

GLOBAL STRATEGIC PLAN 2014-2019

Introduction

As one of the most diverse campuses in the United States, and one located in one of the most global cities in the world, Baruch College's focus has always been global. We are proud of the fact that our students hail from over 160 countries and speak over 130 languages. With this history and location in mind, Baruch is now moving forward decisively in its global efforts, which are one focus of the College's "Strategic Plan 2013-2018" and which are presented here in greater detail as the "Global Strategic Plan 2014-2019" itself. Both of these documents identify and develop strategic opportunities that will enhance the College's global identity, linking its location in the financial, non-profit and cultural center of the world to its own expertise in business, accounting, finance and entrepreneurship (Zicklin), public affairs and civil society (SPA), and culture and the arts (Weissman). These documents complement the individual strategic plans of all three schools, which incorporate global activities relevant to their own units and are each at different stages in their development.

As stated in the introduction to the Baruch College Strategic Plan, "New York City's role in economic and cultural globalization requires the College to provide its students with a globally-oriented curriculum and increased opportunities to study abroad and to interact with international students" (p.2). Consequently, this Global Strategic Plan follows in the footsteps of the College Strategic Plan by extending our commitment to access and excellence to global opportunities, perspectives and partnerships which should be operationalized as soon as possible for maximum benefit to students and faculty.

Baruch College is committed to this global effort through a number of substantive steps that are highlighted as "strategic priorities." The main focus addresses international student recruitment, student and faculty exchange and collaboration, global programs and partnerships with educational institutions, government and non-profits, corporations, and industry. However, since the plan's success requires multiple institutional commitments, both vertically and horizontally, "Institutional Effectiveness," a linchpin of the Baruch College Strategic Plan, also must be strategically highlighted. This means that the

organization of internal constituencies—basic business and administrative practices, governance, academic programs, advising, student affairs, library and IT, marketing and communication, legal and alumni relations--must be coordinated, nurtured and sustained in an integrated, systematic, and collective way to make our global efforts successful. Externally, we must be strategic in our choice of targeted countries, i.e. recognize their political, educational, and economic feasibility for partnering and their specific advantages and opportunities for Baruch, such as with Brazil and Turkey.

Above all, there must be a sustained financial commitment on the part of the College to support and incentivize all stakeholders. These would include core budgets to provide support staff, sustain programming and partnerships, as well as grants and scholarships, for example, to develop new global curricular initiatives, to support study abroad, and to encourage faculty research collaboration. In our constrained financial environment, we must create a sustainable budget model to fund our global commitments from new revenues acquired through our global activities themselves and/or through private fundraising. Consequently, developing a sustainable budget model is a central pillar of our entire institutional effectiveness priority, and will be key to the success of our global efforts at large.

Global Vision Statement

Baruch College's global commitment will: 1) enhance opportunities for its diverse—and often economically challenged—student body that has traditionally found it difficult to engage fully in the kind of wide ranging global activities that are more accessible to students from other institutions. The creation of these new opportunities will give them competitive global competencies, i.e. knowledge, skills and attitudes, realized, for example, as cross-cultural sensitivity, awareness of differences in academic cultures and disciplinary content, and foreign language skills. These competencies will add value to their degrees, particularly in a global marketplace such as New York City, 2) differentiate and distinguish the college in the global education market by demonstrating our strengths and enhancing new efforts, 3) make Baruch College a respected player in the international educational arena, especially in the context of urban, public universities.

Global Mission Statement

The core mission of Baruch College’s global strategy is to: 1) enhance curricular and extra-curricular initiatives focused on global themes in order to educate our students to world affairs during their studies at Baruch and in their post-graduate careers in order to prepare them for a future that will require them to be globally educated and literate, and 2) raise student awareness of the political, economic, cultural, social, and ethical issues related to an inter-connected world that are essential to being an informed and engaged citizen in the most cosmopolitan city in the world, 3) make the Baruch campus a welcoming, culturally-sensitive environment that will attract international students and faculty, delegations, and institutional partners, 4) take advantage of the College’s strengths--its rich diversity, high performing students, excellent faculty, strong academic reputation, and location in Manhattan—to maximize our engagement with the international academic world.

Five Strategic Priorities

1. INCREASE INTERNATIONAL STUDENT RECRUITMENT (on and off-site)

- *Recognize that the recruitment of international students should occur both on and off-site.* In the latter case, this means locations outside the borders of the United States that have been branded as “Baruch.”
- *Improve and expedite the application process for international students through better use of data and computer information systems,* including websites (both a global website and international application website) and inquiry management in order to attract and enroll students and to better track the application process from acceptance, matriculation through graduation.
- *Enhance international student transfers:* Create strategic articulation agreements, create campus events and partnerships, smooth transfer credit evaluation system.
- *Increase the number of visiting short-term, international non-degree students* (“free-movers”).
- *Institutionalize the international student experience regarding access to visas, merit scholarships, health insurance, orientation, advisement, working on campus, careers, travel, etc.*

- *Enhance outreach and marketing of Baruch to international clientele in keeping with the College's integrated marketing and communication strategy.* Tactics to include: communicate plan for enrollment marketing, publications, social media, name buys for general recruitment, and advance ESL pipeline in particular. Attend college fairs and target students who attend these events, use overseas marketing agents, host overseas educational advisors on campus, target and acquire lists when possible of international students who: (a) take the SAT, TOEFL, AP or ACT exams or who enroll in such test preparation programs, (b) are from our target countries and who earn their degree in U.S. universities, or other international students who earn their degrees in U.S. universities, (c) contact *EducationUSA* or (d) attend New York City ESL Centers.
- *Become more active locally in recruiting international students already living in the United States, e.g. from Korea, India, and China, through existing cultural community centers and organizations.*
- *Connect with CUNY community college international offices to acquire lists of international students in order to build and secure transfer pipelines to Baruch.*
- *Improve international student experience on campus by establishing an "International Student Center" that would create a "place" where international students, student clubs, faculty, and other interested people from Baruch could meet informally for social and cultural activities. Initiate a "Passport Day" to encourage more Baruch students to take the important step of applying for a passport.*
- *Launch a local "international student ambassadors" program whose members would partner and mentor international students. Create more cross-cultural activity and peer-mentoring workshops to make faculty, students and staff more culturally sensitive and responsive to international students.*
- *Offer more housing for international students.*

Success will be measured by a variety of indicators, including the increase in international inquiries, applications, follow-ups, yields, and ultimate enrollments, as well as the number of

these students who receive scholarships, and become active in student organizations on campus.

We will create local and standardized satisfaction surveys for students, faculty, and staff feedback and measure increased numbers and use other indicators.

2. **INCREASE STUDY ABROAD**

- *Institute or deepen “curriculum integration” in all three schools* that ensures that students who study in approved international destinations will fulfill requirements for their majors and graduate without delay. Formalize endorsement of study abroad destinations by departments and plans by submitting them to the Director of Study Abroad (DSA) and respective Deans. Curricula between institutions should then be articulated and approved.
- *Expand semester exchange opportunities targeted for curriculum integration and for other strategic rationales.* Although IIE’s “Generation Study Abroad” initiative encourages a 50% increase over five years, Baruch, which over the last five years has increased its study abroad by 500%, focuses on semester rather than short term programs. This choice reflects a stronger commitment to the academic benefits of longer term programs, but a less robust increase in numbers. Baruch should set rather five and ten year targets in line with our commitment to semester study abroad.
- *Create a unified College document governing academic policies and administrative procedures for study abroad.* A Study Abroad Advisory Council (SAAC), chaired by the DSA, should be developed to elaborate missions and tasks.
- *Expand Information on Study Abroad:* Centralize and simplify information paths for students seeking information on study abroad by consolidating links and eliminating confusing redundancies of information within and between all units. Revise websites and unify information.
- *Establish an Emergency Response Team and Develop an Emergency Response Plan and Protocol.* These would elaborate plans for student, faculty and administrative responsibilities when going abroad, insurance, evacuations plans because of political turmoil or illness, as well as

vaccinations, and other preparatory requirements. The same emergency response system should apply to international students at Baruch.

Success will be measured in achieving the goals set out above for increased numbers of students going abroad either to participate in semester-long study, as part of the curriculum integration initiative, or in short-term study abroad programs where semester-long study is not a viable option. However, an increase in the number of short term programs led by Baruch faculty would require a significant expansion of our current resources, not only in terms of staff, but also in terms of scholarships for students and seed money for development.

3. INCREASE FACULTY COLLABORATIVE RESEARCH

- *Provide support for travel and research:* The Vice Provost for Global Strategies and Deans should develop RFPs to encourage faculty to apply for international travel and research funds. Support should also be provided for faculty delegations to travel to partner countries and/or institutions. Faculty who receive such grants should be chosen based on their ability to create, sustain and build substantive and long term research relationships. When possible, faculty should also try to bring undergraduates into their research collaborations. Establish measurements, such as increased number of awards received, increase in joint publications or increased research funding, to set goals and benchmarks. These activities are likely to require private fundraising.
- *Facilitate collaborative conferences and/or conference presentations, as well as the preparation of collaborative papers and books.* Establish measurements based on the number of conferences held and attended, and numbers of presentations given.
- *Increase faculty development and make targeted investments to support research on global issues of particular relevance to Baruch and/or New York City,* such as health, immigration, housing or sustainability. Establish measurements based on success of groups according to 1 and 2 above.
- *Identify international or national funding agencies and other funding opportunities,* including private foundations and individual philanthropy that specifically support collaborative global research based on national/regional/city agreements or thematic relationships.

- *Encourage faculty exchanges*: Develop programs for both in-person and on-line teaching exchanges, as well as research collaborations, for example, through video conferencing. This strategy is exemplified by the new plans of the WC2 (World Cities, World Class University Network) to create faculty/student research collaboratives. Establish measurements such as number of programs and number of faculty teaching and number of students impacted.
- *Selectively and strategically engage in global university networks*, such as WC2, which provide opportunities for collaborative faculty and student research and student exchange. In the specific case of WC2, showcase our location and the robust relationship of Baruch College within the City University of New York system to New York City. These networks offer opportunities for long term, bilateral and multilateral partnerships, as well as theme-based research collaborations which maximize the public-facing nature of Baruch/CUNY. Partner with international organizations, such as the Institute of International Education, the United Nations Office for Partnerships and the Foreign Policy Association. Success will be measured by the quality collaborations and exchanges that result from such partnerships.

Success will be measured by establishing metrics noted in the points above, as well as by an increase in numbers and quality of faculty collaborations, publications, research grants, and additional revenues.

4. CREATE GLOBAL ACADEMIC PROGRAMS

- *Create single courses, elective sequences, majors, laddered study programs (e.g. provisional admission while a student takes English language courses), professional certificates*. Such global academic programs provide the substantive foundation for global partnerships of all kinds by bringing faculty and students together in a learning environment, such as the Lyon Program in the Zicklin School, the Ghent partnership in SPA, and the Salamanca Spanish language program in the Weissman School.

- *Create collaborative academic programs that link to faculty research programs* that might well include business, government, civil society organizations, and other institutional partners.
- *Place special focus on expanding International Executive Education Programs*, particularly in the Zicklin School and SPA, which can provide needed resources for the College. Offer appropriate executive classrooms and environments both at Baruch and at off-campus global sites.
- *Develop model global curricula and appropriate learning goals* for what we consider to be “global competencies” at Baruch College. The Zicklin School’s International Business Program has already developed such a model.
- *Develop model partnership, business agreements and contracts* for programs and simplify the ratification of such documents to maximize opportunities.
- *Support joint applications for grants* for academic programs and joint research, for example, grants sponsored by national governmental funding agencies, such as NSF and USAID or those of Germany, Israel, the UK or Brazil.

Success will be measured by the increased numbers in all of the areas above, the quality of research and programs, and the additional revenues.

5. BUILD INSTITUTIONAL EFFECTIVENESS INCLUDING A BUDGET MODEL TO SUPPORT GLOBAL ACTIVITIES

- *Develop a similar strategy as in the Baruch College Strategic Plan to “establish effective college-wide coordination and collaboration”* (p.14) to accommodate global activities across the College
- *Review all college business practices* to insure a smoother and more efficient system to maximize the College’s global efforts, in particular registration, credit recognition and transfer, billing, procurement, contracts and legal agreements.
- *Hire a full-time staff person to support the Vice Provost for Global Strategies and other stakeholders* in our global strategy due to increased number of students and workload. For example, the Brazil Scientific Mobility Program (BSMP), while creating substantial revenues, requires additional attention from multiple offices such as CAPS, Study Abroad, International

Student Services, and registrar. Programs such as the BSMP have posed particular challenges regarding processing applications, creating accounts, and getting course permissions for these students who cannot take all of their courses at Baruch because of their STEM focus.

- *Enhance the College's global reputation through consistency of messages and integration of the marketing function* into the early stages of planning. Create a comprehensive and unified recruitment and marketing plan, including a global website and other collateral to support that plan. Articulate and develop the Baruch story regarding our global commitment for dissemination in multiple markets and to various stakeholders, including the internal Baruch audience, global external partners and potential international students.
- *Build international alumni networks*, which not only encourage good will but also are sources of scholarships, internships and jobs; develop streams of international donors; develop organizational and institutional partnerships. Success is measured through expanded corporate and alumni networks and further invitations and donations, as well as earned income.
- *Strengthen the library's role in global activities*. The College will leverage the library's ability to deepen relationships with partner institutions abroad, support the academic success of international students, and contribute to students' multicultural experience on campus. The College will coordinate existing and planned IT efforts with the global strategy. IT infrastructure and services will be designed and deployed to support the communication, collaboration and shared learning experiences associated with the College's global initiatives.
- *Ensure that legal requirements are congruent with the College's global efforts*: The College legal office should assemble best practices for public universities engaged in global activities; institute streamlined review of exchange agreements between Baruch and partner universities both here and with CUNY Central for CUNY Board of Trustees' ratification; educate the Baruch community regarding the legal ramifications of student, faculty, and administration risk and responsibility when members of the community are abroad

- *Most importantly, establish a permanent and sustainable budget model to fund global activities in the College.* Following the example of other universities, such a budget model is often based on an established percentage of accrued income from all international activities. These revenues would sustain the office of the Vice Provost for Global Strategies with needed administrative infrastructure, funding for continued international recruitment, student and faculty support (travel, stipends, research funds), international student services, and communication and marketing. While these individual units have their own budgets, our global strategy will increase the numbers of students, volume of work and the need for funds to realize successfully the plans outlined here.

Success will be measured by instituting a sustainable budget model, as well as more efficient, coordinated and comprehensive systems throughout the college that will support and enhance the strategic priorities outlined above.

Conclusion

This Global Strategic Plan is a major step forward for Baruch College. By establishing this blueprint for the College's global engagement, we are making academic, institutional and financial commitments that will change the College in the future. We take these steps not only because they were integral to the entire Baruch College Strategic Plan, but also because it is essential that we educate our students--with their unique backgrounds--for a secure place in an increasingly competitive global market. Not coincidentally, it is precisely the global nature of all business, public affairs, and arts/culture that create this new world for our students. We must do everything we can to prepare them to face these ever-changing challenges.

Clearly, the five Strategic Priorities are quite basic. However, they are the foundation of any serious university involvement in such an academic global project. Although Baruch was involved in study abroad, international faculty collaboration, global academic programs, international student recruitment, and institutional/financial management in one way or another, the College had never taken the step to organize, coordinate, and plan its global vision systematically in this way. As part of this new

effort, the Global Strategic Plan includes not only the specific steps to be taken, but also some general metrics and outcomes for each of the priorities. However, since any strategic plan, especially one addressing the global, will constantly need to respond to change, we are aware that we must also be prepared to revisit or reshape one or the other priorities or needs. The organization and perspective of the plan will allow us to have such flexibility.

Finally, as with any strategic plan, its completion and approval are just the beginning. The next step will be implementation that would include a number of major steps: 1) a communication campaign that announces the Global Strategic Plan and what it means for the College, 2) a plan for the individual schools and other administrative units, led by their respective Deans, Directors of Global Initiatives, and administrative directors, to reassess the global components of their individual school's and administrative unit's strategic plans and to design granular school or unit plans for aligning with the College's new global strategy, 3) an assessment strategy for all five priorities in the Global Strategic Plan, 4) an enrollment plan that includes targets for international students since the matriculation of these students is essential to the financial viability and success of our global strategy, and 5) a discussion and evaluation of the global organizational infrastructure to increase budgetary and administrative efficiency.

APPENDIX

Current Organisational Structure

Vice Provost for Global Strategies (VPGS): Coordinates and develops global activities, while at the same time exploring new initiatives beneficial to the entire College.

Global Policy and Planning Committee (GPPC): Composed of the Deans of the Zicklin School of Business, Weissman School of Arts and Sciences, School of Public Affairs, Vice President for Enrollment Management and Academic Initiatives, Associate Dean of Continuing and Professional Studies, Director of the Weissman Center for International Business, Director of Study Abroad.

Cross Border Global Group: Composed of the members of the GPPC and representatives from all units on campus whose activities are affected by or affect global planning and realization. These include budget, registrar, student affairs (including international recruitment and student services), marketing/communication, library and IT, legal, fund-raising/alumni relations.

Directors of Global Initiatives: A designated person in each of the three schools who is responsible for the global activities in their respective units.

Country Focus Groups: After the VPGS and the GPPC develop a strategy for a particular country, as in the case of Turkey and Brazil, focus groups meet, including relevant faculty and /or students, in addition to administrators to advise the Baruch delegation visiting a country, or to participate in receiving a delegation from abroad.

Current Major Global Initiatives in the Schools

Zicklin School of Business, primarily from the Weissman Center for International Business

International Business Major-Undergraduate (BBA) and Graduate (MBA) Level.

Southwestern University of Finance and Economics (SWUFE) Program, China

University of Lyon, France Program, in cooperation with IAE, “International Business Practices and Policies: A European Perspective.”

International Executive Programs, Taiwan, Singapore (includes Weissman School (I/O Psych)

College of Management Academic Studies (COMAS), Israel

International Internships/Work Abroad, including travel grant supporting international =internships, Baruch Entrepreneurial Intern Fellowship Program

Zhengzhou Commodity Exchange Internship Program

The Global Student Certificate Program

Mitsui USA Lunch Time Forum Series

The Baruch-SWUFE Accounting and Management Joint Research Consortium

International Business Faculty Seminar Series

Faculty Research and Development: Zicklin-Capro Institute. Outreach to the International Business Community in New York, Import/Export Training, and CSR Sustainability Monitor.

Weissman School of Arts and Sciences

Curricular integration of study abroad for all WSAS departments underway

Summer Spanish language program in Salamanca, Spain with the Department of Modern Languages and Comparative Literature

Faculty-led programs, such as the one on Cuban Contemporary Arts and Culture

Developing a special study abroad program in the Department of Black and Latino Studies to target African-American students: program at the Pontifical Catholic University of Rio, Brazil and the University of the Witwatersrand, South Africa

International Executive Programs, Taiwan, Singapore (includes Weissman School (I/O Psych)

Pipeline relationship between the MFE Program, Department of Mathematics and Peking University. China

School of Public Affairs

Ghent University, Belgium

SWUFE, China

NAMP (Mexico and Canada (last year) Continued relationships with Carleton University, Ottawa, Canada and the TEC de Monterrey, Mexico City

Tongi University, China

Fudan University, China

Shanghai Jiao Tong University, China

University of Economics and Business, Berlin, Germany (in addition, as a site of undergraduate study abroad for the entire college)

Nanyang Technical University, Singapore

University of Palermo, Italy

EwHA (Womans University), Seoul, South Korea

National University of Buenos Aires (UBA), Facultad de Ciencias Economicas (FCE), Argentina

Universidad de Ciencias Empresarias y Sociales (UCES), Argentina

Universidad Nacional de Tres de Febrero (UNTREF), Argentina

Universidad Argentina de la Empresa (UADE), Argentina

Universidad Nacional de La Plata (UNLP), Argentina

Continuing and Professional Studies (CAPS)

Full-time Visa bearing Academic Intensive English, Intensive TOEFL Preparation, and Intensive GMAT/GRE Preparation programs.

Partnered with the Brazil Scientific Mobility Program to attract undergraduate and graduate students through the ESL program.

International Recruitment agents in China, Turkey, Russia, Brazil, Japan, Korea and Germany. Currently CAPS is exploring additional agents in Vietnam and throughout the Middle East and South America.

Joint ESL/Conditional Admission program with SWUFE.

Attending educational fairs in Vietnam in Fall 2014.

Partner with the Korean Student Association of New York to attract students and customized program to NYC.

Explore a partnership with Bogazici University.

Partnership with the Saudi Industrial Development Fund to provide Leadership Development programming

Full-time visa bearing programming for Management Practices, CABP (3 semesters), Customized at the request of corporate clients. Students can concentrate on Finance and Investments, Accounting, Management, Marketing, International Trade and Web Design.

Partnership with the International School of Management for undergraduate, Master's and Doctoral level programming.

Partnership with the U.S. Delegation of Chinese auditors to provide Auditing Techniques and Standards training.

Contract with NYIM to provide custom management programming globally.

Country Commitments

All countries in which we already have serious commitments, including: a study abroad partner, an international executive program, a significant faculty collaboration, or a site of major recruitment:

Argentina, Austria, Belgium, Brazil, Canada, China, Denmark, Dominican Republic, England, France, Germany, Hong Kong, Israel, Italy, Japan, Mexico, Netherlands, Singapore, South Korea, Spain, Sweden, Switzerland, Thailand, Taiwan, Turkey.

Targeted countries (where we focus attention and invest, either in time or money): China and Hong Kong, Brazil, Turkey, Israel; Mexico, Argentina, Canada, South Korea.

Future plans: Vietnam (primarily recruitment, training in higher education administration (SPA), possible faculty and/or student exchange for all three schools) and India (from which we have a number of graduate students in the Zicklin School, but where little attention has been paid).

Participants in the Global Strategic Planning Process

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