



# STRATEGIC PLAN 2013–2018

Baruch COLLEGE **CUNY**

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# MESSAGE FROM THE PRESIDENT



## Dear Friends,

One hundred and sixty-six years ago, Townsend Harris and other City Fathers signed an accord to create New York's and the nation's first free institution of higher education for the sons—and later, the daughters—of New York's exploding immigrant population. The idea for the Free Academy was audacious; arguably, in 1847, it was unheard of. But it is useful to keep in mind that, right where Baruch College stands today, America began an experiment in access to higher education that was intended to create a better-trained workforce for the City of New York. The experiment succeeded, and Baruch College is its most direct heir.

So where does that vision stand today? Late in the fall term of 2012, we adopted and have now released the Baruch College Strategic Plan 2013–2018. This five-year plan sketches an ambitious agenda that builds on the tremendous successes achieved throughout the history of Baruch College and, particularly, in the past two decades.

Our new Strategic Plan envisions a new way of working at the College: one that is more collaborative, more data-driven, more communicative, and more goal-oriented. We will invest in the academic and career success of our students, while recruiting and retaining, through increased faculty development support, a first-class faculty that brings the fruits of the latest research and new knowledge to the classroom. The curriculum, the faculty, and the student experience must increasingly reflect the international society in which we live. The Plan calls for us to put more of our curriculum into online and/or hybrid delivery formats, allowing us to reach new audiences, to provide additional convenience for our busy students (most of whom work either part or full time), and to take advantage of new developments in instruction.

We will recommit to deepening our already strong relationships with the local communities that we have traditionally served in New York: businesses large and small, hospitals, nonprofit organizations, cultural institutions, and city, state, and federal government agencies. These ties bring internships for our students, new executive programs, the challenge of dealing with the real world, and tremendous, direct benefit to people who live near and rely on the College.

We are committed to providing the financial support, space, equipment, and connections that are needed to reach our goals. And we will recommit ourselves, as an institution, to modernizing our business procedures and processes to deal effectively with the needs and expectations of today's students as well as faculty and staff colleagues.

I am delighted, therefore, to share with you the Baruch College Strategic Plan 2013–2018, and I look forward to pursuing the many exciting challenges and accomplishments that it identifies.

Sincerely,

**Mitchel B. Wallerstein**

President

## INTRODUCTION

Baruch College has made major strides in the last decade, achieving significant academic success and rising in national recognition, and has steadily become more desirable to prospective students and faculty.

The quality of its incoming students, retention and graduation rates, internships and study abroad, and career opportunities upon graduation have all improved markedly. The faculty has become more productive in its scholarly activities and research, even as it upholds its traditional commitment to excellence in teaching.

To maintain the College's historic mission of access and excellence will require creative adaptation to changes inside and outside higher education. 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. As the master's degree becomes the gateway to many career opportunities, the College will need to expand its graduate offerings if it is to maintain its special mission in urban education. The persistent limits on public funding will require not only continued efforts in fundraising and building the College's endowment but also expansion of revenue-raising initiatives, including graduate

programs, public private partnerships, and continuing and professional studies.

Baruch's distinctiveness has arisen in no small measure from the uniqueness and achievements of its Zicklin School of Business—the largest collegiate business school in the nation and the only AACSB-accredited business program within CUNY—whose undergraduate and graduate programs, including BBA, MBA, MS, and PhD as well as executive programs, are a vital link between the College and New York City. Baruch's identity has been built around the innovative Zicklin BBA curriculum, which integrates broad and rigorous study of the liberal arts into the professional study of business and management.

Meanwhile, the Weissman School of Arts and Sciences has become an outstanding school in its own right. Concurrently, Baruch's School of Public Affairs (SPA) has revitalized the College's public service mission by forging strong career paths for its graduates in government, higher education, the nonprofit sector and non-governmental organizations and by reinvigorating academic scholarship with respect to these fields.

Each of Baruch's three schools has its own strengths and identity; in the face of growing competition within CUNY and from outside the University, Baruch now needs to build more supportive relationships among the Schools. A central theme of this plan is the need to remove administrative and cultural barriers to interschool collaborations in teaching and research. Dramatic advances in the academic quality of students and faculty, research activity, and program innovation have outpaced many of the College's administrative structures and procedures. Organizational redesign and administrative streamlining are so central to the aims of the Strategic Plan that they have become one of its overarching goals.

## VISION AND MISSION

### VISION

Baruch College will be a global leader in public urban education, ranked among the top public colleges in the United States.

The student body, one of the most diverse in the nation, brings an unparalleled breadth of cultural experience to the campus and enriches teaching, scholarship, and student life. On this foundation, Baruch will provide students with the skills and knowledge, the perspectives and capacities, needed to pursue their aspirations in today's global city and globalized world. Through expanded global initiatives, the College will offer a curriculum that reflects students' extraordinary cultural diversity and invites them to reach in their knowledge and imagination beyond the horizon of their own identity and background.

### MISSION

Baruch College of the City University of New York remains dedicated to being a catalyst for the social, cultural, and financial mobility of a diverse student body, reflective of its historical mission—namely, to educate men and women, primarily from the City of New York, for leadership roles in business, civic and cultural affairs, and academia. It offers rigorous baccalaureate, master's, and doctoral programs to qualified students who seek careers in business, public affairs, and the arts and sciences. Integrating professional education with the arts and sciences for undergraduates, Baruch College's faculty cultivates its students' analytical ability, critical thinking, cultural awareness, and ethical sensibility. The College's graduate programs focus on professional preparation that enables students to become leaders and innovators in their fields. The faculty's contributions to knowledge reflect a commitment to teaching, research, scholarship, public policy, and artistic creativity. Through executive education, continuing studies programs, and public events, Baruch engages the larger civic and international community that includes its supportive alumni, extending the College's visibility and nurturing its global reputation.



The Free Academy (left), the nation's first institution of free public higher education, opened its doors in 1849, on what is now the site of Baruch College.

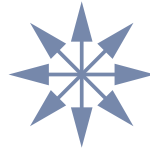


## STRATEGIC GOALS

To realize its vision over the next five years, Baruch College will seek to realize five key interrelated strategic goals.

# I

ENRICH AND EXPAND  
ACADEMIC PROGRAMS



# II

ENHANCE THE ACADEMIC  
AND CO-CURRICULAR  
EXPERIENCE



# III

DEEPEN ENGAGEMENT  
WITH THE WORLD  
OUTSIDE THE CAMPUS



# IV

ESTABLISH EFFECTIVE  
COLLEGE-WIDE COORDINATION  
AND COLLABORATION

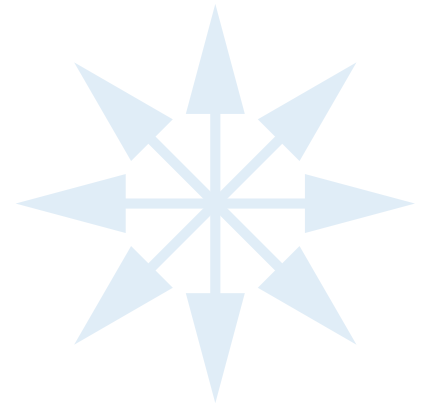


# V

STRENGTHEN FINANCIAL  
FOUNDATION AND  
INFRASTRUCTURE



## I. ENRICH AND EXPAND ACADEMIC PROGRAMS



### A. Enhance the Excellence, Distinctiveness and Cross-Pollination of Baruch's Three Schools

While continuing to develop strategies to strengthen themselves internally, the Zicklin School of Business, School of Public Affairs (SPA) and Weissman School of Arts and Sciences will explore innovative interdisciplinary and institution-wide initiatives that will make the College more than the sum of its three parts.

#### Enhance Zicklin's Distinctiveness and Competitiveness

- Distinguish Zicklin in the face of growing business programming among the other CUNY senior colleges by building on the School's status as CUNY's only program accredited by the AACSB (Association to Advance Collegiate Schools of Business) and by jointly offering the PhD in Business with the CUNY Graduate Center.
- Improve research rankings as measured by such rating agencies as the University of Texas at Dallas and the Social Science Research Network.
- Appoint and retain full-time faculty who meet the AACSB standard of "academically qualified" and adjunct faculty who are "professionally qualified."
- Strengthen the integration of the liberal arts into Zicklin by developing an enhanced liberal arts minor, emphasizing its value for BBA candidates and promoting it as a defining characteristic of the School.

- Continue program innovation through the development and implementation of new programs at the BBA, MBA, MS and PhD levels, including:
  - a Zicklin honors program for undergraduates in their junior and senior years, designed particularly to include transfer students;
  - the revised MBA core curriculum;
  - an International Business BBA major;
  - an MS in Financial Risk Management, which responds to the growing industry and public focus on this topic;
  - expansion of the Zicklin international executive programs to new locations; and
  - the joint doctoral degree in Business between Baruch and the Graduate Center.
- Incorporate student participation in competitions and the case-study approach to curriculum.

#### Build on SPA's Research Strength and Engagement with Organizations in the Sectors It Serves

- Continue to build on the goals set by SPA in its strategic plan of 2006: attracting and retaining a faculty of excellent scholars and teachers; improving the quality of an already talented, diverse student body; achieving strong professional outcomes for students and national visibility for faculty; globalizing SPA curricula.
- Improve and expand the BS in Public Affairs, which will be intensively marketed to high school students and community college transfers; make SPA undergraduates attractive candidates for funded graduate study and prepare them for careers in public service, with a



Baruch College is committed to providing the support needed for innovative, 21st-century classroom learning. Shown: One of the College's over 140 "smart" classrooms, which allow professors to apply the latest teaching technology.

- particular emphasis on their skills in policy analysis and advocacy.
- Draw on New York City's government and nonprofit sectors as a source of support, an opportunity to engage students in high-value internships, and an arena in which to engage faculty with employers in the environments the School serves.
- Establish a presence for SPA in important discussions and debates regarding how the government, nonprofit, education and health care sectors understand their purposes and measure their successes.
- Integrate and expand programs in educational administration, particularly in Higher Education Administration, to improve the academic rigor and professional impact of these degrees.
- Work with the Office of College Advancement to attract a "naming gift" for the School.

### Establish Weissman as a Destination Liberal Arts College

- Build Weissman's identity as a small liberal arts school within the larger environment of a

- pre-professional and professional institution. This distinctive identity includes outstanding core departments, a low student-faculty ratio for majors, innovative interdisciplinary initiatives, and a range of cultural experiences offered by its performing arts venues, art gallery, and writers-in-residence.
- Sustain and enhance fundamental arts and sciences disciplines, while reinforcing the dramatic rise in the quality and prestige of programs in financial engineering in the mathematics department, as well as physics and the environmental sciences.
- Continue to develop Weissman's professional emphasis in such fields as corporate communications, graphic design, journalism, and music management, adding a major in communication studies.
- Expand the initiative in global studies throughout the Weissman curriculum and seek to link the study of foreign languages to specific fields of study in Zicklin, new certificate programs and business-related minors as well as to study abroad and heritage language abilities.



Internships enrich and expand Baruch's academic programs. Above: Alyssa Alicino ('14), a Public Affairs undergraduate who participated in the White House Internship Program in Spring 2013.

- Raise awareness of Weissman as a school of choice for high-achieving New York City high school students.
- Take greater advantage of the pre-professional environment of the College to expand and refine career counseling, internships, and graduate school and professional school preparation for Weissman majors.

### Create New Cross-School Master's Programs

- Establish an integrated master's degree program in arts management that highlights Baruch's links to New York City's exceptional arts and culture organizations.
- Build a master's degree program in international affairs with the significant involvement of all three Schools.
- Extend Baruch's leadership in master's-level education within CUNY, providing students with the supplement to undergraduate education they increasingly need in highly competitive employment markets.

## B. Strengthen the Foundations of Academic Excellence Across the College

In addition to offering distinguished programs, Baruch will sharpen its identity and enhance its reputation by strengthening the academic quality of its faculty and students and improving its research and teaching infrastructure.

### Recruit, Develop and Retain an Internationally Recognized Faculty

- Increase the number of full-time faculty by 15 to 20 percent to lower the College's student-faculty ratio.
- Establish sustainable plans for regular support of research-active faculty in all three Schools.
- Increase the amount of sponsored research to at least \$12 million per year.
- Plan for and implement a strong research infrastructure, including research assistants and full-time research staff, workspace, data management capacities, library research databases, and seed money.



Baruch's three Schools will enhance their excellence, distinctiveness, and cross-pollination with each other as part of Strategic Plan 2013–2018 goals.

Shown: Steven L. Newman Hall, which houses the Newman Department of Real Estate and Newman Real Estate Institute.

- Create new and expand existing projects to which junior and senior faculty could link to accelerate their own research—initiatives along the lines of the Luxembourg Income Study formerly housed in Baruch's Department of Political Science or the National Annenberg Election Survey located at the University of Pennsylvania.
- Improve the effectiveness, support, and morale of adjunct faculty by providing them with significant opportunities for professional development and creating administrative and classroom support specifically dedicated to assisting them.
- Establish a center for teaching and learning to expand faculty development opportunities, particularly in the areas of academic integrity and the development of online and hybrid courses.
- Maximize the recruitment methods that effectively identify and attract candidates from underrepresented minorities in order to increase the diversity of the Baruch faculty.

#### **Develop a Strategy to Expand and Strengthen Baruch's Honors Programs**

- Create greater parity between the CUNY Macaulay Scholars and Baruch's honors programs, including a special course sequence and perhaps enhanced opportunities for transfer students, by identifying additional support for the Baruch programs, including a possible naming gift.
- Use the honors programs as a laboratory for best educational practices, such as the integration of external learning experiences, civic engagement, and undergraduate research into curriculum; and examine how such pilot programs might be brought to scale for all Baruch students.

#### **Expand Baruch's Capacity for and Participation in Online Education**

- Within the next five years, deliver a sufficient level of courses in online formats so that no less than 20 percent of Baruch students enroll in online or hybrid courses. Doing so will:

- provide the College an entry point into the growing online course environment on the basis of which it can determine the extent of further expansion;
- provide the critical mass necessary to support economical investments in the required technology and faculty/staff development;
- allow more efficient use of the College's limited classroom space; and
- provide a foundation for expanded outreach to international student and executive education markets and more support for commuting students.
- Upgrade classroom technology to accommodate distance learning and provide faculty development to make optimal use of the new technologies and devise effective models for supporting students online.
- Complement the College's efforts to promote global perspectives by using technology to pair Baruch instructors with instructors in other nations, especially to deliver courses that lend themselves to comparative approaches.



The Weissman School is on its way to becoming a destination liberal arts "college." Among its stellar departments: Natural Sciences.

## II. ENHANCE THE ACADEMIC AND CO-CURRICULAR EXPERIENCE



Baruch attracts a student body that is the strongest academically among the CUNY colleges and one of the most diverse of all institutions of higher education in the nation. Building on these characteristics, the College will strengthen its academic support and enhance its co-curricular environment so that students benefit intellectually and socially from the diversity around them and are engaged with the College in ways that ensure their affiliation and loyalty long after they graduate.

### Increase the Academic Caliber of Baruch Students

- Determine the optimal balance of transfer and first-time students, of graduate and undergraduate students, and of students across the three Schools to achieve the College's enrollment goals in terms of student academic quality.
- Improve Baruch's competitiveness in attracting and enrolling academically strong students by obtaining and committing greater institutional scholarship and financial aid funds and building a stronger and more advanced undergraduate admissions system with partners at CUNY, the College Board, Educational Testing Service, high schools, and community colleges.
- Expand the non-classroom academic support, tutoring, and instruction that aid students in acquiring advanced communication and quantitative skills and then in reinforcing and deepening those skills throughout their college experience.
- Coordinate the extensive assessment of student learning that now goes on at every level, from individual and multi-section courses to majors,



minors, and degree programs, and extend the process by bringing the information gained in assessment to bear on the revision and improvement of curriculum and pedagogy.

### Improve Academic Transition and Support Services

- Craft seamless academic and career advising processes that blend the two from the start of a student's education at Baruch and connect with curricular activity in each School. Such student-centered advisement will ensure balanced, complementary, and efficient guidance from the Office of Academic Advisement, faculty in academic departments, and the Schools.
- Increase the number of new students, both first time and transfer, who are placed into Learning Communities at the start of their Baruch education.
- Review the recommendations of the soon-to-be-released report of the CUNY task force on



Creating an immersive Student Life experience for all of Baruch's students is an important element of this Strategic Plan. Shown left: Annual Leadership Weekend offers a time to bond and learn for student government and club leaders. Above: The 2013 men's volleyball team—ranked #3 nationally—is a prime example of the College's investment in enhancing intercollegiate and intramural athletic opportunities.

- veterans and determine how to implement them effectively in Baruch's context.
- Continue to support and adhere to CUNY's policies on the enrollment of undocumented students.
- Formalize and expand advisement that prepares students to apply for such prestigious fellowships and scholarships as the Rhodes, Marshall and Truman, among others.

### Develop an Immersive Student Life Experience for All Baruch Students

- Increase the availability of residence hall space to accommodate five percent of the student body by the conclusion of this five-year plan, expand residence-hall programming, and pilot living-learning communities in the residence halls.
- Build intercollegiate and intramural athletics into a more significant student life opportunity, both in terms of opportunities for participation and as a catalyst for increased College spirit and cohesion.

- Establish a new student center to serve as the primary locus of student life for both commuting and residential students and to provide space for increased student organization programming.
- Obtain permission from New York City to close 25th Street between Lexington and Third Avenues and create a Baruch College commons that serves as the outdoor locus of campus activity.
- Develop cohesive undergraduate programming—related to career planning, social and environmental issues, and cultural and intellectual experiences—that provides Baruch undergraduates the fundamental ethical and civic education necessary for responsible and effective citizenship.

### Create and Expand Staff Development and Training Opportunities

- Support the enhancement of the student academic and co-curricular experience by providing staff at all levels with significant opportunities for professional development and career advancement.

### III. DEEPEN ENGAGEMENT WITH THE WORLD OUTSIDE THE CAMPUS



By deepening its engagement with the institutions and organizations of one of the world's great capitals of business, government, and culture, Baruch will seek to extend the benefit of these relationships to students and faculty as well as the citizens of New York. Hallmarks of a Baruch education will be a global perspective on world affairs and a critical awareness of the political and ethical issues of the day. Baruch graduates will be global citizens whose liberal arts and professional or pre-professional training prepares them for their career and their civic engagement in today's world.

#### Leverage the Breadth and Richness of Baruch's Relationships with New York City Organizations

- Engage students in internships, service learning, faculty contract research and other projects that address real needs of New York City organizations, integrating such experiences with classroom pedagogy and curriculum and linking them to the College's formal career advising.
- Establish greater coordination of Baruch's numerous relationships with public, private and not-for-profit organizations in the greater New York City area.
- Emphasize the importance of translational research—i.e., the ability to apply research results to communities of practice—as a means for Baruch to increase its engagement with the communities around it.

#### Make a Global Perspective Central to the Baruch Experience

- Build links between the cultural diversity of the student body and the College's international and global initiatives.
- Capitalize on the extraordinary linguistic diversity of Baruch's student body to reinforce and develop students' proficiencies in languages other than English, creating innovative academic and co-curricular programming to do so.
- Develop initiatives that meaningfully bring global perspectives into curriculum and pedagogy throughout the College.

A global perspective will be the hallmark of the Baruch experience. The College will ensure this outcome by building links between the extraordinary cultural diversity of our student body—celebrated on campus by our international flag display (left)—and our ever-expanding study abroad and executive education programs (snapshot examples right).

- Increase the number of programs and activities that encourage formal and informal cross-cultural interactions among Baruch students.
- Develop a focused set of exceptional, cross-school global studies in such areas as hemispheric studies, immigration, trade policy, and sustainability.
- Target Brazil, China, and Turkey as the initial focus for expanded international student recruitment, enhance the international capabilities of the College's admissions office, and strengthen the College's support services for international students.

#### Expand Baruch Programs Around the Globe

- Expand international executive graduate programs, such as those that already exist in Singapore and Taiwan.
- Take advantage of the Weissman Center for International Business as a focal point for expanded study abroad opportunities and international efforts, such as the current initiative with the Southwestern University of Finance and Economics in Chengdu, China.
- Finalize Zicklin's anticipated joint MBA program with The College of Management in Israel; continue development of a four-continent executive MBA among Zicklin and colleague institutions in Sydney, Paris, and Hong Kong; and explore other such joint international programming.





## IV. ESTABLISH EFFECTIVE COLLEGE-WIDE COORDINATION AND COLLABORATION



Many components of the initiatives described in this plan already exist at Baruch. What is lacking, however, is their coordination across the institution in ways that make the College a friendlier, more transparent, and less challenging place to study and work. While devising mechanisms to support such coordination may seem a practical, nuts-and-bolts effort, it is of great strategic importance to Baruch. Only by addressing such apparently mundane concerns will the College seed entrepreneurship and encourage the collaboration necessary to foster promising initiatives while ensuring their consistent quality and optimizing their revenue potential.

### Re-engineer the College's Basic Business Practices

Address, promptly and systematically, fundamental problems with Baruch's business processes by:

- identifying multiple-unit processes and understanding the hand-offs from unit to unit;
- recommending a collaborative structure for addressing such routine points of friction as billing, invoicing, registration status, and payroll, among others;
- promulgating a model to improve customer service at the College in all service and academic units; and
- building into Baruch's institutional culture the imperative of continuously improving responsiveness to constituencies in a manner consistent with the College's mission, aspirations, and academic commitments.

### Build a Strong College-Wide Governance System

Review and revise the College's charter, by-laws, and other governance documents to align them with the current nature of Baruch's student body, faculty, and curriculum.

### Develop a Programmatically Oriented Institutional IT Strategy

- Create and implement an information technology plan that examines technology needs across the College and addresses them programmatically—by purpose and strategic intent rather than by physical location, school, department or user.
- Achieve greater cabinet-level engagement with College-wide technology issues and strategy.
- Formalize a fuller participation of senior IT staff in academic and administrative planning.

### Enhance the College's Reputation and Market Position with an Integrated, College-wide Communications and Marketing Strategy

- Enhance the College's reputation internally and externally through consistency of messages and integration of the College's communication strategy into the early stages of planning for the College and its Schools, centers, and institutes.
- Continue implementation of a centralized marketing, public relations, and public affairs function to provide expertise across the entire College.
- Expand public affairs efforts beyond the city and state to include advocacy for Baruch College and public education at the federal level.



The Strategic Plan 2013–2018 envisions a new way of working at the College that is more collaborative. Above: Opened in 2001, the William and Anita Newman Vertical Campus (NVC) anticipated the College's growing need for coordination. The NVC was designed to integrate all faculty and staff offices and most of the classroom space for the Zicklin School of Business and the Weissman School of Arts and Sciences. This proximity created a host of new opportunities for multidisciplinary classes, programs, and initiatives, more of which will blossom in the coming years.

# V. STRENGTHEN FINANCIAL FOUNDATION AND INFRASTRUCTURE



Bernard Baruch, class of 1889 and memorialized in the College's bronze bench sculpture (above), was a pioneer in philanthropy to public higher education.

With the likelihood of continuing declines in public support within the time frame of this plan, Baruch is pressed to fund new initiatives while maintaining its current strengths. To achieve its vision, Baruch will need to develop a strong culture of creative entrepreneurship to generate significant new resources from both public and private sources. In addition, it must strengthen its fundraising capabilities, enhance its IT infrastructure and promptly address a series of pressing space and facilities needs.

## Establish a Sustainable Funding Plan

- Undertake a comprehensive analysis of ongoing programs and initiatives at both the College and School level that are currently funded with “soft-money” and at risk of exhausting their resources in the coming ten years.

- Prioritize such initiatives, privileging those that provide out-of-classroom instruction and support (such as writing and oral communication skills and career preparation, among others) or represent contractual obligations.
- Develop a plan to generate sustainable funding for the identified programs and initiatives that diversifies their sources of support, focuses development activity on creating endowments to provide ongoing funding, and explores revenue opportunities where appropriate.

## Increase Earned Income Through Expanded Executive Education and Contract Research

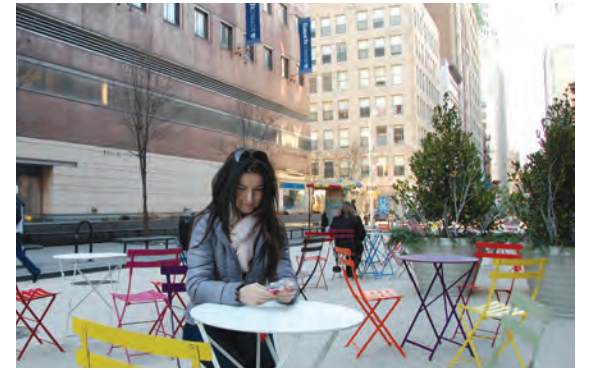
- Identify the most promising opportunities in the areas of executive education and contract research and greatly expand their revenue contribution to the College.
- Take advantage of current contractual faculty workload arrangements to encourage executive education and contract research collaborations in which Baruch covers some of the start-up, infrastructure, marketing, and administrative costs in return for a revenue-sharing agreement with the faculty involved.
- Expand Baruch's noncredit executive education programs and that of Continuing and Professional Studies in general.
- Develop better physical facilities (including a new world-class executive education teaching facility), marketing strategies, and customer service to foster the growth of executive education and contract research.

## Expand the College's Fundraising in Scale, Scope, and Creativity

- Complete successfully the current capital campaign and lay the groundwork for a new ambitious, multi-year campaign to raise funds for key strategic initiatives delineated in this strategic plan.
- Grow Baruch's endowment as a foundation for consolidating the College's gains over the past decade, even as it seeks new and diversified revenue sources.
- Increase the percentage of the roughly 80,000 Baruch alumni within 25 miles of the College who are engaged with their alma mater and contribute in meaningful ways.
- Enhance the Baruch College Fund by diversifying the composition of the board to reflect an ever-changing student body and the College's younger alumni.
- Engage Baruch's faculty and students more fully with the Office of College Advancement to identify fundraising opportunities and to create a strong culture of affiliation with Baruch among current students that emphasizes the importance of giving back to the College as alumni.

## Expand Space and Create “Place”

- Implement a comprehensive program of new construction, renovation, and leasing that substantially increases the College's total square footage—improving and expanding Baruch's facilities to accommodate growth in enrollment, faculty, degree programs, research, library use, and executive education.
- Build a new student center and a 25th Street Plaza as an important new focus for the Baruch campus community, while renovating existing facilities to improve their appearance and functionality in a sustainable manner.
- Improve the efficiency of existing facilities by reviewing class scheduling and classroom utilization processes and by exploring how hybrid and fully online courses might address some of



It is crucial that Baruch College expand its space and create a sense of place. The Interim Plaza on 25th Street (top) and hybrid and fully online courses (above) are two distinct and innovative ways to satisfy these needs.

Baruch's space needs by reducing the need to convene classes physically.

- Expand residence hall space up to 500 additional beds to accommodate an increased number of students, including undergraduate and graduate, matriculated and visiting/exchange students and international students. Explore the establishment of faculty housing to accommodate visiting/exchange faculty as well as to support the creation of living-learning communities in residence halls.
- Create a culture within the Baruch community, among students, faculty, and staff, which understands, values, and practices sustainability and seeks to solve local, regional and global sustainability challenges. As part of the College's on-going sustainable practices, achieve at least a 20 percent savings in the College's use of energy over the next five years.

# CONCLUSION: IMPLEMENTATION AND ACCOUNTABILITY

With the conclusion of the strategic planning process, Baruch’s real work begins: reshaping “on the ground” the programs, processes, and infrastructure that will allow the College to move steadily toward its new vision as a global leader in public urban education.

To this end, Baruch is dedicated to advancing its academic programs, enhancing the academic and co-curricular experience it offers its students, deepening the College’s engagement with the world beyond its campus boundaries, establishing highly effective coordination and collaboration across the College, and strengthening its financial foundation and infrastructure. These five strategic goals are interrelated: in itself, each is important to shaping a critical aspect of the Baruch of the future. However, each will also contribute to

the achievement of the others, and most importantly, collectively they will move the College to an extraordinary new level of achievement.

Critical to the realization of Baruch’s vision is the prompt development of an implementation plan that builds on the culture of accountability that the College has embraced over the past ten years through the following actions:

- Develop an action plan that identifies how Baruch will operationalize each of the initiatives it has identified to achieve the five strategic goals of the plan.
- Create a high-level strategic plan “dashboard” or “report card” comprising metrics and targets with which to monitor Baruch’s progress in achieving the goals of the plan.
- Ensure that each of the Schools completes and/or revisits its own strategic plan in light of the directions set by the College strategic plan.
- Review and update the College enrollment plan, campus master plan, technology plan, environmental sustainability plan, and assessment and institutional effectiveness plan to reflect the priorities of the strategic plan.
- Implement a planning-assessment process at the institutional, School, and program levels in which mission, goals, strategic planning, assessment, and strategies for improvement are integrated.

# APPENDIX: THE BARUCH COLLEGE STRATEGIC PLANNING PROCESS

Initiated in the fall of 2011 by Baruch’s President Mitchel B. Wallerstein, the Baruch College strategic planning process was guided by a Strategic Planning Committee (SPC) co-chaired by Provost James McCarthy and Professor Myung-Soo Lee of the Zicklin School (and currently Interim Dean of the School). With Provost McCarthy’s departure from Baruch in January 2012, leadership of the SPC passed to Professor and Chair of the English Department John Brenkman, who was named Interim Provost.

Composed of faculty, students and administrators, including the deans of the three Schools, the Committee met monthly throughout the 2011–2012 academic year to identify major strategic issues, review a variety of analytic materials, and discuss, debate, and refine successive drafts of the Strategic Plan.

The SPC was assisted in its deliberations by Anthony Knerr & Associates (AKA), strategic advisors to leading universities in the United States and Europe. In the early phases of the planning process, AKA conducted extensive individual and group interviews with faculty of each of the Schools, each of the deans and vice presidents, the Board of the Baruch College Fund, student leaders and staff of the major divisions of the College. The input of these individuals, along with the consultants’ analyses of a variety of documents and data, were the raw material from which initial hypotheses were crafted and, after extensive examination and reformulation by the SPC, articulated as the vision and major goals of the Strategic Plan.

This “penultimate” draft of the Strategic Plan was widely distributed to the Baruch community for review and comment in numerous forums. Following this process, the SPC reviewed the feedback and suggestions of the community and made appropriate changes to the plan in response. The Strategic Planning Committee then approved a final version of the plan in early November 2012 and transmitted it to the President for his review and approval.

While the Strategic Plan proposes a number of strategic goals for the next five years against the backdrop of the College’s longer-term vision, it does not lay out the numerous tasks and management decisions required to achieve these goals. These decisions are more properly the domain of an implementation plan that presents specific action steps, indicates resource requirements, pinpoints accountability and responsibility, and provides benchmarks for measuring progress.



An early, tangible Strategic Plan success: Students are already enjoying the Interim Plaza on 25th Street, which opened officially in early 2013.

## MEMBERSHIP OF THE BARUCH COLLEGE STRATEGIC PLANNING COMMITTEE

**Antonio Alfonso**, President, Undergraduate Student Government (through June 2012)

**Nancy Aries**, Director, Baruch College Honors Program

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

**John Brenkman**, Interim Provost and Senior Vice President for Academic Affairs (co-chair after January 2012) and Distinguished Professor of English

**Christopher Catalano**, President, Undergraduate Student Government (after June 2012)

**John Choonoo**, Director of the Office of Institutional Research

**Katharine Cobb**, Vice President for Administration and Finance (from May 2012)

**Joel Cohen**, President, Baruch College Fund

**Ben Corpus**, Vice President for Student Affairs & Enrollment Management and Dean of Students

**Arthur Downing**, Chief Librarian and Chief Information Officer

**John Elliott**, Dean, Zicklin School of Business (until July 2012)

**Gabriel Eszterhas**, Vice President of Administration and Finance (until late Fall 2011)

**Mark Gibbel**, Vice President for College Advancement

**Mary Gorman**, Chief of Staff, President's Office

**Louise Klusek**, Associate Professor and Librarian

**Christina Latouf**, Assistant Vice President for Communications, Marketing and Public Affairs

**Kenya Lee**, Administrative Assistant to the Strategic Planning Committee

**Myung-Soo Lee** (co-chair), Interim Dean, Zicklin School of Business (from July 2012) and Professor of Marketing and International Business

**Terrence F. Martell**, Chair of the Faculty Senate and Saxe Distinguished Professor of Finance

**James McCarthy**, Provost and Vice President for Academic Affairs (co-chair until January 2012)

**Jeffrey Peck**, Dean, Weissman School of Arts and Sciences, and Vice Provost for Global Strategies

**Mohanlall Teloki**, President, Graduate Student Assembly

**Stephanie Vullo**, Executive Legal Counsel

**Mitchel B. Wallerstein**, President

## ABOUT BARUCH COLLEGE

A senior college in the City University of New York (CUNY) system, Baruch College is ranked among the region's and nation's top colleges by *U.S. News & World Report*, *Forbes*, and *Princeton Review*, among others. Baruch is regularly recognized as among the most ethnically diverse colleges in the country: its more than 17,000 students trace their heritage to over 160 countries and speak more than 100 languages.

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

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

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

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For ongoing updates to the College's  
Strategic Plan 2013–2018, visit  
[www.baruch.cuny.edu/strategicplan](http://www.baruch.cuny.edu/strategicplan).



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