.3. Improving the Record of Research Grants</td>
<td>26</td>
</tr>
<tr>
<td>VI.A.4. Faculty Development Programs</td>
<td>27</td>
</tr>
<tr>
<td>VI.A. 5. Salaries and Housing</td>
<td>28</td>
</tr>
<tr>
<td>VI.A.6. Recruitment Practices</td>
<td>29</td>
</tr>
<tr>
<td>VI.A.7. Maintaining a Richly Diverse Faculty</td>
<td>29</td>
</tr>
<tr>
<td>VI. A.7.1 Recommendations</td>
<td>30</td>
</tr>
<tr>
<td>VI.B. The Academic Culture: Student Issues</td>
<td>30</td>
</tr>
</tbody>
</table>
CONTENTS continued

VI.B.1. Characteristics of the Student Body ............................................. 30
VI.B.1.a. Recommendations ...................................................................... 32
VI.B.2. Service to the Students ............................................................... 33
VI.B.2.a. Academic Advisement and Counseling ................................... 33
VI.B.2.b. Tutorial Services ...................................................................... 34
VI.B.2.c. Graduate Students .................................................................. 35
VI.B.2.c.1 Recommendations .................................................................. 35
VI.B.3. Class Size and Class Availability ............................................... 36
VI.B.4. Leadership Development, Social Responsibility ....................... 37
VI.B.5. Career Development/Career Placement .................................... 38
VI.B.5.a. Recommendations .................................................................. 38

VII. RESOURCES ......................................................................................... 38
VII.A. Current Status ................................................................................ 38
VII.A.1. Salaries ...................................................................................... 39
VII.A.2. Numbers of Faculty Across College ......................................... 39
VII.A.3. Facilities and Location ............................................................... 40
VII.A.4. Staffing ...................................................................................... 40
VII.A.5. Technology ................................................................................ 41
VII.A.6 Operations .................................................................................. 42
VII.A.6.a. Recommendations ................................................................... 43
VII.B. Strategic Procedures for Raising and Allocating Funds ............ 44
VII.B.1. Recommendations ..................................................................... 44

VIII. IMPLEMENTATION STRATEGIES AND TIMETABLES ..................... 45
VIII.A. Implementing Program Assessment and Prioritization .............. 45
VIII.A.1. Office of Program Assessment ................................................... 46
VIII.A.1.a. Programmatic Assessment and Prioritization ....................... 46
VIII.A.2. Enrichment Programs ............................................................... 46
VIII.A.3. Academic Culture: Faculty Issues .......................................... 47
VIII.A.4. Academic Culture: Student Issues .......................................... 50
VIII.A.5. Resources ................................................................................ 51
VIII.B. Maintaining Currency of the Planning Process ......................... 53
VIII.C. Schedule of Activities to Implement the Academic Plan ........... 53

APPENDIX

I. Summary of Implementation Schedule to Initiate the Plan, Pages 1-8
II. Copies of Subcommittee Reports
SUMMARY PRESIDENTIAL COMMISSION REPORT
ACADEMIC PLAN FOR BARUCH COLLEGE 1998 TO 2003

The plan, continuing a process which produced major positive changes at Baruch, is a design for continued progress toward national prominence as a model of excellence in education. This goal requires the pursuit of high quality in academic programs and responsiveness to the constituencies that rely on the College’s integrity: the entire plan is grounded in that pursuit.

The plan is initiated with an important restatement of the College’s mission, emphasizing the selective nature of Baruch, the relationship with multiple constituencies, the entrepreneurial spirit and premium on responsiveness, the role of communication skills, the asset of cultural diversity, the emphasis on graduate programs and research, the overall tone of institutional excellence, and the role of the liberal arts in a college that specializes in professional education. The new statement is not a change in Baruch’s mission; rather it reflects the institutionalization of recent activities and the continuity of the vision which has greatly benefitted this College.

The plan describes the requirements to achieve the desired levels of quality in academic programs. Reiterating the common principle that allocations are to be driven by priorities, there are specific details of the principles, criteria, and procedures to produce that outcome. There is also a specification of goals for enrichment programs which help match Baruch’s program offerings to its aspirations for its students.

The plan stresses “academic culture”: the institutional values that determine quality. Issues of faculty culture at Baruch include standards for performance, the requirement for departmental leadership, the recognition of meritorious performance, faculty development programs, factors which influence faculty recruitment and retention, the desirability of a diverse faculty, and creativity by the faculty in increasing the resource base. Issues of student culture include the characteristics of the student body and the complex services expected by students in institutions of high quality.

Resources are discussed from the perspective of the infrastructure required to meet the plan’s goals. The substantial problems of resources in CUNY are discussed, but the report concludes that, if the College practices creative means of generating non tax-levy funds, exemplified within the report, the goals are feasible.

The plan details recommendations for achieving the goals, and concludes with detailed implementation strategies and timetables. Examples include: establishing an Office of Program Assessment and plans for specific assessment activities; guidelines for programmatic prioritization; specified advances in enrichment programs, emphasizing communication, honors programs, and information literacy; policies and procedures to achieve the appropriate faculty culture; goals and strategies for increasing graduate enrollment; emphasis on the critical nature of the emerging full-time MBA program; details of improved student services; intention to meet selected market salaries; goals for educational technology; improvement of basic operations; increased funding through private donations; expanded Continuing Studies and expanded Executive Programs; strategic enrollment planning; and faculty-based entrepreneurship.
I. INTRODUCTION

I.A. History of the Commission: the Commission’s Charge

The creation of the 1997-98 Baruch College Presidential Commission continues a planning process that began in 1992. That earlier process resulted in an academic program plan that restated the college mission, established objectives for the College which reflected that mission, and created goals to be accomplished between 1993 and 1998. By 1998 significant progress had been made on these goals, with dramatic advances toward most of the aspirations envisioned in 1993. In Fall 1997 another Presidential Commission was convened, charged with the task of producing a five year plan to cover the years 1998 to 2003. The President noted that the 1993 plan involved a major reorganization of the College to produce a structure and programs aligned with Baruch’s mission and strengths, oriented toward an infrastructure that would support increasing levels of quality. This Commission was charged with determining the steps required to continue the College’s progress toward increased national recognition among major institutions of higher learning with similar missions. Thus, the credo of the 1998 - 2003 academic plan is “program quality.”


The Commission was appointed by the President in consultation with the Provost, Deans, the Faculty Senate, and the Director of Student Life. The majority of members are faculty; also serving are students and administrators. The Provost was appointed Chair. An attempt was made to appoint persons with diverse perspectives, but members were asked to consider themselves as representatives of the college community, and not spokespersons for single constituencies. The Commission was reminded that the 1999-2000 Middle States Self-Study process would overlap with this planning process, and it was important to take advantage of that overlap by articulating the two processes to the extent appropriate for both.

The Commission met regularly during the Fall 1997 semester to review the mission statement and draft planning assumptions and goals and objectives for a five year plan. The revised mission essentially restated the basic tenets of the 1993 statement, with the deletion of a
role in teacher education; the experiences of the five year interval produced a more elaborate interpretation of the mission that was stated in 1993. The “planning assumptions” included external factors related to resources and competition and internal factors related to the objective of programmatic quality. The “objectives” specified the details required to achieve the desired status. When the Commission completed the mission, assumptions, and objectives, three committees were formed to draft the major sections of the report. One committee dealt with “academic program quality” from the perspective of quality assessment, determination of priorities, enrichment programs, standards for admission and retention, the library, and the distribution of students among programs. A second committee dealt with the “academic culture” from the perspective of assessing faculty performance, faculty development, and faculty support; this same committee also dealt with “academic culture” related to students: advising, supplemental instructional services, career services, access to classes, recreational opportunities, and special issues related to graduate students. The third committee dealt with resources, including advocacy for the support of higher education, means of increasing private donations, differential funding bases within CUNY, and entrepreneurial activities to increase resources. All committees were asked to address the implications of their recommendations for resource allocations, facilities, technology, relationship with CUNY, effect on reputation, response to market conditions, and multiculturalism.

The process was designed to obtain substantial community responses. The draft mission statement, planning assumptions, and objectives were posted on campus e-mail, and copies were distributed to the Library, Dean’s offices, departmental offices, and student organizations, with an invitation to submit comments. While the committees were working on the first draft the Provost met with every department in the College to discuss the materials, and obtained suggestions to bring back to the Commission when it reconvened.

This Report discusses the mission statement, planning assumptions, and objectives, presents the five year planning activities for the College in the form of a synthesis of the work of the three committees, and provides the basis for the strategies required to carry out these activities.
II. BARUCH’S MISSION STATEMENT

Both Presidential Commissions recognized the need for a mission statement that expressed precisely the College’s role in higher education, and the need to establish a standard of the congruence of the College’s plans with its mission. The statement was to express certain common principles shared by all institutions of higher learning, but the emphasis of the statement was to be the unique characteristics of the College in the spectrum of such institutions. In 1993 the first planning assumption was adopted as the College’s mission statement:

*Baruch College is responsible for the education of a significant proportion of the diverse community that relies on The City University of New York to achieve its educational goals. Baruch’s primary mission is to educate students for effective leadership in a global political, social, and economic community, principally through programs in business and administrative disciplines, but also in the arts and sciences and education. Baruch’s mission requires the integration of exemplary, comprehensive programs in business and administrative disciplines with a broad range of courses, from introductory to advanced, in the humanities and the natural and social sciences. Baruch’s mission also requires that it emphasize the importance of both its undergraduate and graduate programs and that its faculty be in the vanguard of scholarship and applied research. In all its facets, the College is committed to incorporating principles of leadership, social responsibility, modern technology, and a global perspective into its programs.*

Though brief, this statement reflected a major advance in the movement of Baruch toward an aggressive quest for a unique identity and the determination to fashion its structure and programs in the context of that identity. Most importantly for the context in which this statement was written, Baruch affirmed a primary mission in professional education. The requirement for substantial programs in the liberal arts and sciences made explicit that any college degree must have a broad base in the humanities, natural sciences, and social sciences; the “broad range of courses...” statement attempted to resolve the critical issue of the role of arts and sciences at Baruch. The role of “education” reflected the fact that Baruch had teacher education and educational administration programs. The remainder of the statement attempted to incorporate the emerging ideas of what a Baruch education should mean.

This 1993 mission statement should be compared to the following one adopted through the 1997-1998 process:

3 DRAFT PRES COM REPT
Baruch College, located in the historic and dynamic Gramercy Park-Flatiron District of Manhattan, is a senior college of The City University of New York. Baruch was established with a primary mission in business and the administrative disciplines and the College's reputation has been built on the high quality of its professional programs. These programs integrate a career-oriented curriculum with the arts and sciences, which are universally recognized both as a source of academic enrichment and as an integral part of a university-based professional education.

The College's structure reflects its continuing commitment to its founding mission. Housing the only School of Business and the only School of Public Affairs in The City University, Baruch emphasizes offerings at the baccalaureate, masters, and doctoral levels in business and the administrative disciplines. The baccalaureate programs of these schools blend technical career preparation with the development of the intellect and the cultivation of aesthetic and ethical values. The School of Arts and Sciences offers an array of traditional majors in the arts, humanities, natural and social sciences, and also provides a selection of programs that reflect Baruch's linkage of professional education with the arts and sciences. Communication skills are an intrinsic component of all degree programs. Baruch's supportive alumni credit the College's unique educational programs with transforming their professional and personal lives, and the College is confident that its mission will assume increasing importance in meeting the expectations which the public holds for its educational institutions.

Baruch is a selective institution with a challenging curriculum consistent with its standards for admission, retention, and graduation. Its undergraduate programs, beginning in the freshman year, are designed for students whose background and motivation have prepared them for rigorous college level work. Baruch's graduate programs are designed in accordance with national standards for selective, nationally ranked graduate education. Baruch's undergraduate students are prepared for prestigious graduate programs, and both undergraduate and graduate students are successful competitors in their chosen careers.

Baruch's faculty are expected to balance their contributions to teaching and to research. Appropriate performance in teaching includes not only the effective delivery of the curriculum, but an assessment of the curriculum measured against national standards and attention to the student-faculty relationships essential for a good teaching and learning environment. The expectations for research include the creation and dissemination of knowledge through leading scholarly publications, creative work in the fine and performing arts, participation in scholarly conferences, and involvement in the formulation of public practice and policy. The scholarly role of faculty also supports Baruch's emphasis on doctoral and master's programs suitable for maintaining a desirable proportion of graduate students in the total student body.
Baruch remains dedicated to its historical role as a catalyst for the social, cultural, and financial mobility of a diverse student body, often reflective of the demographic patterns of New York City. As a public urban college committed to the educational needs of New York City, Baruch strives to use this diversity to build an educational imperative that recognizes the increasingly multicultural nature of human enterprises and encourages cross disciplinary relationships that enhance the cultural diversity of human experience. The rich variety of its community is a positive influence on the achievement of the College's goals.

Baruch’s emphasis on business and public policy is a significant force for community and economic development. In addition to the relationship of its degree programs to the workforce, courses in continuing studies and a variety of workshops and seminars provide opportunities for community members who want to advance their career opportunities. The College also serves as an important source of consultation for businesses, non-profit organizations, and governmental entities, and it retains close connections with its alumni, who are an increasing source of support and advocacy for Baruch’s objectives. The College is a catalyst for the exchange of the perspectives of current practitioners and academicians, reflected in the presence of external advisory boards of every department in the School of Business and a number of programs in the School of Public Affairs. The College’s close relationship with multiple constituencies is one foundation of the entrepreneurial spirit which fosters timely and thoughtful responses to the needs of the many communities served by the College.

Baruch plays an active role in the cultural life of New York City and in educating students for an appreciation of the visual and performing arts. The College’s art gallery has become a significant and newsworthy participant in the exhibition of visual arts in New York City. The College’s residential musical and theatrical performances by professional groups are an important source of academic enrichment for students, faculty, the alumni, and for the outside community. Baruch’s reputation, based on its professional education, is enhanced through public awareness that the College’s programs incorporate the intellectual and aesthetic values represented by these artistic productions.

The mission of Baruch College may be reprised as follows:

Baruch College, part of the largest public urban university system in the country, has a dual emphasis on undergraduate and graduate education. Baruch is distinguished in undergraduate education by a focus on professional educational degree programs integrated with the arts and sciences and by admissions standards which enroll students with the demonstrated ability and motivation to work diligently toward their academic goals. Baruch's graduate programs are designed in accordance with national standards for selective,
nationally ranked graduate education. Baruch is noteworthy for the remarkable cultural diversity of its student body, for its commitment to teaching and to research, for its emphasis on communication skills, for its support for lifelong learning, and for its alertness to opportunities to match the College’s activities with the needs of its constituencies.

This revised statement reflects the recent years of progress and points to the future envisioned by the Commission. Some of the statement basically elaborates the brief 1993 pronouncement, but most of the expansion reflects the integration of recent activities into the College’s core. Examples of these expansions include:

* the selective nature of the institution
* the importance of an external role for the College
* the relationship with multiple constituencies
* the entrepreneurial spirit and premium on responsiveness
* the role of communication skills in all programs
* the asset created by the College’s extensive cultural diversity
* the increased emphasis on graduate programs and research
* the overall tone of institutional excellence.
* the continuing attempt to establish a role for the arts and sciences at Baruch that is equivalent to traditional liberal arts schools

While the role of teacher education was dropped from the current mission statement, Baruch’s contribution to that significant need is preserved in the mission of the School of Public Affairs, which houses programs in educational administration. This reflects the concurrent disestablishment of teacher education programs and the expansion of education administration, which is also critical to the issue of educating qualified teachers. This shift is another example of Baruch’s focus on its mission and its reliance on a systematic approach at The City University, which houses several senior colleges with significant teacher education programs.

This new statement does not change the fundamental mission of the college, but reflects the current status of the College in the context of its historical mission. This emphasizes the institutionalization of recent activities and the continuity of the planning process.

6 DRAFT PRES COM REPT
III. PLANNING ASSUMPTIONS

The Commission defined planning assumptions to include both the external environment affecting the College and the principles involved in the quest for institutional excellence. It was recognized that the following factors will influence the determination of Baruch’s objectives and the implementation of those objectives in the next five years.

1. Baruch College functions in a complex and dynamic environment that includes competitive colleges, the job markets for college graduates, demographic trends influencing the college-age population, and socioeconomic conditions related to the status of funding and enrollments in public universities.

* Baruch must be prepared for strong competition in the educational universe to which it aspires. Baruch is positioning itself to redefine its competitive environment to include highly ranked colleges, and Baruch’s planning objectives must complement this repositioning.

* Baruch’s current degree programs are a good match to the predicted job market demand, which includes systems analysts, securities brokers, financial managers, accountants, marketing managers, general managers, technical writers, and management analysts.¹

* Forecasts predict that New York City will continue its recent population growth.

* Socioeconomic conditions will continue to depress the tax-levy funding for public higher education, forcing a greater burden of the cost of education on students. Nonetheless, Baruch will continue to serve large numbers of students from New York’s poor and working class families. Furthermore, the costs of education will

¹From 1996 NYS Department of Labor “Occupational Trends Through 2005”
continue to rise also in the private sector, and Baruch's increasing reputation for quality combined with favorable costs will make the College competitive for highly qualified students regardless of their economic status.

2. Progress at Baruch requires that it determine appropriate niches and operate effectively and swiftly in those niches. The College's relationships with external constituencies will be vital in meeting competition because those relationships help inform the College of current needs and they establish a framework for responding to those needs. Baruch's mission, structure, and culture are particularly well adapted to responding to changing market conditions. Educationally, the College's responsiveness will require appropriate modifications of its degree programs and expansion of Continuing Studies and Executive Programs. The expertise of the Baruch faculty is especially well suited to react to the needs of the city through professional services which apply faculty expertise to economic, governmental, cultural, and social issues.

3. Baruch's role in The City University is distinctive, emphasizing professional education in business and the administrative disciplines; at the same time, Baruch's ability to be considered as a premier senior college requires an array of degree programs, including those in liberal arts and sciences, comparable to the national expectations of a quality senior college with a focused mission. The College must strike a balance within these principles by establishing priorities among programs and by allocating its resources accordingly, a practice which also characterizes colleges with excellent national reputations.

4. The College is committed to offering rigorous educational programs for academically qualified students regardless of their social or economic status. Baruch therefore places a high priority on these attributes associated with quality: high standards in its educational programs; frequent assessment of programs for currency and quality; alignment of admissions and retention policies with the College's goals; collaboration with other CUNY colleges to provide alternatives for students who are not eligible for study at Baruch; and a high priority on scholarships for qualified students in financial need. Baruch will continue to attract applicants
from the New York City public schools, and curriculum changes which are taking place in those schools promise better prepared undergraduates. The College’s strategies assume that there is a sufficient available pool of qualified candidates for Baruch’s undergraduate and graduate programs to permit aggressive enrollment management.

5. Tax levy funding alone cannot support the College’s objectives. Insufficient funds are responsible for the significant challenges in hiring faculty in critical areas because the CUNY salaries are well below market and because CUNY policies do not favor merit-based compensation or differential salaries based on the market. In addition, tax levy funds are insufficient to provide the support needed by the faculty to meet the College’s expectations for excellent teaching, for superior original research, and for the full range of professional activities associated with Baruch’s aspirations to be a top tier institution. The insufficient allocation of faculty lines coupled with the inadequate salaries result in unfavorable student to faculty ratios and teaching loads that are also incompatible with those aspirations.

6. As Baruch changes its student profile and emphasizes the quality of its programs, there will be increasing expectations for student services. The tax levy funding level makes it difficult to respond to these expectations. Since these services are provided by competitive institutions, unless Baruch responds vigorously to the needs and interests of its students, their dissatisfaction will reduce Baruch’s ability to attract and retain good students.

7. The College must mediate the effects of insufficient tax-levy funding through non tax-levy funds, tailoring its strategies for supplemental funding according to its mission and structure. There must be better use of available extramural funding, recognizing that these sources are limited because of the specialties of the Baruch faculty and because of Baruch’s limited research laboratories. However, significant opportunities for funding derive from the expertise of the Baruch faculty, and its professional relationships with major financial, government and cultural institutions.
8. The College’s alumni include a number of prominent business executives and governmental and cultural leaders, many of whom have had a significant economic, social, and cultural impact on New York City and throughout the United States. A number of these alumni have been major donors to the College because they are confident that Baruch is dedicated to high quality educational programs. This confidence is largely responsible for the success of Baruch’s capital campaign, which will continue well into the current planning period. So long as these alumni remain convinced of Baruch’s quality, they will continue to contribute significantly to the enhancement of Baruch by their charitable donations, participation in College advisory boards, and other involvement with the college.

9. The physical environment, once Baruch’s major deficiency, will become one of the College’s major advantages. The College will continue to respond to the needs of faculty for improvements in the classrooms, and those procedures must be maintained and enhanced. The Baruch Academic complex, housing the School of Business and the School of Liberal Arts and Sciences, will be a great improvement over the current office and classroom environment. The School of Public Affairs will occupy a renovated building which is being designed specifically for the needs of that School. Technology is becoming increasingly available for faculty and students and the competitive position of the College will be influenced by the extent to which it integrates technology into its teaching and research programs. Laboratories will be provided to faculty whose research requires special facilities. Student educational needs and faculty research needs must be central to the planned improvement in facilities.

10. Baruch’s student body will remain significantly diversified by culture and ethnicity. This diversity adds depth to the collegiate experience for students and faculty. Diversity also is a significant potential advantage for the College, which will work toward the realization of that potential. The multicultural student body is a link to the multicultural city of New York. The education of ethnically diverse students to provide highly skilled graduates matches the predictions of the workforce needs of the near future in New York City, and the ultimate workforce profile throughout the country. Baruch will determine appropriate ways of nurturing
its diversity and of incorporating the nature of the student body into the reputation to which the College aspires.

11. Greater differentiation both externally and internally will benefit Baruch. Externally, Baruch will benefit by greater differentiation of CUNY colleges related to mission, programs, and funding formulas. Internally, Baruch will benefit from increasing resource variation among programs based on their contribution to Baruch’s mission and goals and on market-driven tuition differences. Differentiation is partially under the control of the College and partially dependent upon CUNY policies. The College’s Academic Plan will establish the basis for the essential internal variation within Baruch. The City University is initiating processes which, during the next several years, will result in new policies and practices that will favor Baruch’s objectives related to systematic differences among the CUNY colleges. Differentiation will favor collaboration among the colleges.

These assumptions are intended to be self-explanatory, but it is useful to test their coherence by summarizing the essential points. They establish Baruch’s intention to achieve the status of an academically superior, culturally diverse, selective institution, while they place Baruch in a markedly competitive environment for the students and faculty it needs to reach that status. This environment, coupled with a focused mission and with limited resources, necessitates a prudent selection of programs matched to the College’s aspirations and effective operating strategies to achieve those goals. Recent policies on admissions standards, successes in private fund raising, the increased public recognition of Baruch’s quality, and the certainty of significant improvements in facilities are major assets in the calculation of those strategies.

IV. OBJECTIVES

Considerations of the College’s objectives were kept in focus throughout the discussions of the mission statement and planning assumptions. As the objectives moved into the foreground, the final version was derived in the context of the mission and the assumptions; that is, the objectives were considered integral to the College’s mission, and feasible when tested by

the assumptions. However, while the nature of the objectives is critical to the thrust of the College’s aspirations, many of these objectives are long term, and the planned accomplishments in five years need to be viewed as major achievements toward these long-term goals. The specification of those five year objectives will be an important part of the strategies for implementing the plan.

1. Baruch will become a symbol of quality higher education in keeping with national standards.

   *This objective requires a commitment to quality programs, the allocation of resources which differentiates among the priorities of programs based on their relationship to Baruch’s mission and goals, and an aggressive campaign to publicize the College to the external community. The implementation of this goal will differ in details for each school, but it is essential that each School adopt and implement a plan appropriate for its contribution to the College’s objectives.*

2. Baruch will enhance its academic culture, promoting activities by and among the faculty which benefit the College’s national reputation and which influence the hiring and retention of excellent faculty.

   *To meet this objective it is essential that the College apply rigorous standards of excellence for faculty performance, comparable to the standards prevailing in the institutions at the national ranking to which Baruch aspires. In its professional schools, Baruch’s faculty will assume leadership in creating and elevating standards of professional and ethical conduct that is in keeping with society’s expectations for those professions. It is also essential that the College insist on academic leadership in departments, establish and maintain faculty development programs, work toward policies that permit differential salaries based on market conditions, and provide appropriate support for faculty scholarship and teaching.*

3. Baruch will emphasize support for the factors that influence the quality of the college experience for its students.

The College must have excellent educational programs and dedicated faculty who are committed to their responsibilities to students. This objective also requires a commitment to student services, with emphasis on academic advising and counseling, and on instructional innovations. The College also must support career guidance and job placement services at both the graduate and undergraduate levels.

4. The College will manage its enrollment so that the numbers of the students, their level of preparation, and their distribution among programs are consistent with the College’s goals.

This objective will require appropriate standards for the admission and retention of students, including freshman and transfer students. The College also must promote its programs aggressively and strategically if it is to maintain adequate enrollments and if it is to attract students into programs which have been designated for special attention; e.g., if the College is to increase the proportion of graduate students, it must determine appropriate recruitment strategies to attract students into those graduate programs selected for growth.

5. Baruch will encourage an institutional culture which favors responsiveness to the market and which emphasizes the competitive environment in which the College operates.

The College must remain alert to demographic changes, economic shifts, student demand, and changing workforce conditions. Appropriate changes must be considered in degree programs, although it is important not to overreact to perceived environmental changes, and it is recognized that degree programs are not subject to rapid modification. Other activities which allow more rapid responses, including continuing studies, contract-courses, and the work of selected research/service centers and institutes, will be expanded to provide a combination of services from both degree and non-degree programs.

6. Baruch will increase its revenue sources to supplement the anticipated tax-levy funding.

   This activity will require a number of activities: the College will be an advocate for the support of public higher education in New York; the College will emphasize activities which enhance private donations; the College will work toward CUNY policies which favor the differentiation of the funding base for colleges based on their mission and their performance, including an emphasis on differential tuition and fees for graduate programs with market-driven price elasticity; the College will encourage faculty and departments to engage in entrepreneurial activities with the potential to enhance Baruch's revenue base; and the College will consider any other appropriate means with the potential to raise funds.

7. Baruch will determine appropriate ways to respond to the rich diversity of its student body and to the increasing importance of a global perspective in education.

   This objective reflects the assumption that the multicultural nature of Baruch College is intrinsically important for our students and faculty and for our external constituencies. Both student and faculty diversity will be encouraged, and the College will act on the significant potential afforded by the diversity of our students and by our faculty's expertise in comprehensive approaches to internationalization of the curriculum.

8. Baruch’s allocation of resources will emphasize the relationship between facilities and the realization of the College’s objectives.

   This objective requires attention to the quality of existing classrooms and other facilities and vigilance over the classrooms, offices, and other spaces in the emerging Baruch Academic Complex. This also requires a commitment to teaching and research equipment, with an emphasis on technology, all of which are essential to the quality to which the College aspires.

After the commission completed the mission, assumptions, and objectives, the objectives were grouped into three categories, and a committee of commissioners was created to prepare the report for each category, as described in the Introduction. Since the entire plan is dedicated to program quality, the committees discussed similar topics from the perspective of their charges. This report will combine and integrate those discussions. Each committee report is in the appendix; the body of the report includes an integrated summary of the three committees’ commentaries, the recommendations which will be forwarded based on these commentaries, and a proposed timetable for implementation of recommendations to be put forward by the Commission in the five year plan.

V. THE REQUIREMENTS TO ACHIEVE DESIRED LEVELS OF QUALITY IN ACADEMIC PROGRAMS

The achievement of program quality is dependent on a number of factors operating at appropriate levels concurrently. There must be an excellent faculty, defined primarily by their effectiveness in teaching and scholarship, but their role as educators can be fulfilled only if they have students capable of work at appropriate levels. Qualified students have many choices, and they will choose the college that has the faculty, programs, and reputation that will accommodate their interests during their college years and that will benefit them as graduates. Students expect reasonable levels of services during their college experience, and the quality of those services is a significant factor in student satisfaction. The scope and currency of the curriculum are essential, and an appropriate curriculum requires continual surveillance and fine-tuning. Facilities are a major factor in the infrastructure determining the environment for faculty and students. There is no spontaneous generation of the reputation of a College, and institutions must be marketed through appropriate venues. All of these elements must be guided and integrated into a coherent perspective through forceful leadership at the department, school, and college level, and both faculty and administrators must share a resolve to implement the objectives that give a reality to the vision. It is Baruch’s intention to make significant progress in each of these areas associated with program quality in the five years covered by this plan.

V.A. Quality and Scope of Academic Programs

V.A.1. Program Assessment and Prioritization: Basic Principles.

Since academic programs are the core of the College, the quality of those programs is an index of the caliber of the College. All programs must be assessed periodically against rigorous criteria if they are to achieve and maintain excellence; program review must not be an activity unto itself, but must result in activities that strengthen the program and improve the institution.

The review process must be implemented in the context of the requirement to establish priorities and allocate resources accordingly. While historical patterns of allocations frequently reflect continuing priorities, the process of prioritization must be monitored as an ongoing part of goal achievement. The core competencies of an institution, which develop as the mission and goals are implemented, are the internal strengths which should be the major basis for determining priorities. Baruch believes that its recent progress has been promoted by the restatement of its founding mission and a focus on the core competencies derived from that mission.

It is also essential to place the core competencies into the context of the environmental conditions which influence the niche which the College can fulfill at any given time. Competing institutions, programs, and job market forecasts help define this environment, and the available programs at other CUNY institutions are also relevant to Baruch’s plans. Important environmental factors also include advances in educational practice that did not exist at the time that the core competencies were being developed; “information literacy”, driven by technological modes of accessing, analyzing, and transmitting information, is an example. The systematic acquisition and processing of information also are examples of areas which must receive prioritization across the curriculum, since the skills required to develop expertise in these modes must be integrated into virtually every modern program.

Within this context, Baruch must balance the specialization justified by its focused mission with the breadth required to maintain its status as a major educational institution. Programmatic breadth can enhance a college; e.g., by educating the aesthetic sensibilities and/or by balancing applied and theoretical knowledge. It has been critical for the development of Baruch’s good reputation that, while it specializes in professional education, its programs all respect the traditions of a university education, clearly distinguishing the College from a
proprietary school.

The combination of program review and prioritization leads to a complex matrix in determining activities designed to improve quality. Having determined the appropriate mix of programs, it is not feasible for the College to attempt equal quality within this mix. The College should maintain programs on a continuum of distinction, with programs designated as highest priority expected to achieve excellence by national standards. If programmatic assessment indicates that a program is below the level appropriate for its position in the College, action will be taken to improve the program. If it is determined that the program does not enjoy a high enough priority to warrant the necessary expenditures, a recommendation will be made to disestablish the program. However, if programmatic assessment indicates that a program is above minimum quality, but that the program does not have a sufficient priority to warrant continued resource investment, the College must consider in this case also whether the program should be continued.

The following are examples of emerging high priority programs which are being planned because they enjoy a high priority at Baruch: a high quality, low cost, full time MBA program; MS programs in finance and internal auditing; programs in international business and entrepreneurship; a five year dual-degree Accountancy program; an MA in Business Journalism and in Corporate Communication. Initial steps are being taken on an environmental science program which combines the sciences with expertise in management and public policy; this unique cross-disciplinary program exemplifies Baruch’s focus on its internal competencies. In addition there is an extensive college-wide Communication Program which was piloted in 1997-98, and an emerging college-wide Honors Program, both of which enjoy a high priority because of their centrality to Baruch’s educational goals.

V.A.1.a. Assessment of Educational Programs: Implementation Strategies

There is no universal definition of “program assessment”. The term is applied to the assessment of curriculum, student learning, faculty performance, student and alumni satisfaction, and to such traditional measures of “outcomes assessment” as retention and graduation rates. It is critical to acknowledge the differences in criteria and methodologies for each form of assessment and to acknowledge that, while academic programs share

characteristics, all have idiosyncratic aspects; program assessment needs to account for both the similarities and differences.

The College is in various stages on each form of assessment. Each of Baruch’s schools, and all of its departments, have submitted assessment plans focused primarily on the curriculum and student learning. Each of Baruch’s Schools also have filed program assessment plans associated with the comprehensive review of departments and programs. The College administration maintains a continual assessment system for retention, graduation, enrollment data, and related measures of institutional activities. It is recommended that these activities be coordinated through an assessment office to ensure that the following assessments occur in a timely fashion.

V.A.1.a.1. Curricular Assessment/Student Learning

All of Baruch’s programs need to be assessed according to a regular schedule, and all should be tested against these common criteria, which focus primarily on student learning:
* the fit of the program objectives to the school and college mission
* the relationship of the curriculum to the educational goals of the program
* the match between the curriculum and the preparation of the students
* the currency, scope and depth of the curriculum and rigor of the program
* the effectiveness of the pedagogy and delivery of the curriculum
* the contribution toward such common educational goals as critical thinking, communication, and technological skills, and a core common body of knowledge.
* participation in the Honors Program and other enrichment programs.
* timely access of classes by students.
* grading patterns
* professional and graduate school placements

The assessment also should include consideration of whether the program should have co-curricular components, with recommendations for those components if absent, and an evaluation if they are present.

The methodology for these assessments should be standardized to the extent appropriate, but the College must respect the approved plans of each department and school regarding its

means of assessment. The methods which have been described by departments include the following:

* comparison of curriculum with other high quality programs in competitive colleges.
* student portfolios
* student performance in subsequent courses
* standardized examinations in the discipline
* focus groups of alumni and students
* surveys of alumni and employers
* review of curriculum by practitioners/external advisory boards/ accrediting boards

V.A.1.a.2. Program/Department Assessment

All of Baruch’s programs/departments will be assessed according to the timetables established in their programmatic review plans. These assessments must include:

* Enrollments at each level for a five year period
* Numbers of majors for a five year period
* Faculty teaching and research performance
* Tenure density, record of reappointments, tenure, and promotion
* Proportion of full-time faculty instruction
* Faculty workloads
* Retention and graduation rates
* Academic advising
* Activities for recruiting students
* Oversight of internships, where applicable
* Record of grants and contracts
* Cost of the program
* Extent of alumni involvement

V.A.1.a.3. Retention and Graduation/ Student and Alumni Satisfaction

The College’s well-developed Office of Institutional Research and Analysis maintains

current data on all traditional measures of "outcomes assessment", and the College receives extensive data on retention and graduation records from CUNY's central offices. These data, combined with information on incoming student profiles, have been critical in determining Baruch's student recruitment policies, and will assume increasing importance when the College engages in more thorough program assessment. The major needs in this area are the determination of the appropriate dissemination of these data for program planning purposes; the distribution and use of such data must not result in contradictory publications or in chaos in the management of the College dependent upon data.

The College also has an active program of testing the attitudes of alumni about the College, focusing on recent graduates and the impact of their education on their professional lives. There is not a systematic program for assessing the attitudes of students over time, which denies the College the opportunity to correlate changes with student satisfaction.

V.A.2 Enrichment Programs

Academic institutions of high standing also focus on enrichment programs designed to add to the dimension of traditional academic programs. Baruch's programs in honors and its cultural activities exemplify this category. Enrichment programs should be assessed regularly and maintained or enhanced on the basis of the same principles of prioritization as is used for traditional programs: do these programs further the educational goals of the College, and are they of appropriate quality.

V.A.2.a. Honors Programs.

At the undergraduate level every department has drafted a program for its contribution toward honors programs, and some departments will mount honors tracks for their majors. At the graduate level, the School of Business has initiated the Jack Nash Honors MBA Program which will become the foundation for a high quality, full-time MBA program. This development is the highest priority for the School of Business and significant progress must be made on this program during the period of this plan. The graduate program will be coordinated at the School level; the undergraduate program will require a mechanism for college-wide coordination. The elected Honors Committee and the appointed Honors Coordinators of every department have been discussing means to update the honors opportunities in the College; their recommendations

20 President Commission Draft Jan. 1998
need to be evaluated and acted upon as part of this five-year Plan.

V.A.2.b. Cultural Activities

There are extensive cultural activities integrated as co-curricular programs. These include the Jean Cocteau Repertory and Alexander String Quartet residences and the Mishkin Art Gallery, with its highly acclaimed exhibitions. The Theatron student productions, the Aaron Silberman Concert Series, and the Baruch College Chorus add to the cultural environment. Valued at any College, programs such as these have special significance for a student body who are discovering for the first time the exhilaration of a live performance.

In 1996 the Provost assembled a group of interested faculty to discuss the concept of a Baruch College Arts Consortium which would coordinate and advocate cultural events. The group discussed such initiatives as a “cultural passport” for students to provide access to various New York City cultural institutions. A consortium also would coordinate and publicize the exhibitions and performances to enlarge their influence. The Consortium would forge connections with external artistic groups, furthering Baruch’s reputation in the region. The College should place a high priority on appointing a Consortium Director so that this concept will go beyond the discussion stages.

V.A.2.c. Multicultural Programs

Baruch’s programs are enriched by the diversity of its student body, and Baruch exists in a context in which multicultural issues have become an important dimension of the college experience. The College can point to a number of activities related to diversity and multiculturism, but there needs to be a stronger sense that these activities are an important influence on the educational and the social/cultural experience of the community. An excellent mechanism exists for the coordination and advocacy of these programs: the Center for Coexistence in the School of Public Affairs. The Provost has designated this Center as the college-wide unit through which all schools will work to further multicultural activities. Each School should prepare a plan indicating its contribution to the effectiveness of this new college-wide effort.

V.A.2.d. Student Internships

Appropriate internships, which assist students to integrate their educational programs
with the world of practitioners, are particularly relevant at Baruch. While several departments offer internships, most Baruch students do not participate in such programs. Baruch should study the feasibility of increasing its internships. The locales of the administration should include the School of Business Graduate Office’s Placement Service, the Career Development Service for undergraduates, and individual departments. While a significant increase in internships would require extensive administrative service to locate and manage internships placements, some current programs have a promising infrastructure which could improve with modest incremental support.

V.A.2.e. Information Competencies

Baruch students have the opportunity to develop information competencies through course assignments, library credit courses, and course-related library workshops. In addition, the increased availability of technology has enabled students to acquire skills in the retrieval, processing, and presentation of electronic information. Nevertheless, formal instruction in library research reaches only a small percentage of the student population; instructional efforts are not linked to a clearly defined set of information competency goals pursued across the curriculum and the College does not have a comprehensive training program in the use of information technology that provides students with the skills they need to succeed academically and professionally.

The College should develop a plan to ensure that students systematically acquire basic and advanced information competencies focusing on the use of information technology. This will require the identification of general and discipline-specific information competency goals, as well as the coordination of instruction in information research and the use of technology with course assignments.

The Library Department, which has experience integrating technology into instruction of information research skills, should work with the Schools, the BCTC, and the Student Academic Consulting Center to prepare a plan for achieving information competency goals for all students.

V.A.3. Recommendations:

V.A.3.1. Program Assessment and Prioritization

a. Baruch should establish a mechanism to oversee assessments of Baruch programs and each School will have a major role in this mechanism.

b. Based on the assessment plans submitted by departments, the Provost, in consultation with the deans, should establish a timetable for the regular curricular assessment of programs and for department/program reviews based on the agreed-upon criteria and methodology.

c. The Deans, in consultation with their faculty, who are responsible for curriculum, must have a central role in the assessment of the curriculum, and for responding to improvements based on the reviews.

d. The assessments of departments/programs and of the curriculum must include the criteria described above (Section V.A.1.)

e. Acknowledging that not all programs can be centers of excellence, the College should respond to programmatic reviews according to the requirement that those programs selected for excellence will be maintained at appropriate levels, and that only programs which are at least of minimum standards of quality will be maintained at the College.

f. The College should apply the same principles of quality and prioritization to the establishment of new programs as it applies to the review of continuing programs.

g. The College should continually monitor the effectiveness of its assessment plans for program quality and prioritization, making necessary adjustments.

V.A.3.2 Enrichment Programs

a. The College should appoint an Honors Program Director who will coordinate all honors programs, work with the Honors Committee and Honors Coordinators, and advocate the advancement of honors work. The College should increase substantially Honors coursework, co-curricular Honors activities, and opportunities for recognition for meritorious work by students.

b. The College should create a Baruch College Arts Consortium and appoint a director to coordinate and advocate cultural activities for the Baruch community.
c. The Center for Coexistence, located in the School of Public Affairs, should coordinate and advocate college-wide multicultural activities.

d. The College should increase internship opportunities for students; a study is required to determine the extent to which this increase is feasible, which should be determined largely by the available administrative support to manage these programs properly.

e. The College should promote the development of information competencies across the curriculum.

VI. THE ACADEMIC CULTURE

The “academic culture” of a college refers to the institution’s values and norms that influence the functioning of academic programs and the enactment of the roles of members of the college community. Issues such as teaching conscientiousness, faculty collegiality, expectations of research quality and quality, student-faculty interactions, and grading standards, exemplify the academic culture. Expressed in the form of consensually accepted informal guidelines, the academic culture affects faculty and student performance and program quality. Baruch’s academic culture will determine qualitative functioning after resource allocation, faculty hiring, student admission, and program design decisions have been made. The emergence of the values which become integrated into the culture need not be random or accidental, but may be directed, and that direction is one of the critical roles of campus leadership.

VI. A. Academic Culture: Faculty Issues

The quality with which the faculty enacts its professorial roles will determine to a considerable degree if Baruch succeeds in its aspirations. These roles are not only complex across the mix of faculty who compose the professorate of the College; they are complex within the expectations for each faculty member. The welfare of the College requires that a variety of roles are filled competently by faculty; e.g., at any one time different faculty chair departments, direct institutes, and serve on committees. At the same time, all members of the professorate in an institution that aspires toward national recognition are expected to be effective teachers, original scholars, and to perform critical service roles.

VI.A.1. Leadership. A vital locus for exercising academic leadership resides in the department Chair. If this role were defined at Baruch College as one of academic leadership, each department would have a powerful source of influence on the faculty’s enactment of their professorial roles. What constitutes academic leadership in a Chair?

* Department chairs should regularly review syllabi and grading to assure that faculty members are upholding academic standards.
* Chairs should meet regularly in a mentoring relationship with junior faculty.
* Chairs should interact, at least collectively, with their department’s majors.
* Chairs, who have a critical role in faculty evaluation, should accept this responsibility by providing thoughtful, candid, insightful evaluations which will enable department, school, and college committees, and the President, to take appropriate action at critical points in a faculty member’s career.
* Chairs should regularly review departmental activities to ensure that departmental plans are being updated and implemented.
* Chairs should serve as effective responsible advocates for their faculty, which requires an understanding of the welfare of their department within the larger context of the College.

One barrier to the assumption of a leadership role by Chairs at Baruch is the current deficiency of support for departmental administrative duties, which leaves little time to devote to other than ministerial functions; another is potentially counterproductive policies; a third is the need to reaculturate an institution in the face of long-standing interpretations of the role of Chair which fall short of many of these leadership activities. In part the support issue is probably due to an “across the board” distribution of support staff, rather than an allocation based on department size. An example of counterproductive policies is the uncertainty of chairs whether, if their candid evaluation results in the decision not to tenure a faculty member, the department will be assured of a replacement line. The issue of tradition requires affirmative action to change, and the need for this change is embodied in this recommendation for the ensuing five

VI.A.2. The Recognition of Meritorious Performance

Universities commonly have merit-based compensation, which provides a means of recognizing meritorious work, of distinguishing among persons based on the quality and quantity of their contributions, and of motivating faculty toward high levels of performance in research. The City University does not have merit compensation, except for junior faculty who are working toward tenure and promotion. Consequently, at the senior level there is no recognition for excellence in the form of additional compensation. There does not appear to be a good prospect for the PSC/CUNY contract to provide for merit pay. Therefore, the College should seek ways of providing its own system for rewarding high quality performance. This system does not have to rely exclusively on direct payments as salary. Rewards also come in the form of release time commensurate with research productivity and differential allocations for travel, equipment, research assistants, summer research grants, and other tangible forms of support. This differential system would blend well with the concept of faculty spending accounts, discussed later in this report. If this system is to work properly, it must be accompanied by a careful system of evaluation with well-publicized criteria and a credible mechanism for applying the criteria.

VI.A.3. Improving the Record of Research Grants.

Baruch College stands out as a superior senior college on almost every measure of institutional performance except for the record of grants, where Baruch is commonly at the bottom of the list of all colleges, including the community colleges. The Deans have been asked to focus on this issue, and in the School of Public Affairs and the School of Arts and Sciences there is an increasing level of activity in successful grant writing. There is still very little such activity in the School of Business, and the overall College record is still low. It is assumed that the incentive and support systems initiated by the Dean of Arts and Sciences has been effective in increasing grants activity, and those systems should be expanded. They include release time for grant writing and the appointment of faculty in the Dean’s Office to assist other faculty with grants preparation. The College has a grants office with one person, but even when there were more personnel in that office there was not a good record, suggesting that other mechanisms need

to be found. One suggestion is the retention of consultants to work with faculty in grant preparation in specific research areas.

VI.A.4. Faculty Development Programs

To remedy the deficiencies in organized faculty development activities at Baruch, each School has been asked to submit faculty development plans at the school and department level. After these plans are reviewed by the Provost, it is essential that the Provost and Deans oversee the implementation of these plans. Faculty development should include such tested concepts as orientation programs for new faculty, mentorships of all junior faculty, special mentorships for more senior faculty requesting help in teaching and/or research, workshops on teaching effectiveness, and an updated policy and procedure manual. In addition, institutions should be alert to the need to inaugurate special development projects, such as the idea presented for consultanthips in grant writing. Other examples include a summer faculty development program for the integration of communication skills across the curriculum initiated in summer 1997; faculty were paid a stipend to attend the workshop and to lead the workshops. In Spring 1998 the College initiated a comprehensive plan for helping faculty advance their knowledge of technological applications to research and teaching, and there has been an excellent response to those workshops. In the same semester the Statistics faculty opened a consulting laboratory to help colleagues develop their skills in statistical analysis, using a facility designed by the faculty and built by the College. Similar programs could be developed by supporting other areas which would match faculty expertise in one discipline with faculty needs in another, or to match faculty who are especially effective in teaching with persons who need improvement in teaching. Participation in major research conferences is another form of faculty development, and the College needs to improve travel allowances to such events. Faculty also should be encouraged to promote the use of Baruch College as the host of major conferences in their disciplines.

Many faculty would benefit from internships in relevant non-academic places, such as corporate settings, and the College would benefit from faculty maintaining contact with the workplaces that are the goals of their students. There are a wide variety of placements applicable for the business faculty and for faculty in public policy and public administration, and there are selected opportunities for arts and science faculty

Given the importance of the adjunct faculty at Baruch, faculty development plans also should encompass these faculty. Their compensation per course, which is extremely low, is determined by the PSC/CUNY contract. However, as with full-time faculty, there are other forms of compensation to be considered, including administrative supplements for selected adjuncts who perform special functions and travel funds for professional purposes for selected faculty where the trips would also benefit the college.

A formal faculty mentoring process, based on established expectations for performance, is central to the issue of faculty development. The requirements for tenure and promotion are explicated in PSC/CUNY and CUNY documents. These are necessarily general, and each department is required to add the specificity that applies these standards to its faculty. The means by which this process is applied can be articulated into recommendations made earlier, including the leadership role of chairs and junior-senior faculty mentoring programs.

VI.A. 5. Salaries and Housing.

The current salary system does not allow for differentiation based on national benchmark salaries for the disciplines represented at Baruch. Yet one of the most competitive markets of this era is for business faculty; starting salaries of competitive accredited business schools are well over twice the standard base salary of assistant professors, and close to double the highest base salary that Baruch can pay. The results are a continual crisis in hiring, particularly in Accountancy and Finance, but increasingly in other fields. Similar pressures are beginning in selected areas of public affairs. The College must continue to make the case for market-driven differences in the CUNY salary system. Until that succeeds, supplements for summer research must be a high priority.

The cost of housing in New York exacerbates the salary problem; at this time housing costs in New York are approaching an all time high, and in Manhattan the rental for an apartment large enough to accommodate a young faculty member with a family might well consume the person’s net take home pay. Competitive institutions in this region cope with this problem by providing faculty housing, most of which would not have been possible if purchased at today’s housing costs. It is not feasible for Baruch at this stage to create similar housing opportunities for faculty, but the College needs to investigate the possibility of providing housing.
at modest rent for the first several years of the appointment of junior faculty.

VI.A.6. Recruitment Practices

In the sharply competitive environment for many of the disciplines which are critical to Baruch, it is essential that all recruitment activities be performed efficiently and expertly. The direct contact with the recruitment process from the time a line is authorized until a position is offered is primarily with the department, with some contact with the Dean’s office. From the time the ad is placed through contacts with the candidates through campus visit and final appointment decisions, the departments and deans must learn how effective recruitment is done, and they must be aggressive in seeking candidates and in bringing searches to closure quickly, before the best candidates are hired by competitive institutions.

There is equal urgency to the internal procedures leading to the authorization of the position and to transmittal of the offer. The College has established practices designed to expedite these processes. The Deans are to report immediately to the Provost when positions become available, along with their request for recruitments. The Provost’s Office is to respond to the Deans as soon as possible in the context of budget information, and the Deans are to communicate to the Chairs regarding authorized lines, which triggers the recruitment process. To insure that these procedures are practiced effectively throughout the College, a procedures manual should be established and updated.

VI.A.7. Maintaining a Richly Diverse Faculty

Faculty diversity is an important catalyst for creating a welcoming environment for our diverse student body, and for promoting a curriculum which is sensitive to critical issues of a multicultural society. The College needs to continue aggressive efforts to recruit and retain faculty members of underrepresented groups. At Baruch the special need at this time is for more African American and Hispanic faculty; since the availability pool of doctoral-level faculty in these groups is extremely low in many of our disciplines, the College should contribute toward increasing those numbers by creating special Fellows programs, possibly modeled after the successful undergraduate “AMF” program in the Natural Sciences and the Graduate Minority Fellows Programs for students working on their dissertations. (See Section V.A.C.3., above, for a discussion on multicultural programs related to the environment, which is also critical.

VI. A.7.1 Recommendations

1. Since the concept of strengthening the role of department chairs/directors as academic leaders is an issue of acculturation, the process of influencing the role of chairs as described in this report must be established as an issue of institutional cultural change.

2. The College should adopt a policy that will encourage accurate reviews of faculty for reappointment.

3. The College should emphasize meritorious performance in all discretionary benefits for faculty.

4. The College should provide an incentive plan for increasing grant activity.

5. The College should establish an extensive faculty development project based on implementation of the development plans produced by each department and school in 1998.

6. The College should create a resource fund to promote faculty development in research and in teaching.

7. The administration should continue to bring to the attention of the CUNY administration the urgent need for differential salaries based on market. Until such differentials are created the College should place a high priority on compensating for CUNY’s salary deficiencies to the extent possible, within acceptable policies, and always tied to meritorious performance and demonstrated market pressures.

8. The College should clarify the faculty recruitment process and disseminate the policy to all persons who participate in searches.

10. The College should engage in intensive efforts to recruit faculty from diverse cultural, racial, and ethnic backgrounds.

VI.B. The Academic Culture: Student Issues


Baruch College has moved vigorously in recent years to match the characteristics of its undergraduate student body with the expectations associated with rigorous programs. The result
has been a sharp reduction in the need for remedial courses and a notable increase in the performance of newly-admitted students. The College has taken these actions in the context of the CUNY system as a whole, which ensures that students who are not admitted to Baruch do have the opportunity to enroll in other CUNY colleges; in many cases these students probably will transfer to Baruch at a later time. It is essential that the College continue to assess its admissions requirements and student performance, to protect the balance between these two critical elements. To protect enrollment, the College must maintain and expand its recruitment activities; to ensure the diversity of its student body, recruitment efforts should focus especially on qualified underrepresented groups; to protect the quality of programs, retention standards also must be considered, requiring oversight on grading practices and the application of standards.

There are special issues associated with admissions standards for transfer students, who represent a large percentage of newly admitted students at Baruch College. The data indicate that there are systematic differences in the performance of students transferring from various CUNY community colleges, but the greatest performance difference is between CUNY and non-CUNY colleges. The majority of students who do not perform well at Baruch are from non-CUNY colleges, and particularly from proprietary schools which have earned Middle States accreditation, which requires the College to accept their students on the same basis as others. The College has taken action to increase the admissions standards for transfer students beginning in September 1998.

Among graduate programs selectivity in admissions is a key external indicator of program quality. High admissions standards result in the enrollment of able students whose post-graduate leadership provides critical elements of the reputation of the College. Baruch is in a position to compete credibly for excellent students. The School of Business has an increasing reputation, substantial additional resources through the Zicklin endowment, and the force of the new Jack Nash Honors MBA program; the School of Public Affairs also has the potential to establish a high quality full-time MPA program; the School of Arts and Science’s new masters programs in Corporate Communications and Business Journalism, serving a constituency not currently served in this region, can and should be highly selective.

Baruch resolved several years ago to increase the proportion of graduate students, which
is favorable financially, and also can be a key factor in the movement toward greater quality and enhanced reputation. The creation of new master's programs are central to that strategy. Continued movement in this direction is a major part of the plan for the next five years.

Baruch also should increase its proportion of full-time undergraduate students, since they are better able to take advantage of an institution's resources for intellectual growth and skill development. The increased availability of scholarship funding and other sources of student support is one important strategy for increasing full-time students. In addition, recruitment efforts should be accompanied by the message that Baruch welcomes full-time students and that the commitment to full-time study will hasten the time when, as graduates, students can reap the benefits of their years at College.

The distribution of students among programs at the undergraduate level also offers opportunities for strategic management of resources. There are many low enrollment courses at the advanced levels in arts and sciences because relatively few students come to Baruch for an arts and science major; without additional resources, the College could increase enrollments by attracting majors into those courses. There are also two new undergraduate majors in the School of Public Affairs which will be attractive to students who would not otherwise consider Baruch. There are many influences on students' choices of a major, and a college may actively recruit students for specific programs. Since most students who come to Baruch have decided on a business major, if the College is to attract additional students into other majors it is necessary to pursue those students through selective recruitment strategies.

VI. B.1.a. Recommendations

1. As part of its ongoing assessment program, the College should correlate student profiles with student performance to ensure the proper match between student abilities and the standards established for high quality programs.

2. The College should take action predicted to increase the proportion of graduate students, preferably by increasing the numbers of students in graduate programs, and not by reducing the number of undergraduate students.

3. The College should extend its recruitment activities to ensure that the following goals are met:

a. To buffer the loss of enrollment of students unable to meet Baruch standards by attracting more qualified students;
b. To maintain the historic role of Baruch in educating capable, motivated students whose economic status is a barrier to attending college;
c. To maintain the rich diversity of the student body;
d. To attract additional students by recruiting for majors in Baruch programs not currently considered by most students who enroll in CUNY.
e. Increase the numbers of graduate students.

VI.B.2. Service to the Students

Student services are a major factor in student satisfaction at all universities. In a non-residential college with working students, services must be highly visible and readily accessible. The services also must respond to the complex needs of primarily first-generation college students with diverse backgrounds. As noted below, Baruch considers academic services to students to be an important element in the experience of most students, and not a special program reserved for students deemed at "high risk" because of their academic profile. Student services have been improved in recent years, in parallel with other positive changes. There is a greater sense of the need to accommodate student demands if the College is to be competitive in recruiting and retaining students. However, Baruch students still express dissatisfaction with the total level of available services.

It is also important that College offices become observant of the tone of their communications with students. All letters written to students, whether concerned with general recruitment activities or with providing information about specific programs or with information to students in academic trouble, should be reviewed to ensure that they not only provide accurate information, but that they signal that Baruch is a College of high quality that cares about students. Workshops should be provided to all personnel in contact with students to signal to the entire community that this College is expected to promote a welcoming environment.

VI.B.2.a. Academic Advisement and Counseling

The objective of academic advising and counseling at the College should be to institutionalize the understanding of student actions which promote success. This objective incorporates both access to accurate and timely information and the self-assessment that leads to appropriate decision making where there are choices related to interests and skills. Academic advising is done through advising staff, faculty, and student peer advisors, all attached to the academic units. Counseling is done by specialized counselors, most of whom are in the Division of Student Development.

There might be opportunities for improving academic advising through the consolidation of the schools’ advising staffs, and that should be studied. Two years ago, in an effort to improve student contact with academic advisors, the Provost initiated a program of peer advisors attached to schools and departments. The results have been promising, and this program should be expanded. In addition, the College should consider means for providing earlier notice to students in academic difficulty, and for providing supplemental instructional services and advising and counseling to assist them.

Advisement for transfer students is a special issue because of the complex task of reviewing transcripts. Transfer students now sometimes wait over a year for a complete official evaluation of their prior college credit. The College is implementing a transfer audit system which will benefit CUNY transfers, but leave a residual problem with non-CUNY transfers, in particular students with foreign school transcripts. It is desirable for the College to establish the goal of completing all transfer transcript evaluation before the end of the first semester in residence. It is essential to consider the most efficient way of accomplishing this, and the Registrar reports that this goal could be met with the appointment of two part time persons at the appropriate time of the academic year.

VI.B.2.b. Tutorial Services

Baruch’s design of student services in recent years is based on the assumption that such services as advising and tutoring are not to be reserved for “high risk” students, as measured by high school averages and SKILLS test performance. Instead, Baruch believes that many CUNY students, including those with good entrance qualifications, are at higher risk than students from...
affluent backgrounds -- students who do not need to work and whose home environment prepares them with a familiar context for the college experience. Baruch now dedicates its services to the full range of students, recognizing the wisdom of investing in those with excellent potential that must be nurtured if it is to be realized.

In 1995 the College created a Student Academic Consulting Center ("SACC") which assumed jurisdiction over all tutoring in the College. The SACC facility houses a large number of tutors -- primarily advanced students, supervised by faculty -- who provide one-on-one and group tutoring; some are assigned to work with specific classes. In addition, SACC coordinates satellite tutoring facilities, largely in departments. Several studies have been done to assess the effectiveness of this tutoring; e.g., one study of mathematics students showed a clear correlation between their class gpa's and the frequency of attendance at tutoring sections. The faculty also report improvements in student performance and attitude as a result of tutoring. Related to the comprehensive nature of this service, noted above, in 1997-98 SACC provided tutoring for multiple courses in every department in the College for thousands of students whose overall gpa ranged from 3.7 to probationary status.

VI.B.2.c. **Graduate Students**

The College's intention to increase the population of graduate students also will require greater attention to graduate student services. The College has made significant advances in this area compared to its status when the last five year plan was written. The jurisdiction of graduate programs, from recruitment to admissions to student services was transferred from the division of Administration to Academic Affairs, which decentralized the operations into the three schools. This transfer occurred in recognition of the need for special attention to graduate students. There is now an effective graduate school operation in the School of Business and the School of Public Affairs, and Arts and Sciences is building toward that with the opening of two new master's programs. However, the staffing of the graduate offices is now operating at full capacity, and the Deans must consider the needs of these offices in the allocation of their authorized School lines. The graduate offices should conduct frequent surveys of graduate student interests and needs to assure that they are matching their services to those needs.

VI.B.2.c.1 **Recommendations**

In student services directly related to academic programs, the highest priority should be placed on expedited transcript services; expansion of undergraduate and graduate career development services; maintenance, and if necessary, expansion, of tutoring services; the significant improvement of academic advising services; the overall environment provided to students through their contacts with faculty and staff.

* The College should review the impact of its communications, by telephone, in person, and in writing, on the impression made on students.
* There should be a significant increase in the contact between students and advisers who can help students determine the appropriate major, and the appropriate courses within majors.
* The College should establish a system that will ensure that, with few exceptions for special cases, transfer student transcripts will have been analyzed by the end of their first semester at the College.
* The College should reinstate a transfer orientation program for new transfer students.
* The College should assess the effectiveness of the Student Academic Consulting Center and determine the efficacy of its current operations and the extent to which services can and should be expanded.
* During AY 1998-99 there should be a student-centered study of the match between student interests and needs and the organization of the graduate services offices.

VI.B.3. Class Size and Class Availability

A large majority of undergraduate classes at Baruch College have fewer than 50 students, and some classes that are typically very large at other institutions are small at Baruch; however there are several classes at Baruch that have very high numbers. Data are ambiguous on the effects of class size; a recent study of the gpa of students in small and large classes in similar disciplines at Baruch indicated that there is a significant variation among faculty related to differences in student gpa’s in small and large classes. There have been meetings with some

faculty to discuss ways of reducing class size. One way is to hire more faculty to teach more sections, which would have the disadvantage of making enrollment the major determinant of line allocation, overriding all other programmatic issues. Another is to reduce the number of jumbo sections, where faculty complete their teaching obligations through additional credit for teaching large sections, and instead have the same faculty teach additional smaller sections for standard teaching credit. Another suggestion is the addition of recitation sections where the faculty feel that is advisable, and where the sections could be fit into the generally tight schedule of the students.

The College has worked for some years to increase student access to classes, both through a change in the grid, which is still a controversial subject, and through better articulation of scheduling. The Provost’s Office now requires the three schools’ schedulers to meet and review each semester’s offerings to minimize conflicts. In addition, the Provost’s Office now works closely with the Dean’s offices to monitor filled sections and additional sections are authorized for any filled course where appropriate faculty can be found. The College needs to analyze its current pattern of filled classes and waiting lists to determine if there is a pattern of unavailability that can be alleviated through more appropriate scheduling patterns. A better system of academic advising would also be articulated with class scheduling to permit accurate predictions of student demands.

VI.B.4. Leadership Development, Social Responsibility

It is widely acknowledged that the results of education should be more than the summation of knowledge of the disciplines studied in college. As members of an educated society, graduates also should have developed a sense of responsibility about their personal and professional roles in their communities. This is a topic related to ethical issues which have become an integral part of business school programs. The means by which sensitivity to social issues is inserted into a college experience differ, and institutions must consider the nature of its environment to determine the appropriate activities for its students. Some institutions have integrated “service learning” into their curricular offerings, and that might be appropriate for some courses. Currently at Baruch there is a service requirement for honors students on scholarships, and one way that students fulfill this role is through tutoring services to other...
students.

VI.B.5. Career Development/Career Placement

A major source of student dissatisfaction at Baruch throughout its history has been the lack of career services, which is a peculiar deficiency in a College that features business education. Three years ago the College created a Career Development Center in the Division of Student Development to work with undergraduate students. Concurrently with the transfer of graduate program administration to Academic Affairs, the School of Business developed a placement center for graduate students in its Graduate Office. Both units have made a substantial improvement in services provided to students. The College has invested close to $1 million in these services over the last two years, but a full operation will require additional investment. The College should conduct a careful review of these units and determine the next steps in their development.

VI.B.5.a. Recommendations

1. The College should study the timely availability of courses.

2. The College should study the issues of class size and the impact of size on student performance.

3. The College should consider the role of incorporating values of leadership and social responsibility as a goal for all graduates.

4. The College should review the undergraduate and graduate placement services to determine their current strengths and weaknesses by comparison to these services in competitive institutions, and plan on the next steps in the development of these units.

VII. RESOURCES

VII.A. Current Status

Baruch's sources of operating revenue are tax levy funds from the state, income from the Baruch College fund, income generated by grant activity, auxiliary enterprises, and Continuing Education. Continuing Education provides the majority of funds in the final category. Tax levy funds include allocations through the College's annual budget and funding provided by CUNY, including the capital budget, fringe benefits, leases, and most utilities. The total of all sources is

just over $100 million. Tax levy funds are partially dependent upon enrollment. The remaining sources of funds are not related directly to enrollment, and depend on the initiatives of various persons and groups of the Baruch community.

VII.A.1. Salaries

CUNY faculty salaries are fixed by contract and are largely undifferentiated by discipline. In several areas critical for Baruch, these salaries are well below market rates. Noted repeatedly in this report, CUNY salaries combined with the high cost of living in New York City are Baruch’s most serious problem for recruiting and maintaining faculty. Through special summer research funds this gap has been reduced for most faculty hired in the last several years, and this source is used to provide modest relief for some continuing faculty. The College’s current capital campaign established as a top priority funds to continue these salary supplements for all new faculty, and for selected continuing faculty whose records make them subject to competing offers. The College is aware of the growing disparity between salaries for faculty hires in Arts and Sciences compared to Business, and to some extent compared to the School of Public Affairs. Baruch justifies its policies based on the fact that the College would not survive without responding to the market pressures for business faculty.

VII.A.2. Numbers of Faculty Across College

Over the past ten years the College has lost a significant number of faculty lines due to budget reduction. This reduction has created the heavy use of adjuncts in several departments, large classes in several departments, the debilitating effect of a lack of new colleagues in some departments, as well as incomplete programmatic coverage, which affects scholarship as well as teaching. This is a problem that can be solved primarily by state funding for new lines and mandates special diligence in the allocation of available lines.

The uneven distribution of students across majors results in crowded classes in some majors and undersubscribed classes in others. However, this problem cannot be solved simply by the reallocation of resources. First, the current distribution of faculty is needed for lower level classes, which are not undersubscribed. Secondly, one of Baruch’s major public relations challenges is the establishment of a major reputation despite the limited number of disciplines available at the College; any reallocation that would reduce majors might have a negative impact

on a College. As noted earlier, one solution is to recruit for more majors in the arts and sciences, which would increase enrollments without requiring additional faculty resources, and which would strengthen the College in other ways.

VII.A.3. Facilities and Location

Once considered Baruch’s most serious deficiency, facilities are becoming one of the College’s major assets. While its Gramercy Park/Flatiron District location will forever preclude Baruch from having a large traditional campus, that location is in all other ways extremely favorable. Baruch occupied a handsomely renovated building in 1994, which includes the Anita and William Newman Library that has transformed the study environment for Baruch students. In 2001 the College is scheduled to occupy a new building, the Academic Complex, of almost 800,000 square feet, which will house the faculty and administration of arts and science and business, classrooms, and a variety of recreational facilities and student service offices. The building is designed to promote the idea of an “internal campus”. The School of Public Affairs is scheduled to move into new quarters, including a renovated building designed to showcase that School. All faculty and students will enjoy modern “smart classrooms” after these moves.

The most serious unresolved facilities problems, after occupancy of all planned new and renovated facilities, include sufficient office space and space for specialized functions, such as research laboratories for the sciences. It is essential that the plans for renovating 17 Lexington be done with extreme care to accommodate Baruch’s highest priority residual needs.

VII.A.4. Staffing

There is a need to analyze the staffing patterns in offices and to plan improvements. A number of department offices consider themselves seriously understaffed in secretarial help. There are also offices with a shortage of staff with appropriate technical skills. At the same time the ability to operate a successful capital campaign, and to operate even minimally in the realms of new technology, have created the need for additional staff with appropriate abilities. Much of the staffing shortage results from the reduction in lines over a decade of budget reductions, when the College attempted to save as many faculty lines as possible; that form of downsizing, which relies on reappointment calendars, seldom fits into a prioritization pattern.

It is important that any buildup of staff positions be done with careful deliberations, and not simply follow a pattern of replacements. While the era of technology creates the need for technically-trained staff, the availability of technology also reduces the need for other kinds of staff. At colleges there are predictable workload cycles, such as those associated with student admissions, creating opportunities for efficient flexible staffing arrangements. As an example, see above discussion on the use of part time helpers to meet the College’s goal of the timely completion of reviewing transfer students transcripts.

VII.A.5. Technology

The College has invested heavily in technology in recent years, and the overall status of computer use at Baruch is considered the most current of the CUNY campuses. In addition to substantial assistance from CUNY, the College has focused on the acquisition of technological equipment; e.g., when the “summer money incentive plan” was created, the Provost made technological needs of departments and school offices the first priority of expenditures, resulting in major improvements in the holdings in every department of the College. Substantial portions of the funds provided through Continuing Studies have gone toward computer purchases. In 1996-97, a faculty classroom technology advisory committee to the Provost was created, resulting in the creation of a number of retrofitted “smart classrooms” at 17 Lexington and in the leased buildings. That same committee is exerting oversight over the creation of the classrooms in the new Academic Complex. Essentially all faculty who need and want a computer now have one.

There are still problems in the attempt to modernize the College through computer technology, including student access, technology training, and staffing. Student access is an especially serious problem since most Baruch students cannot afford to purchase their own computers, and there are often long waiting lines for students trying to access College computers. The ability to provide computers has far outstripped the capacity to teach faculty to use the equipment A technology specialist has been appointed in the Provost’s Office, and her first major task is to provide workshops for faculty. These were started in spring, 1998, and will continue until the demand is satisfied. However, there is a need to maintain this kind of support, and to provide a permanent, efficient, responsive “hotline”; this service has been designated by most

faculty as the most important technology-related deficiency at the College. Until the faculty is proficient in the use of computers, technology will never become incorporated into the curriculum. The College also needs to consider its next moves into distance learning. It has been assumed that colleges must engage in distance learning to remain competitive. However the field is moving so rapidly, and the development in various universities is so uneven, that it is also suggested that “when the dust settles” distance learning on a major scale will be the province of a small number of universities. The large expense of establishing high quality distance learning makes this latter suggestion compelling.

On a 10 point scale related to its goals, Baruch went from a 1 to a 5 in the past five years. In the next five years, it should move to between 8 and 9 on that scale.

VII.A.6 Operations

Baruch should initiate the same planning processes in all areas of operations that have marked the progress made in many functional areas, including operational offices. There is a widespread perception that many of the steps required to complete transactions have not enjoyed increased efficiencies over the years, while the expectations for facilitated services have been raised. The process of budget transactions especially needs to be updated through technology. The faculty recruitment process needs to be streamlined, as noted previously. The discretionary authority of chairs over budgets has to be balanced against the fiduciary responsibilities of officers of public institutions, which cannot be readily delegated or diffused throughout an institution. In addition, there is the feeling among some that there should be greater faculty participation in decisions about departmental expenditures.

One area of greater discretionary authority that should be examined is the allocation of funds for travel, special equipment, and other benefits for faculty. The current system of allocating these funds provides almost no room for judgement by faculty on the use of funds, and limits the concept of merit-based allocations of funds. It has been suggested that faculty spending accounts be established so that faculty themselves would determine how their allocation would be spent among the authorized items for expending College funds. This system would involve the redistribution of the funds currently provided from a central pool allocated to the school to individual spending accounts, and the distribution would not be across the board,
but would be based on a system for determining merit according to criteria established by the schools and approved by the Provost. (See Section VI.A.2. for other comments on merit system.)

VII.A.6.a. Recommendations

1. The improvement of faculty salaries must be considered as a top priority, necessitating continuing pressure on the system to create a differential salary scale, and continuing use of discretionary funds for salary supplements.

2. The allocation of faculty lines should be justified by a combination of enrollment and programmatic needs, with the reduction in class size and reduction in adjunct use primary criteria.

3. There should be a recruitment drive to increase the numbers of majors in programs which currently have a low enrollment, where this increase would not necessitate the investment of resources.

4. A design for the 17 Lexington Bldg. must be a top facilities priority, with the major consideration given to accommodating faculty offices, laboratories, and other spaces associated with degree programs that cannot be accommodated by the new Academic Complex.

5. There should be an analysis of the deployment of staff throughout the College.

6. Baruch’s activities in technology must reflect its aspirations for a national reputation. This will require the College to focus technological resources on elements of technology directly associated with those aspirations, including the appropriate integration of technological expertise into the curriculum, support for scholarship which requires modern technology, and support for pedagogically-related technology in the classroom. The College must remain alert to the trends in distance learning to determine the extent to which it can and should invest resources in this mode of education.

7. The Vice President for Finances and Administration needs to review the operations of the College to determine if there are ways to improve the efficiencies of budgetary transactions and financial reporting.

8. During AY 1998-99 the administration should study models of faculty spending plans and, in consultation with appropriate constituencies, determine if there is a model which

should be tried on a pilot basis at Baruch during 1999-2000.

VII. B. Strategic Procedures for Raising and Allocating Funds

The College needs to consider every possible mechanism for increasing available funds. This must come from a combination of greater efficiencies and from increases in funds coming into the College. It is difficult to plan for an increase in tax-levy funds because of the uncertainties about the policies that will be in place each year as the legislature deliberates the CUNY budget, and as the policies of CUNY are in flux. The College needs to be alert to possibilities for additional tax-levy funds, modeled after its successes in recent years when its academic planning was rewarded with additional funding. One source of significant funding which has been largely under the College’s control is summer enrollment, which has grown to become a major source of funds through the summer incentive plan.

There is more predictability in the mechanisms for increasing non tax-levy funds because those mechanisms do not have similar fluctuations due to political processes. All forms of tax-levy funding essentially require an entrepreneurial spirit as part of the College’s culture, whether those funds are from grants, contracts, donations, or profit-making campus events.

There are some obvious opportunities for increasing available funds through greater efficiency of utilization of current facilities and personnel. Several have been mentioned earlier, including (1) a reconsideration of the types of staffing needed as technological applications increase; (2) considerations of ways to deploy staff according to the rhythm of cyclic events in various offices, such as admissions; (3) increasing total enrollment by increasing the numbers of majors in underenrolled programs.

There are also possibilities for increasing funds through programs which, with sufficient enrollment, have a favorable net revenue balance. These include further increases in Executive Programs, Continuing Studies, weekend classes, and summer enrollments. Of critical importance is the development of targeted sub-fields in which the College can have a major niche role. The College also needs to explore the possibilities of special student fees for especially expensive programs, with the fees going directly to the departments generating the income and incurring the expenses.

VII.B.1. Recommendations

1. The Deans should be encouraged to establish Resource Development Committees in each School. These committees would work with the Office of College Advancement, the Dean’s Offices, and departments to identify activities, such as conferences, performances, and lectures, that would bring visibility and generate revenue. These Committees also would serve as consultants to the Deans on the distribution of discretionary funds generated by these activities.

2. The administration should place a high premium on incentives, distributing income from entrepreneurial activities in proportion to the sources that generated the income.

3. The Deans should discuss with their Executive Committees the appropriate means by which the faculty of each department should have input on the expenditure of discretionary funds in the departments.

4. The College should expand all revenue generating activities immediately to the extent possible without requiring a significant infusion of funds and create a business plan to predict the net revenue available from expanded offerings which also require an investment of resources.

5. The Deans should be required to demonstrate an increase in grants activity in their schools.

6. The College should commission a major study of the impact of Baruch on the tax revenues of New York City and New York State.

VIII. IMPLEMENTATION STRATEGIES AND TIMETABLES

This report constitutes an academic plan based on activities which are calculated to reach a number of important objectives. The implementation of the plan will require a series of strategic activities, and in some cases a period of strategic planning to work out the required activities. These strategies are discussed below in the order in which recommendations occur in the report:

VIII.A. Implementing Program Assessment and Prioritization

VIII.A.1. Office of Program Assessment

By Fall 1998 an Office of Program Assessment will be established and each School Dean
will have designated a liaison to work with that Office. By Spring 1999 the Director of the Office will have presented a comprehensive plan for the first two years of the operation of the Office and the Provost will have determined a timetable for the assessment of programs based on the descriptions in this report. In Fall 2001 there will be a comprehensive evaluation of the operations of the assessment office, including an analysis of the assessments completed, the results of the assessments, and plans for updating the assessment process.

VIII.A.1.a. Programmatic Assessment and Prioritization. The Provost, in consultation with the Deans, will determine the timetable for the assessment of programs from 1999 to 2003. The assessment of Departments and Programs, including enrollments, faculty scholarship, and other indices of the status of departments will be held to one timetable, correlated with external review and accreditation agencies. The assessment of the teaching-learning status of departments, based upon the departmental assessment plans submitted in 1997, will be held to a second timetable, according to the calendar described in the plans. In all cases programmatic assessments must utilize the criteria described in Section V.A.1. These same criteria will be applied to all decisions about departments and programs, including initiating new programs, enhancing or downsizing existing programs, and the disestablishment of programs. No program at Baruch College will be maintained if programmatic assessment demonstrates that its quality is below minimum standards of quality and if the College determines that resources will not be allocated to improve its status.

During AY 2001-2002 there will be a comprehensive evaluation of the relationship between the results of the assessment projects and allocations made from 1998 to 2001, planning for new programs, and decisions on the level of continuing programs. This evaluation will occur in the context of the goals of this five year plan.

VIII.A.2. Enrichment Programs

a. Honors Program. In Fall 1998 the College will have an Honors Program Director coordinating Honors work. By the end of AY 1998-99 the Director will have produced, in consultation with the Deans, Chairs and Program Directors, Honors Committee, and Honors Coordinators, a two year plan (AY 1999-2000 to
AY2000-2001) for the Honors Program

b. **Baruch Arts Consortium.** By Fall 1998 the Provost will have appointed a Director of a Baruch College Arts Consortium. By the end of AY 1998-99 the Director will have produced, in consultation with appropriate persons, a two year plan (AY1999-2000 to AY2000-2001) for the Consortium. By Fall 1999 an NEH grant proposal for support for the Consortium will be completed.

c. **Multicultural Program.** By Fall 1998 the School of Public Affairs will have prepared a plan for the expansion of the Center for Coexistence to extend to multicultural/diversity programs in all three schools. The expansion of the Center’s role will be coupled with an expansion of activities at the College.

d. **Student Internships.** In AY1998-99 the School of Business will recruit for a full time staff person to administer an internship program for students; by the end of the first semester of this person’s residence at the College a plan for internships will have been submitted to the Dean. The Deans of the other two schools will initiate internship programs with their current staff.

e. **Information Literacy.** During Fall 1998 the Chief Librarian and Deans will initiate discussions with curriculum committees on the incorporation of information competencies across the curriculum.

**VIII.A.3. Academic Culture: Faculty Issues.**

a. The Provost will establish as a major activity for AY1998-99 the issue of academic leadership at the departmental/program level. In consultation with the Deans, a strategic plan will be devised on the most effective ways of aculturating the College to the concept of effective academic leadership at that level. As a part of this acculturation process, the Dean will focus on issues of academic leadership in meetings with the chairs/program directors. The College will review the support currently provided for “ministerial duties” of the chair which interfere with the leadership role, and will provide a plan for providing support commensurate with available resources and the need for assistance.

b. The College will adopt this policy: if a faculty member is not reappointed...
because of deficient performance, and if that action follows a recommendation
against reappointment by the department chair/program director and the school,
and if the College is not faced with a budgetary emergency necessitating the
cancellation of salary lines, that faculty line will be replaced in that same
department/program.

c. The Provost will establish as a major activity for AY1998-99 the discussion of
equitable means of establishing meritorious performance, requiring that all criteria
will relate directly to the mission and goals of the College, and that the standards
for applying the criteria will be objective and based on demonstrable evidence.
Meritorious performance will be defined in the context of the activities related
directly to the College’s goals, described in this plan. Each dean is responsible
for establishing and maintaining a fair and open system for making such
decisions. This discussion must involve the Deans, Chairs/Directors, and
appropriate faculty governing bodies.

d. The Provost will devise an incentive plan for increasing grant activity in all
schools by supporting each dean’s approved plans for such activity, and by
relating appropriate discretionary resource distribution to the extent that the deans
implement their plans successfully.

e. The Provost will review the Faculty Development Plans which have been
submitted by each School/Department/Program, and will create college-wide
guidelines for faculty development which are compatible with these plans, and
which form the basis for evaluating the effectiveness of the plans. At the College
level, development activities will include continued workshops for the
development of pedagogy in communication, continued workshops for faculty on
new applications in technology, and a plan for helping faculty obtain internships.

f. The President will continue efforts to produce a differential salary scale for
CUNY faculty and will continue to stress creative mechanisms to improve faculty
compensation. The President also will explore the feasibility of providing
subsidized housing for new faculty.

g. The President will request that the Baruch College Fund support a Faculty Development Resource Fund of $50,000 to be allocated in AY1999-2000. During AY1998-99 the Provost, in consultation with the Deans, will create the plan for allocating these funds, which must relate directly to performance associated with the goals of this five year plan. In AY2001-2002 there will be an evaluation of the effectiveness of the plan on grant activity, research productivity, and teaching effectiveness.

h. The Provost, in consultation with all appropriate offices, will review the faculty recruitment process, and will provide a manual which will be updated regularly. This should be accomplished by the end of AY1998-99. The manual needs to explain how the administration is notified of a position that is to become available; at what point in the budget cycle lines may be authorized; when that authorization needs to be contingent on additional budget information; and provide a flowchart of the necessary paperwork as the authorization moves toward the actual recruitment activities, screening of applicants, interviewing, and conferring offers. In addition the manual should provide advice for departments on effective recruitment practices.

I. Given the lack of availability of extensive diversity of faculty in some fields, consideration will be given to recruitment in fields where there is greater availability and where there is a demonstrated need for added strengths in those fields at Baruch College. Before faculty recruitment plans are authorized, there will be an analysis of the predictable effect on the diversity of the faculty. Among the disciplines being considered for line allocation based on student demand and programmatic coverage, allocations will be favored in specialties which are likely to attract a more diverse pool of applicants. Given the lack of faculty diversity in some of the disciplines essential at Baruch, the College will create a task force to study an appropriate project for recruiting diverse students to Baruch on a track predicted to lead to a choice for a career in academia.

VIII.A.4. Academic Culture: Student Issues

a. The Office of Program Assessment will prepare an annual report on the correlation between the academic profiles of incoming students, their performance on SKILLS tests, and their performance in academic courses. This information, together with other materials relevant to student admissions, will be discussed with the Provost, Deans, and Chairs/Directors, and with the appropriate faculty bodies of the schools associated with admissions standards.

b. The Provost will make graduate enrollment planning a major priority for AY 1998-99. The plans will include tracking the enrollments of new graduate programs against the reported predictions and evaluating the effectiveness of recruitment campaigns. At a minimum, total graduate enrollment should increase by the numbers predicted when new programs were initiated, and if that does not happen there must be an urgent analysis of recruitment practices.

c. During Fall 1998 the Provost and the Vice President for Finance and Administration will coordinate a review of student recruitment activities and present an analysis of current techniques and a proposal for enhanced activities beginning in AY1999-2000.

d. During Fall 1998 the Provost and the Vice President for Finance and Administration will jointly conduct a review of the impact of the College’s communications on public relations.

e. During AY 1998-99 the Provost will place a major priority on a review of academic advising, including an analysis of recent changes made in advising systems, and prepare a plan for improved student advising based on this analysis. This plan will include these principles: prior to the declaration of a major, advising is primarily done through advising staff and with student peer advisers. After declaring a major, the contact will be primarily with faculty, augmented by the staff and peer advisers. It is the responsibility of each dean and of the chairs/program directors to ensure that the advising of majors is done effectively.

f. The Vice President for Finance and Administration will present a plan, by the
end of the Fall 1998 semester, for analyzing transfer student transcripts by the end of their first semester. This goal is to be achieved by AY1999-2000.

g. The Vice President for Student Development will present a plan for an orientation program for new transfer students. This orientation program is to begin by AY1999-2000.

h. The Office of Program Assessment will produce a plan for studying the effectiveness of the graduate services in the schools. This study will focus on student satisfaction and will occur no later than 1999-2000.

i. By Spring 1999 the Provost’s Office will oversee a study on course availability for the years 1996 to 1999, and this will be the basis for a determination of the appropriateness of the course scheduling patterns.

j. By Spring 1999 the Deans will present a study of class size with a plan for reducing class sizes where that is considered urgent. This plan needs to be made in the context of the faculty line allocations to the Schools and the nature of the courses. If the optimum plan is not feasible because of resource constraints, a backup plan will be available to ameliorate the effects of class size.

k. The Vice President for Student Development and the Provost will discuss joint projects for incorporating values of leadership and social responsibility in undergraduate programs.

l. The Office of Program Assessment will provide a plan for the assessment of the undergraduate and graduate placement services; the assessment is to be completed by AY1999-2000.

VIII.A.5. Resources

a. All new full time tenure track faculty are to be brought in within the top quartile of market salaries for institutions at the national ranking to which Baruch aspires. All faculty who are demonstrably subject to competitive offers will receive supplements considered necessary for retaining them at this College.

b. As soon as the budget is known for each academic year, the Provost will review
with the Deans faculty recruitment plans. Each Dean must present a request for recruiting lines which is justified by enrollment and programmatic needs, and which accounts for the need for cultural diversity among the faculty and the need to reduce class sizes and reduce adjuncts.

b. During AY1998-99 the Office of Campus Planning will provide a design plan for 17 Lexington Avenue.

c. The Vice President for Finance and Administration, in consultation with the Provost and Deans, will establish a task force to review the deployment of staff throughout the College, and create a plan on a pattern of deployment that matches current needs and resource availability in the context of the policies regulating staff personnel.

d. The Director of the Baruch College Technology Center, in consultation with the Vice Presidents and Deans, will provide the President with a review of the current status of educational technology, and a plan of progress covering the period 1998-2001.

e. The Vice President for Finance and Administration will review the operations of the College to determine ways to improve the efficiencies of budgetary transactions and financial reporting. Recommendations are to be presented to the President by the end of Spring 1999.

f. The Vice President for Finance and Administration, in consultation with the Provost and Deans, will report to the President by Spring 1999 on the feasibility of a plan for implementing faculty spending accounts.

g. The Deans will establish as a high priority activities which generate funds, and which make more efficient use of current funding. The College will ensure appropriate incentive plans to encourage these activities; these incentives must include input into the expenditures of discretionary funding as well as ideas on increasing such funding. The Deans will report to the Provost on discussions related to establishing a Resource Development Committee in each School, and the appropriate links to each department.
During AY1998-99 the College will commission a study of the impact of Baruch on the tax revenues of New York City and New York State.

VIII.B. **Maintaining Currency of the Planning Process.**

Prior to the end of each academic year, beginning with 1998-1999, a group from the Presidential Commission will review this Plan. The review will include an assessment of the progress made on implementation of the recommendations and an assessment of the current relevancy of the planning assumptions, objectives, and recommendations. A summary of this review will be distributed to the Commission. If the review indicates that significant changes should be made in the Plan the Commission will be reconvened.

VIII.C. **Schedule of Activities to Implement the Academic Plan.**

The overall objective of this Plan is to further the College’s progress toward establishing itself as a model of high quality education. Baruch is confident that it is feasible for select colleges in the domain of public urban education to offer programs with standards often associated only with prestigious private institutions. The College has made rapid advances toward this goal in recent years; this plan for 1998 to 2003 is intended to take the College to the next stages in this long-term aspiration. In keeping with the continuity of this process, a number of advances which have been initiated recently have been incorporated into the goals of this plan. The attached tabulation of activities lists the activities associated with the recommendations, and provides a timetable. In some cases this timetable refers to the schedule for producing a strategic plan which will be required for implementation of the concept; in some cases the process is well under way and the date refers to the completion of the process; in some cases the timetable refers to one step in an implementation process that involves multiple stages.

APPENDIX
**SCHEDULE OF ACTIVITIES TO IMPLEMENT ACADEMIC PLAN 1998-2003**

This schedule focuses on the initial required accomplishments to fulfill the recommendations in the plan, focusing primarily on those that will be started or completed in 1998. Many of the activities are long-term and will require additional tasks with their own timetables as the implementation progresses. This schedule will be updated as part of the annual review of the plan.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>CURRENT STATUS</th>
<th>NEXT STEPS</th>
<th>TIMETABLE</th>
<th>PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Office of Program Assessment and Institutional Research (OPAIR)</td>
<td>Organization of office is complete and ready for implementation in Fall 1998</td>
<td>Complete process for officially establishing office; designate school liaisons; prepare strategic plan</td>
<td>Office functional and liaisons appointed Fall ‘98; strategic plan completed Spring ‘99</td>
<td>President</td>
</tr>
<tr>
<td>Establish timetable for program assessments 1999 to 2003</td>
<td>All schools/departments have program assessment plans with timetables</td>
<td>Provost and Dean will review current status of proposed timetables and establish calendar for reviews.</td>
<td>Fall 1998</td>
<td>Provost and Deans</td>
</tr>
<tr>
<td>Establish plan for extended Honors Program</td>
<td>Honors Program Director has been appointed. Plan to be prepared for expanded Honors based on 97-98 draft plan.</td>
<td>Honors Program Director, in consultation with Honors Committee and Coordinators, to complete plan.</td>
<td>Plan will be presented to faculty by end of Spring 1999 semester</td>
<td>Director Honors Program</td>
</tr>
<tr>
<td>Establish Arts Consortium, appoint director</td>
<td>The initial meeting to consider the role and scope of the Consortium was held in 96-97 will form the initial basis for the Consortium</td>
<td>Appoint a Director of the Consortium and establish agenda for first year of operation in 1999-2000</td>
<td>Appoint Director in Fall 1998; Director to provide agenda by end of Spring 1999 semester</td>
<td>President</td>
</tr>
</tbody>
</table>

Page 1 INITIAL SCHEDULE OF ACTIVITIES
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>CURRENT STATUS</th>
<th>NEXT STEPS</th>
<th>TIMETABLE</th>
<th>PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete plans for multicultural programs through Co-existence Center</td>
<td>School of Public Affairs has distributed plan for college-wide functions: school liaisons have been appointed.</td>
<td>Appoint student reps. Plan for increasing multicultural issues into educational programs</td>
<td>Student assignments in Fall '98. College-wide agenda initiated in Fall '98.</td>
<td>Dean SPA</td>
</tr>
<tr>
<td>Establish position of Internship administrator in ZSB</td>
<td>Position has been approved in ZSB</td>
<td>Complete recruitment and initiate administrative functions</td>
<td>AY 98-99</td>
<td>Dean</td>
</tr>
<tr>
<td>Integrate information competencies into educational programs</td>
<td>Limited opportunities for student through course-related Library workshops</td>
<td>Create a plan for the integration of information literacy/competency across the curriculum</td>
<td>AY 98-99 discuss goals of program and means by which goals can be reached</td>
<td>Chief Librarian</td>
</tr>
<tr>
<td>Plans for enhancing the role of chair as academic leader</td>
<td>---</td>
<td>Initiate discussions on the process by which this new definition of the role of the chair can become integrated into the College</td>
<td>Discussions held during AY 98-99. (This is a long-term acculturation process.)</td>
<td>Provost and Deans</td>
</tr>
<tr>
<td>Design system for evaluating meritorious performance</td>
<td>---</td>
<td>Deans and Provost will draft a proposal which will be widely distributed for discussion.</td>
<td>Proposal draft and discussion during AY 98-99; target for implementation 99-00</td>
<td>President's Council in consultation with Senate</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Establish college-wide guidelines for faculty development; implement departmental plans</td>
<td>Each school and dept. has submitted development plans</td>
<td>Provost to review school and dept. plans and complete college-wide guidelines, and establish timetable for implementing school and dept. plans</td>
<td>Review completed Fall 1998; college-wide plan completed Spring 1999. Timetable established Spring 1999. Initial programs on line 99-00</td>
<td>Provost and Deans</td>
</tr>
<tr>
<td>Establish Faculty Development Resource Fund</td>
<td>---</td>
<td>Develop a proposal for how the funds would be distributed and obligation of recipients for reports, etc.</td>
<td>AY 1998-99 proposal completed; funds in place and initial disbursements made in 99-00 for expenditures in 00-01</td>
<td>President's Council</td>
</tr>
<tr>
<td>Revised faculty recruitment process to expedite searches; prepare procedure manual</td>
<td>Review of current process is complete.</td>
<td>Discussions with deans and chairs on desirable revisions and implementation of those revisions, followed by preparation of manual</td>
<td>Revisions complete AY 98-99; Summary of process distributed by Sept '99; manual complete by 99-00 with annual updates</td>
<td>Provost</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Intensify efforts to recruit faculty in underrepresented groups</td>
<td>Review of diversity of faculty in recent recruitments has been completed</td>
<td>Review of implications of hiring practices with agreements on areas of improvements</td>
<td>Review of hiring practices completed AY 98-99; recruitment strategies to be discussed by Deans with every search committee.</td>
<td>Provost/ Deans/ Chairs</td>
</tr>
<tr>
<td>Track graduate enrollment and fine-tune recruitment practices</td>
<td>Graduate enrollment is circulated annually</td>
<td>Analyze enrollments against targets and determine efficacy of recruitment practices; consider additional recruitment strategies</td>
<td>annual</td>
<td>Provost, Deans, Publications Office, Recruitment Offices</td>
</tr>
<tr>
<td>Complete plan for full-time MBA program</td>
<td>Faculty committee has been working on plan</td>
<td>Complete plan and take to faculty committees</td>
<td>AY 98-99</td>
<td>Dean</td>
</tr>
<tr>
<td>Implement new master’s programs in Arts and Sciences</td>
<td>M.A. Business Journalism in final stages of approval; M.A. in Corporate Communications is in intermediate stages</td>
<td>Complete approval stages - timing; assume that Business Journalism program can be initiated in Sept. 1999</td>
<td>initiate Business Journalism 99-00, Corporate communications 00-01</td>
<td>Dean</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Review student recruitment practices: focus on maximizing use of program resources</td>
<td>Enrollment management group is studying recruitment strategies; first Baruch College viewbook is being prepared; new advertising is to be piloted AY98-99</td>
<td>Test new advertising strategies; distribute viewbook widely; increase visits to schools; extend telephone campaign</td>
<td>AY 1998-99 test new and evaluate new strategies; 1999-2000 distribution of viewbook</td>
<td>President</td>
</tr>
<tr>
<td>Upgrade system of transfer student transcript evaluation and initiate orientation plan</td>
<td>Technical evaluation system in development for several years; additional personnel has been provided for evaluating transcripts; transfer orientation program has been tested</td>
<td>Determine permanent staffing needs required for evaluation system designed to meet goal and provide staffing</td>
<td>Staffing plan AY 98-99; Systems in effect to meet stated goals by AY 99-00</td>
<td>V.P. Fin. &amp; Adm. and V.P. Student Development</td>
</tr>
<tr>
<td>Review academic advising; study consolidation of all u.g. advising into a Baruch Advising Center, primarily to serve students until a major is declared</td>
<td>Each School has been providing review of advising capacity annually; only informal discussions of faculty advising responsibilities have occurred; there has been no discussion of a consolidated Center</td>
<td>Complete review of 1998-99 advising system and provide necessary support; initiate advising plans by each department; Prepare a model for establishing a Baruch Advising Center for undergraduate students.</td>
<td>Deans and Chairs to discuss advising plans for each dept.'s majors with agreements completed by 1999-2000. Fall 1998 plan for consolidated Center</td>
<td>Provost and Deans</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Analyze graduate student services</td>
<td>--</td>
<td>Director of ZSB Graduate Office to determine plan for analysis of services</td>
<td>Plan determined 99-00; analysis done 00-02</td>
<td>Director of ZSB Graduate Office with Director OPAIR</td>
</tr>
<tr>
<td>Study course availability and class size and review class grid</td>
<td>Continual monitoring is done by Provost's office</td>
<td>Determine if schedule maximizes availability, where class size is significant issue, and if grid is appropriate -- begin study of grid in 2000-01 when occupy new bldg.</td>
<td>AY 99-00 study course availability and grid; AY 00-01 make any changes in grid and scheduling; AY 00-01 study class size and plan appropriate adjustments</td>
<td>Provost</td>
</tr>
<tr>
<td>Review of deployment of staff</td>
<td>--</td>
<td>Establish criteria for evaluation</td>
<td>AY 1998-99</td>
<td>V.P. Finance and Admin. w. Deans</td>
</tr>
<tr>
<td>Plan for incorporating values of leadership and social responsibility</td>
<td>Office of Student Development has deliberated on programs on leadership; Honors Program requires participation in community activities</td>
<td>Provost and V.P. for Student Development will discuss feasible ways to enhance the incorporation of leadership training, possibly connected with Career Development</td>
<td>AY 1998-99 for consultation; further actions to be determined</td>
<td>Provost and V.P. Student Development</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Design plan for 17 Lexington Ave</td>
<td>Some preliminary discussions</td>
<td>Prepare plan</td>
<td>Complete plan by 99-00</td>
<td>Director Campus Planning</td>
</tr>
<tr>
<td>Technology Plan</td>
<td>Each school and department has prepared a technology plan; plan for reconfigura- tion of Technology Center underway</td>
<td>Complete determination of configuration of Technology Center; review school and department plans for currency and implementation</td>
<td>BCTC configuration to be determined by Fall 98. Review of plans to be completed during AY 99-00</td>
<td>BCTC plans: President; Technology plans: Provost/Tech.Com.</td>
</tr>
<tr>
<td>Operations Review</td>
<td>Review of purchasing made in 1997-98 with recommendation for upgrade; review of budget office process underway</td>
<td>Complete upgrade of purchasing process; prepare plan for upgrading budget office; initiate review of personnel office procedures</td>
<td>'98-99 complete purchasing. prepare plan for budget office, e to be upgraded by 99-00. Initiate review of personnel office 99-00-determine next steps</td>
<td>V.P. Finance &amp; Administration</td>
</tr>
<tr>
<td>Policy on Faculty Spending Accounts</td>
<td>Policies of other universities have been reviewed</td>
<td>Establish a committee to propose a policy</td>
<td>Committee completes proposal AY 1998-99 for pilot program '99-00</td>
<td>V.P. Finance &amp; Admin. w. Deans</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>CURRENT STATUS</td>
<td>NEXT STEPS</td>
<td>TIMETABLE</td>
<td>PRIMARY RESPONSIBILITY</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Establish Resource Development Committees; plan activities which</td>
<td>Business School is in process of establishing a Resource Development Committee</td>
<td>Complete establishment of Committee and determine agenda. Activities will vary</td>
<td>Committees to be established by AY 1999-00</td>
<td>Deans, Provost. V.P. College Advancement</td>
</tr>
<tr>
<td>generate funds and make more efficient use of funding.</td>
<td></td>
<td>by school and department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus on income-generating programs; Expand Continuing Studies and</td>
<td>Continuing Studies is in continual process of studying new markets; Executive Programs have been successfully using new techniques to expand programs</td>
<td>Implement new Cont. Studies program in Real Estate and continue expansion of off-site Cont. Studies programs; test new recruitment strategies in Exec. Programs</td>
<td>Annual</td>
<td>Director Continuing Studies; Directors of Executive Programs</td>
</tr>
<tr>
<td>Executive Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study impact of Baruch on tax revenues New York City and State</td>
<td>----</td>
<td>Determine more fully purpose and scope of study</td>
<td>AY 1998-99</td>
<td>President</td>
</tr>
</tbody>
</table>