Chapter 7 – Summary of Recommendations

(The first digit of each number refers to the Middle States Standard of Excellence relevant to that recommendation.)

**Standard 1: Mission, Goals and Objectives**

**Recommendation 1.1**
The College should improve and formalize the process by which it develops specific goals for the annual PMP process.

**Standard 2: Planning, Resource Allocation and Institutional Renewal**

**Recommendation 2.1**
The College should develop three-year business plans that lock in resources and commitments over a longer period of time than the current one-year approach; a three-year business plan would be an appropriate bridge between the College’s five-year Strategic Plan and the University’s annual Performance Management Program.

**Recommendation 2.2**
The College should embrace and fully utilize the University’s new ERP, CUNYfirst, an ambitious and comprehensive effort that will allow the College to create true all-funds financial reporting; and to link human resources and student data in a manner that will promote greater efficiency. At this early stage in the implementation of CUNYfirst, the College should ensure that complete and accurate data are fed into the new system.

**Recommendation 2.3**
As a result of the enhanced capabilities provided by CUNYFirst, especially the expansion of standardized financial reports, all units in the College must take greater local responsibility for monitoring their own revenues and expenses.

**Standard 3: Institutional Resources**

**Recommendation 3.1**
The College’s leadership needs to continue discussions underway with the University to make adjustments to the senior college allocation model. Through a sustained dialogue with the University’s leadership that focuses on the history surrounding Baruch’s lower-than-average funding, and the relative cost of faculty in different disciplines (especially within business) adjustments need to be made to the senior college allocation model in order to support academic excellence at the College. In making this recommendation, we are well aware of the difficulty of proposing a reallocation during very difficult financial times. Nonetheless, we recommend continued discussions and some efforts to begin to adjust the model.

**Recommendation 3.2**
Considering the prospect of even more severe challenges to Baruch’s public funding, the College must identify and support activities and programs that are key to its mission, and must be aggressive in its pursuit of more diverse funding streams. Particular attention should be devoted to enhancing sponsored research and executive education.
Recommendation 3.3
To support efforts to diversify revenue streams, the College must review its internal processes to remove organizational and administrative roadblocks that currently limit the ease with which non-public funds can be secured and spent.

Recommendation 3.4
The College should undertake an extensive effort to educate and engage local elected officials and Baruch College Fund members to address the College’s serious space deficit. The College must explore and pursue innovative financing opportunities to reduce its reliance on public funds for acquiring real estate.

Recommendation 3.5
Recognizing the College’s considerable success in enhancing technology available for teaching and learning, the College should continue the technology plan that has benefited greatly from the input of students.

Standard 4: Leadership and Governance

Recommendation 4.1
The College should increase its ongoing efforts to engage students in all aspects of the life of the College, and to both explore and address the challenges or impediments to greater student input.

Recommendation 4.2
The Provost, rather than the President, should chair the College’s Personnel and Budget Committee, the main function of which is advising the President on all faculty personnel actions (appointments, tenure decisions, promotions, and scholarly leaves).

Standard 5: Administration

Recommendation 5.1
The College should review administrative headcount in all units to ensure that critical units continue to provide high quality service; when reviewing spending plans and proposals, the College needs to be particularly mindful of needed administrative support.

Recommendation 5.2
The College should develop and adopt internal metrics that specify optimal processes and outcomes for administrative services. Once key metrics have been established for all critical areas, data on the extent to which metrics are being achieved can be analyzed, and these analyses can be used to guide the development of enhanced and more effective administrative processes.

Recommendation 5.3
Especially in light of the implementation of CUNYfirst, the Vice President for Finance and Administration should convene formal and regular meetings of the administrators who work in all units throughout the College. These meetings should address the need to develop new, more effective and efficient business practices around CUNYfirst, and should provide regular opportunities for transmitting standardized information regarding College and University policies and procedures.
Standard 6: Integrity
Recommendation 6.1
The College, primarily through the Associate Provost for Faculty Development, should make more of an effort to educate faculty and staff about the initiatives already underway to promote integrity throughout the College.

Recommendation 6.2
The College, through the efforts of the Associate Provost for Faculty Development, the Deans, and the School curriculum committee, should place more emphasis on instruction on ethics, especially in classes for juniors and seniors.

Recommendation 6.3
All members of the College community need to be encouraged to more regularly report infractions of ethical conduct.

Standard 7: Institutional Assessment
Recommendation 7.1
The President and the College Cabinet should share more broadly information on the University’s Performance Management Process (PMP), and should clarify, to the entire College, the linkages between the PMP and the College’s own Strategic Plan.

Recommendation 7.2
The President and the College Cabinet should encourage broader participation in the setting of annual PMP goals, as well as in the analysis of the University’s annual assessment of the College’s performance relative to the goals set.

Recommendation 7.3
The Vice President for Finance and Administration, working with the Office of Institutional Research, should expand the use of Logic Models as a framework for assessment to the College’s administrative units.

Recommendation 7.4
The college should develop procedures to insure that NSSE results are better integrated into the planning processes of various Baruch units.

Standard 8: Student Admissions and Retention
Recommendation 8.1
The College should urge the University to adopt the “Common Application for Undergraduate Admissions,” now employed by more than 400 colleges and universities across the country, including many campuses of the State University of New York system.

Recommendation 8.2
The Vice President for Student Affairs, working with the Provost, should establish a faculty administration committee to encourage greater faculty involvement in the admissions process.

Recommendation 8.3
The Vice President for Student Affairs should take steps to increase student satisfaction with all aspects of the admission and registration process, and all related student services. These steps should involve improved publicity and public relations material (both print-based and webbased); improved internal communication; and enhanced professional development programs for staff in these areas.
Recommendation 8.4
Although the College currently has a limited role in setting guidelines for admission of transfer students, the College’s Office of Enrollment Management should work with CUNY to ensure that transfer students are prepared to succeed at Baruch, and that the distribution of transfer students by major area of interest is consistent with the College’s capacities in various academic programs.

Standard 9: Student Support Services
Recommendation 9.1
Since Baruch, like most publicly-supported colleges and universities, does not have adequate staff to carry out critical activities (particularly in areas broadly related to student support), the College should aggressively seek the private and public funding needed to address this critical shortage. Recognizing the considerable demands placed on existing staff, the College should greatly enhance training, particularly in the areas of technology and customer service, to improve the job satisfaction and effectiveness of the College’s existing staff.

Recommendation 9.2
The College should address critical staffing needs in key offices and areas, including the Writing Center, the Student Academic Consulting Center, the Career Services Office, the International Student Services Office, and in all units and offices that provide advice to students. Across the board, the College does not provide as many advisors as our students need and deserve.

Recommendation 9.3
The College should ensure that students have ready access to all information on resources available to them. To achieve this goal, the College should undertake a thorough review and revision of its website, paying particular attention to the needs of current students. In addition, the College should ensure that key student-serving offices are available during evenings, when many graduate and undergraduate students take classes.

Recommendation 9.4
The College should encourage at-risk students to participate more actively in workshops available to them, and develop innovative ways to reach out to these students.

Recommendation 9.5
The College should continue, aggressively, to ensure that facilities are appropriate to students’ needs, and in fact that they are in working order. Fixing escalators and elevators in all College buildings is essential, as is providing adequate computer labs and reliable access to critical electronic resources, including Blackboard.

Recommendation 9.6
The College should reconstitute its Student Affairs Committee to provide ongoing attention to the issues covered by the Committee’s charge.

Recommendation 9.7
The College should strive to increase its visibility to the City’s business and public sector communities, specifically to enable more students at all levels to obtain more internships and more jobs.
Standard 10: Faculty
Recommendation 10.1
The College should - on its own or in concert with the University – develop a policy on retirement that would allow senior faculty more flexibility in their transition to retirement, while also making it possible to recruit additional junior faculty.

Recommendation 10.2
The Provost, the Deans and the various College Personnel and Budget Committees should ensure that the desired balance among scholarship, teaching and service in tenure and promotion decisions be more clearly defined and more effectively communicated to faculty and department chairs.

Recommendation 10.3
Recognizing the increasing emphasis placed on faculty scholarship, the College should lower faculty teaching loads to two classes per semester, for tenured and tenure-track faculty who are active scholars.

Recommendation 10.4
The College should devote more resources to the recruitment and retention of faculty from underrepresented groups, making use of both tenure-track and Distinguished Lecturer and Visiting Professor lines. To ensure the effectiveness of these actions, the Provost should name a senior person in that office, and provide that person with the authority, responsibility and resources needed to enhance faculty diversity.

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Recommendation 10.5
Since part-time faculty provide a substantial proportion of the education delivered at Baruch, the Provost should convene a College-wide task force to formulate a coherent policy to enhance the experience and effectiveness of adjunct faculty.

Recommendation 10.6
The College must secure additional, appropriate space to allow the faculty to carry out the very high levels of teaching, research and service now expected of them.

Standard 11: Assessment of Educational Offerings
Recommendation 11.1
Recognizing that transfer students account for a substantial proportion of those who receive undergraduate degrees from Baruch, the Offices of Student Affairs and Academic Affairs should reach out more aggressively and effectively to students at each of the CUNY community colleges, to ease their transition to Baruch.

Recommendation 11.2
Although the College currently has a limited role in setting guidelines for the transfer admissions process, the College’s Office of Enrollment Management should work with the University to ensure that transfer students have taken the courses needed to ensure their success at Baruch, and that distribution of transfer students by major interest is consistent with Baruch’s ability to offer relevant programs.
Standard 12: General Education

Recommendation 12.1
The English Department should expand, and the College should better publicize, its initiative to organize individual sections of the basic writing course around different themes.

Recommendation 12.2
The Mathematics Department should continue to explore all means of improving quantitative learning, as it has done by promoting the use of software homework programs. More widely, the Provost’s Office, in concert with the Mathematics Department and other departments, should be prepared to act on the forthcoming recommendation of the Implementation Committee on Quantitative Reasoning, which built on the results of the earlier Task Force on Quantitative Reasoning.

Recommendation 12.3
The Associate Provost for Faculty Development should lead an effort to develop an area on the College website devoted to the College’s General Education Program. This site should clearly describe the learning goals of the program, and the ways in which students can achieve those goals.

Recommendation 12.4
Recognizing that the content of the SimNet exam (which measures students’ Microsoft Excel skills) has evolved since it was made part of the General Education Program, the Deans and Curriculum Committees of the College’s three Schools should consider whether requiring it of all students continues to be appropriate.

Standard 13: Related Educational Activities

Recommendation 13.1
The College should articulate the standards by which the written works of students who are not native English speakers are judged, and the College should strengthen programs for its large population of non-native speakers.

Recommendation 13.2
The College’s non-credit program areas should continue to expand their use of external accreditation by suitable national accrediting agencies.

Recommendation 13.3
The Provost and the Deans, along with the Assistant Dean for Continuing and Professional Studies, should encourage stronger connections and co-programming among and across the different divisions of the College; doing so will provide broader support for matriculated and non-matriculated students, both undergraduates and graduates.

Standard 14: Assessment of Student Learning

Recommendation 14.1
Each School should work with the College Assessment Committee as it continues to develop assessment plans that include precise timelines and that delineate best practices for sharing data and resources.

Recommendation 14.2
The Deans and Associate Deans of each School should work with faculty to demonstrate the benefits of systematic assessment, particularly the use of assessment results to improve faculty effectiveness in the classroom.

Recommendation 14.3
The College should expand the use of VOCAT (Video Oral Communication Assessment Tool) to multiple points throughout the curriculum, and integrate it more thoroughly into the overall assessment of the General Education Program’s learning objectives.

**Recommendation 14.4**
The College should continue to build on the recommendations of the Task Force on Quantitative Pedagogy and those of the Task Force on First-Year Writing.

**Recommendation 14.5**
The College must ensure that its commitment to embedding assessment throughout all academic programs is reflected clearly in the structure of the Provost’s Office. A senior person in the Provost’s Office must be given both the responsibility and the resources needed to lead the College’s assessment efforts.