

# Baruch COLLEGE

The City University of New York

## *Strategic Plan 2006-2011*

*Presented by The Strategic Planning Council of Baruch College, January 25, 2006*

## TABLE OF CONTENTS

	<u>Page</u>
<b>Introduction</b>	3
<b>The Planning Process</b>	5
<b>Mission, Vision and Values</b>	6
<b>Strategic Goals</b>	
I. <i>Offer Academic Programs of Exceptional Quality</i>	7
II. <i>Ensure the quality of the college experience for all students</i>	9
III. <i>Create a vibrant urban campus</i>	12
IV. <i>Build a strong financial foundation</i>	13
V. <i>Embrace a culture of service and accountability that produces excellence</i>	14
VI. <i>Increase the visibility, recognition and involvement of the College in New York City, the region, the country and the world</i>	16
<b>Conclusion</b>	17
<b>Appendices</b>	
<b>A. Membership of the Strategic Planning Council and Committees</b>	
<b>B. Baruch College Mission Statement</b>	

## **INTRODUCTION**

Baruch College traces its roots to 1847, when the Free Academy, the first institution of free public higher education in the country, was founded in New York City to provide educational opportunity and superior academic programs to working class people. Over the succeeding 159 years, Baruch has become a thriving, multicultural institution widely known as a business and professional school with liberal arts programs of high quality, still true to its mission of educating less affluent students.

Located on Lexington Avenue near Gramercy Park and the Flatiron District of Manhattan, the College is at the heart of the New York metropolitan region, one of the world's most dynamic and important financial, cultural and educational urban centers.

Baruch offers undergraduate and graduate programs through three schools:

- The *Zicklin School of Business*, the largest and one of the most respected business schools in the country and the only independent business school within City University.
- The *Weissman School of Arts and Sciences*, providing a range of liberal arts and sciences offerings, interdisciplinary programs and selected graduate programs
- The *School of Public Affairs*, the only such school within City University, offering programs in public management and policy analysis.

Named the most diverse student body in the United States, Baruch's 15,500 students, including 3,000 graduate students, hail from over 150 other nations and more than 90 different cultural and ethnic backgrounds and reflect the diversity of New York City, one of the most demographically complex metropolises in the world. The College has an increasingly academically qualified student population, with eight applicants for each seat in the freshman class. Starting salaries for Baruch graduates are, on average, higher than their family incomes.

Baruch began the strategic planning process that generated this document from a position of particular strength:

- The level of preparedness of our incoming students, and our ability to retain and graduate these students has improved dramatically in recent years. SAT scores of incoming freshmen, for example, have risen almost 200 points in the past decade. Our retention rate for freshmen approaches 90%, and our six-year graduation rate for undergraduates has almost doubled in four years and now exceeds the national norm for all four-year institutions.
- In the last five years, the College has hired over one hundred new full-time tenured and tenure-track faculty, representing 20% of all faculty at the College.

- The Zicklin School of Business' part-time MBA program is ranked among the nation's top 25; the undergraduate business program is in the top 50; the School of Public Affairs masters program ranks 51<sup>st</sup> and its program in public management 26<sup>th</sup>; and the full-time MBA program is the best graduate business degree granted by a public institution in New York State.
- Baruch recently completed a \$160 million capital campaign, drawing upon exceptional support from alumni and longtime supporters, and the completion of the William and Anita Newman 17-story Vertical Campus in 2001 transformed the College.
- City University's renewed clarity about its mission and revitalized ambitions has provided new energy and visibility to the whole CUNY system. CUNY's leadership in setting system-wide priorities, seeking to rationalize public funding and encouraging innovation has benefited Baruch. The College is particularly enriched by its participation in a broad range of doctoral and masters programs offered by the CUNY Graduate Center.
- New York City is the strongest that it has been for several decades, and its remarkable vibrancy, energy and confidence are wonderfully evident.

But like all institutions of higher education, Baruch faces multiple challenges:

- Competition for the most able students and best qualified faculty is intensifying; the cost of higher education continues to increase rapidly while public funding remains constrained; the emergence of new areas of inquiry and knowledge is creating unparalleled opportunities for scholarship and research; and the curriculum is under continuing review.
- Information technology is changing modes of instruction and research, accelerating the flow of information and dramatically altering patterns of communication and outreach; all institutions must now think and act globally; and demands for greater institutional transparency and accountability are growing.
- The rate of change in the new century continues unabated, placing unparalleled demands on executive and academic leadership, requiring greater clarity of institutional identity and mission and altering internal patterns of interaction and community.

Baruch's recent accomplishments – and its challenges – make this a propitious time to craft a strategic plan that delineates the College's aspirations for the next six years. Baruch is presently in a particularly advantageous position to move substantially forward by strengthening the quality of its programs and services, building a stronger campus community and increasing its visibility and recognition.

## THE PLANNING PROCESS

Initiated in the Spring of 2005, the strategic planning process was guided by a Strategic Planning Council, chaired by the President and composed of faculty, students, administrators and alumni. The Council was actively supported in its work by nine committees that studied a broad range of issues and areas, met in a two day planning retreat in June 2005 and provided recommendations, many of which were incorporated into the *Strategic Plan*. The membership of the Council and the committees is displayed in *Appendix A*. The reports of the committees are available at the strategic planning community on Baruch's Blackboard or at the reserve desk of the Newman Library. The Council was assisted in its deliberations by Anthony Knerr & Associates, strategic advisors to leading colleges, universities and other nonprofit institutions in the United States and Europe.

A draft of the *Plan* was reviewed by the Strategic Planning Council several times before being presented to the Baruch College community for discussion in the Fall of 2005. The Strategic Planning Council took account of comments and suggestions arising from public discussion of the draft in preparation of the final version of the *Plan*. The Council appreciates the wide-spread interest in, and extensive discussion of, the *Plan* by the College community.

The *Strategic Plan* rests upon a number of key assumptions:

- Baruch seeks to achieve international prominence as a public institution of business, public affairs and liberal arts within The City University of New York, dedicated to the University's twin goals of excellence and opportunity.
- A nationally recognized model of diversity, Baruch is committed to advancing global understanding, an institutional characteristic of particular importance in an increasingly culturally varied and interconnected world.
- Baruch will continue to build an exemplary model of professional higher education that contributes significantly to the well being of New York City, the metropolitan region, the country and the world and ensures a transformation in the lives of its students.
- Baruch will build a strong financial foundation with multiple funding streams and a robust endowment. Towards these ends, it supports the efforts of City University to ensure longer-term stability and predictability in public funding and strategic investment in areas of high priority.

While the *Strategic Plan* proposes a number of strategic goals for the next six years, it does not lay out the numerous management decisions required to achieve these goals. These decisions are more properly the domain of an *Implementation Plan* that clearly presents specific action steps; indicates resource requirements; pinpoints accountability and responsibility; and provides benchmarks for measuring progress. The

*Implementation Plan* will be drafted during the Spring of 2006 and widely shared with the Baruch community upon completion.

## **MISSION, VISION AND VALUES**

### **Mission**

The College's mission statement, which was adopted by the faculty in the 1990s, expresses the historic purposes, values and principles of the institution and, as such, underlies this *Strategic Plan*. The College reaffirms the mission statement, the full text of which appears in *Appendix B* of this document. A redaction of the statement follows:

Baruch College has a dual emphasis on undergraduate and graduate education.... It enrolls students with the demonstrated ability and motivation to work diligently toward their academic goals.... Baruch envisions continuing efforts to ensure excellence in its extant programs while projecting expansion in graduate education and faculty research to extend excellence.... Baruch's faculty is expected to balance their contributions to teaching and research. Appropriate performance in teaching includes effective delivery of the curriculum...and attention to the student-faculty relationships essential for a good teaching and learning environment. The expectations for research include the creation and dissemination of knowledge through leading scholarly publications, creative work in the fine and performing arts, participation in scholarly conferences, and involvement in the formulation of public practice and policy.... Baruch remains dedicated to its historical role as a catalyst for social, cultural, and financial mobility of a diverse student body, reflective of the demographic patterns of New York City. As a public urban college committed to the educational needs of New York City, Baruch strives to use this diversity to build an education...that recognizes the increasingly multicultural nature of human enterprises....

### **Vision**

Building upon its history of excellence and opportunity, Baruch College will be an institution of international prominence, recognized for the quality and affordability of its education that enables the rapid upward mobility of its diverse student body.

### **Values**

Baruch's history and mission are based upon four core values:

#### *Quality*

At the heart of our ambitions for Baruch College is the belief that achieving excellence is central to everything we do. We are committed to providing programs, services and initiatives of exceptionally high quality.

*Diversity*

Baruch values the diversity of its student body, seeks to increase the diversity of its faculty and staff and embraces the richness of perspectives, experiences and backgrounds that diversity engenders.

*Community*

Baruch values collaboration, teamwork and open communication. We strive to build a strong sense of community among our students, faculty, staff and alumni. Baruch recognizes its responsibilities to be a good citizen within the larger community of New York City and beyond.

*Integrity*

Baruch is dedicated to the highest ethical standards in all aspects of our teaching, research and service. We promote academic integrity among students and faculty and an ethical code of conduct among all members of the Baruch community.

**STRATEGIC GOALS**

To realize its vision and guide its growth and development over the next six years, the College will:

- I. Offer academic programs of exceptional quality**
- II. Ensure the quality of the college experience for all students**
- III. Create a vibrant urban campus**
- IV. Build a strong financial foundation**
- V. Embrace a culture of service and accountability that produces excellence**
- VI. Increase the visibility, recognition and involvement of the College in New York City, the region, the country and the world**

This section elaborates the six strategic goals and their underlying major objectives.

**I. OFFER ACADEMIC PROGRAMS OF EXCEPTIONAL QUALITY**

Baruch is committed to providing demanding academic programs of the highest quality, taught by a distinguished faculty to an academically superior student body. We place great value on superb teaching, innovative research and exceptional scholarship. We believe that our distinctive mix of undergraduate, graduate and doctoral programs is a significant strategic advantage for the attainment of international prominence. Baruch will uphold and raise the standards of our programs while taking initiatives to expand and secure the College's academic reputation. Accordingly, the College will:

*Continue to have one of the premier business schools in the country while ensuring that our programs in public affairs and the liberal arts are national leaders in their fields*

- This goal will require each of the College's three Schools to become respective leaders in their fields and to be recognized as such by distinguished peers at other highly ranked institutions. Achievement of this objective will require different strategies, approaches and focus by the three Schools, for each is presently in a different place with respect to quality, reputation and aspirations. But nothing less than a dedicated effort by each School towards these goals will allow Baruch to flourish and take advantage of our remarkable institutional history, location, curricular focus and culture.
- As the largest and one of the most prestigious business schools in the United States, located in the heart of the global business community in Manhattan and long the flagship of Baruch, the Zicklin School of Business will seek to become ranked among the top 25 business schools in the country at both the undergraduate and MBA levels. The School will seek to enhance the quality and prominence of its Ph.D. program in business, maintain its particular focus of excellence on accounting and finance and increase its focus on international business. The School will also develop outstanding programs in real estate and entrepreneurship and explore other areas for innovation in the curricula, as appropriate.
- The Weissman School of Arts and Sciences will prepare all Baruch undergraduates to understand and contribute to a multi-faceted and changing world. The School will take advantage of New York City as a laboratory for the study of international commerce, culture and the arts. Over the next six years, the School will strengthen the quality of its programs in applied mathematics, communications, journalism, psychology and urban studies, areas where exceptional expertise already exists and which are of specific interest to students. The School expects these five areas to be benchmarked among the top undergraduate programs of their kind in the country within ten years. The School will strategically invest in its graduate corporate communications, industrial and organizational psychology and applied mathematics for finance programs while exploring other areas for future development.
- The School of Public Affairs will seek national recognition for its programs in nonprofit management, policy analysis, public management and health care policy. Through its academic programs and community partnerships, it will promote its role in educating leaders in government, education, health care and nonprofit sectors. Over the next two years, the School will conduct a feasibility study for establishing a Ph.D. program in public affairs and over the next ten years, the School expects to be ranked among the top 25 public affairs programs in the United States, with its programs in nonprofit management and public management ranked among the top 25 nationally.

- The College will strengthen inter-School collaboration and develop additional cross-School curricular and other educational programs, including entrepreneurship, immigration studies, global studies and the study of diversity. Other new programs will be developed to expand choices for both undergraduate and graduate students. Building and maintaining appropriate library and information resource and service infrastructure to support academic programs is critical to a strong curriculum. The College will build a nationally recognized Institute for Demographic Study around the Baruch Survey Research Unit and the U.S. Census Bureau Research Data Center, a collaborative effort with the Census Bureau and 14 prominent research organizations in New York, New Jersey and Connecticut housed at Baruch. The Institute will support a diverse range of scholarship appealing to researchers in all three Schools of the College and throughout the City University of New York.

*Recruit, develop and retain a faculty of international quality*

- Central to Baruch's aspirations is the quality of its faculty. Baruch will continue to recruit a high caliber international faculty and maintain rigorous standards for tenure and promotion. We will support faculty in their work and professional development and expect faculty to be meaningfully involved in the life of the College and contribute to its vitality and quality. We will seek to involve adjunct faculty more fully in the life of the College, and continue to seek ways to increase the participation of all of our faculty in teaching, research and service.
- The College will promote teaching excellence by mentoring new faculty members; developing new master teaching workshops; providing travel support to attend conferences and consult with national experts in college level pedagogy. Recognizing that the College will continue to offer large classes for some part of the student experience, the College will endeavor to be outstanding in this category and in the forefront of using technology in the classroom as a tool to enhance learning.
- The College will strengthen the research culture on campus through improved research incentives for both junior and senior faculty; greater recognition for published research; new approaches to faculty development and retention; summer support for research; increased support for research assistants; and additional conference travel support. We will also explore areas in which we can gain a strategic advantage in research, including, for instance, large-scale social science analysis, entrepreneurship, public policy and accounting; new ways of involving undergraduate and graduate students in faculty research; and other areas in which Baruch has particular strengths.

## **II. ENSURE THE QUALITY OF THE COLLEGE EXPERIENCE FOR ALL STUDENTS**

The College is determined that it will provide students with a collegiate setting that enables them to attain their educational goals, grow as individuals, complete their studies

successfully at Baruch and establish lasting bonds with their fellow students, faculty and the institution as a whole. Accordingly, the College will:

*Strengthen the quality of the academic life for all students, while maintaining and enhancing the diversity of the student body*

- While the College will maintain its current total enrollment constant over the next six years, we will implement a vigorous enrollment management program to ensure a diverse and competitive student body; make certain that all students have access to courses they need in a timely and efficient manner; support growth in academic programs targeted for investment; and determine the optimal mix of undergraduate, graduate and international students.
- Baruch will increase the number of students in our undergraduate honors programs as a means of attracting and retaining especially well-prepared and talented students. Over the next five years, the College will develop a unified and comprehensive honors program that will be instrumental in driving undergraduate academic excellence and be recognized nationally as an innovative program of exceptional quality.
- Baruch is proud of its heritage of ensuring opportunity and quality education. The College will seek excellent students from all ethnic, cultural and economic backgrounds and will develop initiatives to ensure that retention and graduation rates are in the top 25 percentile of all urban colleges of its demographic profile. We will support pre-collegiate activities to help make matriculation seamless and to strengthen retention for all students. We will increase interactions among students who differ in race, gender, ethnicity, religion, socio-economic background, age, language, sexual orientation and disability. We will develop programs to support at-risk students.
- The College will encourage faculty to be more actively engaged with students both in their departments and in areas outside their particular fields and courses; develop more experimentation in approaches to teaching and mentoring; explore greater use of learning technologies and information technology; and make better and more informed use of student evaluations such as the National Survey of Student Engagement.
- The College will strive to have all of our students develop excellent communication abilities; strong critical thinking and reasoning capabilities; ethical awareness; information literacy; and an appreciation for diversity, social and civic responsibility and ongoing personal development. The College will address the particular written and spoken communication needs of our diverse student population through the Schwartz Communication Center, communication intensive courses and co-curricular activities that enhance student communication skills.

- The College will build a community that strongly values academic integrity. An on-going committee of faculty, students and administrators will initiate and disseminate widely a variety of best practices, including examination proctoring, class discussion, procedures for reporting violations and outreach. The College will participate in an international assessment project to strengthen academic integrity.

*Build a community of engaged students*

- Baruch will deepen the first-year experience of all students, including transfer students, to build and sustain a vibrant campus-based community committed to the success of new students and continuation of that success into later years. The College will expand its Learning Communities to make them available to all freshmen and strengthen its articulation agreements with community colleges.
- The College will build an array of activities external to the traditional classroom, including campus-wide programs that develop personal skills, leadership capabilities, ethics, professional capacities and civic responsibility. Through student clubs, workshops, interactive simulations, intensive coaching and interdisciplinary training, students will develop their emotional intelligence; strengthen their sense of community; deepen their understanding of multiculturalism; and better integrate their academic, extracurricular, personal and professional lives.
- The College will use new technological communications systems to reach all of our students, recognizing that many are commuters and most are technologically adept.
- The College will ensure that Division III intercollegiate athletics are an integral part of our total educational offerings and will encourage our students to become champions. We will build and foster an environment where academic integrity, social responsibility, collaboration and athletic excellence are highly valued. We will develop athletic programs that produce CUNY and regional championships.

*Strengthen student affairs services and programs*

- The College will achieve excellence in all aspects of student services and create a seamless flow of services, including fully integrating incoming undergraduate student programs; developing one-stop student-services; implementing Web-based academic advisement tools; and enhancing the knowledge and commitment of faculty and staff to increasing all student satisfaction through professional development programs.
- The College will expand its student placement and career services operations, helping students select their career goals; find internship opportunities and full-time employment upon graduation; engage in faculty-directed research activities; successfully seek post graduate educational opportunities; and participate in alumni mentoring programs. A focus on pre-law advising will be developed.

Graduate student placement and support services are an integral part of each School, closely tied to the specific academic program, and will be fully supported by the College.

- The College will fully integrate on-line registration, admissions and related student services functions; strengthen student development services; and improve internal communications about student services and student support. The College will use feedback from the National Survey of student Engagement to help direct our continuous improvement efforts to become best in class.

### **III. CREATE A VIBRANT URBAN CAMPUS**

The College will undertake a Campus Master Plan to ensure that our facilities appropriately advance and fully support our academic and strategic goals. There is perhaps no more visible – or complex – strategic issue facing Baruch than the renovation of the Larry and Eris Field Building at 17 Lexington Avenue, a project that will enable the College to expand significantly our classrooms, faculty offices and student, study and administrative spaces. In addition, we will take full advantage of the evolving transformative effect of technology in delivering programs, undertaking research and managing our affairs. The College will also address promptly and imaginatively a number of pressing space utilization and facilities issues. Accordingly, the College will:

#### *Develop a Campus Master Plan*

- Baruch will complete a Master Plan in 2006 to ensure that the longer-term physical development of the campus proceeds in accordance with and furtherance of the goals set forth in this *Strategic Plan* and CUNY requirements.
- With the move of the School of Public Affairs in 2005 into its own space on East 22<sup>nd</sup> Street in what is now known as the Administration Building, the College will begin a multi-year process to develop a distinguished home for the School.
- The College will conduct a feasibility study for the construction or acquisition of a 500-bed student dormitory and explore as a more immediate step the possibility of leasing student housing in order to increase our ability to recruit academically able students and enhance the sense of college community.

#### *Renovate the Larry and Eris Field Building at 17 Lexington Avenue*

- Careful planning and design of this 250,000 square foot building is of critical importance to create a south campus equal to the William and Anita Newman Vertical Campus and Newman Library further north.
- The renovation will ensure appropriate classrooms, student spaces, lounges, faculty offices and research space and administrative offices. The renovation will include environmental and sustainability considerations and technological infrastructure.

- The renovation will commemorate the historical significance of 17 Lexington Avenue as the site of The Free Academy, the first institution of free public higher education in the United States and an important component of Baruch's heritage.

*Develop a strategic technology plan*

- In order to ensure that our development and use of educational technologies remain cutting edge, the College will undertake a strategic review of our technology infrastructure needs and determine how best to provide appropriate levels and quality of electronic support.
- The College will promote faculty and staff development in the use of educational technology and support projects in distance learning and other technology-based educational ventures.
- The College will ensure that the award-winning Newman Library continues to exceed foreseeable standards for the digital revolution, including off-campus services and facilitating access to electronic information resources.

*Continue present efforts at solving a variety of facilities issues*

- Excellent steps have been taken recently to solve a number of space and facilities issues throughout the campus. Building on that initiative, the College will plan and implement solutions that bring facilities staff together with faculty, students and other College staff through the newly established Facilities Committee and prioritize projects for the benefit of the largest number of people on campus.

#### **IV. BUILD A STRONG FINANCIAL FOUNDATION**

Baruch intends to develop a sound financial base to ensure the quality of our educational programs at reasonable cost, expand the scope of our educational initiatives and retain our diversity. Accordingly, the College will:

*Increase its endowment*

- The College will begin an ambitious, multi-year capital campaign in the Spring of 2006 to raise funds for strategic initiatives with a goal of increasing our endowment and reserves from their present value of \$100 million to at least \$200 million over the next six years.
- The College will grow alumni support by expanding our Alumni Relations Office, building a federation of alumni groups throughout the world and providing alumni support services and events befitting a large urban institution. The College will strengthen attachment to Baruch early on and develop stronger alumni affiliation and connection upon graduation. In particular, the College will grow the percentage of alumni contributing to Baruch from 10% to 20% within six years.
- The College will ensure that the Baruch College Fund continues to be an integral part of the College's strategic fund-raising initiatives and plays a critical role in

the development and guidance of the College, as it has so successfully done over the past decade.

*Diversify the funding streams*

- The College will increase annual operating revenues by growing sponsored faculty research, supporting faculty research with patent or licensing potential and undertaking fee-based entrepreneurial activities. The College will assist faculty and staff seeking grants from funding agencies and will support research and student support services that may attract external funding. In particular, Baruch will increase support of the Office of Sponsored Programs and Research, with the goal of increasing the College's sponsored research from the present annual level of \$4.5 million to \$15 million over the next six years.
- The College will increase annual corporate and foundation philanthropic support from \$1.3 million to \$5 million over the next six years by expanding outreach to these organizations through designated College advancement resources and faculty and staff initiatives.
- Baruch will develop new executive education, continuing education and distance learning programs that are based upon our particular expertise in business, communication, public affairs and other areas. The College will develop the capability to offer high-end contract services in conjunction with the division of Continuing and Professional Studies and the three Schools for overall support of College programs. Overall, Baruch will increase annual revenues from these programs from \$8 million to \$12 million over the next six years.
- The College will increase annual government and community special projects support from \$1 million to \$5 million by 2011 through active solicitation of support for activities that benefit the College and our surrounding community.

**V. EMBRACE A CULTURE OF SERVICE AND ACCOUNTABILITY THAT PRODUCES EXCELLENCE**

Realization of the College's vision is dependent upon measurable progress over the next six years. Baruch will use established benchmarks – and where necessary, will establish new metrics – to allow continuous assessment of our activities, particularly those focused on student success. Baruch aspires to be a national model of institutional accountability, demonstrating that continuous and rigorous evaluation can improve the quality, focus and reliability of all of our initiatives. Accordingly, the College will:

*Select recognized measures of success that encompass all areas of the College while recognizing the distinctive strengths of our individual academic components*

- Beyond seeking to achieve international prominence for the quality and distinctiveness of our academic programs through recognized rankings, Baruch will establish national benchmarks to measure the quality of all services and support activities.

- The College will focus on student learning by making learning outcomes and assessment part of the culture, emphasizing student achievement and strengthening student advisement. The overall goal will be to define learning objectives for students; use learning assessment models that are nationally recognized to evaluate and enhance learning outcomes; and improve learning at all levels.
- The College will engage all members of the Baruch family in building community and an engaged student body. We will improve scores in the National Survey of Student Engagement and strengthen ratings in such national surveys as the Educational Benchmarking Institute Undergraduate Business Student Exit Survey and Graduate Satisfaction Surveys to the top 25 percentile of Carnegie peer institutions.
- The College will seek widespread understanding of the use of metrics within the higher education community and beyond and will encourage adoption of these approaches among other universities and colleges.

*Strengthen the professional development of all who work at Baruch to enrich the experience of all students and make the institution a better place to work*

- The College can only be as outstanding as its people are able, motivated and well supported – and an outstanding workforce has significant bearing on Baruch’s ability to be an institution that is unusually thoughtful about the quality of community on its campus.
- The College will design and implement a comprehensive approach to human resources; improve communications; provide better training opportunities for staff; develop employee feedback mechanisms; increase incentives; and broaden employee recognition programs.
- The College will invest in human development programs that will build a culture that values clear communications, strong accountability and exceptional service to all members of the campus community.

*Strengthen internal resource planning and allocation processes*

- Baruch will implement a rolling multi-year operating budget planning process and a longer-term capital budget planning process to better align resource allocation with strategic goals and objectives.
- The College will develop operating and capital budget policies that promote effective use of resources while minimizing costs.
- In order to bring greater transparency to, and internal understanding of, our financial processes and planning, the College will make available greater detail about our budget to faculty, staff, students and alumni.

- The College will improve productivity and bring people together to solve “bottlenecks” and problems collegially and promptly.

*Develop appropriate ways to measure forward movement on each of the strategic objectives and major goals in the Strategic Plan 2006-2011.*

- The College will publish an annual summary of the status of each objective, noting progress and obstacles during the past year and outlining steps to take advantage of new opportunities and respond to changed circumstances.
- Each School and administrative office will report annually on how they are contributing to the achievement of the strategic objectives and on ways in which they can assist the College to fully realize our aspirations.

## **VI. INCREASE THE VISIBILITY, RECOGNITION AND INVOLVEMENT OF THE COLLEGE IN NEW YORK CITY, THE REGION, THE COUNTRY AND THE WORLD**

As a leading public institution of higher education in New York City, Baruch has a major responsibility to contribute to the quality of life, economic development and overall vitality of the New York metropolitan area. Baruch will develop its reputation so that the quality of our programs and the success of our students and alumni are well known nationally and internationally. Accordingly, the College will:

*Develop and implement a strategic marketing and communications plan*

- As a first step, the College will appoint a Chief Communications Officer who will be responsible for marketing, advertising and internal and external communications.
- The College will ensure consistency of messages; improve “the Baruch College brand”; make full use of internal resources; and integrate electronic and print communications media.
- Baruch will create a succinct statement of identity in order to continue to attract high potential students; increase visibility with corporations for fund-raising, student placement and employment; strengthen relationships with government and nonprofit organizations for fund-raising, civic engagement and student placement; and improve outreach to alumni and friends of the College.

*Develop close relations with government and community leaders*

- The College will appoint a Director of Government and Community Relations who will be responsible for enhancing relations with city, state and national government and community leaders.
- The College will seek support from a broader base of government and community organizations and provide a forum for those organizations to present public policy issues to the larger community.

*Become a significant forum for public programs on issues related to business and civic leadership*

- The College will develop and improve the coordination of public programs to spotlight attention on important issues, showcase our faculty and, in general, bring the world to Baruch.
- As the college with the most diverse student body in the United States, Baruch College has a unique opportunity to become a public center for discussion about diversity issues in the corporate world, higher education, government policy and other arenas.
- The College will expand the activities of the various Centers and Institutes (including, for example, the Zicklin Center for Corporate Integrity, the Field Center for Entrepreneurship, the Subotnick Financial Services Center, the Schwartz Communication Institute, the Weisman Center for International Business, the Newman Real Estate Institute and various centers in the School of Public Affairs) that already engage the community in significant public and corporate policy issues. The College will focus efforts on major issues of business and government to become a public think tank, intellectual leader and open forum for significant discussion.
- The College will use all media to engage wider audiences effectively in the examination and resolution of important business and civic leadership issues through, for instance, posting lectures and summaries of faculty publications; developing Web-based discussion of selected topics; and establishing links to other electronic resources of quality.

## **CONCLUSION**

Baruch College will build upon our remarkable history to become an institution of prominence, providing education of exceptional quality to a highly talented and diverse student body, undertaking rigorous research into selected areas of societal importance and building a culture of accountability and service to our community and the world beyond. Through careful and thoughtful execution of the goals and objectives outlined in this *Strategic Plan*, Baruch will move significantly forward towards the realization of our vision.

The College is dedicated to *offering academic programs of exceptional quality; ensuring the quality of the college experience for all students; creating a vibrant urban campus; building a strong financial foundation; embracing a culture of service and accountability that produces excellence; and increasing our visibility, recognition and involvement in New York City, the region, the country and the world.* These six strategic goals delineate an interrelated set of priorities: each is important in itself; each will contribute to the achievement of the others; and each will shape a different aspect of the Baruch College of the future. All are central to move Baruch to a new stage of achievement.

*Appendix A***Membership of the Strategic Planning Council and the Task Forces****Strategic Planning Council**

Kathleen Waldron, *President (Chair)*

Paula Berggren, *Professor of English*

David Birdsell, *Acting Dean of the School of Public Affairs*

Myrna Chase, *Dean of the Weissman School of Arts and Sciences*

Ben Corpus, *Vice President for Student Development & Enrollment Management*

David Dannenbring, *Provost and Vice President for Academic Affairs*

John Dugan, *Dean of Faculty & Staff Relations, Counsel to the President*

John Elliott, *Vice President and Dean of the Zicklin School of Business*

David Gallagher, *Vice President for College Advancement*

Mary Gorman Hetherington, *Chief of Staff to the President*

Shaheen Mandani, *Undergraduate Student*

Terrence Martell, *Chair of the Faculty Senate, Saxe Distinguished Professor of Finance;  
Director of the Weissman Center for International Business*

Diane Morgan, *Graduate Student*

Alvin Puryear, *Lawrence N. Field Professor of Entrepreneurship and Professor of  
Management*

Robert Specter, *Vice President for Administration and Finance*

Lynne Weikart, *Associate Professor of Public Affairs*

Larry Zicklin, *Chairman, Baruch College Fund*

**Committee on Excellence in Teaching and Learning**

Ted Joyce, *Professor of Economics and Finance; Academic Director of the MBA in  
Health Care Administration Program (Co-Chair)*

Dennis Slavin, *Associate Provost (Co-Chair)*

Kenneth Guest, *Assistant Professor of Sociology and Anthropology*

Umme Hena, *Undergraduate Student*

Curtis Izen, *Adjunct Instructor, Computer Information Systems; Manager of Network  
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John McGarraghy, *Professor of Public Affairs*

Diane Morgan, *Graduate Student*

Harold Ramdass, *Adjunct Instructor, Department of English*

Dahlia Remler, *Associate Professor of Public Affairs*

Christine Tan, *Assistant Professor of Accountancy*

Cynthia Whittaker, *Professor and Chair of History*

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**Joint Committee on Research**

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Management (Chair)*

Turan Bali, *Associate Professor of Economics and Finance*

Neil Bennett, *Professor of Public Affairs*

Eva Chou, *Associate Professor of English*  
 Ajay Das, *Associate Professor of Management*  
 Alan Evelyn, *Director, Sponsored Programs and Research*  
 Donna Haggarty, *Executive Director of Strategic Partnerships, College Advancement*  
 David Rosenberg, *Assistant Professor of Law*  
 Tansen Sen, *Associate Professor of History*

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 Dennis Slavin, *Associate Provost (Co-Chair)*  
 Nancy Aries, *Professor of Public Affairs; Chair, SPA Curriculum Committee*  
 Phyllis Bagley, *Registrar*  
 Paula Berggren, *Professor of English*  
 Myrna Chase, *Dean, Weissman School of Arts and Sciences*  
 John Choonoo, *Director of Institutional Research*  
 David Dannenbring, *Provost and Vice President for Academic Affairs*  
 Umme Hena, *Undergraduate Student*  
 Gary Hentzi, *Associate Dean, Weissman School of Arts and Sciences*  
 Barbara Lawrence, *Associate Provost*  
 Seth Lipner, *Professor of Law; Chair, Zicklin School Undergraduate Curriculum Committee*  
 Terrence Martell, *Chair of the Faculty Senate, Saxe Distinguished Professor of Finance; Director of the Weissman Center for International Business*  
 Trudy Milburn, *Associate Professor of Communication Studies; Chair, Weissman School Graduate Curriculum Committee*  
 Tansen Sen, *Associate Professor of History; Chair, Weissman School Undergraduate Curriculum Committee*  
 Mark Spergel, *Director of Orientation*  
 Daniel Williams, *Associate Professor of Public Affairs*  
 Phyllis Zadra, *Associate Dean, Zicklin School of Business*

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 Phyllis Zadra, *Associate Dean, Zicklin School of Business (Co-Chair)*  
 Ron Aaron, *Associate Dean, Student Development*  
 Keston Barrow, *Undergraduate Student*  
 Wayne Finke, *Associate Professor of Modern Languages and Comparative Literature; Faculty Senate*  
 Robert Freedman, *Lecturer and Counselor, Dean's Office, Zicklin School, Faculty Senate*  
 Diane Gibson, *Assistant Professor of Public Affairs*  
 Shahzad Hashmi, *Graduate Student*  
 Gary Hentzi, *Associate Dean, Weissman School*  
 Anthony Hernandez, *Undergraduate Student*

Trudy Milburn, *Associate Professor of Communication Studies; Faculty Senate*  
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### **Committee on Facilities**

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 Frank Antonucci, *Acting Director of Campus Facilities and Operations (Co-Chair)*  
 Carl Aylman, *Director of Student Life*  
 Albert Croker, *Professor and Chair of Statistics and Computer Information Systems; Faculty Senate*  
 Chrystal Gayle, *Undergraduate Student*  
 Emil Gernert, *Associate Professor of Biology, Natural Science*  
 Kelly Ifill, *Undergraduate Student*  
 William McClellan, *Associate Professor of English*  
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 Barbara Sirois, *Coordinator of Services for Students with Disabilities*  
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### **Finance Advisory Committee**

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 Robert Myers, *Associate Professor and Chair of Communication Studies (Co-Chair)*  
 Anthony Battle, *Undergraduate Student*  
 Mary Finnen, *Assistant Vice President for Finance*  
 Warren Gordon, *Professor and Chair of Mathematics*  
 Andreas Grein, *Associate Professor of Marketing*  
 Sanders Korenman, *Professor of Public Affairs*  
 Erika Meyers, *Graduate Student*  
 Ben Rohdin, *Director, Administrative and Financial Services, Weissman School*  
 Sahar Sadeghian, *Undergraduate Student*  
 Lynne Weikart, *Associate Professor of Public Affairs*  
 Joseph Weintrop, *Stan Ross Professor of Accountancy*

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### **Committee on Human Resources**

Valerie Watnick, *Assistant Professor of Law; Faculty Senate (Co-Chair)*  
 Pat Imbimbo, *Director of Career Development (Co-Chair)*  
 Diane DiMartino, *Associate Professor, Library; Faculty Senate*  
 Harold Goldstein, *Associate Professor of Psychology*  
 Ana Kouziridze, *Undergraduate Student*  
 Allan Kraut, *Professor of Management*  
 Barbara Lawrence, *Associate Provost*

Karen Lyness, *Associate Professor of Psychology*  
 David McLawrence, *Graduate Student*  
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 Brian Philip, *Undergraduate Student*  
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**Committee on Productivity**

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 Arthur Downing, *Assistant Vice President for Information Technology and Chief Librarian (Co-Chair)*  
 Christine Cruz, *Undergraduate Student*  
 Sandra Mullings, *Associate Professor of Law*  
 Sandra Nieves, *Office Assistant, Finance and Administration*  
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**Committee on Visibility**

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 Michael Gillespie, *Executive Director of Communications & Marketing (Co-Chair)*  
 Norm Brust, *Alumnus*  
 Alison Griffiths, *Associate Professor of Communication Studies*  
 Doug Muzzio, *Professor of Public Affairs*  
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 Jerry Pickholz, *Alumnus*  
 James Pinnick, *Graduate Student*  
 Anna Rubanova, *Undergraduate Student*

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**Baruch College Mission Statement**

*Baruch College has a dual emphasis on undergraduate and graduate education. Baruch is distinguished in undergraduate education by a focus on professional educational degree programs integrated with the arts and sciences and by admissions standards which enroll students with the demonstrated ability and motivation to work diligently toward their academic goals. Baruch's graduate programs are designed in accordance with national standards for selective, nationally ranked graduate education. Baruch is noteworthy for its commitment to teaching and to research, for its emphasis on communication skills, for its support for lifelong learning, and for its alertness to opportunities to match the College's activities with the needs of its constituencies.*

*Specifically, Baruch emphasizes its commitment to a professional education in the business and public affairs disciplines and the necessity of a broad base in the arts and sciences to sustain that commitment. Emphasis is placed on the importance of graduate programs, which account for an increasing proportion of College enrollments, as well as on the faculty research that will sustain and attract students to those programs. Baruch envisions continuing efforts to ensure excellence in its extant programs while projecting expansion in graduate education and faculty research to extend excellence.*

*The College's reputation has been built on the high quality of its professional programs in the business and public affairs disciplines. These programs integrate a career-oriented curriculum with the arts and sciences, which are universally recognized both as a source of academic enrichment and as an integral part of a university-based professional education.*

*Housing the only Business and Public Affairs schools in the City University, Baruch emphasizes offerings at the baccalaureate, masters, and doctoral levels in business and public affairs disciplines. The baccalaureate programs of these schools blend technical career preparation with the development of the intellect and the cultivation of aesthetic and ethical values. The Arts and Sciences school offers an array of traditional majors in the arts, humanities, natural and social sciences, and also provides a selection of programs that reflect Baruch's lineage of professional education with the arts and sciences.*

*Baruch's supportive alumni credit the College with transforming their professional and personal lives; the College is confident that its programs, which derive from its unique mission, will assume increasing importance in meeting the expectations which the public holds for its educational institutions.*

*Baruch is a selective institution with a challenging curriculum consistent with its standards for admission, retention, and graduation. Its undergraduate programs, beginning in the freshman years, are designed for students whose background and motivation have prepared them for rigorous college-level work. Baruch's graduate*

*programs are designed in accordance with national standards for selective, nationally ranked graduate education.*

*Baruch's faculty is expected to balance their contributions to teaching and research. Appropriate performance in teaching includes not only the effective delivery of the curriculum, but an assessment of the curriculum measured against national standards and attention to the student-faculty relationships essential for a good teaching and learning environment. The expectations for research include the creation and dissemination of knowledge through leading scholarly publications, creative work in the fine and performing arts, participation in scholarly conferences, and involvement in the formulation of public practice and policy. The scholarly role of faculty also supports Baruch's emphasis on doctoral and master's programs suitable for maintaining a desirable proportion of graduate students in the total student body.*

*Baruch remains dedicated to its historical role as a catalyst for social, cultural, and financial mobility of a diverse student body, reflective of the demographic patterns of New York City. As a public urban college committed to the educational needs of New York City, Baruch strives to use this diversity to build an educational imperative that recognizes the increasingly multicultural nature of human enterprises. The rich variety of its community is a positive influence on the achievement of the College's goals.*

*Baruch's emphasis on business and public affairs is a significant force for community and economic development. In addition to the relationship of its degree programs to the workforce, courses in continuing studies and a variety of workshops and seminars provide opportunities for community members who want to advance their career opportunities. The College also serves as an important source of consultation for businesses, non-profit organizations, and governmental entities, and it retains close connections with its alumni, who are an increasing source of support and advocacy for Baruch's objectives.*