Good afternoon. I come before you today to report on the State of Baruch College as I complete my fifth year of service as your president. It seems only a short time ago that I was touring the Vertical Campus during my interview and commenting on the incredible diversity of the Baruch students who were passing by, a scene that seemed to me very much like walking into the United Nations! When people ask what convinced me to accept the offer to come to Baruch, I always respond that it was this extraordinary diversity and the character of our students—their fierce determination to succeed and to advance themselves and their families and to overcome the challenges that many of them confront. This is what I found so appealing. I felt then, as I do now, that this was a place where I could make a difference—and, indeed, I think that Baruch is a place where every member of the faculty and staff can make a difference every day.

I began my tenure at Baruch with great hope and excitement, but also mindful of the many challenges, financial and otherwise, that the College faced. And it was only a few months later that I experienced first-hand the economic reality of leading a public institution of higher education. Responding to the significantly reduced tax revenue, caused by the Great Recession and its aftermath, the State of New York announced major reductions in both the CUNY and SUNY budgets—and this, in turn, required Baruch to reduce expenditures by nearly $6 million. As I said at the time, no new president wants to start his/her tenure by
having to cut program budgets, since it’s not exactly the best way to “win friends and
influence people.” But somehow we managed to survive that difficult period, and were able
in the succeeding years to restore virtually all of the budget cuts. Thus, I am able to stand
before you today and report that the State of Baruch College is strong.

When I arrived at Baruch, I found a college that had only recently emerged from CUNY’s
troubled period of open enrollment and had set itself upon a new and far more challenging
course. The College’s academic standards had become much more rigorous; its faculty had
become stronger and committed to both teaching and research; the quality of its students
was solid and improving with each passing year, and its external reputation was growing—as
demonstrated by the impressive rankings it was receiving from *U.S. News & World Report* and
many other surveys.

But there were also challenges to confront. For example, I discovered upon my arrival that
only two of Baruch’s three schools were endowed; and, the endowment of the Weissman
School Arts & Sciences was not permanent – it was actually being spent down. I found a
capital campaign that was essentially moribund, due to the Recession, and I had to confront
the fact that significant resource limitations were affecting our ability to recruit and retain
top faculty, especially in the Zicklin School of Business. I also discovered that our College,
located in one of the hottest real estate markets in the entire country, was highly constrained
in terms of its instructional and co-curricular space, particularly given the size of our student
body. We had no student center, no permanent residence hall, and no outdoor space of any kind, whether for athletics or for routine social gatherings and interactions.

Accomplishments

So there were many challenges to address when I arrived in 2010. And that, of course, begs the question: what have we accomplished during the intervening five years?

- *Increased the College’s private endowment.* First, we have expanded the College’s private endowment to assure the financial future of all three schools. In 2010, the net assets of the Baruch College Fund stood at $124 million; while at the end of 2014, the Fund’s value had risen to more than $180.3 million, an increase of more than $56 million. We re-energized and re-started the *Baruch Means Business* fundraising campaign, and ultimately closed it out in 2013 with a total of $157 million in new gifts, pledges and bequests--$7 million over our stated goal. And we are now preparing to launch a new, follow-on, “mini campaign” in which we hope to raise between $15-20 million in new gifts specifically dedicated to student scholarship support.

Thanks to the generosity of Mildred Weissman, and the hard work of Professor Terry Martell and Dean Jeffrey Peck, we succeeded in re-storing the endowment of the Weissman School and assuring that these resources will now exist in perpetuity, serving the future needs of students and faculty in the Arts & Sciences and supporting the
programs of the Baruch Performing Arts Center. In the Zicklin School, through the generosity of Willem Kooyker, MBA ‘71, we were able to endow the Deanship and to create a fund to provide additional resources for Zicklin faculty. And we are currently seeking a substantial naming gift to endow the College’s most recent academic element: the School of Public Affairs.

In sum, since 2010, the philanthropy of the Baruch community has enabled us to endow, among other things: the Narendra Paul Loomba Department of Management, the Allen G. Aaronson Department of Marketing and International Business, the Sandra Kahn Wasserman Jewish Studies Center, the William Newman Chair in Jewish Studies, as well as the Ruth Printz O’Hara professorship in Holocaust Studies, the Allen and Mary Aaronson Student Center, the Marvin Schwartz Student Excellence Fund, the Amy Hagedorn Scholarship Fund in SPA, and the Shelly and Donald Rubin Museum of Art Fund. Much of the credit for the existence of these generous gifts goes to the hardworking staff of the Office of College Advancement, led by VP David Shanton and AVP Jessica Leitner. All of these resources are being used directly in support of Baruch students and faculty, and they enable the College to supplement both curricular and co-curricular activities in ways that are unequalled within CUNY.

➢ *Improved academic quality while maintaining our historic commitment to diversity.* A second major initiative, which has been underway at the College for well more than a decade, is the
effort to improve the academic quality of the Baruch student body, while maintaining our historic commitment to diversity in all of its dimensions. Today, academic performance indicators demonstrate that Baruch’s first year class is by far the strongest among the CUNY senior colleges. Baruch’s academic quality numbers have been trending higher for quite some time, and much of the credit for this goes to Dr. Ben Corpus, VP for Enrollment Management, who has brought a new level of technical sophistication and scientific modeling to our admissions process. In 2000, the average SAT for the enrolled first year class was 1045; when I arrived in 2010 the average SAT score had improved to 1217; and by this past fall, the enrolled first year SAT average had risen to an impressive 1249. Similarly, in 2000 the high school GPA for the admitted first-year class was 84.9; it had risen to 86.7 by 2010; and this past fall it took another statistically unprecedented leap to 89.7. So it is clear that we are now attracting highly capable students; and this, in turn, has caused the College to be identified as “very selective” in its admissions.

But Baruch has always been about more than just high scholastic achievement; it’s also been about access and value and opening doors to deserving students who could not otherwise afford to pursue a college education. Today, Baruch is an extraordinarily diverse institution, with approximately 160 nationalities represented in our student body. Our overall undergraduate student body is about 42% Asian, 11% African-American, 16% Latino, and 32% what I like to call “the Rest of the World”. This is a significantly different demographic mix from the College’s profile even as recently as twenty years ago. And we are a larger institution than we were in those years, with approximately 18,000
students (14,900 undergraduates and 3,100 graduate students) vs. about 15,000 students in 1995. Yet we continue to draw 90% of our students from New York City and New York State.

Despite our broad ethnic diversity, and our rising academic standards, we continue to devote significant effort to enrolling students who are from historically under-represented minorities (URMs). And our efforts have yielded some success. For example, this past fall, the enrollment rates for new African-American and Latino undergraduates increased significantly; both were up by over 20%. We remain committed to increasing further the total number of URM students enrolled in our first-year class, especially African-American and Latino students; but our path to success is made more difficult by a number of complicated, exogenous factors, including (1) the academic quality of and student preparation in many New York City high schools, especially those located in lower income neighborhoods; (2) a decline in the total number of college-age URM students in New York City; and (3) the intensifying competition among local (and regional) colleges and universities, public and private, all striving to enroll high-performing URM students who are from New York City. This latter trend is being further exacerbated by the aforementioned decline in the size of the college-age cohort.
Of course, the first year class is only one part of the undergraduate story at Baruch. Indeed, fully two-thirds of our entering students each year come to us via transfer. Most of these students did not have the academic record or test scores to be considered for admission as first-year students; but they worked hard at another institution, most often a community college, and demonstrated their academic ability and their readiness to handle the rigor of Baruch’s curriculum. Our data indicate that, by the time Baruch students graduate, there is virtually no achievement gap between those who arrived as first-year students and those who came as transfers. 85% of our transfer students are residents of New York City or New York State, and more than half began their college career at another CUNY college. And like the increases in URM enrollment in our first year class, URM representation among our transfer students also has increased during the past two years.

Increased the size and quality of the tenure track faculty. It became apparent early in my tenure that, due to the budget cuts and other factors, the College had a growing deficit of doctorate-holding, research-active faculty in the ranks of the Zicklin School. This situation, in turn, was something that potentially could threaten the School’s reaccreditation. Accordingly, we were able to convince CUNY to add $7.8 million to the College’s base budget, beginning in the Fall of 2013, thereby enabling us to hire 27 new tenure track faculty in the Zicklin School, and additional faculty were appointed in the
Weissman School and School of Public Affairs as well, adding up to the single largest faculty increase at Baruch since 1986.

- **Taken steps to expand efforts to hire a more diverse and representative faculty.** We recognize that the College continues to have challenges in some departments in identifying and successfully recruiting under-represented minorities (URMs) and women to the faculty. This is a difficult, long-term problem, especially in disciplines with historical patterns of under-representation; but we have taken a number of preliminary steps to begin to address the problem. This year, we have welcomed Kieran Morrow as the College’s new Chief Diversity Officer; and we have changed and expanded the name of the office she leads to reflect an expanded mission. Now known as the Office of Diversity, Compliance, and Equity Initiatives, the change indicates our expectation that the office will take a more proactive role under Kieran Morrow’s leadership. We also have hired a second, full-time Diversity and Compliance Specialist to staff the office. The CDO is now developing and implementing new faculty and staff hiring processes that we anticipate will significantly improve our prospects for successfully recruiting additional URM and women faculty in the coming years.

- **Encouraged the launch of new academic initiatives.** I have been pleased to see and support a number of new academic initiatives that have been launched during my tenure in all three academic elements of the College. Thanks to the leadership of Dean Jeffrey Peck, the Weissman School we will admit this fall our first class of graduate students pursuing the
M.A. in Arts Administration, a new graduate program that will prepare students for careers across a range of arts institutions. Weissman also has added a new undergraduate major in Biological Sciences; and the Math department is currently developing a new undergraduate major in Financial Engineering, which will parallel its highly successful and prestigious Master’s degree program of the same name. The Zicklin School, under the leadership of its great new dean, Dr. Fenwick Huss, was recently re-accredited for another five years. Zicklin has concluded the complicated development of a dual MBA degree program with the College of Management and Academic Studies (COMAS) in Tel Aviv, Israel; this degree program will also launch in the new academic year. Students who complete this innovative program will receive MBA degrees from both institutions. Also during this period, Zicklin revamped its MBA curriculum and added an undergraduate major in International Business. Under Dean David Birdsell’s dynamic leadership, the School of Public Affairs has become one of the largest schools of its kind in the United States and has initiated a Washington Semester program, expanded its M.S. in Higher Education Administration, and made major strides towards the development of a new Master’s degree in International Affairs, which it hopes to launch in AY 2016-17. And the College has established a Center for Teaching and Learning, which will focus initially on the use of technology to enhance pedagogy, supporting faculty in the development of hybrid, on-line courses. In this regard, I appreciate Provost Dave Christy’s continuing efforts to move the College forward towards the goals we set forth in our Five-Year Strategic Plan of having 20% of our courses available on-line by AY2018.
Developed a College-wide “green initiative”. With the support of the Baruch College Committee on Sustainability, chaired by Professor Mindy Engle-Friedman, and with close coordination and leadership provided by Vice President Catherine Cobb, Assistant Vice President Lisa Edwards and the staff in Buildings & Grounds, the College now has a revitalized and more effective recycling program. A number of energy saving projects have been launched, including (a) the installation of LED lights and motion light sensors in offices and hallways; (b) capital projects that will replace aging HVAC systems with more energy efficient systems in the Administration Building and the North Campus; (c) cooperation with Con Ed regarding a load management plan for electrical usage plan in summer months, thereby reducing energy use and generating savings for the College; (d) a computer network upgrade that will result in lower energy use; and (e) desktop printer reduction program that saves energy and reduces the number of toxic toner cartridges going into landfills. The College also is making it a practice to use Green custodial supplies and green paper products with high recyclable materials content.

Established Baruch’s first outdoor “campus” space. As we all know, Baruch historically has been the ultimate “urban” campus—totally vertical and entirely lacking in outdoor common space for public gatherings and everyday use—until recently that is. In late 2012, just before the final year of the Bloomberg administration, the College was successful in its efforts to get the City to agree to close the one block stretch of 25th Street between Third and Lexington Avenues, which is of course the location of the Newman Vertical Campus and the Information and Technology building. Accordingly,
on December 17, 2012, that section of 25th Street was permanently closed to traffic, and shortly thereafter it was transformed into what we now call the “Interim Plaza” and outfitted with tables, umbrellas and chairs and other outdoor amenities. The opening of the Interim Plaza was an instant hit with the students and the entire Baruch community, and has provided a much-needed and long-sought outdoor commons for people to sit, study, eat lunch (or dinner), and meet friends.

The successful closure of the street was, however, just the first part of the plan. A College team, under the leadership of Vice Presidents Christina Latouf and Kathy Cobb then began an arduous, complicated, and still ongoing process of working closely with all of the relevant City agencies and local interest groups to gain consensus on a design plan to transform the Interim Plaza into a beautiful, new, public urban space, which will be known officially as Clivner=Field Plaza. Named for Daniel Clivner and Lawrence Field, two generous members of the Baruch College Fund Board of Trustees, these individuals, together with other donors, have provided more than $2.3 million toward the cost of designing and building the permanent plaza. The efforts of the Office of College Advancement have been—and continue to be—of central importance to this effort.

When completed, Clivner=Field Plaza will have an attractive array of benches, trees, table and chairs, an outdoor performance and meeting space and vertical seating areas, among other amenities. It is the first public-private partnership of its kind in New York
City focused on the creation of a public plaza, and it is strongly supported not just by the Baruch community but by Community Board Six and by local civic organizations and commercial enterprises. A preliminary design plan for Clivner=Field Plaza has been completed and vetted with the interested community partners, including student and faculty representatives. It now awaits only approval by the Public Design Commission, which is expected later this spring, before construction can get underway in 2016. The addition of the Plaza has been transformational for the College, and it is already making a major difference in the daily experience of our students, faculty and staff.

➢ *Addressed Baruch’s facility needs.* Beyond the need for an outdoor commons space, Baruch has had a number of other, very long-standing facilities challenges and needs, especially in view of the fact that the size of its student body has increased significantly over the years. Unlike most of the other CUNY senior colleges, for example, Baruch lacks a dedicated *residence hall,* and the search for a solution to this need has been ongoing for several decades. Our main problem, in this regard, is that the College is located in one of the most expensive and rapidly escalating real estate markets in Manhattan, which is in turn the most expensive real estate market in the United States! That said, we continue to explore opportunities as they are identified.

➢ In the interim, we have developed shorter-term, leased housing arrangements. We began with 126 beds on Ludlow Street on the Lower East Side in the Fall of 2011, and we
currently have 246 beds at a residence hall on Third Avenue on the Upper East Side, right near the #6 subway line. And we are just finalizing an agreement to add an additional 220 beds in that location over the next five years, which will then bring our total beds to 466. Our ultimate objective remains, however, to lease or buy a dedicated Baruch residence hall building, though it may be a number of years before this can be accomplished, given current real estate market conditions.

There are a number of other long-standing needs that the College has continued to pursue, and some of these are dependent upon the availability of state capital funding. Foremost on this list, of course, is the renovation of the Field building at 17 Lexington Avenue, a project that has been under active planning and design for much of the past ten years. We are optimistic that this renovation will finally get underway during this calendar year. A second is the acquisition of a dedicated student center space, and we are currently actively exploring a new possible location immediately adjoining the campus.

There is also another important new facilities initiative that is being led by VP Arthur Downing and involves the development of a new Master Plan for our award-winning Newman Library, which recently completed its 20th year of operation and remains a hub of campus academic life. During this 20-year period, however, the research needs and preferences of our students have changed quite dramatically, as has our curriculum
and the function of libraries in general. To maintain our library at the forefront nationally, the College is in the process of developing a new master plan that will (a) increase seating for our students, (b) provide additional spaces for group collaboration, and (c) maintain student access to both print and digital information as an integral part of the library’s mission. In addition, the College’s main student computing lab, one floor above the library, will soon undergo a major renovation that will provide our students with an expanded and modernized facility to support their increasingly technology-enriched academic work. The design phase of the lab renovation was recently completed, and the project should go out for bid shortly.

- **Completed a new, 5-year strategic plan.** I do not want to go on too much longer regarding the activities and accomplishments of the past five years, but I will mention two other points briefly. First, in 2013, a joint administration-staff-faculty-student committee completed work on the College’s new five-year strategic plan, through 2018, and we are now in the process of implementing its agreed-upon elements. The plan is ambitious in its reach, and it is available on-line for review by anyone who is interested. Among the stated goals is the long-term transformation of the Weissman School of Arts & Sciences and the School of Public Affairs into undergraduate “destination” schools, primarily by expanding our marketing and recruitment, as well as the internationalization of the College.
In this latter regard, under the leadership of Dean Jeff Peck, in this case wearing his second “hat” as Vice Provost for Global Strategies, the College has developed a “Global Strategic Plan,” which is intended to be a supplement to the larger Plan, that details how we will internationalize the institution in the coming years. The Baruch Global Strategic Plan is, by the way, the first (and only one) of its kind within CUNY.

As you know, Dean Peck has announced his intention to retire at the end of this academic year. He will leave behind a strong record of accomplishment, both as Dean of the Weissman School of Arts & Sciences and in his more recent role as Vice Provost for Global Strategies. We will have an opportunity later in the semester to laude Jeff and thank him for his service to the College. But this afternoon, I am pleased to announce two pending appointments to fill the positions in which Jeff has served so ably. First, I am pleased that of Professor Alison Griffiths, of the Department of Communication Studies, will be appointed as Interim Dean of the Weissman School. Dr. Griffiths has been a member of the Weissman faculty since 1998 and has a strong record of scholarship, pedagogy and academic leadership. I am most grateful for her willingness to take on this important assignment while we conduct a national search for the next permanent dean. The second pending appointment is that of Dr. Myung-Soo Lee to be the new Vice Provost for Global Strategies. Professor Lee, who so ably led the Zicklin School as Interim Dean, and who currently serves as director of Zicklin’s International EMBA programs, has all of the requisite skills and experience to be highly successful in
this additional role. Both appointments will become effective in June upon Dean Peck’s retirement.

- **Raised Baruch’s regional and national visibility and rankings.** With the academic strides that the College has made in the past 10-15 years has come increased regional and national visibility and improved rankings. We have seen notable improvements—too many to enumerate here—in our standing at both the undergraduate and graduate levels. But there are two recognitions, in particular, that I would note in passing. The first came from the non-profit, educational policy research organization, the Education Trust, which announced in 2011 that Baruch was one of only five colleges and universities in the entire country (out of almost 1,200 examined) that was fully responsive to the needs of low-income students. And the second has just recently been published by the *Washington Monthly*, whose 2015 college guide includes a “Best Bang for the Buck” ranking by region. I am pleased to tell you that Baruch College has moved up to the #1 spot in the academically-crowded and highly competitive Northeast region. One of the central criteria for this ranking is the overall affordability of the school and the average amount of debt that a student must take on in order to obtain a degree. Both of these recognitions reinforce the fact that Baruch remains true to its long-standing goals of providing **value** and **access to excellence** in higher education.
Faculty and Student Success

All of these accomplishments and new initiatives are wonderful, of course, but I want to take a step back to ask: why do we celebrate them? The answer is that we do so because we are dedicated to **student success** and to **faculty success**. These twin commitments underlie everything that we are doing, and everything that we aspire to do in the years ahead. They are true to the timeless values of the academy, and they are also consistent with the requirements of “real world” civic and professional life into which our students go forth. They undergird the accomplishments of scholarly discovery and the newly acquired and often life-changing insights that students gain in the classroom, especially during their undergraduate years. In the remainder of my remarks, I want to talk about where we’re headed with regard to these twin priorities at Baruch.

- **Student Success.** Student success is a term that often is used loosely as jargon, or it can be used as code words. I do not invoke it here in either fashion. Indeed, I interpret student success rather specifically to mean both learning the content of varied subject matter, but more importantly learning how to learn. The latter is a vitally important life skill, because it is something that we all must do each day in order to be successful in both our professional and personal lives. Of course, student success also must be defined operationally in terms of making orderly progress towards a degree, whether undergraduate or graduate; graduating in a reasonable period of time; and becoming engaged in the world as citizens and professionals who enrich the fabric of their community, whether here in New York or wherever in the world life takes an individual.
Let me add a specific word here about our transfer students. I know this subject has
generated continuing discussion at the College, and some may even believe, erroneously,
that we recruit transfer students simply to balance the budget. While it is undeniable that
balancing our expenditures and our revenue is—as it must be—a serious consideration,
transfer students have long played an important role at Baruch and at the other senior
colleges of CUNY. Given our mission and the profile of our students, transfer students
are important because: (1) they now make up a growing percentage of those receiving
baccalaureate degrees nation-wide, (2) fully 55% of all undergraduates attending CUNY
senior colleges have come as transfers, (3) they are more likely to be of lower income, to
be from under-represented minorities, and to be first- or second-generation than are
students admitted in the first year; and (4) they are strivers, many coming from poorly
performing high schools that failed to prepare them adequately—yet they find a way to
succeed academically both in their previous institution and at Baruch. In short, they are
the very epitome of the kind of student that CUNY has always welcomed since the early
days of the Free Academy, on the site of which Baruch College now stands.

In many ways, our current enrollment profile allows us to have the best of all worlds.
The data indicate that our transfer and first year students graduate at more or less the
same rate (transfers actually graduate at a slightly higher rate). Furthermore, theearned
GPA of transfer students, compared to first year students, at the point of graduation is
the same, and it has been so for each of the past four years. Our demanding standards
for first year admission, which are the most rigorous among the CUNY senior colleges, speak volumes to the outside world regarding the quality of the Baruch student body, and they send strong signals to employers and to graduate schools nationwide regarding the excellence and preparation of our students. At the same time, our transfer enrollment program offers a way for Baruch to welcome a large number of deserving students whose personal and educational circumstances did not qualify them for admission as a first year undergraduate, but who have earned the right to matriculate at Baruch through hard work and perspicacity.

Faculty success. Since higher education is a proud and ancient profession, the academy has a number of well-developed and long-standing measures of faculty performance. Faculty success is typically measured in terms of whether an individual (a) is, or becomes, an effective teacher, (b) produces well-regarded scholarship, (c) produces scholarship in sufficient volume and in sufficiently well-respected forums to earn tenure, and (d) is fully engaged with and provide service to the academic community of which she/he is a part.

So, the question becomes: what can and should the College DO to encourage faculty success? First, it is important that our faculty are deliberately and consistently engaged. This is often not a straightforward or easy thing to accomplish on a commuter campus where people travel into Manhattan often from great distances. Second, we must do more to recognize, support and celebrate faculty pedagogical initiatives, including the incorporation of new approaches associated with on-line education. Third, we must
support and recognize faculty success as scholars, and we must find the ways and financial means to encourage faculty to become—and to remain—research-active throughout the careers. Fourth, we must seek to encourage an environment on the campus that places a high value on intellectual inquiry and that is also welcoming of a wide diversity of perspectives, methods, and disciplines.

**Aspirational Goals for the Next Five Years**

- Achieving our goals with respect to both student and faculty success will require all of us to make this a high and continuing priority. And if we can agree on the importance of these goals, we can raise our sights even higher and take on some of the most difficult and enduring problems of the 21st century academic enterprise. Many of these concerns were included in our five-year strategic plan, and we are moving forward on addressing the goals and objectives set forth there.

- But let me challenge your thinking and, hopefully, encourage the Baruch community to pursue five additional, aspirational goals:

1. *Let’s set a goal of moving our nation-leading, six-year graduation rate for students in our catchment from the current 65% to 75% within five years.* This is, by any measure, a very aggressive goal, given the nature of our student body and the various constraints that our students must contend with. Its achievement will require hard work by the faculty, by all Academic departments, as well by Advisement,
Administration and Finance, Admissions, and yes, the President. But we can DO this! It is truly the promise of an accessible education.

2. Let’s set a five-year goal of sending at least 15% of our students abroad each year for some sort of international experience. The experience may not be for a full year or even for an entire semester, and it may not involve study for credit. But we know that every leading college and university in the country now trumpets its study abroad numbers as an indicator of quality and of the breadth of its programs. We have always said that we provide the best education for the lowest cost; but if we wish to maintain and improve our national standing we must also provide our our students with exposure to other cultures in this age of globalization and global education. This will require creative thinking and action in the Weissman Center for International Business, the Office of International Programs, College Advancement, Advisement, Admissions, Registrar, as well as all Academic departments, and yes, once again from the President, but let’s DO this as well! Let’s become one of the nation’s leading models for how an affordable college with limited resources is able to give its deserving students exposure to the world.

3. And while we’re working to give our students more opportunities for international exposure, let’s also make Baruch College more “global” for those who cannot go abroad. Let’s set a five-year goal of creating an International Student Center and inviting all faculty to introduce into their courses, where appropriate, comparative and global
themes that expose our undergraduates to the larger issues and challenges that are part of the
world that they will be inheriting upon graduation. Let’s also look for ways to encourage
dialogue and constructive encounters between different ethnic and cultural
groups, drawing on the extraordinary diversity right here in the global “melting
pot” that is New York.

4. Let’s also set a five-year goal of building a faculty across all three Schools that is more
representative, from a racial, ethnic and gender standpoint, of the City in which we live; and let
us commit to making measurable improvements in the statistics on faculty diversity that we are
able to report in each of the next five years in our Affirmative Action Plan. Tenure takes a
long time and so do faculty hires. Qualified candidates can be hard to find, and
harder still to recruit successfully; and our salary structure makes us less
competitive in attracting diverse candidates. But I know that we can do better,
especially given our location in the heart of mid-town Manhattan. We have a new
Faculty Diversity Strategic Plan, and a new CDO, and many people who are
dedicated to this goal. This will definitely take a lot of hard work by every faculty
member with connections to diverse communities of scholars, by the leadership
of all of our departments, by the deans of all three schools, the Provost, the
CDO, and yes, by the President, but let’s DO this! Surely, we ought to apply to
ourselves the same values as those that we advocate in the classroom and impart
to our students.
5. Finally, let’s strive over the next five years to have Baruch College added to the Chronicle of Higher Education’s list of “Best Places to Work.” We face many challenges, financial and otherwise, but we have a rich pool of talented people, who I know care deeply about the success of this College. In addition to our ongoing efforts to bring Baruch’s administrative practices into the 21st century, let’s also work together to improve morale by getting organized to do all of the “little things” that make an institution great—things like family-focused events, a “Healthy Baruch” initiative, and leveraging our institutional assets for the benefit of our employees, all of which has been done successfully on other campuses nationwide.

In closing, let me say that I am very proud to lead the college that is at the vanguard of CUNY, especially as the university itself seeks to modernize and advance its standing under the leadership of our new Chancellor. We have an opportunity in the next five years to build upon our great success during the past decade and to accelerate the progress that we’ve made since my arrival in 2010. There undoubtedly will be significant challenges ahead, including limitations on tax levy resources. But we are fortunate to have a lot of smart and dedicated people on the faculty and staff of this institution, and a dedicated and loyal alumni body and Baruch College Fund backing up our efforts. This gives me great confidence that, working together, we will move Baruch College forward. Thank you for your attention.