




STRATEGIC PLAN 2018–23


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MESSAGE FROM THE PRESIDENT

Dear Friends,



During academic year 2018-19, Baruch College celebrates its 50th anniversary as a fully independent, senior college of The City University of New York. It is timely, therefore, that we launch Baruch's new **Strategic Plan: 2018-23** just as we mark this milestone. Since 1968, Bernard M. Baruch College has provided inclusive, transformational education to undergraduate and graduate students from New York, the U.S., and around the world. Baruch has remained dedicated to elevating the prospects of its talented and diverse student body, providing them with the intellectual tools to advance both personally

and professionally. We are very proud that the College is recognized nationally for its leadership in promoting the social mobility of its graduates, as this is a measure of the success of our students and their intense desire to succeed.

Such recognition also reflects the successful accomplishment of many of the goals that were set forth in Baruch's previous Strategic Plan: 2013-18, which positioned the College to become a global leader in public urban education. During the last five years, the College has, among many other things, achieved major fundraising success, including a record-breaking \$30 million gift to name and endow the Austin W. Marxe School of Public Affairs and International Affairs; developed a number of new academic degree programs; made in-roads into on-line education; and strengthened its ties with institutions around the world.

Our new strategic plan focuses on further strengthening faculty teaching practices that promote impactful learning, while also reaffirming our commitment to superior faculty research and scholarship that enriches the student experience. As technology is a vital to the advancement of higher education, the College will maintain its commitment to using technology as a pedagogical tool.

We will invest in the renewal of our curriculum, anticipating the demands of an ever-changing world and business environment, and we will build on our significant accomplishments in student retention and completion by promoting an even stronger culture of student momentum and success. We will ensure that our students are fully prepared to enter the workforce as leaders in an increasingly technological and globalized society. We will deepen our commitment to creating an internal culture that respects and strengthens the values of diversity, equity, and inclusion throughout our College community. And we will seek additional ways to support and engage our faculty and staff, who work hard to ensure the success of our students and the efficient operation of the College.

I am proud that the College's new **Strategic Plan: 2018-23** is the product of extensive consultation with, and engagement by, all elements of the Baruch College community. Together, we have forged an ambitious blueprint for what we collectively hope to accomplish during the next five years. And guided by the 2018-23 plan, Bernard M. Baruch College is well positioned to begin its next 50 years, offering access to academic excellence and the American Dream at a highly affordable price.

Sincerely,

Mitchel B. Wallerstein, PhD

President, Baruch College



VISION AND MISSION



VISION

Through excellence in teaching, scholarship, research, student outcomes, and community engagement, Baruch College will amplify its established leadership in urban public higher education. It is our passion and purpose to elevate the prospects of our talented, diverse students. We inspire, educate, and help them achieve social mobility. We accomplish these objectives through meaningful scholarship, excellent teaching, and distinctive educational programs that develop students' knowledge, perspectives, and skills.

MISSION

Baruch College provides an inclusive, transformational education in the arts and sciences, business, and public and international affairs to students from New York and around the world and creates new knowledge through scholarship and research. A Baruch education is a financially accessible and powerful catalyst for the social, cultural, and economic mobility of students and a strong foundation for lifelong learning and community impact. Our distinguished undergraduate and graduate academic programs offer extraordinary value. Our diverse and outstanding faculty and staff are themselves lifelong learners, who continue to develop their expertise as teachers and administrators, augment their success as scholars and practitioners and exercise their talent as creators of art and facilitators of student success.

GOAL 01 Uphold the College's long-standing commitment to excellent and effective teaching and learning.

At all levels, Baruch will give strategic priority to our long-standing commitment to teaching and learning. We will foster a College-wide culture of the teacher-scholar and use faculty scholarship to infuse best practices for teaching throughout our academic programs.

1.1. Support and promote excellence in teaching by both full-time and adjunct faculty to enhance deep student learning

1.1.1. Provide opportunities for engaging pedagogical development for all faculty.

1.1.2. Pilot and assess a "master teacher-scholars" fellowship program to model and disseminate best practices.

1.1.3. Engage in, continually refine approaches to, and provide resource support for robust, sustained, College-wide, faculty-informed assessment of student learning that is in compliance with regional and specialized accreditation standards. This culture of continuous improvement will serve as a curricular and pedagogical framework throughout the institution, including:

- The Pathways curriculum
- All academic programs within and across the Austin W. Marxe School of Public and International Affairs, the George and Mildred Weissman School of Arts and Sciences, and the Zicklin School of Business

1.2. Elevate the priority of effective teaching in the hiring, reappointment, promotion, and tenure processes.

- 1.2.1. Research and implement best practices for
- Evaluating teaching during the hiring interview process;
 - Assessing and valorizing teaching excellence in the promotion and tenure review process;
 - Improving metrics and instruments for evaluating teaching; and
 - Developing guidelines for evaluating online and hybrid teaching.

1.2.2. Establish policies and procedures for rigorous and routine post-tenure review that include explicit expectations for ongoing, high-quality teaching, research, and service for each category of faculty.

1.2.3. Explore the creation of an additional category of tenure-track faculty with an enhanced focus on teaching.

1.3. Strengthen academic support and effective resource allocation for the delivery of online and hybrid education.

1.3.1. Review current and potential courses, both traditional and online, to identify new opportunities for digital delivery.

1.3.2. Review and improve technology used to develop and host online courses.

1.3.3. Provide pedagogical support for the design, delivery, and assessment of online/hybrid courses while building an infrastructure for disseminating best practices.



The Subotnick Financial Services Center is one of the largest and most technologically advanced educational facilities of its kind, giving students hands-on experience in a range of business professions.

The faculty is the intellectual heart and soul of Baruch College. People who pursue careers in academia are making a commitment to preserve and expand the knowledge base of humanity. They do this through their own scholarship and through the knowledge and understanding of the world that they impart to our students.



GOAL 02 Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.

The research and scholarship of Baruch faculty serves society, strengthens the educational experience of Baruch students, and amplifies the reputation and stature of the College by advancing knowledge and challenging existing ideas and norms. Baruch seeks to attract permanent faculty who have demonstrated a commitment to lifelong learning through a record of research, scholarship, and publication. Through this plan, Baruch will advance the vision of innovative research at the College, maximize funding to support that research, enhance students' opportunities to be involved in research, and work to retain faculty who are active in research.

2.1. Establish a College-wide vision for innovative faculty research and enhance the culture and visibility of research, scholarship, and creative activity throughout the institution.

2.1.1. Form a task force on research and creative inquiry to articulate a vision for, and clarify the roles of, research, scholarship, and creative activity at Baruch.

2.1.2. Encourage faculty who are engaged in research and creative activity to include curricular examples where their research contributes to knowledge within the relevant discipline.

2.1.3. Enhance the function and visibility of the Joint Committee on Research to enhance the culture of research across the College.

2.2. Support faculty research, scholarship, and artistic creation by streamlining funding-related processes and identifying internal and external funding and access to materials needed for those activities.

2.2.1. Maximize student and faculty access to research materials, including datasets, ejournals, research software, computer and laboratory facilities, and other research-relevant infrastructure.

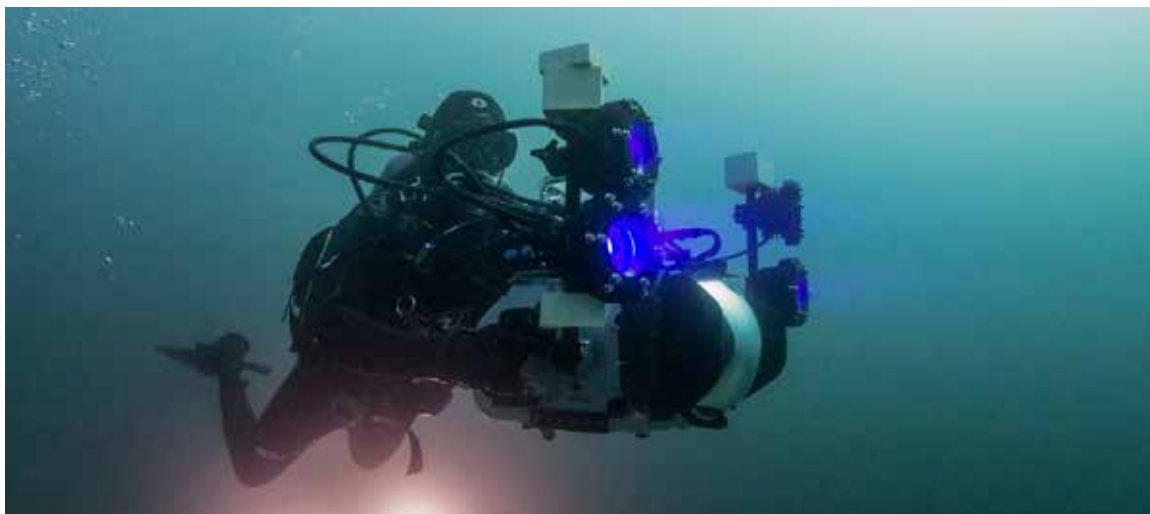
2.2.2. Review and update plans for future facilities and other support needed for innovative research, scholarship, and artistic creation.



In fall 2016, Baruch College received a transformational gift of \$30 million from Austin W. Marxe (BBA '65), to name and endow the Austin W. Marxe School of Public and International Affairs. The donation was the largest single gift in the history of Baruch College and it tied for the second largest single gift in the history of the City University of New York. It has allowed the Marxe School to expand scholarships for students, graduate assistantships, and fellowships for faculty research and student study abroad opportunities.

2.2.3. Focus the operation of the Office of Sponsored Programs and Research so it can better connect faculty with diverse external research funding sources.

2.2.4. Streamline processes and infrastructure relating to securing and administering external funding; ensure that grants administration and research protocol processes are transparent and efficient, and support faculty in meeting research compliance guidelines.



Marine biologist David Gruber, PhD, Presidential Professor of Biology and Environmental Science, has gained worldwide recognition for his deep-sea discoveries of scores of unique biofluorescent compounds, several of which have informed tools for improved cancer therapeutics. He has also helped develop mechanical devices such as a “shark eye” camera that gives researchers a shark’s perspective on their environment and, most recently, an origami-inspired folding robotic claw that allows scientists study jellyfish and other delicate underwater creatures without harming them.

2.3. Create, publicize, and fund opportunities for students to engage in research.

2.3.1. Enhance undergraduate research by

- Increasing course-embedded research opportunities,
- Supporting departments undertaking curricular revisions, and
- Showcasing inquiry-based teaching and learning.

2.3.2. Enhance creative inquiry-based learning opportunities outside the classroom so students can apply and deepen their learning by engaging in research with faculty, peers, or organizations.

2.3.3. Improve and support opportunities for graduate students to engage with and participate in faculty-led research.

2.4. Maximize efforts to retain research-active faculty by emphasizing the quality and impact of their work.

2.4.1. Recognize, highlight, and celebrate faculty achievements in research, scholarship, and artistic creation, both internally and externally, through events, forums, public relations, and nominations to prestigious awards.



Esther Allen, PhD, and Alison Griffiths, PhD, each earned 2018 Guggenheim Fellowships. Dr. Allen, a professor in the Department of Modern Languages and Comparative Literature, was named a fellow for translation, while Dr. Griffiths, a professor in the Department of Communication Studies, was named for Film, Video, and New Media Studies. They were among 173 scholars, artists, and scientists chosen from almost 3,000 applicants on the basis of prior scholarly achievement and exceptional creative ability in the arts.

GOAL 03 Regularly review and renew the curriculum to ensure students are prepared to engage in the challenges and opportunities of a changing world.

The world is changing rapidly, in ways both exciting and challenging. Curricula must therefore be regularly examined and refreshed to ensure alignment with students' goals and the complex needs of an evolving economy and labor market. The curriculum must also be nimble and adaptive to prepare students to succeed as demands change and expectations rise. Baruch will review and reimagine its curriculum to better prepare students to be local, national, and global leaders who are capable of solving difficult and multifaceted problems. This renewed curriculum will include both substantive areas—emerging domains in which students need to be well-versed to participate—and core competencies—skills Baruch students will need to be successful regardless of their field.



Baruch College's global footprint now includes innovative graduate-level degree-granting partnerships with universities in China, Israel, and Italy, as well as a broad range of study- and work-abroad opportunities for undergraduates. Each year numerous students win competitive grants and fellowships for international study, including U.S. Fulbright awards, Boren Fellowships, Benjamin A. Gilman International Scholarships, and U.S. Department of State Critical Language Scholarships.

THE FOCUS OF BARUCH'S RENEWED CURRICULUM

3.1. Review and renew curricula in all three schools to ensure that graduates of any of Baruch's academic programs are well prepared for success, leadership, and rewarding careers.

3.2. Develop creative curricular innovations and programs, and build faculty expertise to develop students' capacity to address critical and emerging issues, such as:

3.2.1. Diversity, and inclusion; social justice and equity.

3.2.2. Global climate change and the need to adopt sustainable practices, beginning with individual behavior, policies and decision-making.

3.2.3. Digital and technological information competencies, including the application of emerging tools to the changing nature of work.

3.3. Integrate the development of certain core competencies, such as those listed below, throughout the curriculum as informed by academic best practices,



First, there were “smart” classrooms: teaching spaces with technology-enhanced lecterns, networking capabilities, and student-response technology. Now the Weissman School has added a new 3-D/Virtual Reality Lab that puts the emphasis on immersive, undergraduate-centered learning and innovative teaching. It is the first lab of its kind at Baruch.

research, and feedback from professional associations, employers, and alumni.

- Critical thinking, analytical, and problem-solving skills
- The application of learning to practical situations
- Oral, digital, and written communication skills
- Teamwork, social intelligence, and interpersonal relationship skills
- Cultural and ethical competence

3.3.1. Further strengthen curricular innovation through resource allocation and philanthropic assistance for Baruch’s specialized support entities, including:

- The Center for Teaching and Learning
- The Schwartz Communication Institute
- The Writing Center
- Tools for Clear Speech
- The Student Academic Consulting Center, and
- Conversation Partners

3.4. Increase experiential and inquiry-based learning opportunities so

students can apply and deepen their classroom learning through disciplinary and interdisciplinary research, as well as robust learning experiences outside the classroom.

3.4.1. Expand students’ opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.

3.4.2. Enhance relationships with companies and organizations in the New York City area to expand the number of relevant and purposeful paid or credit-bearing internships for Baruch students.

3.5. Further advance progress in fulfilling the College’s commitment to global perspectives, education, and experiences, through such efforts as:

3.5.1. Faculty initiatives, such as participation in the Collaborative Online International Learning (COIL) Faculty Fellows Program; faculty-led, short-term study abroad opportunities; and globally themed sections of the First-Year Seminar, speech communication, and the Feit Seminar.



Since 1998 the Harman Writer-in-Residence Program enriched the intellectual life of Baruch College and the community at large. More than 40 renowned writers, such as Russell Shorto (pictured above), have come to the College to teach master classes, conduct workshops, and give readings. Among them, they have received numerous honors, including six Pulitzer prizes, three MacArthur fellowships, nine Guggenheim fellowships, three National Book awards, and two Poet Laureate designations

3.5.2. Curricular integration of global competencies through a variety of academic majors and minors.

3.5.3. Greater coordination of “Global Encounters” on campus, including deliberate opportunities that bring domestic and international students together in meaningful ways, and deeper engagement with New York City-based international organizations, such as the United Nations and international non-governmental organizations located in New York.

3.5.4. Establishment of connections among Baruch students and alumni who are studying and living abroad.

3.6. Increase opportunities for life-long learners and career changers through expanded graduate, executive education, and non-degree programs.

SUPPORT FOR DEVELOPING THE RENEWED CURRICULUM

3.7. Create and sustain a culture of ongoing curricular innovation and collaboration across the College.

3.7.1. Reexamine the role of the Joint Curriculum Committee to consider adding responsibility for curricular development, innovation, and cross-disciplinary fertilization.

3.7.2. Identify and scale sustainable models for academic programs that promote interdisciplinary approaches to complex questions and problems.

3.7.3. Incentivize curricular innovation and connect faculty across school and departmental and boundaries using the master teacher-scholar fellows initiative as referenced above.

GOAL 04 Increase students' engagement, academic momentum, degree completion, and post-graduation success

Baruch will continue to support and promote the success of all its students. The College will strive to further increase graduation rates across the institution and close or narrow the persistent achievement gap between various groups of students. To accomplish this, Baruch will foster and sustain a culture in which student retention, momentum, and success are the responsibility of everyone at the College—students, faculty, staff, and administrators. An important manifestation of this culture will be a seamless experience of student support, grounded in good service and facilitated by up-to-date technology—the purpose of which will be to improve students' experience from admission through graduation and engagement with the College as active alumni.

4.1 Increase graduation rates for all Baruch students by ensuring they maintain academic momentum.

4.1.1. Increase the number of students taking and completing 30 credits per year.

4.1.2. Continue and support the work of the Momentum and Completion team to identify key success indicators; monitor student progress; collect, analyze, and report data on persistence, retention, and attrition; and support student progress towards completion.

The Starr Career Development Center (SCDC) is the primary provider of career services for more than 15,000 Baruch undergraduates. The center's career-related counseling, workshops, job fairs (pictured below), and leadership-development programs help students clarify academic and professional goals, develop job-search skills, and make successful career transitions. SCDC also builds relationships with alumni and employers to foster internship, job, and career opportunities for students.



4.1.3. Increase graduation rates as follows:

4.1.3.1. First-time, full-time freshmen: Four-year graduation rate to 45 percent; six-year graduation rate to 75 percent.

4.1.3.2. Full-time transfer: Six-year graduation rate to 75 percent

4.1.4. Close the graduation-rate achievement gap by increasing the four- and six-year graduation rates for underrepresented students.

4.2 Ensure all Baruch students have access to the personal, academic, and professional support services they need to thrive and be successful.

4.2.1. Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college.

4.2.2. Create a seamless student support experience through the integrated use of in-person and technology-based support services, including the development of a virtual "One Stop" shop for student services such as advising, career services, and financial aid.

4.2.2.1. Maintain a central database of students' interactions with various services and offices to promote efficiency, continuity, and consistency in supporting their success.



The recently renovated Martin E ('59) and Laurie Kaplan Computing and Technology Center is equipped to keep pace with ever-shifting and emerging technologies. Designed as a one-stop, state-of-the-art technology resource for Baruch's students, the approximately 400-seat lab features private workspaces, collaborative zones, and a help desk modeled on the Apple Genius Bar. It was designed with full attention to accessibility for users with disabilities.

4.2.2.2. Promote more effective referrals by providing faculty and staff with comprehensive information and training about the services available to students.

4.2.2.3. Ensure that resources—including staffing, funding, space, and technology—for student-support functions such as academic advisement, the Counseling Center, the Student Academic Consulting Center, and the SCDC, are sufficient to provide access to services for all students.

4.2.2.4. Conduct benchmarking research at peer institutions to identify innovative student support models.

4.2.3. Support students' career development throughout their time at Baruch by infusing their experience with programs and services that engage them in self-assessment activities, help them explore and develop their talents and skills, and obtain employment in their desired field.

4.2.4. Ensure that students enrolled in non-credit Continuing and Professional Studies and Executive

Management courses and programs have access to resources that support their learning and assist them in achieving their academic and professional goals.

4.2.5. Strengthen ties to the alumni network and grow student opportunities for mentoring, experiential learning, and employment by increasing coordination between the Office Alumni Relations and Volunteer Engagement, the Office of College Advancement, various career services entities, and academic departments in all three schools.

4.3. Enhance student and alumni engagement.

4.3.1. Develop a broad range of opportunities and enhanced physical space to strengthen engagement of undergraduate and graduate students with the College and with each other.

4.3.2. Expand the committed alumni community by engaging them with new ideas and opportunities. Increase alumni participation in student career events, recruiting, and volunteer opportunities such as mentoring. as the outdoor locus of campus activity.

GOAL **05** Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.

Baruch College enjoys the benefit of tremendous diversity because of its location in the heart of one of the most diverse cities in the world and because of its long-standing commitment to providing an affordable education to the students of New York City. The College now commits to harness and build on the strengths of that diversity by engaging in intentional conversations about diversity, equity, and inclusion; striving to hire a broadly diverse faculty and staff; promoting an inclusive and supportive environment for all members of the College community; and developing the cultural competencies of its students, faculty, staff, and administration.

5.1 Create and coordinate campus-wide programming, resources, and educational opportunities regarding issues of diversity, inclusion, and cultural competence.

5.1.1. Designate functions that will be responsible and accountable for coordinating strategies and disseminating information about diversity and inclusion initiatives and events on campus.

5.1.2. Create opportunities for collaboration on diversity and inclusion efforts and projects among the offices of student affairs, academic affairs, and enrollment management and strategic academic initiatives.

5.1.3. Create workshops, lecture series, forums, and training opportunities on diversity, inclusion, equity, and equality to increase cultural competence, recognizing and showcasing the expertise and talent of faculty and staff.

5.2. Integrate diversity, inclusion, and cultural competency into the curriculum, infuse cultural competency in pedagogy, and support diversity-focused research.

5.2.1. Establish program and learning goals that include diversity, inclusion, and equity.

5.2.2. Create and fund fellowships and scholarly incentives for diversity and inclusion projects and initiatives.

5.2.3. Encourage cross-disciplinary collaborations around diversity and inclusion-related topics.



Baruch students celebrate Holi, an ancient Hindu spring festival known as the festival of colors. Hosted by the Hindu Student Association, the event features what Hindus call a “play”, where people throw colored powder on each other to cultivate new resolutions.

5.2.4. Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.

5.3. Cultivate a College-wide value system that is respectful and mindful of the expansive diversity of the College community members.

5.3.1. Establish operational and behavioral standards for conducting the work of the College with collegiality and respect.

5.3.2. Create a College-wide diversity and inclusion statement, as well as a common language for respectful discussions of diversity on campus.

5.3.3. Form a Presidential Advisory Council on Diversity and Inclusion, the members of which will be representative of the faculty, staff, students, and administration and appointed by the president. Charge this Council with supporting Baruch in assessing and enhancing a diverse and respectful campus community.

5.3.4. Protect long-standing academic principles of freedom of thought and expression in all aspects of Baruch's curriculum, pedagogy, and activities.

5.4. Increase efforts to recruit and retain a diverse faculty, staff, and student body.

5.4.1. Develop specific goals for increasing diversity and support mechanisms designed to facilitate and promote the academic success and retention of underrepresented faculty, staff, and students at Baruch College.

5.4.2. Develop pipelines for faculty, administrators, and students from underrepresented groups.

5.4.3. Recognize as service to the College the activities of those who work to foster College-wide diversity and inclusion through committee leadership, program development, and mentoring and advising of students from underrepresented groups.

5.4.4. Develop mentorship opportunities for faculty and staff from underrepresented groups to improve their success in teaching, research, service, and advancement.

5.4.5. Develop a peer-mentorship program for students from underrepresented groups to improve academic and career success, group cohesion, and affinity.

5.4.6. Explore the creation of a Diversity and Inclusion Innovation Award for faculty and staff.



Held in February for more than 14 years, the Battle of Lexington is Baruch's marquee athletic event. Doves of students fill the Athletic Recreation Complex to watch the Bearcats take on CUNY Athletic Conference rivals in both men's and women's basketball. Baruch is home to 13 Division III sports teams, including basketball, baseball, volleyball, and cross country.



GOAL 06

Enhance faculty and staff satisfaction and engagement.

Faculty and staff are the foundation of the College's excellence and success. These invaluable people educate and support the Baruch student body and contribute knowledge, art and culture to the city, the nation, and the world. Baruch recognizes and recommits to supporting its faculty and staff as they fulfill the important mission of the College. The College will review, rethink, and—where appropriate—reorganize to improve efficiency, effectiveness, coordination, and communication across the College so faculty and staff can fulfill their responsibilities to the best of their abilities.

6.1. Improve and strengthen the College's shared governance model.

- 6.1.1. Provide additional structured and regular opportunities for faculty and administrators to discuss issues, solve problems, and substantively engage with one another.
- 6.1.2. Develop a culture of shared accountability for institutional effectiveness and student success among all faculty, staff, and administrators.
- 6.1.3. Identify opportunities and incentives to encourage faculty engagement across the College and develop a culture of robust participation.

6.2. Recognize and celebrate excellence in the work and achievements of members of the faculty and staff.

- 6.2.1. Provide exemplars of, and recognition for, high-level performance of faculty and staff who advance the mission of, and provide excellent service to, the College.
- 6.2.2. Provide opportunities and encouragement for faculty and staff to share expertise with both internal and external audiences.

6.3. Enhance resources, processes, and systems to support faculty and staff.

- 6.3.1. Develop a systematic approach to identify, create, and offer professional-development opportunities for faculty (both full-time and adjunct) and staff.
- 6.3.2. Support the development of more formal mentoring relationships among staff and faculty throughout the College.



Many inquiring minds want to know: Just what do parents do when they go to the office every day? To help faculty and staff answer that question, Baruch participates in “Bring Our Daughters and Sons to Work Day”, a national showcase of moms’ and dads’ careers held in April. In addition to having children shadow parents at work, the day features special events for children of all ages.

- 6.3.3. Leverage the College's existing technology resources to better support faculty and staff; provide training and support where needed to make full and efficient use of technology.
- 6.3.4. Simplify, improve, and streamline processes to reduce or remove bureaucratic impediments and frustrations.
- 6.3.5. Model a modern workplace in terms of use of space, technology, and environmentally sound practices.
- 6.3.6. Refresh and maintain the College's current facilities, maximizing the use of existing space and exploring opportunities to expand the College's current footprint.

STRATEGIC PLANNING PROCESS

The Strategic Plan Steering Committee, chaired by President Mitchel B. Wallerstein, PhD, and vice-chaired by Provost David Christy, PhD, led the effort to develop a document outlining the mission and vision of Baruch College. The consulting group of Keeling & Associates, LLC, an organization with impressive experience working with institutions of higher education, was selected to facilitate the entire planning effort after a competitive screening process.

The Strategic Plan Steering Committee was composed of faculty, undergraduate and graduate student representatives, a trustee of the Baruch College Fund Board, and senior administrators from the president's cabinet, including the deans of all three Schools. In September 2017, the Steering Committee was formally charged with engaging the entire College community in discussions to determine priorities for the new strategic plan and to craft goals and objectives as they were identified. The Committee met regularly throughout the 2017-18 academic year.

In the fall of 2017, Keeling & Associates undertook a comprehensive information gathering effort, which included targeted focus groups, forums, town halls, idea walls, and conversations (through email and the strategic planning website) to collect and analyze the values, aspirations, and concerns of the Baruch College community. Additionally, the consultants analyzed extensive data collected from the College, along with trends in public higher education.

In January 2018, Keeling & Associates shared with the Strategic Planning Steering Committee, the data and emerging themes. Working groups, which included members of the Strategic Plan Steering Committee and additional faculty and staff, were created to address five emerging themes:

- (a) excellent and effective teaching;
- (b) renewing the curriculum;
- (c) student engagement, graduation, and career success;
- (d) diversity, equity, inclusion, and cultural competence; and
- (e) faculty and staff satisfaction.

Specific goals were then drafted, reflecting the voices and concerns of the students, faculty, staff, and administrators.

In April 2018, a penultimate draft of the new **Strategic Plan: 2018-23** was shared with the College community for further feedback. The plan was then revised in accordance with the comments received. Most notably, a sixth goal was added that reaffirmed the College's commitment to support outstanding scholarship and research by our exemplary faculty. A further revised version of the plan was shared with the Strategic Plan Steering Committee for final consideration in June 2018 and subsequently shared with the president for his review. The **Strategic Plan: 2018-23** was presented for approval by the President's Cabinet on June 11, 2018 and determined to be final.

Strategic Plan Steering Committee

CHAIR

Mitchel B. Wallerstein, PhD
President, Baruch College

VICE CHAIR

David Christy, PhD, Provost and Senior Vice President for Academic Affairs

COMMITTEE MEMBERS

Isabel Arias ('19), President, Undergraduate Student Government

Ryan Betters (MPA candidate), President, Graduate Student Assembly

David Birdsell, PhD, Marxe Dean, Marxe School of Public and International Affairs

Katharine Cobb, Vice President for Administration and Finance

Héctor Cordero-Guzman, PhD, Professor, Marxe School of Public and International Affairs

Albert E. Croker, PhD, Professor, Paul H. Chook Department of Information Systems and Statistics

Olga Dais, Assistant Vice President, Legal Counsel and Labor Designee

Arthur Downing, PhD, Vice President for Information Services and Dean of the Library

Anita Dwyer, Executive Assistant to the President

IMPLEMENTATION PROCESS

The Baruch College community worked together during academic year 2017-18 to shape and define its vision, mission, and goals for the next five years. The next step is collective action for implementing the **Baruch College Strategic Plan: 2018-23**.

The Implementation Working Group for the strategic plan is composed of a representative cross-section of faculty and administrators, who are acting as ambassadors to their peers and who are providing functional knowledge regarding effective methods of resource allocation and measurement of goal attainment. The Implementation Working Group is supported in its efforts by the consultants from Keeling & Associates, LLC, who assisted with the development of the strategic plan itself.

This important work on implementation planning is being undertaken in consultation with the deans, division heads and academic department chairs. Using the College's new strategic plan as the central road map for the activity and plans of the institution, the schools and divisions are updating action plans that will guide their contribution to the ongoing work of implementing and measuring the progress towards the specified goals. These action plans are integrated into the strategic, operational, and assessment planning of each school or division.

The Implementation Working Group will facilitate this community effort by engaging in the following activities:

- Prioritize the timeframe for implementation of the individual elements of the strategic plan over the course of the next five years.
- Identify appropriate and measurable activities and tactics, as well as a timeframe, to support strategic goal attainment.
- Identify departments and individuals who will take lead responsibility for implementation
- Identify the financial, physical, technological, human, and other resources needed to implement and assess the success of the strategic plan.
- Identify indicators and recommend metrics to assess the progress and the success of plan implementation.
- Ensure that the implementation plan provides clear guidelines on linking assessment, planning, and resource allocation so as to maintain ongoing compliance with Middle States Commission on Higher Education and all other applicable specialized accreditation standards relevant to strategic planning.

Rachél Fester, PhD, Assistant Provost for Assessment, Accreditation and Institutional Effectiveness

Kevin Frank, PhD, Professor, Department of English

Mary Gorman, Vice President for Enrollment Management and Strategic Academic Initiatives

Alison Griffiths, PhD, Professor, Department of Communication Studies

H. Fenwick Huss, PhD, Willem Kooyker Dean, Zicklin School of Business

Mona Jha, Chief Diversity Officer

Samuel Johnson, PhD, Chair of the Faculty Senate and Professor, Department of Psychology

Art King, Vice President for Student Affairs and Dean of Students

David Krell (MBA '71), Trustee, Baruch College Fund

Christina Latouf, Vice President for Communications, External Relations, and Economic Development

Kenya Lee, Chief of Staff

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ABOUT BARUCH COLLEGE

A senior college in the City University of New York (CUNY) system, Baruch College is ranked among the region's and nation's top colleges by *U.S. News & World Report*, *Forbes*, and Princeton Review, among others. Baruch is regularly recognized as among the most ethnically diverse colleges in the country: its more than 18,000 students trace their heritage to over 160 countries and speak more than 100 languages.

Through its three schools—the Marxe School of Public and International Affairs, the Weissman School of Arts and Sciences, and the Zicklin School of Business, the largest AACSB-accredited business school in the nation—Baruch College offers a variety of undergraduate and graduate degrees that reflect the College's strong focus on management, public service, and the liberal arts and sciences.

Located in midtown Manhattan, Baruch is within easy reach of Wall Street, Midtown, and the global headquarters of major companies and nonprofit and cultural organizations, giving students unparalleled internship, career, and networking opportunities.

Baruch College dates back more than 160 years to the founding of the Free Academy in 1847, the first free public college in the nation. As a public institution with a tradition of academic excellence, Baruch College offers accessibility and opportunity for students from every corner of New York City and from around the world.

For ongoing updates to the College's **Strategic Plan 2018–23**, visit baruch.cuny.edu/strategicplan.

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