

FALL 2025

BARUCH COLLEGE CAMPUS PLAN

ENGAGEMENT SUMMARY

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ANDRÉS BELLO '77

BARUCH COLLEGE

AT Baruch

Baruch College is developing a campus plan to meet the challenges of the future. The plan will align investments in campus facilities, buildings, spaces, and grounds. This will support student success, scholarship and teaching, improve the campus experience, amplify the cultural impact of the institution, and fortify a sustainable future for Baruch.

The college is working with a team of planners, architects, landscape architects, and engineers that are guided by direct engagement with stakeholders, campus leadership, students, faculty, and staff across the College community.

Engagement Overview and Next Steps

ENGAGEMENT GOALS

Build awareness and enthusiasm for the campus plan by sharing updates, gathering and recapping feedback, refining future strategies, and strengthening collaborative relationships with stakeholders.

STRATEGY & FORMATS

In Fall 2025, a multi-layered engagement process was launched to understand the campus experience of different stakeholders. Through four distinct engagement touchpoints, the process gathered a wide spectrum of insights, helping build a strong foundation for the project's next phase.

In-Person Open House
October 8, 2025
300+ attendees

Provided an accessible drop-in opportunity for students, faculty, and staff to learn about the project, share input, and participate in interactive activities.

Online Survey
September 17 - October 17, 2025
350+ responses

Offered a convenient platform for community members to share their feedback at their own pace, increasing participation from those unable to attend in person.

2 Small-Group Sessions
October 16, & October 20, 2025
10 attendees

Two virtual small-group sessions held after the survey and open house gave faculty and students a targeted forum to discuss their experiences, elevate emerging issues, and contribute feedback that extended beyond earlier engagement activities.

NEXT STEPS

- The project team will incorporate the insights gathered from the four touchpoints into their engagement database, which will help guide the planning process toward spaces and programming that best meet the needs and desires of the Baruch community.
- The results of this engagement will be shared with the project steering committee, allowing them to provide additional input on how to effectively use this information throughout the planning process.
- Further opportunities for engagement will be shared publicly through Baruch's outreach channels, ensuring that as many stakeholders as possible are involved.

The Campus Plan is being developed over four phases and will be completed by Spring 2026.

Phase 1: Information Gathering and Needs Assessment
Summer 2025

Phase 2: Vision & Priorities
Fall 2025

Phase 3: Strategies & Alternatives
Winter 2025

Phase 4: Baruch Campus Plan
Spring 2026

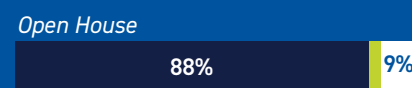
For additional information visit the project website at baruch.cuny.edu/campus-plan

This webpage will be regularly updated during the project so that the Baruch community can continue to participate in all engagement activities.



The following pages outline the feedback captured.

Stakeholder Statistics



■ Students ■ Faculty ■ Staff

708 total stakeholder interactions

Participation was strongly representative of undergraduate students with highest representation from Zicklin School of Business

Participation was strongest among full-time faculty, with highest representation from Weissman School of Arts and Sciences

Participation included both graduate and undergraduate students, as well as adjunct and full-time faculty, in the two small-group sessions

Feedback at a Glance

This section provides a high-level summary of the main priorities and concerns identified through the Fall 2025 engagement, highlighting the key themes that emerged across all touchpoints.

Movement

Circulation

- Long elevator waits, crowded lobbies, and tight class transitions
- Need improved vertical circulation and escalator upgrades
- Streetscape challenges: narrow sidewalks, congestion, safety concerns

Accessibility

- Desire for clearer signage, outdoor maps, internal wayfinding
- Accessibility issues: doors without push plates; difficult access in key spaces (preferred card access)

Academic and Learning Spaces

Student Spaces

- Classroom issues: small rooms, insufficient seating/desks, poor ventilation and temperature control
- Need more small seminar rooms, collaboration rooms, and research/mentorship spaces
- Hybrid schedules create demand for spaces to attend remote classes on campus

Faculty Spaces

- Faculty need more quiet areas for focus and solo work

Flexibility and Tech

- Preference for flexible layouts, tiered seating, and consistent AV/screen sizes
- Connectivity issues: slow Wi-Fi, less and non-working charging ports, inconsistent tech in classrooms

Social Life and Campus Community

Campus Spaces

- High demand for informal spaces such as lounges, decompression areas, nap zones etc.
- Gym improvements requested (extended hours, earlier opening)
- Desire for comfortable seating, board games, flexible furniture
- Existing social spaces (library, cafeteria, plaza, club suite) are overcrowded and not appropriate for socializing
- Staff/faculty request pantry/break rooms for informal connection

Social Connections

- Interest in more campus events/activities to build community
- Limited in-person faculty interaction affects sense of community

Dining and Amenities

- Need affordable, diverse and free food options; halal and microwaveable meals; better vending machines
- Additional seating/quiet areas to eat and study simultaneously

Future Campus Aspirations

Adaptability

- Flexible, multi-use rooms for future-ready campus
- Extended access to classrooms and study areas
- Alignment of space planning with enrollment and crowd flow
- Expanded inclusive spaces, affinity/cultural spaces, and improved communications

Comfort

- Biophilic design, plants, natural light, comfortable seating
- Improved maintenance and cleanliness (including restrooms)

Identity

- Interest in stronger campus identity and school spirit through design cues

Students

Connected Accessible Clean Social Community Safe Modern Innovative
Comfortable Collaborative Spacious campus Welcoming A
 Fun Open Spacious Innovative **Comfortable** Reliable Access
 Social Affordable Modern Relaxing Food
 Collaborative Community Comfortable safe social Welcoming Clean Spacious Friendly /
 focus Modern
 Welcoming Accessible comfortable Lighting Fun Modern social
 Fun Exciting Clean Spacious Relaxing comfortable Safe Open Conveni

Staff

functional community **Modern** collaboration inclusive
 flexible collaborative
 clean
 community comfortable
 comfortable Safe community

Faculty

comfortable Accessible modern Collaborative
Accessible Flexible Innovative modern collaborative
 Modern Welcoming Collaborative
 comfortable Collaborative Collaboration
 Modern safe

Using single words, describe the qualities you hope will define the future of the Baruch campus experience.

What We Heard

Community Experience

PRIORITIES TO ENHANCE THE OVERALL CAMPUS EXPERIENCE

To understand how different campus users experience Baruch and what improvements matter most to them, priorities were explored through a two-part lens. In the first part, students, faculty, and staff were asked to identify which enhancements they would personally prioritize based on their own relationship and day-to-day affiliation with the campus. The second part focused on a broader, campus-wide perspective, inviting participants to consider the 'big picture' improvements that would most benefit the entire Baruch community.

Top priorities across all stakeholder groups include:



Food and dining



Social/ community spaces



Classroom/ learning spaces



Study/collaboration spaces

Additional priorities identified by the stakeholder groups include:

Students:

- Wellness and recreation

Faculty:

- Office/workspace
- Institutional and research needs

Staff:

- Office/workspace
- Wellness and recreation
- Campus identity and connectivity

Other recurring themes noted were:

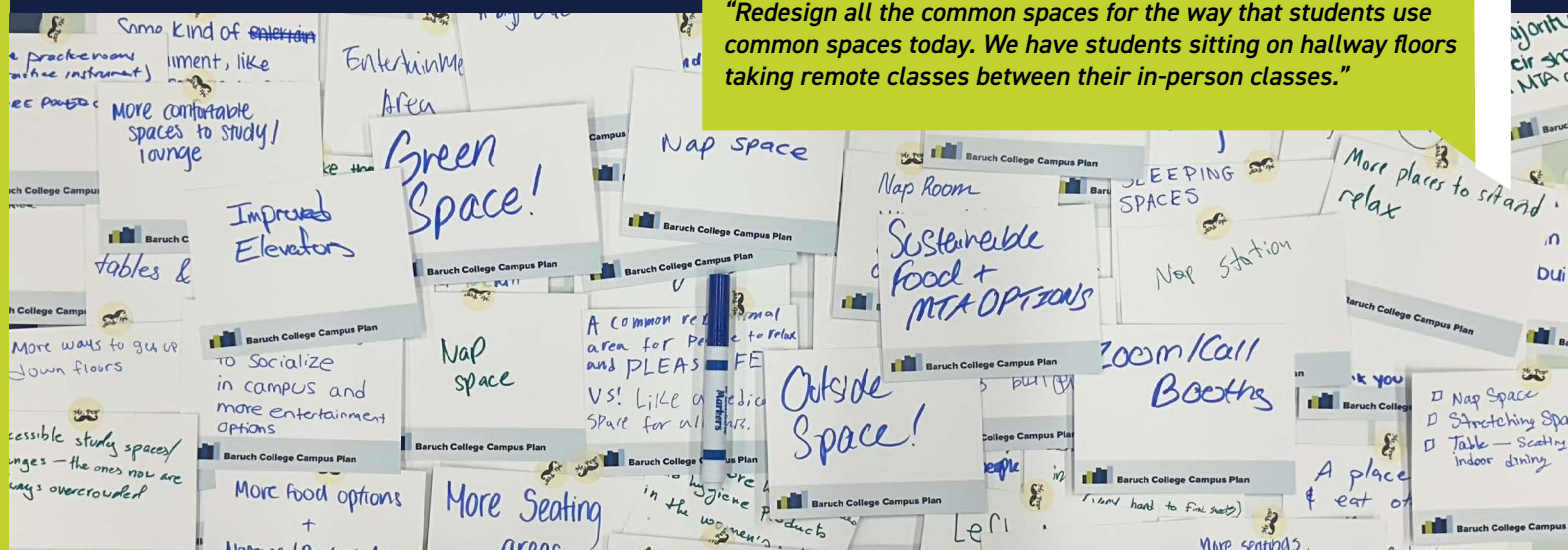
Campus comfort and well-being: more rest areas, fitness access, wellness spaces, lactation rooms, meditation/prayer space, expanded lounge, improved library and study space access, and a conference center.

Maintenance & basic services: restroom upkeep and cleaning of the grounds, elevator/escalator reliability, Wi-fi, and overall facility repairs.

Identity, belonging, and campus experience: more inclusive spaces, improved campus identity and way-finding, expanded cultural/affinity spaces, and enhanced social life/communications.

Specialized needs: music practice rooms, lab spaces, childcare, professional skill-building opportunities, locker access, and updated furniture.

“Redesign all the common spaces for the way that students use common spaces today. We have students sitting on hallway floors taking remote classes between their in-person classes.”



SPATIAL PREFERENCES ACROSS THE THREE CAMPUS BUILDINGS

The insights below summarize feedback from stakeholders on the types of spaces they would like to see and use more across the three main campus buildings: the Library/ITB, the Newman Vertical Campus, and the South Campus.

Space Types	Library/ ITB	Newman Vertical Campus	South Campus
Classrooms/Labs	M	M	H
Quiet/Focus Spaces	H	M	M
Collaboration/Meeting	H	H	M
Social/Community	M	H	H
Food/ Food Prep	L	H	H
Wellness/Decompression	H	M	M
Event/Gathering	M	H	H

H- Top Priority; M- Moderate Priority; L- Least Preferred

Library/ ITB

Primarily academic and collaborative needs; a majority of respondents indicated current facilities are largely sufficient.

Newman Vertical Campus:

Functions as a social and communal hub; strong demand for multifunctional spaces that support food, events, and group interactions.

South Campus:

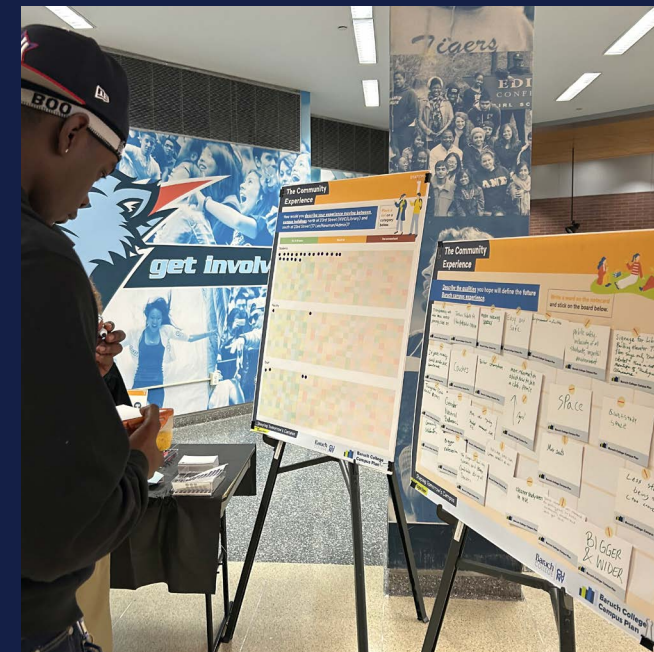
Balanced mix of academic, social, and event spaces; moderate demand across most categories reflects a diverse campus usage pattern.

MOVING AROUND CAMPUS

Feedback indicates that most campus users find navigation relatively easy, with responses ranging from “It’s a breeze” to “Neutral.” While many described movement around campus as straightforward, some reported neutral experiences and a smaller portion noted occasional inconvenience. Overall, the feedback reflects a generally positive and manageable campus navigation experience.

FUTURE CAMPUS EXPERIENCE

- The community envisions a campus that is accessible, inclusive, and comfortable, supporting a vibrant and connected campus life.
- Maintaining clean, safe, and functional facilities—including elevators, gyms, and well-kept interiors—was identified as essential.
- Participants emphasized the value of green/open spaces, quiet zones, bright interiors, and clear signage to improve comfort and navigation.
- School spirit and engagement were noted as areas for growth, especially given the challenges of a commuter campus.
- Suggestions to strengthen pride and belonging included adding school colors, symbols, and visual cues in classrooms and common areas.



Student Experience

This section presents the students experience of and aspirations for their campus life, learning environments, study and social spaces, campus services, and the overall sense of comfort, access, and belonging.

LEARNING AND CLASSROOM EXPERIENCE

Students stressed the need for well-equipped, comfortable, and adaptable classrooms, noting that technology, environmental comfort, layout, and furniture all shape their learning experience.

Technology: Concerns about slow or unreliable Wi-Fi, limited charging access, outdated projectors, and inadequate screens.

Comfort: Reports of extreme temperatures, poor ventilation, and difficulty concentrating—particularly in the Lexington and NVC buildings.

Layout & furniture: Need for flexible and appropriately sized classrooms; preference for tiered seating and full-sized desks that fit both laptops and notebooks. Crowded rooms and insufficient seating occasionally leave students sitting on the floor.

“Flat classrooms with tiny desks don’t work—there’s no room for a laptop and notes.”

“The Wi-Fi drops constantly during class and it’s disruptive.”

“Sometimes we have to pull in chairs from other rooms—there’s just not enough space.”

STUDY AND COLLABORATION SPACES

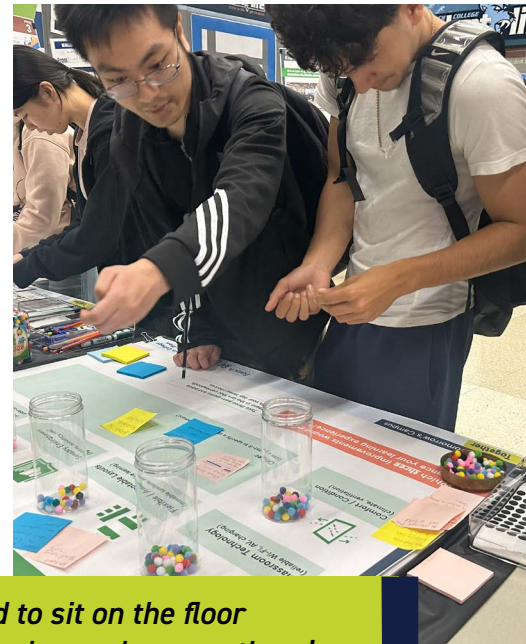
Students expressed a strong preference for a mix of private and small-group study areas with flexible seating, accessible furniture, and tech-enabled spaces that support hybrid learning. They emphasized the need for adaptable environments that accommodate both focused work and collaboration.

Hybrid schedules: Students often need space between in-person and online classes.

Furniture: Outdated or uncomfortable furniture is a recurring concern.

Movement challenges: Short breaks, long distances between buildings, and elevator wait times make transitions between hybrid sessions difficult.

Graduate students: Requested more remote options to reduce commuting stress.



“I’ve had to sit on the floor between classes because there’s nowhere to go”

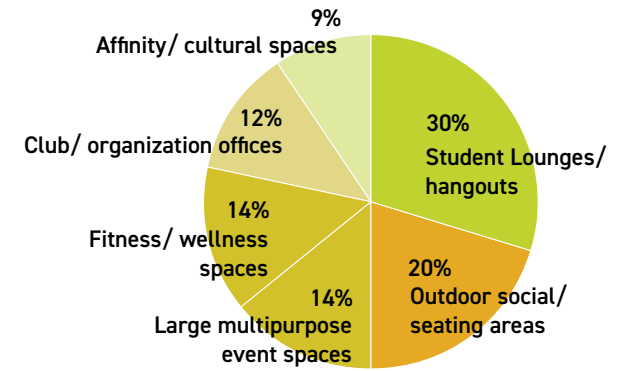
SOCIAL AND COMMUNITY SPACES

Students highlighted the need for informal spaces to relax, connect, and build community. They emphasized the value of lounges, outdoor seating, and multipurpose areas, noting that updated furniture, flexible layouts, and added amenities would encourage longer on-campus engagement.

Current spaces: Library, cafeteria, club suite, and plaza are primary social hubs but often overcrowded, especially in colder months.

Overlap of uses: Social and study functions shift throughout the day, underscoring the need for flexible, multi-use spaces.

Suggestions: Other suggestions included comfortable furniture, board games, bean bags, and similar amenities to support social interaction and relaxation; green areas/nature, meditation and wellness spaces, music practice rooms, and recreational amenities such as badminton courts and saunas.



“The plaza looks great, but sometimes it doesn’t feel like a student space”

CAMPUS NAVIGATION AND OUTDOOR EXPERIENCE

Students noted challenges with movement, safety, and accessibility, while also acknowledging improvements to public spaces. Enhancing these areas would improve campus livability and students’ comfort staying on campus longer.

Sidewalks: Narrow, congested pathways—especially between Lexington and NVC—worsened by construction.

Plaza Improvements: New seating and tables appreciated, though open public access can create safety concerns.

Safety: Campus safety is seen as effective, but non-student interactions in public areas sometimes make students feel unsafe.

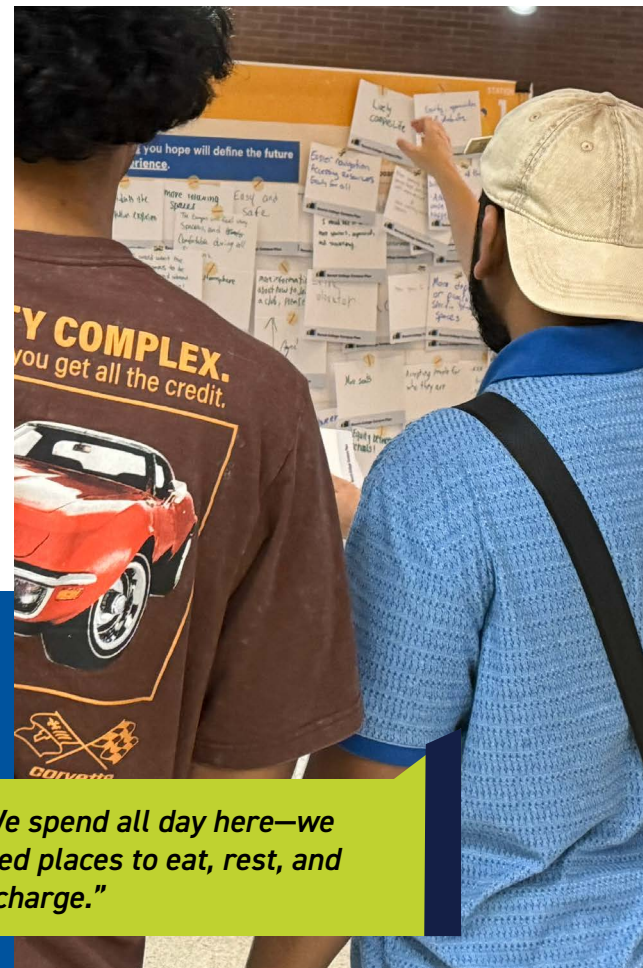
Accessibility: ADA issues noted, including doors (e.g., student government office) lacking automatic push plates.

SPENDING TIME ON CAMPUS

Students highlighted the importance of comfort, amenities, and resources to make a full-day attendance on campus more easy.

What would improve your comfort while on campus?

- Affordable, diverse food options (halal, microwaveable meals)
- Comfortable lounges and hangout spaces
- Extended and accessible study areas (quiet, group, tech-enabled)
- Wi-Fi and charging access
- Green or outdoor spaces
- Hygiene and maintenance (restrooms, elevators)



“We spend all day here—we need places to eat, rest, and recharge.”

Faculty Experience

Feedback consistently highlighted the importance of modernized teaching environments, dedicated spaces that nurture academic work and collaboration, and opportunities to strengthen faculty connection and community across departments.

TEACHING EXPERIENCE

Faculty highlighted the importance of classrooms that support effective teaching with reliable technology, suitable room sizes, comfortable conditions, and flexible layouts.

- Faculty raised concerns about inconsistent classroom technology, inadequate seating arrangements, and insufficient classroom sizes. Classroom overcrowding and misaligned room capacities were recurrent concerns.
- Comfort issues included poor ventilation, lighting, and room layout constraints.
- Technology-related challenges emphasized AV reliability, screen size consistency, and hybrid-ready infrastructure.

“Technology varies so much between classrooms—what works in one room may fail in another.”

“Flexible furniture and daylight access are essential, lecture-style rooms just don’t meet teaching needs anymore.”

RESOURCES TO SUPPORT RESEARCH AND SCHOLARSHIP

Faculty emphasized the need for spaces and resources that support both individual and collaborative research:

- Dedicated research labs and specialized facilities for advanced scholarship.
- Private or quiet focus areas for writing, grading, and administrative work.
- Seminar and meeting rooms for structured collaboration and faculty-student engagement.
- Shared labs and core facilities to support cross-disciplinary projects and mentoring.
- Graduate/assistant workspaces to facilitate collaboration with student researchers.
- Support spaces (storage, equipment rooms) recognized as operationally necessary.

“Faculty need quiet zones for concentrated work, but also access to labs and seminar spaces for mentoring and collaborative projects.”

“Without dedicated research labs, it’s difficult to maintain productivity or support students effectively.”

SPACES TO SUPPORT INTERDISCIPLINARY TEACHING

Feedback included the need for versatile, collaborative, and purpose-driven spaces to enable interdisciplinary instruction and engagement. Key insights include:

- Faculty-student research spaces viewed as essential for interdisciplinary teaching and mentoring.
- Conference, seminar, and breakout rooms valued for structured collaborative work.
- Multipurpose and flexible rooms received moderate support, with emphasis on thoughtful design and operational support to ensure effective use.
- Structured breakout areas seen as important for both interdisciplinary teaching and cross-department faculty interaction.



WORKSPACE AND SOCIAL/COLLABORATION SPACES

Faculty emphasized the need for functional, flexible, and connected work environments, including:

Collaboration areas: Formal and informal rooms, lounges, and seminar/meeting spaces to support teaching, research, and cross-department interaction.

Private offices: Essential for research, administrative tasks, and focused work; adjunct faculty noted challenges accessing spaces for student meetings.

Lounge and pantry areas: Valued for spontaneous interaction and community building.

Additional priorities: Improved cafeteria and event space access, better maintenance, and dedicated research/office areas.

Design elements: Biophilic and social features (plants, natural light, comfortable seating) were seen as simple but effective ways to enhance engagement.

“Because most meetings are remote, faculty seem to not be present outside of teaching days, and this is a challenge to strengthening the faculty community.”

“Corridors near kitchenettes are often the only informal gathering spots, but there’s barely any seating.”

CAMPUS EXPERIENCE, WAYFINDING, AND ENROLLMENT CONSIDERATIONS

Scheduling and Building Navigation

- Scheduling and building layouts impact ease of movement across campus.
- Challenges include elevator wait times, crowded lobbies, and short gaps between classes.
- Faculty suggest coordinated scheduling that considers transition times and congestion to reduce stress and improve instructional efficiency.

Wayfinding and Signage

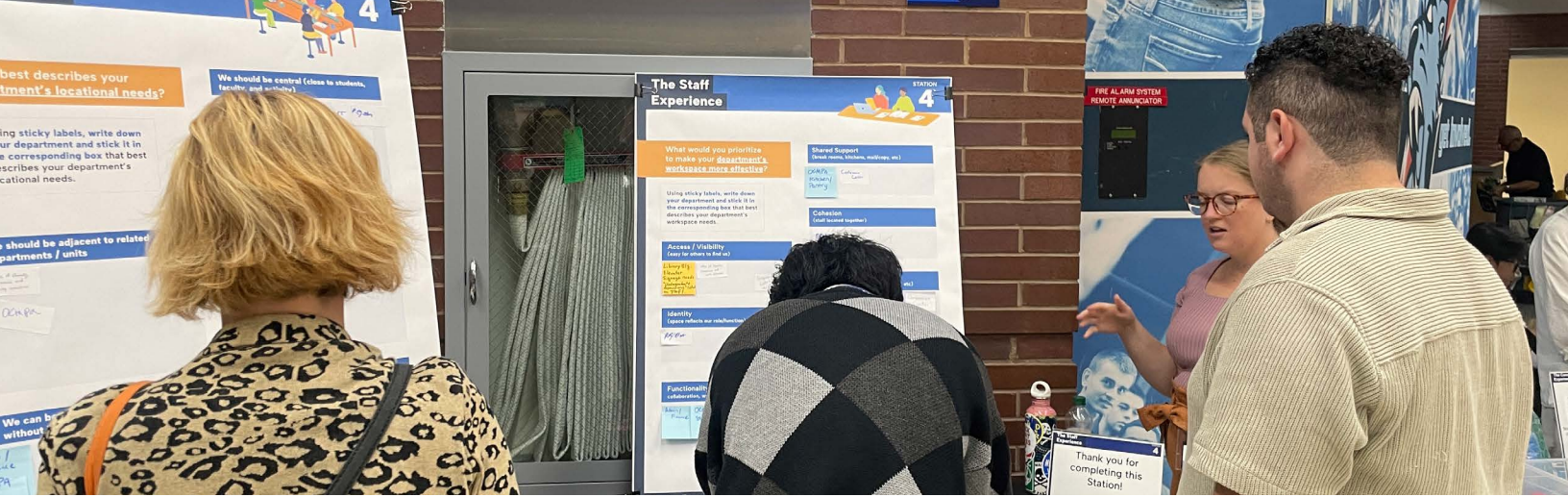
- Lack of clear signage and building identification was a recurring concern.
- Faculty suggested outdoor maps, directories, and internal wayfinding to aid navigation.
- Improved signage is especially important for visitors and new faculty, enhancing accessibility and reducing confusion across buildings.

Enrollment and Space Planning Considerations

- Faculty stressed the importance of aligning space availability with projected enrollment to meet teaching and research needs.

External Circulation and Pedestrian Safety

- Crowded sidewalks, lobby congestion, and nearby traffic affect campus safety and convenience
- Suggestions include collaboration with city agencies to improve pedestrian safety, traffic flow, and streetscape.
- Faculty emphasized that safe, accessible pathways are essential for supporting movement across campus.



Staff Experience

Staff feedback highlights priorities around workspace effectiveness, visibility, departmental identity, operational support, and the types of spaces that enable both collaboration and individual productivity.

LOCATIONAL PREFERENCES AND ACCESSIBILITY

Central or nearby locations: Essential for student-facing and academic support units needing visibility and accessibility (e.g., Starr, Conference Center).

Somewhat separate but accessible: Most common preference, offering independence while staying connected (e.g., Campus Facilities, HR).

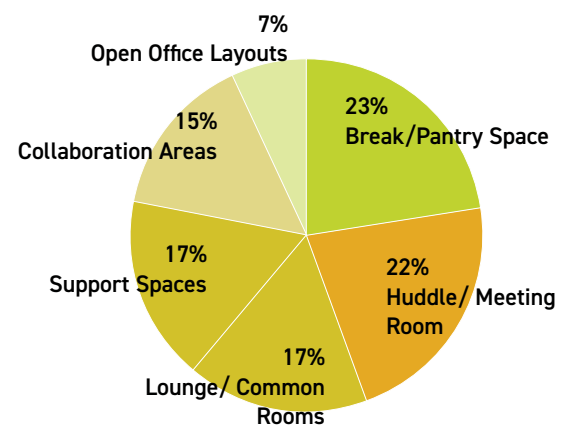
Adjacent to related departments: Supports operational synergy and collaboration (e.g., OCPMA, Diversity/Equity/Compliance).

Flexible/anywhere on campus: Chosen by a few units with adaptable workflows (e.g., BCTC Media, Admin/Finance).

Low support for remote locations: Reflects the ongoing importance of maintaining a physical presence on campus.

WORKPLACE SPACE PREFERENCE

Staff feedback emphasized the need for functional, comfortable, and accessible workspaces that support daily operations and employee well-being.



DEPARTMENTAL WORKSPACE EFFECTIVENESS

Feedback highlighted a range of functional, visibility, comfort, and identity-related needs that shape how departments operate and connect with the campus community.

Functionality: Storage, workflow support, meeting spaces, and privacy

Access & Visibility: Wayfinding, signage, and being visible across campus

Comfort & Condition: Lighting, climate, furniture, and operational issues

Identity: Spaces that reflect departmental purpose (e.g., Starr Career Development)

Shared Support: Kitchen and pantry spaces

Other / Department-Specific Needs: Examples include elevator management and water access

Cohesion & Flexibility: Semi-private spaces and staff co-location