

Report to the  
Faculty, Administration, Trustees, Staff, and Students  
of  
Baruch College  
City of New York

By  
An evaluation team representing  
The Commission on Higher Education of the  
Middle States Association of Colleges and Schools

Prepared following an analysis of the institution's self-study report  
and a visit to the campus on March 5-8, 2000

The members of the Team:

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This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Baruch College. This report is based solely on the educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

**AT THE TIME OF THE VISIT**

Date when instruction began: 1968

Year of first graduating class: 1972

Interim President: Dr. Sidney Lirtzman

Chief Academic Officer: Dr. Robert Picken,  
Acting Provost & Senior Vice President

Chair of the Board of Trustees: Herman Badillo

Chancellor of the City University of New York: Dr. Matthew Goldstein

**REPORT OF THE MIDDLE STATES EVALUATION TEAM VISIT  
TO  
BARUCH COLLEGE  
MARCH 5-8, 2000**

**Introduction**

During the visit, the team met with approximately 300 persons, including the interim president and members of the President's Council, members of the self-study steering committee as well as subcommittee members, faculty, staff, and students. In addition, the team met with members of the Executive Committee of the Baruch College Fund and with the Vice Chancellor of Academic Affairs of the City University of New York.

Although the self-study was less analytical than narrative, the team felt that it painted an accurate portrait of the College's strengths as well as the challenges and opportunities it faces. The team was impressed with the willingness of campus officials to provide supplemental information and to respond to questions raised by the team. One area where the team members felt the self-study was lacking dealt with college finances and the constraints emanating from CUNY policies and procedures.

The on-site visit by the team and the resultant recommendations confirm much of what the College knows about itself. The College is fulfilling, its mission without sacrificing its commitment to excellence and equity.

The foregoing report is divided into two parts. Part one is devoted to commendations, general concerns, and the teams observations and recommendations related to the comprehensive review. Part two deals with the three topical areas of the College's self-study: Focused Mission, Responsiveness, and Teaching-Learning Environment.

## PART I

### Commendations

- ◇ Occupancy of a new state-of-the-art, high-tech campus building in 2001 presents the College with unparalleled opportunities for teaching and learning.
- ◇ The team is unanimous in commending the College for successfully raising its academic standards and eliminating its formal remedial education program without abandoning its commitment to access and diversity. Moreover, the College's Immersion program and its extensive use of tutorials are viewed as creative ways of responding to the needs of students who lack the necessary skills for academic success.
- ◇ Strong academic programs and general student satisfaction with all three schools were noted by virtually everyone with whom the team met.
- ◇ The College deserves recognition for its successful fundraising efforts as evidenced by the growth of the Baruch College Fund. The endowment fund has increased from approximately \$2 million to over \$50 million in less than a decade.
- ◇ The College is commended for having established a wide array of effective partnerships with the public and private sectors since its last comprehensive visit. Selected examples of these partnerships include the creation of the Subotnick Financial Services Center, extensive use of program advisory committees involving corporate and civic officials, establishment of the Bernard Schwartz Communications Institute, and establishment of the Baruch College Campus High School, just to name a few.
- ◇ The College's faculty, staff, students, and administrative leaders exhibited a high degree of enthusiasm, commitment, loyalty, and appreciation for the College and its success in making excellence and equity more evident in CUNY.
- ◇ The team commends the College for having successfully implemented an academic restructuring plan and several new academic initiatives, most notably the creation of the School of Public Affairs and a full-time MBA program, despite CUNY financial uncertainties during the past decade.
- ◇ Finally, the team commends the College for having maintained a broad array of student support services at a time when the College experienced enrollment growth on the one hand and declines in the student services budget on the other.

### General Concerns

- ◇ The decline in the number of first-time full-time Latino Students warrants careful analyses and immediate action lest the College suffers further declines.

- ◇ The College's aspiration with respect to quality education and responsiveness will be compromised if the College allows the continued decline in the number of full-time faculty lines and the concomitant increase in the use of adjuncts,
- ◇ Attracting and retaining faculty of color continues to be a significant challenge for the College. Although not unique to Baruch, the team believes this is an issue that requires greater focus, attention, and creativity given the College's stated commitment to diversity and the diversity of the student body.
- ◇ The College's long-term success could be compromised unless the positions of president, provost, vice president for college advancement, and treasurer and special assistant to the president are filled on a more permanent basis.
- ◇ The team perceived a level of miscommunication and distrust between College officials on the one hand and CUNY officials on the other. The team believes that this gap must be closed if Baruch is to receive the support it needs to achieve its aspiration.
- ◇ Although the College has appointed a vice president of student development since the last comprehensive visit, there is a great deal of diffusion, fragmentation, and duplication in services for students, accompanied by unevenness in staffing and funding. The team found that the self-study did not fully address issues related to student development.
- ◇ The constraints imposed by CUNY and the current collective bargaining agreement will impede the College's ability to achieve its desired academic aspirations unless acknowledged and addressed by the trustees and CUNY administration.

### **Organization, Administration, and Governance**

Established in 1968 as an independent college, Baruch College is one of eight senior colleges in the University system. The College is a vibrant, high quality institution organized around three major academic units: The Weissman School of Arts & Sciences, the School of Public Affairs, and the Zicklin School of Business. The College is authorized to offer a wide array of baccalaureate and master's degree programs in arts and sciences, education, and in the professions of business and public affairs. It is, for example, the only CUNY campus where one can earn the MBA degree, and it is designated as the site of CUNY's doctoral program in business. Baruch College also has CUNY's only School of Public Affairs conferring only the B.S. in Public Affairs.

The president is the chief executive officer of Baruch College and reports to the chancellor of the City University of New York. The College is currently led by an interim president, Dr. Sidney Lirtzman, former dean of the Zicklin School of Business, a post to which he will return July 2000. He is the second person to serve as interim president since the departure of long-term president, Matthew Goldstein, who left to become president of Adelphi University and was subsequently named chancellor of the City University of New York in 1999. The search following

President Goldstein's departure was unsuccessful; however, it was reopened and the chancellor had been given the names of three finalists when the team was on campus for the MSA visit.

The College's administration is divided among the following offices: student development, finance and administration, and college advancement, each led by a vice president. The provost and senior vice president is the chief academic officer of the College. The office is currently filled on an interim basis by Dr. Robert Picken. The college advancement position is currently vacant, but the work is being done on a contract basis with a fundraising consultant. Finally, the vice president for finance and administration is currently serving as both the vice president for finance and administration and as treasurer and special assistant to the president.

The University's governing board is composed of 17 trustees whose selection is dictated by the provisions of the New York Education Law. The principal governance unit at the College is the General Faculty. The College's governance charter establishes the role of the College Faculty Senate, which represents the General Faculty and engages in policy formulation and recommendations.

**Observation:**

Failure to appoint a permanent president, provost, and vice president for college advancement in a timely manner could jeopardize the long-term stability and success of the College. Moreover, failure to appoint a vice president for college advancement could jeopardize the College's fundraising capabilities.

**Recommendation:**

The trustees should appoint a president as soon as possible. The president should fill the provost and college advancement positions as soon after her/his appointment as possible.

**Financial Resources**

**Observation:**

Baruch College utilizes a number of funding sources to meet its annual operating expenses. These include revenue allocated by CUNY, income derived from restricted funds, i.e. the Baruch College Fund and the Baruch Endowment Fund, revenue from student activity fees distributed through the Baruch College Association, revenue from auxiliary enterprises administered through a separate corporation, etc. The College does not prepare a comprehensive budget document that identifies all of the revenue sources used to meet its annual operating expenses. As a result, it is difficult to assess the pattern of spending from each of the individual funding sources and the extent to which these funds are being used effectively. There also appears to be confusion among some members of the President's Council regarding the College's total operating budget and its ability to fund initiatives not supported by CUNY.

**Recommendation:**

The College should develop an "all-funds budget" that can be shared with the President's Council and the University's Board of Trustees. This would provide the president with the information required to effectively and efficiently manage the College and to establish a stronger link between planning and budgeting.

**Observation:**

The College has sharpened its mission statement and articulated its goal to have the Zicklin School of Business and the School of Public Affairs recognized as one of the top twenty-five schools of business and public affairs respectively. Attaining this level of recognition will require a substantial increase in the University's annual operating budget.

**Recommendations:**

- ◇ The MSA team strongly encourages Baruch to continue its efforts to persuade CUNY to permit the College to charge tuition that is closer to the market rate for graduate programs in the Zicklin School of Business and the School of Public Affairs. Those Schools are able to collect significant fees from Executive Degree participants. There is ample justification for greater increases in the full-time MBA programs, even for the part-time students for whom a Baruch advanced degree is, at present, a bargain.
- ◇ The team also strongly encourages CUNY to modify its tuition policy for certain graduate programs and to permit Baruch to retain the resulting increased tuition revenue as a supplement to its base budget allocation.

**Observation:**

The current organizational structure includes two senior positions that report directly to the president with responsibilities for the management of major components of the College's fiscal affairs. These positions are the vice president for finance and administration and the treasurer/special assistant to the president. The latter position is currently vacant and the vice president for finance and administration is overseeing both areas. Having the responsibility for both the tax levy fiscal affairs and non-tax levy fiscal affairs concentrated under a single individual may provide greater oversight and greater coordination of the College's overall financial resources. However, there are many organizational models in higher education pertaining to the title and job responsibilities of the chief financial officer and the College must determine which model best meets its current needs.

**Recommendation:**

The new president is encouraged to review the organizational structure to determine if the planning and budgeting functions are best served by concentrating the responsibilities for fiscal affairs under a single individual.

**Observation:**

The Baruch College Fund will provide the College with approximately \$6.5 million of revenue to support operations during the current fiscal year. These funds are being used to fund the capital campaign, provide faculty enrichment and incentives, and provide student scholarships and certain School and College enrichment programs not funded through the CUNY base budget and supplemental allocation.

Baruch is commended for the progress it has made during the past decade to increase the Baruch College Fund and to provide the College with an alternate source of non-tax-levy revenue. The fund has grown from approximately \$2 million in 1990 to approximately \$56 million, and the College is in the midst of a successful capital campaign that has increased its goal

twice since its inception. The success of the campaign is a significant accomplishment given the size of the development staff and with a current vacancy in the position of vice president for college advancement.

**Recommendation:**

The Baruch College Fund should leverage the success already achieved through the campaign and consider allocating resources to expand the size of the development operation. The return on investment could be substantial and would also provide the infrastructure in this area for continued and long-term success in the College's annual giving program. In addition, the new president should move with dispatch to fill the vacancy of vice president for advancement to ensure that the momentum established in the campaign is not lost due to the lack of appropriate staffing.

**Observation:**

There is a strong feeling on the part of the administration and faculty that long-term planning and the linking of the planning and budget process are extremely difficult in an environment where the level of state support is often uncertain. However, as the College continues to use increasing amounts of its own restricted revenue and non-tax levy funding to finance its general operating and new strategic initiatives, the need to develop a process that links the planning and budget process together becomes increasingly important.

In an era of limited resources, it is essential for colleges and universities to have a budgeting and planning process in place that is capable of redirecting resources from areas of low priority and/or poor performance to areas that support the institutional mission.

**Recommendation:**

The College should consider modifying its current budget and planning process to ensure that the priorities identified in the planning process are accompanied by a realistic financial plan and a time-line for achieving the desired results.

**Observation:**

The College faculty salary scale is established through a collective bargaining agreement negotiated through CUNY that establishes a common grade for faculty regardless of discipline with the exception of law and medicine. Baruch's focused mission requires it to have a substantial number of faculty in the disciplines related to business and public administration. To attract the caliber of faculty that will enable Baruch to meet its mission and achieve its vision, faculty must be compensated at a level above the CUNY negotiated scale. The College currently uses a substantial amount of its non-tax levy funds to provide these faculty with enrichment funding that enables them to provide faculty in the professional disciplines with competitive compensation packages.

**Recommendation:**

The College should continue its efforts to seek a change in the PSC-CUNY collective bargaining agreement that would add faculty in the fields of business management, information systems, public administration, etc. to the disciplines of law and medicine as disciplines with salary scales above those for other disciplines.

**Observation:**

The lines of communication between the College and CUNY need to be improved. Factual questions posed to members of the College senior administration and members of CUNY solicited substantially different answers. The level of mistrust between the College and CUNY appears to be a contributing factor to the lack of communication that exists between the two entities. This problem is not unique to Baruch College. It has been identified by previous outside agencies and by the Mayor's Advisory Task Force on City University of New York in its June 7, 1999, report.

**Recommendation:**

A greater effort needs to be made by both the College administration and CUNY administrators to improve the flow of information and the level of communication between the College and CUNY. The recommendations of the Mayor's Task Force in this area should be strongly considered.

**Faculty**

The Baruch College Presidential Commission Report (PCR) of 1998 states "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." (p. 24) The hiring and retention of high quality faculty are the keys to achieving the aspirations of Baruch College and to continuing the high quality instruction students have historically received at Baruch. The team has the following observations about faculty, many of which are consistent with the observations and recommendations of the PCR and the self-study.

**Observations:**

- ◇ The team found faculty supportive of the College; proud of their students; in agreement with their schools' aspirations; and committed to the role of public universities, welcoming student diversity as they pursue increasing quality in the classroom.
- ◇ There is a structural gap between the aspirations of the College, its mission, and the level of support provided faculty. Although faculty in general found support for their scholarship to be adequate, the team was struck by the heavy teaching load relative to that found at major research universities and the relative lack of grant administrative support and the resources necessary to attract leading faculty in a competitive national market. For this structural gap to be closed, additional resources must be invested and salary issues (e.g., differential salary for business and public affairs faculty who are competitive on the open market and merit pay) must be addressed.
- ◇ The team believes that professional development opportunities for faculty can be improved. Currently, faculty development is decentralized (as endorsed by the PCR) and many examples of faculty development activities were provided to the team. There is a richness of department and school-based programs. However, the team also heard several faculty members in each school who were unaware of such opportunities. The team also found

evidence of uneven availability of opportunities to faculty in different departments and schools.

- ◇ The team found limited progress in the College's effort to diversify its faculty based on the self-study data and discussions with faculty and College administrators. In an institution with such strong diversity among students, the diversity of faculty and staff is a critical issue that must be addressed. This is evidenced by the attention given the issue by the student newspaper, the PCR and self-study recommendations, and previous expressions of concern the 1990 Middle States Report and the 1995 periodic review. While some actions have been taken to bring faculty of color to the College in visiting scholar positions, more aggressive action is necessary and prudent.
- ◇ The team concludes that there is no current faculty handbook available to faculty. New faculty orientations, the union contract, and other materials may be provided to faculty but do not substitute for a comprehensive source describing faculty roles and responsibilities, employment conditions, and other important information that faculty need to be informed members of the Baruch community.
- ◇ The apparent shortage of faculty lines, especially in business and arts and sciences, necessitates the use of adjuncts and non-tenure faculty.
- ◇ The Baruch College mission related to business is a costly one. The self-study has demonstrated the disparity between Baruch College salaries and market rates nationally. The College has been supplementing salaries with "soft money," but this strategy is only a stopgap at best. This is an issue that is influenced in part by CUNY policy as well as the union contract. Therefore, it can only be resolved in consultation with CUNY officials. In order to achieve the College's aspirations, some system of differential pay and merit pay will be necessary. If successful in achieving the objectives of the College, campus officials must also be prepared to address issues of internal equity.

In sum, the team believes that there must be stability within Baruch College's administrative team and improved relations with CUNY for progress to be made on specific issues and to correct the structural gap between aspirations, mission, and faculty support. Baruch College faculty have demonstrated their dedication to CUNY, Baruch, and their students. If provided with the proper level of support, it is likely that they will be able to meet the aspirations of their respective schools.

### **Recommendations:**

- ◇ Recognizing that diversity of faculty is likely to be an issue on other CUNY campuses, the team recommends that CUNY make this a special initiative and define a supportive role for itself in partnership with Baruch and its sister colleges in their recruitment efforts without dictating selections or otherwise unreasonably intruding into the recruitment process. On campus, the provost and deans should actively participate in the search process to ensure the diversity of candidate pools and define diversity as a selection criterion. Finally, the administration, with the departments, should establish programs (perhaps linked to graduate

programs in neighboring universities) designed to attract minority faculty to Baruch College. These should be College-wide programs not limited to a particular school. The appointment of more visiting scholars and the use of clinical appointment are also approaches the College should utilize in diversifying the faculty.

- ◇ The team recommends that a faculty handbook be produced, kept current, and made available to all faculty either in print or on-line.
- ◇ The team recommends that the College, in cooperation with schools and departments, explore different faculty development models, including the centralization of the faculty development function. In doing so, the distinction should be made between faculty development efforts in teaching and learning, use of technology, and research
- ◇ The College's new administrative team should consult (for the purpose of reaching an agreement for future action) with CUNY officials as soon as possible about the shortage of faculty lines, especially as it relates to any specialized accreditation issues.
- ◇ The team recommends that a handbook for adjunct faculty be updated providing them with information necessary for doing their jobs and for becoming more integrated with the College community.

### **Arts and Sciences**

The team is concerned that the importance of the Weissman School of Arts and Sciences not be ignored as the College pursues its aspirations for the School of Public Affairs and the Zicklin School of Business. The liberal arts are necessary for providing the core courses for more advanced work in each school and the context for advanced studies. This is recognized, for example, by AACSB, which requires that at least 50% of the credits earned by business students be in the liberal arts.

Arts and sciences faculty members not only provide a service function for their sister schools, but also provide interdisciplinary programs that bridge to business programs and have the potential to do the same with the public affairs curriculum. These programs are important and offer a unique role for arts and sciences. The arts and sciences faculty members appear to accept their service role. It is important, however, that communication between the faculty of arts and sciences and the business school be improved and maintained with regard to curriculum issues. From the discussions with faculty of the core curriculum, which has not been significantly modified since 1984, it was not clear to the team that communication was as good as it should be. Although there is bound to be conflicting interests in such discussions, without effective leadership and clear and open communication, change will not occur. Such communication also is required for the necessary curriculum development and teaching assignments to take place in arts and sciences.

Therefore, it is important that arts and sciences faculty members, who are supportive and proud of their students and the College, are of the same high quality as their colleagues in

business and public affairs and that they receive similar professional development opportunities. Arts and sciences faculty members must have resources and facilities to pursue their scholarship and external funding. Recruitment of arts and sciences majors will bring added tuition dollars to the College at little additional cost due to the under enrollment of some majors. Increased enrollment in arts and sciences will also ensure that faculty members will continue to have an opportunity to teach upper level courses, a necessity if Baruch is to recruit high quality faculty and if existing faculty members are to maintain currency in their field.

Given the extremely high percentage of sections taught by adjuncts, it is important that departing faculty in the arts and sciences be replaced with tenure track faculty. It also is

important that future hires in arts and sciences, as well as in the other schools, increase the diversity of faculty.

### **Recommendation:**

The College should develop and implement a plan that clearly defines the role of Arts and Sciences within the College and maps a strategy for increasing the percentage of courses that is taught by full-time, tenure-track faculty.

### **Student Support Services**

Since the last Middle States evaluation visit there have been significant improvements in the array and quality of services available to students at Baruch. However, the level of effectiveness and synergy has not been achieved because of decentralization and lack of coordination of support services. Simultaneously, other divisions have been allowed to duplicate services offered by Student Development, which does not appear to be optimal utilization of resources. While other college units have developed services, this has frequently been at the expense of Student Development, which has experienced serious erosion of financial support for services. This is a continuation of a concern cited by the 1990 MSA team, specifically the lack of financial resources for student services, e.g. career services. One result of the duplication of services by units outside Student Development has been the inequitable provision of services to certain groups of students. There also appears to be a lack of coherence in the overall organization of student support services. This was an issue cited by the 1990 Middle State Association (MSA) evaluation team, and now there appears to be even greater diffusion and fragmentation of services. Consistent with the previous MSA team's recommendation, the College has appointed a vice president for student development. However, creation of this position has not prevented the erosion of services in Student Development or the duplication of services by other administrative units of the College.

Over the past decade, the College has introduced many new services, while discontinuing or refining others. These services are distributed among the provost and senior vice president for academic affairs, the vice president for finance and administration, and the vice president for student development. The Office of Undergraduate Admissions and Financial Aid, which is responsible for recruitment and admission of first-year and transfer students, reports to the vice president for finance and administration, while responsibility for recruitment and admission of graduate students is the responsibility of deans of respective three schools, who report to the

provost. The Center for Advisement and Orientation and the Student Academic Consulting Center appear to have met significant student needs for support during the transition into the College. The former is now responsible for centralized coordination and delivery of orientation and academic advising for all incoming first-year students and for transfer students. While this center reports to the Office of the Provost, the freshman year seminar, which also is responsible for supporting students in transition into the College during their first year and is co-led by faculty members and student leaders, is the responsibility of the Office of Student Life under the vice president for Student development. Thus, support for students in transition into the College must be coordinated among, several offices reporting to three vice presidents.

### **Recommendations:**

The College should carefully review how it currently provides student support services and ascertain how best to organize those services to maximize effectiveness, efficiency, and responsiveness. Moreover, a decision should be made about which services will be offered in a centralized mode and which should be decentralized. At any rate, there should be a standard of service that all students can expect to receive. The College should draw heavily on the expertise of its staff in student development in establishing objectives, strategies, and quality benchmarks.

### **Library**

The William and Anita Newman Library is an elegant, user-friendly facility that sustains a positive environment for information access and library service support. The constant high-volume use of the facility validates the vision under which the library was designed-to "provide an attractive, useful environment for a diverse, commuter student body and faculty." (*Institutional Self Study, p. 119*) The library's location in the same building with the Baruch Computing and Technology Center provides students with a powerful one-stop shop for many of their information and research needs.

The library faculty members have backgrounds and experiences that relate directly to the programs of the three schools. Library faculty members recruited over the last several years have been selected based on specific discipline-related or library expertise in mind. The library administration provides strong internal planning and organizational leadership. Outwardly, the library administration is active on College-wide committees, and works collaboratively with academic departments in the use of instructional technologies. Baruch has a strong library instruction program, including formal credit courses and a significant number of skills and subject-based workshops. One of the library three-credit courses, Electronic Resources for Journalism, is cross-listed as a journalism course. A newly created liaison program was recently initiated to build stronger communication ties with the faculty in the academic programs. In addition, the acquisition of electronic resources is a significant enhancement to the overall collection and complements the print resources in the library.

### **Observations:**

- ◇ As the College moves to an institution-wide information competency plan, the library instruction program has to make necessary changes to reflect the information requisites and research methodologies of the school programs. So that the library develops an appropriate

portfolio, it should have a role in school and departmental discussions as they plan and implement the curricular integration of information competencies.

- ◇ The library has begun to assess certain outcomes based on its currently implemented strategic planning goals. To more fully measure the success of these major objectives, under which the library is operating, a more comprehensive outcomes plan needs to be developed.
- ◇ The current materials budget is limiting as the library struggles to add additional electronic resources while at the same time it attempts to maintain a print collection that amasses inflationary increases each year.

**Recommendations:**

- ◇ It will be a challenge to keep the library staff proficient as new electronic resources and the new library online catalog is implemented. The library administration should develop a plan as soon as possible to address technology proficiency and training requirements for the entire staff.
- ◇ The College should consider ways to increase the library's materials budget to allow for additional electronic resources without jeopardizing the developing of print collection.

## PART II

The team offers the following observations and recommendations in response to Baruch College's decision to focus the self-study on three topics: *Focused Mission; Responsiveness; and the Teaching and Learning Environment*. We begin this commentary with the observation that Baruch is a solid institution—academically and fiscally—with a strong foundation on which to build.

### **Selected Topic: Fulfilling a Focused Mission in the Context of a Multidimensional System**

Baruch College, a senior institution in the City University of New York, has made significant strides in achieving academic excellence while maintaining access for a highly diversified student population. Since the last Middle State Accreditation visit in 1990, the College has undertaken important innovations in its curricular offerings, in its organization, in its physical infrastructure, and in its program initiatives, all within a context of relatively fixed public sector support. With a highly qualified faculty and a dedicated student body, the accomplishments of the College are notable, given the fiscal constraints with which it has had to contend. These accomplishments are all the more remarkable given the turnover in senior management positions that has occurred in recent years.

In the context of this visit, the team notes a number of issues that relate to the mission and future direction of the institution that must be addressed if Baruch College is to be able to sustain its record of accomplishment. While we think that a more permanent leadership at the most senior levels will help to address some of these concerns, the team's perspective derives from the interaction of three different academic units within the College and within the larger context of the evolution of the City University of New York.

While the most recent self-study addresses the evolution of the institutional mission, it still speaks in contingent language rather than in terms of a clear vision of what the institution is about and in what direction it seeks to move. This begins first and foremost with a clear statement of what the institution seeks to achieve rather than an undefined reference of responsibilities of the City University of New York, or that it has a dual emphasis on undergraduate and graduate education as its mission. The question is what can Baruch College deliver to the population of New York in ways that are distinctive, innovative, and serve as benchmarks of excellence as part of the largest public urban university system in the country.

The team believes that Baruch College possesses many of these attributes but that the mission statement does not convey them in a clear and forceful way, thus complicating the articulation of a clear vision for the institution. We thus suggest additional refinement in the mission statement in ways that are unique to Baruch College even as they may serve more common shared objectives of the City University of New York. We view the statement of objectives in Appendix 3 as providing important guidance but that by themselves do not reflect a vision of what the institution seeks to become nor a strategic plan that specifies how its evolution

is to occur within the context of various assumptions regarding enrollment, program initiatives, and alternative sources of funding. Only a strategic plan can make these issues clear and mutually consistent across the various constituencies that Baruch College seeks to serve in support of its underlying mission.

Beyond a well-crafted mission statement, Baruch College needs a vision statement that links its mission to a strategic plan designed to move the institution from its present state to where it seeks to be over a future time horizon. In this context, the team acknowledges the work of the Presidential Commission of 1997-1998 as an important first step in this process, but as it currently stands, the framework does not provide clear linkage between the mission of the institution and the implementation of a strategic plan.

To illustrate our concern the team notes that Baruch College, as with other sister institutions in the City University, continues to seek a balance between access by students to affordable high-quality education and the expressed objective of constituent units of the College to seek national distinction. We cite in this context the stated goal of faculty in the Zicklin School of Business to become one of the top ten public schools of business in the country, and by faculty in the School of Public Affairs to become one of the top 25 such schools in the country. At the same time, even though the College will soon occupy an 800,000 square foot state-of-the-art academic complex adjacent to its recently constructed library on 23<sup>rd</sup> Street, there are continuing shortfalls in funding and a lack of a comprehensive plan to move the institution forward within the framework of the evolving physical and programmatic setting

### **Recommendation:**

We thus recommend that the Presidential Commission, or a newly established group, be charged with crafting a vision statement for the institution and that in turn this vision statement be linked to a strategic plan for the evolution of the institution. The strategic plan should spell out underlying assumptions regarding enrollments, funding sources, evolution of teaching, support, and physical resources, and how the interaction among these factors will move the institution along a path consistent with its mission, vision, and objectives.

### **Selected Topic: Teaching and Learning**

Since the last Middle States visit in 1990, Baruch College has made notable strides in achieving a supportive teaching and learning environment. We note the efforts to improve curriculum articulation, revision, and coordination, hiring of qualified faculty with a judicious blend of teaching, research, and community service skills, a more comprehensive framework of program review, strengthened assessment of student learning, a substantial upgrade in campus academic facilities, and an expanding use of information technology. Although many of these accomplishments are particularly impressive within the context of ongoing fiscal constraints, we review specific developments that we think should be addressed if continued progress is to be achieved.

### **Core Curriculum and Program Review**

As an institution with primary emphasis on business and public administration supported by a foundation in liberal arts and sciences, Baruch College offers a variety of programs that involve cross-curricular review and coordination. Although there is a Joint Curriculum Review Committee, it appears to meet infrequently, thus complicating the process of curriculum articulation and renewal. At one level, this reflects issues pertaining to the mission, vision, and strategic planning process of the institution. At another level, it reflects a lack of focus on delivery of curricular offerings in ways that produce measurable outcomes for the students who participate in programs.

To foster currency and consistency, we recommend at the Joint Curriculum Review Committee level a commitment by all constituent units to engage in a process of a rolling curriculum review for courses affecting all divisions of the College. This generally means those courses in arts and sciences that meet the general education requirements and serve as the foundation for specializations in business and public administration. The process should be framed in such a way that one-third of common courses are reviewed each year, thus guaranteeing that over a three-year period there has been a complete review of these offerings. This corresponds to current plans for technology upgrading of faculty and student computers. Both make sense in support of common efforts to achieve excellence in program delivery, and they strengthen and complement the process of five-year departmental and program reviews already undertaken by constituent units of the College.

What is meant by regular curriculum review? We mean in the first instance that those faculty primarily engaged in the delivery of courses bring to members of the Committee a statement of current objectives, content reviews, bibliographic references, and articulation of delivery modes and the use of technology, all using input provided by ongoing surveys and reviews by students and faculty in the given subject areas. In addition, if input is available through alumni and employer surveys, faculty should include these in core curriculum reviews and document how such feedback affects or strengthens how courses will be offered in the future. The intent of this process is not to burden faculty with a defense of curricular offerings, but to encourage a dialogue built around the goal of identifying what knowledge, skills, and competencies students should receive in conjunction with the stated goals of a given program.

### **Faculty Development, Retention, Diversity, and Retirement**

Departments and schools of Baruch College appear to engage in consistent initiatives regarding faculty development. We note that within the context of a contractual 4-3 annual course load, incoming junior faculty are given preference for additional released time to develop their research consistent with expectations for scholarly achievement relative to tenure and promotion decisions. As the same time, we note that many faculty appear to have no awareness of a faculty handbook that outlines expectations and rewards for personnel decisions, as well as identification of processes and resources consistent with academic success. We recommend that the College develop a faculty handbook that is current in terms of expectations and resources available to faculty.

In addition to a faculty handbook, we encourage consideration of a structure through which faculty may take advantage of improving their competency in curriculum delivery. This may take the form of internal and/or external workshops not just in content, but also in the use of instructional technology along with suitable travel support.

Attracting and retaining qualified faculty is a continuing problem at Baruch College, particularly in fields such as accounting and finance in the Zicklin School of Business. We have noted elsewhere the impact of adjunct faculty dependency on program consistency and quality. We also have noted the shortfall in faculty compensation rates relative to the national standards that the School seeks to achieve. While this shortfall currently is addressed through the use of Baruch College Fund, it is not clear to what extent this can serve as a long-term solution to the issue of faculty hiring and retention.

Previous visits and the current self-study note the gap between FTE students and fulltime faculty lines. We restate the need for Baruch College to restore the number of full-time lines consistent with norms elsewhere with the CUNY senior institutions.

### **Facilities**

We are pleased to note the significant progress made by Baruch College in upgrading its campus facilities. For many years, the College has used a combination of its flagship building on Lexington Avenue with leased quarter in adjacent areas of the neighborhood. Three important milestones since the last Middle States review have made a substantial change in the campus infrastructure. First is the completion of the College library in 1994, along with the installation of extensive computer technology. It is fair to say that Baruch College now has library technology at the forefront on information standards and a facility that will enable the institution to maintain this standard for a number of years in the future.

The second notable change is the completion of the new Academic Complex on 23rd Street. With occupancy scheduled for 2001, this 800,000 square foot facility combines state of the art fully mediated classrooms and computer laboratories, with faculty office and research laboratories, a campus bookstore, cafeteria service, and state-of-the-art athletic facilities. Designated as home for the Zicklin School of Business, and the Weissman School of Arts and Sciences, the facility brings tangible symbolism of the commitment of Baruch College to cutting edge technology.

The third notable change is the completion of the Stuart Subotnick and the Bert W. and Sandra Wasserman Financial Services Center. In alliance with Reuters Financial Services and Compaq Computer, this facility will enable students to acquire real time skills in financial market management.

### **Selected Topic: Responsiveness**

Baruch has taken a variety of concrete steps to address the perception of the 1990 MSA team that the College was not fulfilling its historic commitment to quality and was failing to move

aggressively into a planned future. While the College could benefit from further refinements in its mission and vision, there is clear evidence to support the College's claim of being more responsive to needs of its many constituencies. Noteworthy examples of the College's increased responsiveness are listed below.

**Observations:**

- ◇ The establishment of collaborative programs between the College and the New York City Board of Education, notably the Baruch Preparatory Program and the Baruch College Campus High School. The latter program enrolls 300 students in grades nine through eleven and has a waiting list of nearly 1000 ninth graders.
- ◇ Expansion of the University Skills Immersion Program (USIP) has enabled the College to address the academic skills deficiencies of students who previously enrolled in remedial education classes. The program enrolls 1100 to 1500 students during summer session and is considered a model for other CUNY immersion programs.
- ◇ Communication skills of students and graduates were reported by employers to be deficient. The College's response was the development of the Bernard L. Schwartz Communication Institute, which integrated communication skills into courses beyond freshman composition and a required speech course. "Communication-intensive course (CIC)" designations were instituted in every academic department's specialties—including writing and speaking beyond typical requirements. Faculty development began during the summer of 1997. The CIC program was launched in fall 1997 and by the end of the second year, 87 faculty taught more than 130 CIC courses to 3500 students.
- ◇ While the raising of admissions standards has not had an adverse impact on the total number of new enrollees, it has had a disparate impact on the number of Latino students. The number of Latino transfer students has risen slightly, but the number of first-time, full-time Latino students has declined.
- ◇ Personnel in the Center for Advisement and Orientation work with staff in the Student Academic Consulting Center to address the guidance and academic support needs of freshmen and transfer students. Both units have undergone restructuring in recent year.
- ◇ Placement of classroom technology is underway and the new Academic Center promises to considerably enhance availability of "smart" classrooms.
- ◇ Baruch College's current IT staffing levels are inadequate to its ambitions for use of technology and are presently stretched beyond the limit to achieve and maintain the desired level of service excellence. Its support staffing levels and its OTPS budget are well below that of peer institutions of similar size and commitment to technology both in real dollars and as a percentage of the College budget. The inadequacy will become even more pressing as faculty increase their use of classroom technology and enhance their courses using web technology.

- ◇ Long-term strategic planning for local administrative uses of technology to benefit faculty, staff, students, and decision-makers is needed. Tactical decisions in this area, without a long-range goal, can lead to limiting choices and should be avoided.
- ◇ Budgeting for sustained planning for local administrative uses of technology infrastructure has not matched the College's ambition or practice in adopting it. CUNY central infrastructure services and funding have been instrumental in the College's ability to sustain marginal infrastructure preparedness. However, college-specific needs and uses require an institutionalized recurring budgeting methodology.
- ◇ Students report high levels of satisfaction with technology availability and praise on-line registration and other services. They would like to see a continuation of services of these types to lift the burden of conducting student business especially for evening and part-time students. Students also place high value on the web-based enhancement of courses, citing the communications capabilities as important to maintaining course and out-of-classroom cohesiveness, especially for part-time and evening students.
- ◇ Though technology plans by schools have been encouraged, the actual products are now dated and sparse. The College should look to the Ad H c Committee planning group to provide a framework for schools to provide their requirement.
- ◇ The 1990 MSA team reported, "that the undergraduate transfer students also were very much concerned about not receiving (in a timely manner) definitive information regarding which credits transferred to Baruch and how they applied toward degree requirements." While the introduction of TES (Transfer Evaluation System) has enabled the College to do a better job with evaluations, there is a need for continuing progress.

### **Recommendations:**

- ◇ The College should perform a careful analysis of the decline in first-time, full-time Hispanic student enrollment and take the appropriate action to not only halt the decline but to increase Hispanic enrollment.
- ◇ Institutionalize faculty development in curriculum redesign and the use of technology.
- ◇ Institutionalize technology renewal budgets.
- ◇ Maintain a student to computer ratio as close to 10 to 1 as possible.
- ◇ Investigate and implement a means of making computers available to students. They may take the form of discount programs, leasing, loans, or other means.
- ◇ Investigate and implement a means of making laptop computers available to faculty as they undertake to develop and use technology in teaching.
- ◇ Implement the CUNY Transfer and Information Program and Planning System (TIPPS) as

quickly as possible, and use preliminary transfer transcript evaluations prior to students' first enrollment at the College.

- ◇ Conduct surveys of both undergraduate and graduate students' interests and needs to assure that services are matching those needs.
- ◇ Implement web-based services for students, including course registration, as quickly as possible.