

**Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One**

Strategic Plan Goal	What: The Activities	Who
<b>Goal 1: Uphold the College’s long-standing commitment to excellent and effective teaching and learning.</b>		
<b>1.1. Support and promote excellence in teaching by both full-time and adjunct faculty to enhance deep learning for students.</b>		
	Create new ad-hoc Teaching Effectiveness committee or reconceive the Joint Committee on Student Evaluation of Courses and Teaching	Associate Provost for Teaching and Learning working with Assistant Provost for Assessment, Accreditation and Institutional Effectiveness and the provost; enlist colleagues from faculty and Division of Teaching and Learning
	Work with CTL and Bernard L. Schwartz Communications Institute to refine/improve faculty development activities at Baruch;	Associate Provost for Teaching and Learning working with the Center for Teaching and Learning and Bernard L. Schwartz Communications Institute directors
<b>1.1.1. Provide opportunities for engaging pedagogical development for all faculty.</b>		
	Use Honors classes as a laboratory for pedagogical development, embedding research and creative inquiry opportunities into Honors classes	Honors Program and Center for Teaching and Learning
	Work with coordinators of multi-sections courses. • Survey Department chairs and coordinators of multi-section courses about their and other instructors’ needs. • Develop a program, on a wide variety of both pedagogical and administrative issues, with an emphasis on shared learning goals and pedagogic methods to improve students’ learning experience.	Associate Provost for Teaching and Learning and Center for Teaching and Learning and Bernard L. Schwartz Communications Institute directors
<b>1.1.2. Pilot and assess a “master teacher-scholars” fellowship program to model and disseminate best practices.</b>		
	Defining a “master teaching” and her/his responsibilities will be the job of the new committee, mentioned in 1.1.	See 1.1
<b>1.1.3. Engage in, continually refine approaches to, and provide resource support for robust, sustained, College-wide, faculty-informed assessment of student learning that is in compliance with regional and specialized accreditation standards. Associate Provost for Teaching and Learning. This culture of continuous improvement will serve as a curricular and pedagogical framework</b>		
	Create a college-wide assessment committee with the assessment coordinators, associate deans, faculty from each school.	Provost, Associate Provost, Assistant Provost, School Assessment Coordinators, and Faculty
<b>1.2. Elevate the priority of effective teaching in the hiring, reappointment, promotion, and tenure processes.</b>		
	Make demonstration of teaching a normal part of the hiring process.	Provost, Deans, Department Chairs
	Develop program through Center for Teaching and Learning and/or Bernard L. Schwartz Communications Institute to assist hires with the fundamentals of syllabus construction, pedagogy, class management, and student evaluation.	Center for Teaching and Learning and/or Bernard L. Schwartz Communications Institute
	Sponsor workshops for chairs about best ways to incorporate assessment of teaching into to faculty evaluation and providing feedback to faculty, including tenured full professors, about their pedagogy.	Provost, Deans, Center for Teaching and Learning, Human Resources
	Add a performance criterion regarding assessment of teaching into Chair evaluations.	Deans
<b>1.2.1. Research and implement best practices for</b> · <i>Evaluating teaching during the hiring interview process;</i>	See 1.1 and 1.2	
· <i>Assessing and valorizing teaching excellence in the promotion and tenure review process;</i>	Teaching will be valorized only when an open conversation is held as to how teaching should be valued with respect to research. Currently, tenure is weighted toward research with expert evaluation of faculty research, but not teaching.	Provost, Deans, Chairs, Departments, P&B’s at all levels; see also 1.1 on evaluation of teaching

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<i>Improving metrics and instruments for evaluating teaching;</i>	Identify (or hire) those with expertise in the evaluation of teaching who can coordinate these efforts and provide support to the schools in strengthening evaluation tools and faculty follow up.	See 1.1; Committee on Teaching Effectiveness, Provost Office, Deans, Center for Teaching and Learning
<i>Developing guidelines for evaluating online and hybrid teaching.</i>	This should be a function of the Teaching Effectiveness Committee mentioned in 1.1 working with the CTL.	See 1.1
<b>1.2.2. Establish policies and procedures for rigorous and routine post-tenure review that includes explicit expectations for ongoing, high-quality teaching, research, and service for each category of faculty.</b>		
	Review contractual and human resources issues to understand what level of review and action is possible.	Actions here tie back to comments under 1.2. Provost's office with College Counsel
	Gain consensus on whether such review is desirable. If the answer to the foregoing is yes, add to governance documents	Deans, Chairs, Departments
<b>1.2.3. Explore the creation of an additional category of tenure-track faculty with an enhanced focus on teaching.</b>		
	Determine whether this category should be within the "professoriate" or if it would be better to use lecturer positions to enhance the focus on teaching.	Begins with discussion in the Academic Council, School P&B Committees, and Faculty Senate
	Determine whether the criteria needed to include innovation and development of colleagues.	Begins with discussion in the Academic Council, School P&B Committees, and Faculty Senate
<b>1.3. Strengthen academic support and effective resource allocation for the delivery of online and hybrid education.</b>		
	Assess faculty needs for integration of technology and delivery of online education.	Center for Teaching and Learning and BCTC
	Assist and provide ongoing support to faculty for the development and implementation on online and hybrid courses.	Center for Teaching and Learning
	Make process and outcome evaluations integral part of planning and administering online education.	Center for Teaching and Learning, Assessment
<b>1.3.1. Review current and potential courses, both traditional and online, to identify new opportunities for digital delivery.</b>		
	Identify courses that lend themselves to digital delivery and faculty who have an interest in digital delivery	Provost, Deans, Department Chairs, Faculty Senate
	Make digital delivery a part of job descriptions.	Deans
	Any such initiative to expand digital delivery of academic content must include support for students. The literature repeatedly indicates that the gap between good students and poor students widens in online courses without such support.	Associate provost and academic support services, including the Center for Teaching and Learning and Student Academic Consulting and Center
<b>1.3.2. Review and improve technology used to develop and host online courses.</b>		
	Assess whether the technological platforms are state of the art and whether there is adequate support for faculty who are interested in using these technologies. Bolster technology and/or training, if shown as necessary by the assessment.	Baruch Computing and Technology Center and Center for Teaching and Learning
<b>1.3.3. Provide pedagogical support for the design, delivery, and assessment of online/hybrid courses while building an infrastructure for disseminating best practices.</b>		
	See 1.1 for the provision of pedagogical support. Integrate the work of the Center for Teaching and Learning with Bernard L. Schwartz Communications Institute.	See 1.1
	See 1.2.1 for the evaluation of online/hybrid courses.	See 1.2.1
	See 1.1.1 for disseminating best practices	See 1.1

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<b>Goal 2: Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.</b>		
<b>2.1. Establish a College-wide vision for innovative faculty research and enhance the culture and visibility of research, scholarship, and creative activity throughout the institution.</b>		
	Re-brand scattered efforts under the umbrella of the Baruch Research Enterprise, led by College Research Officers who hold semesterly meetings and have substantive input in to decision-making around research.	Lead is Associate Provost for Research (Note: College Research Officers = RIO, Conflicts Officer, Directors of SPAR and ORCO, Chair of Joint Committee on Research, Dean of Library)
<b>2.1.1. Form a task force on research and creative inquiry to articulate a vision for, and clarify the roles of, research, scholarship, and creative activity at Baruch.</b>		
	Form a Task force; Task force should include the College Research Officers and research-active faculty from diverse fields.	Provost charges the Task force.
	Engage in a process of strategic planning around research	Associate Provost for Research
	Execute Research Strategic Plan	Deans
<b>2.1.2. Encourage faculty who are engaged in research and creative activity to include curricular examples where their research contributes to knowledge within the relevant discipline.</b>		
	Faculty encouraged to discuss in their Personal Statements how their research contributes to their teaching	Department Chairs
<b>2.1.3. Enhance the function and visibility of the Joint Committee on Research to enhance the culture of research across the College.</b>		
	Revive the Joint Committee on Research (JCR) as a key shared governance body for Goal Two.	Associate Provost for Research
<b>2.2. Support faculty research, scholarship, and artistic creation by streamlining funding-related processes and identifying internal and external funding and access to materials needed for those activities.</b>		
	Redevelop website to cohere research resources under a one-stop configuration	Associate Provost for Research
	Create a consistent (across the College) research profile for each faculty member, listing research interests	Assistant Provost for Research (TBD)
	Develop a grant-writing mentorship program for early career faculty, based on John Jay College's successful program	Assistant Provost for Research (TBD)
<b>2.2.1. Maximize student and faculty access to research materials, including datasets, e-journals, research software, computer and laboratory facilities, and other research-relevant infrastructure.</b>		
	Identify needed resources available at other CUNY campuses and investigate shared licensing/use arrangements.	VP for Info Services & Dean of Library
	Raise external funds to purchase data sets	ZBUS Dean
<b>2.2.2. Review and update plans for future facilities and other support needed for innovative research, scholarship, and artistic creation.</b>		
	Conduct a research-oriented space audit	VP for Facilities & Administration
	Reassign and realign space to prioritize active researchers	Provost

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	Access lab space at the Advanced Science Research Center	Provost
<b>2.2.3. Focus the operation of the Office of Sponsored Programs and Research so it can better connect faculty with diverse external research funding sources.</b>		
	Reorganize Sponsored Programs and Research to right-size for current volume of business and restructure for effective management.	Associate Provost for Research
	Hold weekly staff meetings of Research Development & Support staff in SPAR and ORCO	Associate Provost for Research
	Concierge approach to matching faculty with advertised funding and collaboration opportunities	SPAR Director
	Tailor in-person visits to departments, from Research Development & Support personnel	Associate Provost for Research
<b>2.2.4. Streamline processes and infrastructure relating to securing and administering external funding; ensure that grants administration and research protocol processes are transparent and efficient, and support faculty in meeting research compliance guidelines.</b>		
	Create position and hire an Assistant Provost for Research, to oversee the College Research Enterprise	Reports to Associate Provost for Research
	Create Office of Research Compliance and Outreach, to manage research data security, mobility, and ethical use	Associate Provost for Research
	Provide budget sufficient to cover annual training and certification for all Research Development and Support staff	Provost
	Provide leadership training opportunities for ORCO and SPAR Directors	Provost
	Research Area webpages redevelopment for easier navigation and access	Associate Provost for Research
	Institute a process for regular review of Centers (College) and Institutes (CUNY) to determine productivity, set goals, and hold accountable	Assistant Provost for Research (TBD, see above)
	Create an internal clearance timeline so that SPAR is not reacting to last-minute grant submissions. Our current process is not scale-able	SPAR Director
<b>2.3. Create, publicize, and fund opportunities for students to engage in research.</b>		
<b>2.3.1. Enhance undergraduate research by</b>		
· <i>Increasing course-embedded research opportunities</i>	There needs to be formally recognized home for this level of institutional transformation of curricular goals. This unit would take leadership for driving the initiative in collaboration with each school, department and program. Faculty development; Increased number of students participating in activities such as thesis and symposia	Provosts Office; The Co-sponsors of Creative Inquiry Day (Honors and BLSCI) have been the de facto home of these conversations; See 2.3.2.
· <i>Supporting departments undertaking curricular revisions</i>	See above.	Provosts Office; Co-sponsors of Creative Inquiry Day have been the de facto providers of such support
· <i>Showcasing inquiry-based teaching and learning.</i>	Leverage the experience of Creative Inquiry Day in combination with other stakeholders to achieve full-scale attainment of this goal. Begin by assessing the wide-ranging models used by other institutions with the goals of increasing disciplinary as well as student representation and extending the experience to both fall and spring terms.	Associate Provost for Teaching and Learning; Co-sponsors of Creative Inquiry Day have been the de facto home of these activities

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<b>2.3.2. Enhance creative inquiry-based learning opportunities outside the classroom so students can apply and deepen their learning by engaging in research with faculty, peers, or organizations.</b>		
	Create a recognized institutional home to coordinate with relevant stakeholders including Honors, Faculty Committee on Honors, Departments, and student support units to expand inquiry-based teaching and learning both inside and outside the school. This unit would take leadership for driving the initiative in collaboration with each school, department and program. See 2.3.1	Associate Provost for Teaching and Learning
<b>2.3.3. Improve and support opportunities for graduate students to engage with and participate in faculty-led research.</b>		
	This can be course based or based on the traditional research mentorship model.	To the extent it is course based, support can be provided through BLSCI. See 1.1.1. and VI.3.1.
<b>2.4. Maximize efforts to retain research-active faculty by emphasizing the quality and impact of their work.</b>		
	Most essential to retaining a research and creative faculty is ensuring an environment where they can carry out their work. This should be achieved through activities identified under 2.2.	
	Nominate 1-3 Distinguished Professors, particularly among high flight risk underrepresented faculty	Provost
<b>2.4.1. Recognize, highlight, and celebrate faculty achievements in research, scholarship, and artistic creation, both internally and externally, through events, forums, public relations, and nominations to prestigious awards.</b>		
	Compile and maintain lists of relevant awards and faculty research so that the two can be matched and nominations made in an ongoing and consistent way. Assign accountability and establish procedures by award to ensure that nominations are completed.	SPAR Director in consultation with Deans
	Relaunch faculty activities reporting, whether with Digital Measures or with another vendor.	Associate Provost for Research
	Hold inclusive end-of-year Baruch faculty Research and Creative Activities Reception recognizing this year's authors, recipients of funding, new patent holders, etc.	Associate Provost for Research
	Produce annual report to publicize faculty scholarship and research, modeled after John Jay College's "Impact" report. Distribute to internal and external constituents	Associate Provost for Research coordinates; Office of Communications, Marketing and Public Affairs; SPAR
	Develop a social media, communications, and marketing strategy for research that aligns with the overall College social media, communications, and marketing strategy.	Office of Communications, Marketing and Public Affairs leads

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<b>The Focus of Baruch's Renewed Curriculum</b>		
<b>3.1. Review and renew curricula in all three schools to ensure that graduates of any of Baruch's academic programs are well prepared for success, leadership, and rewarding careers.</b>		
	Assess employers' needs, review job market forecasts, compare competitor schools' curricula	Deans' offices; Programs Directors
	Create a task force comprised of faculty from all three schools to consider interdisciplinary majors, interdisciplinary graduate programs in areas such as climate change, globalization, urban affairs and determine which should be pursued.	Academic Council in consultation with program directors and curriculum committees
	Recharge the Joint Curriculum Committee to address inter-school curricular issues	Associate Provosts' offices; Deans Offices
	Revise bylaws to allow for double majors within and between schools	Program directors; Curriculum committees
	Formulate and publicize evidence-based, common understanding of the role of the arts and sciences in society and at Baruch College (e.g., skills-based, personal growth, and mixed models)	Deans' offices; curriculum committees; program directors; curriculum taskforces
	Formulate curricular strategies that leverage Baruch's unique strengths (nature of our student body; 3-school structure). E.g., x-school double majors; integrated curricula b/w departments and schools	Deans' offices; curriculum committees; program directors; curriculum taskforces
<b>3.2. Develop creative curricular innovations and programs, and build faculty expertise to develop students' capacity to address critical and emerging issues, such as: 3.2.1. Diversity, and inclusion; social justice and equity; 3.2.2. Global climate change and the need to adopt sustainable practices, beginning with individual behavior, policies and decision-making. ; 3.2.3. Digital and technological information competencies, including the application of emerging tools to the changing nature of work.</b>		
	Compile systematic inventory of extant innovative curricular activities (e.g., as related to teaching, learning, undergraduate research, etc.)	Deans' offices; Program directors; Chairs; Curriculum Committees; Assessment Committees; CTL; Schwartz Communications Institute; Curriculum taskforce; External Body
	Study trends and innovations at peer schools; update study every 2-4 years	Deans' offices; Program Directors; Chairs; Curriculum Committees; Assessment Committees; Curriculum taskforce
	Review academic program goals and assess where to fit diversity, inclusion and social justice into the curriculum (e.g., first-year seminar, Pathways and the inclusion of courses from each school, as core classes in majors and advanced degree programs)	Program directors; Chairs, Curriculum Committees; Assessment Committees
	Identify an outside body that can undertake an external review of whether the competencies being taught align with the tools being used in business, public affairs, and the arts and sciences.	Provost's office
	Undertake the external review.	Provost's office
	Identify goals based on inventory, information on peer schools, and review above OR based on external review	Provost's office; Dean's Offices; Curriculum Committee; Dean's Office; Faculty
	Establish opportunities for collaboration across Baruch and across CUNY; See 3.1 about creating an Inter-School taskforce	Provost's office; Dean's Offices; Curriculum Committee; Dean's Office; Faculty

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	Facilitate manageable cross-registration across CUNY colleges	Provost's office
	Bring in outside speakers on emerging issues (3.2.1, 3.2.2, 3.2.3) at least once a semester	Provost's office; Department Chairs; Faculty
	Conduct an inventory of existing platforms and forums for exchange and dissemination of ideas	Deans' offices; Program directors; Chairs; Curriculum committees; Assessment Committees; Center for Teaching and Learning
	Promote existing or create new platforms and forums for exchange and dissemination of ideas	Deans' offices; Program directors; Chairs; Curriculum Committees; Assessment Committees; Center for Teaching and Learning; Schwartz Communications Institute; Curriculum Taskforces
	Scale the Schwartz Communications Institute's Inclusive Pedagogy Seminar; increasing their offerings from one cohort per academic year to two. Additionally, to ensure that faculty from all three Schools have opportunities to participate, invite faculty participants in turns across disciplinary clusters.	Deans' Offices; Chairs; Curriculum Committees; Schwartz Communications Institute; Curriculum Taskforce
	Create a checklist of inclusive pedagogy practices to distribute to all faculty; Develop a suite of short, sharable resources for distribution to all faculty, including a checklist of inclusive pedagogy practices and the Very Short Guide on Inclusive Pedagogy.	Schwartz Communications Institute
	Create a module on Inclusive Pedagogy to be delivered during New Faculty Orientation	Deans' Offices; Schwartz Communications Institute
	Hire faculty with expertise in the areas below (both creating new lines and replacing old lines when they open up)	Provost's office; Dean's Offices
	Confirm existing proportions of diverse representation in faculty, staff and administrators and set targets for increasing proportions (sub-action: define "diverse", e.g., traditionally underrepresented groups)	Provost's office
	Hire and retain diverse faculty, staff, and administrators	Provost's office; Deans Offices; Office of Diversity, Compliance and Equity Initiatives; All administrators
	Inventory digital computing labs and assess whether they are adequate for the growth in digital and technological information (3.2.3) research and teaching. Expand the digital computing labs if the assessment warrants it	Baruch Computing and Technology Center
<b>3.3. Integrate the development of certain core competencies, such as those listed below, throughout the curriculum as informed by academic best practices, research, and feedback from professional associations, employers, and alumni: Critical thinking, analytical, and problem-solving skills; The application of learning to practical situations; Oral, digital, and written communication skills; Teamwork, social intelligence, and interpersonal relationship skills; Cultural and ethical competence</b>		
	Create a task force to formulate learning outcomes for core competencies and to oversee the integration of those outcomes into the curriculum	Provost's office
	Create an inventory of best practices, employer and alumni feedback, etc., regarding those core competencies.	Schwartz Communications Institute

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	Formulate Baruch-wide learning outcomes for core competencies	Task Force (see above) ; College-wide curriculum committee; Dean's offices; Academic Departments; Academic Assessment
	Formulate strategies to incorporate those core competencies into School curricula	Task Force (see above) ; College-wide curriculum committee; Dean's offices; Academic Departments; Academic Assessment
	Incorporate Baruch-wide learning outcomes into School program learning goals and annual assessment planning	College-wide curriculum committee; Dean's Offices; Academic Departments; Academic Assessment
<b>3.3.1. Further strengthen curricular innovation through resource allocation and philanthropic assistance for Baruch's specialized support entities, including: The Center for Teaching and Learning; The Schwartz Communication Institute; The Writing Center; Tools for Clear Speech; The Student Academic Consulting Center; The Conversation Partners.</b>		
	Conduct a comprehensive needs analysis of student services.	Provost's office
	Create plan to improve resources for, efficiency of, and collaboration among, student support services, based on needs assessment and inventory above.	Provost's office
	Increase faculty awareness of and participation in support services	Support Services; Dean's Offices; Department Chairs
<b>3.4. Increase experiential and inquiry-based learning opportunities so students can apply and deepen their classroom learning through disciplinary and interdisciplinary research, as well as robust learning experiences outside the classroom.</b>		
	Compile systematic inventory of extant experiential learning and inquiry-based learning opportunities	Provost's office; Dean's Offices; Academic Assessment
	Expand existing or create new platforms and forums for exchange and dissemination of ideas and best practices regarding experiential learning and inquiry-based learning across departments, programs, schools.	Provost's office ; Dean's Offices; Starr Career Development Center; Student Life
	Assess the impact of experiential learning and inquiry-based learning methods on undergraduate learning	Academic Assessment; Academic Departments
	Embed inquiry-based learning opportunities into the curriculum, provide pedagogical faculty development on inquiry-based learning, and increase participation of students and faculty at Creative Inquiry Day.	Dean's offices; Academic Departments; Honors Program; Schwartz Communications Institute
<b>3.4.1. Expand students' opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.</b>		
	Compile systematic inventory of extant service learning, civic engagement, professional development, and on-campus leadership opportunities.	Provost's office; Dean's Offices; Academic Assessment; All Four Career Offices; Student Life
	Expand existing or create new platforms and forums for exchange and dissemination of ideas and best practices regarding service learning, civic engagement, professional development, and on-campus leadership across departments, programs, schools.	Provost's office; Dean's Offices; Academic Assessment; Career Development Center; Student Life
	Assess the impact of service learning, civic engagement, professional development, and on-campus leadership opportunities on undergraduate learning	Academic Assessment; Academic Departments



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<b>3.4.2. Enhance relationships with companies and organizations in the New York City area to expand the number of relevant and purposeful paid or credit-bearing internships for Baruch students.</b>		
	Compile systematic inventory of extant curricular and co-curricular internship opportunities.	All Four Career Offices
	Based on inventory above, expand or deepen curricular and co-curricular internship opportunities (e.g., utilizing EOC program), etc.	Deans' offices; All Four Career Offices
	Assess the impact of curricular and co-curricular internship opportunities on undergraduate learning	Academic Assessment; Academic Departments
<b>3.5. Further advance progress in fulfilling the College's commitment to global perspectives, education, and experiences, through such efforts as:</b>		
	Compile systematic inventory of extant curricular and co-curricular programs, initiatives, and opportunities that enhance global perspectives.	Dean's offices; Academic Departments; Study Abroad Office; Weissman Center for International Business
	Based on inventory above, expand resources to support curricular and co-curricular programs, initiatives, and opportunities that help students attain global perspectives	Dean's offices; Academic Departments; Study Abroad Office; Weissman Center for International Business
	Assess the impact of curricular and co-curricular programs, initiatives, and opportunities with a focus on global perspectives on undergraduate learning	Academic Assessment; Academic Departments; Study Aboard Office; Weissman Center for International Business
<b>3.5.1. Faculty initiatives, such as participation in the Collaborative Online International Learning (COIL) Faculty Fellows Program; faculty-led, short-term study abroad opportunities; and globally themed sections of the First-Year Seminar, speech communication, and the Feit Seminar.</b>		
	Develop criteria and processes to enable faculty to co-teach and receive full workload credit	
	Provide course credit for faculty-led, short-term study abroad trips	
<b>3.5.2. Curricular integration of global competencies through a variety of academic majors and minors.</b>		
	Define global competencies and develop plan to integrate into curriculum	Provost's office; Task force from goal 3.3
	Provide development opportunities for faculty to incorporate global competencies	Academic Departments
	Provide funding for student participation in international student conferences, research events, etc.	Academic Departments
	Create a task force to oversee integration of global competencies OR use the task force created for Goal 3.3 above	Provost's office
	Provide pedagogical support to departments and faculty seeking guidance in such curricular innovation (this can take the form of consultations, workshops, or seminars, as needed)	Center for Teaching and Learning/Schwartz Communications Institute

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<b>3.5.3. Greater coordination of “Global Encounters” on campus, including deliberate opportunities that bring domestic and international students together in meaningful ways, and deeper engagement with New York City-based international organizations, such as the United Nations and international non-governmental organizations located in New York.</b>		
	Inventory and assess current opportunities and promotion of opportunities	International Student Service Center; Student Life; Career Center; Alumni Relations and Volunteer Engagement
	Based on inventory and assessment, create new opportunities for engagement, expand promotion of current and new opportunities, etc.	International Student Service Center; Student Life; Career Center; Alumni Relations and Volunteer Engagement
	Inventory current visits to international organizations and expand if deemed necessary	Weissman Center for International Business; Dean's Offices; Chairs and Faculty
	Create list serve based on interests	International Student Service Center; Student Life; Career Center; Alumni Relations and Volunteer Engagement
<b>3.5.4. Establishment of connections among Baruch students and alumni who are studying and living abroad.</b>		
	Create an inventory of current practices (i.e., educational and social activities) and best practices at other institutions	International Student Service Center; Alumni Relations and Volunteer Engagement
	Based on inventory and best practices research, implement new practices or expand current practices, e.g., create list serve based on interests	International Student Service Center; Alumni Relations and Volunteer Engagement
<b>3.6. Increase opportunities for life-long learners and career changers through expanded graduate, executive education, and non-degree programs.</b>		
	Compile an inventory of all existing graduate, executive, and non-degree programs	Deans' offices; Continuing and Professional Studies
	Compile information on peer schools' programs	Deans' offices; Continuing and Professional Studies
	Explore the feasibility of potential programs, e.g., stackable certificates, at each school (see details in individual school plans)	Deans' offices; Continuing and Professional Studies
	Consider granting alumni access to non-degree programs	Deans' offices; Continuing and Professional Studies; Alumni Relations
<b>3.7. Support for Developing the Renewed Curriculum : Create and sustain a culture of ongoing curricular innovation and collaboration across the College.</b>		
	Continue active curriculum management using job market and accrediting agencies' criteria	Deans' offices; curriculum committees
<b>3.7.1. Reexamine the role of the Joint Curriculum Committee to consider adding responsibility for curricular development, innovation, and cross-disciplinary fertilization.</b>		
	Charge the BC Joint Curriculum Committee with monitoring the educational objectives cited in subgoal 3.3	Provost's office
	Incorporate persons from BLSCI into this process as their work touches on these areas pedagogical development programming, based on their administrative expertise, and rich relationships with faculty and departments.	Provost's office; Schwartz Communications Institute

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<b>3.7.2. Identify and scale sustainable models for academic programs that promote interdisciplinary approaches to complex questions and problems.</b>		
	Interview faculty who have developed interdisciplinary programs to understand the challenges they face and how they can be addressed as future faculty undertake such efforts	To be determined by Academic Council
	Identify and pilot appropriate models of interdisciplinary initiatives	To be determined by Academic Council
	Create a taskforce of faculty who have developed interdisciplinary programs to understand what were the challenges they face and how they can be addressed as future faculty undertake such efforts	Provost
	Assess the models that are implemented, including identifying the number of students with minors, in interdisciplinary programs, etc.	
<b>3.7.3. Incentivize curricular innovation and connect faculty across school and departmental and boundaries using the master teacher-scholar fellows initiative as referenced above.</b>		
	Establish and build awareness of repositories of pedagogical material – at department, school, college levels	Provost’s office; Dean’s offices; department chairs; CTL; Schwartz Institute
	Survey faculty on pedagogical support they would find the most useful and research best practices at other institutions	Center for Teaching and Learning; Schwartz Communications Institute
	Create inventory of pedagogical training – at department, school, college levels – and assess training based on best practices	Provost’s office; Dean’s Office; Department Chairs; CTL; Schwartz Communications Institute
	Based on inventory, assessment, and faculty survey, provide more opportunities for short-term and long-term pedagogical training (e.g., semester-long lunch-time series, outside speakers, workshops, seminars etc.)	Provost’s office; CTL; Schwartz Communications Institute
	Based on faculty survey and research on best practices, develop additional resources to complement the Very Short Guides.	Schwartz Communications Institute
	Revise new faculty orientation in order to build a culture of learning outcomes assessment as a central instrument of curricular review and reflection and to create expectations of innovation and collaboration and to adopt learning assessment as an ongoing tool	Deans’ offices; Assessment
	Create repository of teaching observation templates	Deans’ offices; Chairs

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.</b>		
<b>4.1 Increase graduation rates for all Baruch students by ensuring that students maintain academic momentum.</b>		
<b>4.1.1. Increase the number of students taking and completing 30 credits per year.</b>		
	Increase the percentage of students who submit their First-Year Academic Planners (30 credit/academic year plan) in order to improve academic momentum for first-year students.	Undergraduate Advisement & Orientation
	Send targeted communications to all students who are not on track to complete 30 credits each year because they registered for too few, withdrew, or failed a course.	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives (OVP EMSAI)/Undergraduate Advisement
	Revise Freshman Year Seminar to include content on academic records, creating a course schedule, and how to utilize Major & Degree Maps.	New Student & Family Programs (NSFP)
	Survey all first-year students to identify the reasons why they enroll in 14 credits or fewer and collaborate with Retention & Student Success CBT to address issues identified by the survey.	NSFP; Retention & Student Success Cross Border Team
<i>Ensure adequate course availability to meet students' needs for academic momentum</i>	Create an inventory of high demand courses, and develop projections and goals to ease key bottleneck areas	Enrollment Management and Registrar
	Increase first-time success rates in courses that present access challenges due to the number of repeat enrollees through improved academic support	Academic Affairs; Deans; Academic Departments
	Revise and expand, where necessary, course schedule to better meet demand	Department chairs
<b>4.1.2. Continue and support the work of the Momentum and Completion team to identify key success indicators; monitor student progress; collect, analyze, and report data on persistence, retention, and attrition; and support student progress towards completion.</b>		
	Convene a working group to develop and implement methods to gather data on Key Performance Indicators for Retention and Graduation.	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives (OVP EMSAI), Enrollment Management, Baruch College Technology Center, Institutional Research
	Communicate regularly to the faculty and academic administration regarding data on retention, persistence, and graduation.	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives (OVP EMSAI)
	Implement new Mathematics, English, and Reading course placement criteria.	Testing & Evaluation

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.</b>		
<b>4.1.3. Increase graduation rates as follows: 4.1.3.1. First-time, full-time freshmen: Four-year graduation rate to 45%; six-year graduation rate to 75%.</b>		
	Improve the practices of the Graduation Unit to better inform students of their graduation status earlier and avoid delaying their degree completion	Office of the Registrar
	Provide students with interactive tools to track their progress towards degree completion	Office of the Registrar
	Provide targeted academic advisement to students in their 4th and 5th year via an Academic Momentum Advisement Team charged with doing targeted outreach	Undergraduate Advisement & Orientation
	Create a Finish in Four Fund to provide financial support for students in their final year of study who could not otherwise remain at Baruch	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives (OVP EMSAI); College Advancement
	Continue to implement the co-requisite model for MTH 1023 and MTH 2009	SACC & Math Dept.
<b>4.1.3.2. Full-time transfer six-year graduation rate to 75%</b>		
	Create two-year degree maps for transfer students who arrive with an Associate's Degree	Advisement & Orientation
	Collaborate with Baruch's largest feeder colleges to develop four year degree maps that begin at the community college and end at Baruch	Advisement & Orientation
<b>4.1.4. Close the graduation rate achievement gap by increasing the four- and six-year graduation rates for underrepresented students.</b>		
	Identify, review, and revise, as appropriate, academic policies that have disproportionate adverse effect on URM student success	Provost; academic deans; undergraduate curriculum committees
	Implement implicit bias and cultural competency training for all faculty, administration, and staff	Chief Diversity Officer in conjunction with Cabinet; See Goal 5.1.3
	Maintain majority URM population in SEEK program	Enrollment Management, Undergraduate Admissions, SEEK
	Increase support for SEEK students to increase rates of retention and graduation	SEEK
	Secure funding to expand Success Network programming and support beyond first-year students	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives; College Advancement
	Move reporting line of Black Male Initiative (BMI) from SEEK to Office of Vice President for Enrollment Management and Strategic Academic Initiatives; hire BMI Coordinator	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.</b>		
	Elevate profile of BMI across campus	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives
<b>4.2 Ensure all Baruch students have access to the personal, academic, and professional support services they need to thrive and be successful.</b>		
	Increase emergency grants to students (for books, living, and transportation) that eliminate potential barriers to academic success.	Dean of Students; College Advancement
	Inventory current health, mental health, and wellness resources for students; Survey students regarding awareness of and satisfaction with resources; create strategic plans to improve awareness of and satisfaction with services in accordance with survey results; and increase use of Health Center services by 1-2% each year for 3 years	Dean of Students; Counseling Center; Health and Wellness
	Increase student participation in the Bearcat Transformation program to increase their knowledge of on-campus support resources (piloted in Spring 2018) .	Student Life
	Increase presence of SDS at onboarding events to encourage students to register with Student Disability Services.	Disability Services
	Increase monthly wellness seminars	Dean of Students (Health & Wellness, Substance Abuse Prevention, Residence Life)
	Increase outreach to student body about available health resources, including preventive and acute medical care.	Dean of Students (Health & Wellness, Substance Abuse Prevention, Residence Life)
	Collect and publish data regarding use and outcomes of health-related services and resources.	Dean of Students (Health & Wellness, Substance Abuse Prevention, Residence Life)
<b>4.2.2. Create a seamless student support experience through the integrated use of in-person and technology-based support services, including the development of a virtual "One Stop" shop for student services such as advising, career services, and financial aid.</b>		
	Launch Virtual One-Stop Shop via Campus Management Retain portal page	Office of the Vice President for Enrollment Management and Strategic Academic Initiatives; Baruch College Technology Center
	Integrate Starr Career Development Center into virtual One-Stop	Starr Career Development Center ; Baruch College Technology Center; Enrollment Management and Strategic Academic Initiatives
	Reduce student: academic advisor ratio by one third over life of plan	A&F/Undergraduate Advisement

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.</b>		
	Implement EAB's Student Success Collaborative to better inform advisement and facilitate more targeted communication with students regarding academic momentum issues	Undergraduate Advisement/Baruch College Technology Center/Office of the Vice President for Enrollment Management and Strategic Academic Initiatives
	Increase students' response rate for Student Course and Faculty Evaluation across the college.	Testing & Evaluation; Associate Provost
	Develop web-based services for change of grade; re-entry; diploma printing; and transcript requests	Office of Registrar
	Track student Excelsior scholarship status through their academic career.	Office of the Registrar with support from Undergrad Admissions; Financial Aid Services; Bursar; Undergrad Advisement
	Create instructional and/or informational videos for advisement; financial aid services; TAP; e-permit	Office of Vice President for Enrollment Management and Strategic Academic Initiatives/Baruch College Technology Center
	Launch text messaging service to communicate critical info to students	Office of Vice President for Enrollment Management and Strategic Academic Initiatives/Baruch College Technology Center
	Implement scholarship management software	Financial Aid Services/Baruch College Technology Center
	Train colleagues in Advisement and Financial Aid at least once a semester on use of Starr Search.	Starr CDC; Undergrad Advisement; Financial Aid Services
	Increase awareness and use of assistive technology (AT) by students with accommodations. New activity: Adopt use of UbiDuo devices around campus, as necessary.	Disability Services
Promote more effective referrals by providing faculty and staff with comprehensive information and training about the services available to students.	Create inventory of services and support available to students; share with faculty and provide targeted training on improving and increasing referrals; update inventory and training each semester	Dean of Students; Provost
	Establish a database of residence hall students that allow for the tracking and storage of information in a controlled setting.	Housing/Residence Life
	Track and monitor utilization of student programs and services in each unit of Student Affairs	Dean of Students

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Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students’ engagement, academic momentum, degree completion, and post-graduation success.</b>		
<b>4.2.2.3. Ensure that resources—including staffing, funding, space, and technology—for student-support functions such as Academic Advisement, the Counseling Center, the Student Academic Consulting Center, and the Starr Career Development Center, are sufficient to provide access to services for all students.</b>		
	Begin to right-size Undergraduate Advisement & Orientation to national advising standard by increasing staffing by 5 over the life of the plan	
	Relocate College Now program to make room for increased advisement staff	
	Seek out external funding for Starr to support staffing, technology, and space needs in order to adequately meet students’ demands.	Starr Career Development Center
	Begin to right-size Counseling Center staffing levels to national counseling standard by increasing staff by 5 full time counselors over the life of the strategic plan	Counseling Center
<b>4.2.2.4. Conduct benchmarking research at peer institutions to identify innovative student support models.</b>		
	Conduct benchmarking research on student support, including conduct, health and wellness, and residence life at peer institutions.	Dean of Students; Residence Life; Health & Wellness
	Select and administer a national benchmarking survey on health and wellness for use by SHSC	Dean of Students (Health & Wellness)
<b>4.2.3. Support students’ career development throughout their time at Baruch by infusing their experience with programs and services that engage them in self-assessment activities, help them explore and develop their talents and skills, and obtain employment in their desired field.</b>		
	Increase use of career assessments in coaching and workshops.	Starr Career Development Center
	Provide expanded support for students with disabilities to aide their career success	Disability Services
<b>4.2.4. Ensure that students enrolled in non-credit Continuing and Professional Studies and Executive Management courses and programs have access to resources that support their learning and assist them in achieving their academic and professional goals.</b>		



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Strategic Plan Goal	What: The Activities	Who
<b>Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.</b>		
<b>4.2.5. Strengthen ties to the alumni network and grow student opportunities for mentoring, experiential learning, and employment by increasing coordination between the Office Alumni Relations and Volunteer Engagement, the Office of College Advancement, various career services entities, and academic departments in all three</b>		
	Increase alumni and professional industry volunteers in our services and programs	Starr Career Development Center
	Foster partnerships between Starr, graduate Career Services Offices, Alumni Relations, Advancement, Faculty, etc.	Starr Career Development Center
	Increase alumni engagement with Starr events	Starr Career Development Center
<b>4.3 Enhance student and alumni engagement</b>		
<b>4.3.1 Develop a broad range of opportunities and enhanced physical space to strengthen engagements of undergraduate and graduate students with the College and with each other.</b>		
	Enhance operation and maintenance of current Student Center spaces in supporting programming of student clubs and organizations to facilitate engagement opportunities for undergrad and grad students	Student Life/Campus Operations
	Build collaboration between USG & GSA to increase engagement between grad and undergrad students	Student Life
<b>4.3.2. Expand the committed alumni community by engaging them with new ideas and opportunities. Increase alumni participation in student career events, recruiting, and volunteer opportunities such as mentoring.</b>		
	Increase collaborative programs and events between Starr and alumni to increase knowledge about pre- and post-graduation opportunities	Starr Career Development Center; Office of Alumni Relations

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 5: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.</b>		
<b>5.1 Create and coordinate campus-wide programming, resources, and educational opportunities regarding issues of diversity, inclusion, and cultural competence.</b>		
<b>5.1.1. Designate functions that will be responsible and accountable for coordinating strategies and disseminating information about diversity and inclusion initiatives and events on campus.</b>		
	Assess and create an inventory of current diversity and inclusion initiatives and activities to coordinate strategies, identify opportunities for collaboration, and bring more attention and resources to ongoing efforts, and to identify new initiatives and events.	Presidential Advisory Council on Diversity and Inclusion
	Create a system to aggregate and consolidate communications and maximize college community knowledge of programs and events.	Chief Diversity Officer; Chief of Staff; OCMPA; Student Life
<b>5.1.2. Create opportunities for collaboration on diversity and inclusion efforts and projects among the offices of student affairs, academic affairs, and enrollment management and strategic academic initiatives.</b>		
	Inventory potential opportunities for collaboration among offices of student affairs, academic affairs, and enrollment management.	The Academic Affairs Diversity Council and the Presidential Advisory Council on Diversity and Inclusion (see 5.3.3)
	Work with deans and department chairs to identify faculty working on diversity focused research and create inventory of efforts and initiatives.	Academic Affairs Diversity Council
<b>5.1.3. Create workshops, lecture series, forums, and training opportunities on diversity, inclusion, equity, and equality to increase cultural competence, recognizing and showcasing the expertise and talent of faculty and staff.</b>		
	Develop and promote listening sessions for faculty, staff and students to assess needs and concerns.	Presidential Advisory Council on Diversity and Inclusion (see 5.3.3)
	Develop programs, workshops, and training opportunities based on listening session feedback	Chief Diversity Officer; Executive Director of Human Resources; Director of Student Life; Chief of Staff
	Organize and execute annual diversity showcase for faculty and staff to share achievements, successes and best practices.	Provost; Associate Provosts; Chief of Staff; Chief Diversity Officer
	Implement cultural competency and implicit bias training for faculty, staff and administration. (Cross reference Goal 4.1.4)	Chief Diversity Officer in conjunction with Cabinet
	Pursue collaboration with Mellon Mays Fellowship, emulating the Mellon Faculty Diversity Project at Queens College. <a href="http://mellondiversity.qc.cuny.edu/diversity/">http://mellondiversity.qc.cuny.edu/diversity/</a>	Chief Diversity Officer; College Advancement; Provost
<b>5.2. Integrate diversity, inclusion, and cultural competency into the curriculum, infuse cultural competency in pedagogy, and support diversity-focused research.</b>		

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 5: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.</b>		
<b>5.2.1. Establish program and learning goals that include diversity, inclusion, and equity.</b>		
	Charge curriculum committees and department chairs with responsibility of identifying appropriate courses where diversity may be infused or highlighted.	Provost; Deans
	Develop and execute workshops to assist faculty with establishing program and learning goals that include diversity, inclusion and equity.	Associate Provost for Teaching and Learning; and Academic Affairs Diversity Council and Assistant Provost for Assessment, Accreditation and Institutional Effectiveness
	Create sections in First Year Seminar and Transfer Seminar focused on issues of diversity and globalization.	Director of New Student and Family Programs
<b>5.2.2. Create and fund fellowships and scholarly incentives for diversity and inclusion projects and initiatives.</b>		
	Identify X # of donors and grants to secure funding for diversity and inclusion projects and initiatives; and fellowships	Vice President for College Advancement
	Create and charge taskforce to identify criteria for fellowships and incentives composed of faculty and rep from Academic Affairs.	Provost
	Research and develop post doc program for faculty of color.	Academic Council
<b>5.2.3. Encourage cross-disciplinary collaborations around diversity and inclusion-related topics.</b>		
	Hold faculty luncheons/workshops to discuss possible areas of cross-disciplinary collaborations	Weissman Diversity Committee; Marx Diversity Committee; Zicklin Dean's Office
	Deans will lead conversations with curriculum committees to discuss potential collaborations and how to implement them	Deans
<b>5.2.4. Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.</b>		
	Hold Inclusive Pedagogy workshops, through partnership with the International Student Service Center, the Office of Diversity, Compliance and Equity Initiatives and the Center for Teaching and Learning	Associate Provost for Teaching and Learning
<b>5.3. Cultivate a College-wide value system that is respectful and mindful of the expansive diversity of the College community members.</b>		
	Develop campaign celebrating diversity and inclusion as core values of the College	Presidential Advisory Council on Diversity and Inclusion (see 5.3.3) ; Office of the President; Office of Communications and Marketing
<b>5.3.1. Establish operational and behavioral standards for conducting the work of the College with collegiality and respect.</b>		
	Develop recommended statement and guideposts/policy of civility and respect for approval by Cabinet and adoption by campus community	Presidential Advisory Council on Diversity and Inclusion (see 5.3.3) ;

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 5: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.</b>		
	Reaffirm campus wide commitment to Roberts Rules; Provide workshops on Robert's rules	Executive Committee of Faculty Senate; Academic Department Chairs; Cabinet
<b>5.3.2. Create a College-wide diversity and inclusion statement, as well as a common language for respectful discussions of diversity on campus.</b>		
	Draft recommended campus diversity and inclusion statement for adoption by Cabinet.	Presidential Advisory Council on Diversity and Inclusion (see 5.3.3)
	Hold workshops with faculty, staff and students on facilitating respectful conversations that are mindful of diversity, inclusion, equity, and equality to increase cultural competence.	Chief Diversity Officer
	Annually fund 10 members of faculty and staff to attend Undoing Racism Workshop	Office of the President/Chief Diversity Officer
<b>5.3.3. Form a Presidential Advisory Council on Diversity and Inclusion, the members of which will be representative of the faculty, staff, students, and administration and appointed by the president. Charge this Council with supporting Baruch in assessing and enhancing a diverse and respectful campus community.</b>		
	Create, charge, and develop a mission and vision for a Presidential Advisory Council on Diversity and Inclusion. Identify membership that includes faculty representation from all three schools; Disability Services; Student Affairs; members of student government; Enrollment Management; Human Resources; Office of Diversity, Inclusion and Equity Initiatives; Office of the President	President; Chief of Staff; Chief Diversity Officer
<b>5.3.4. Protect long-standing academic principles of freedom of thought and expression in all aspects of Baruch's curriculum, pedagogy, and activities.</b>		
	Develop working definition of academic freedom at Baruch College, including recommendations for ensuring and communicating.	Academic Freedom Committee of Faculty Senate
<b>5.4. Increase efforts to recruit and retain a diverse faculty, staff, and student body.</b>		
<b>5.4.1. Develop specific goals for increasing diversity and support mechanisms designed to facilitate and promote the academic success and retention of underrepresented faculty, staff, and students at Baruch College.</b>		
	Appoint Faculty Retention Working Group to identify campus climate matters and concerns expressed in exit interviews, current Campus Climate and COACHE surveys and develop recommendations to improve faculty retentions	Provost
	Develop and execute campus climate survey for staff; Analyze responses, develop goals that address outcomes and present to College Senior Staff for implementation	Executive Director for Human Resources; Assistant Provost for Assessment, Accreditation and Institutional Effectiveness; Chief Diversity Officer; Chief of Staff; Director for Institutional Research
	Assess URM student needs and develop recommended goals for increasing support, utilizing the current National Student Satisfaction Survey	Retention and Student Success Cross Border Team

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Strategic Plan Goal	What: The Activities	Who
<b>Goal 5: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.</b>		
	Use Affirmative Action plan to address diversity and equity gaps	Chief Diversity Officer
<b>5.4.2. Develop pipelines for faculty, administrators, and students from underrepresented groups.</b>		
	Research models of faculty pipeline programs at other colleges and universities and develop recommended model. Task Academic Department Chairs with implementing recommended model	Academic Council
<b>5.4.3. Recognize as service to the College the activities of those who work to foster College-wide diversity and inclusion through committee leadership, program development, and mentoring and advising of students from underrepresented groups.</b>		
	Develop a mechanism to monitor and document such service through Provost appointed working group.	Provost
	Implement methods of recognition	Provost; Deans; Department Chairs; Department Executive Committees; School P and Bs; College P and B;
<b>5.4.4. Develop mentorship opportunities for faculty and staff from underrepresented groups to improve their success in teaching, research, service, and advancement.</b>		
	Create criteria, goals and requirements for mentorship program for faculty; Identify potential faculty mentors; create model of assessing the success of the program	Academic Council
	Designate taskforce to create criteria, goals and requirements for mentorship program for staff; Identify potential staff/administrator mentors; create model of assessing the success of the program	Executive Director of Human Resources
<b>5.4.5. Develop a peer-mentorship program for students from underrepresented groups to improve academic and career success, group cohesion, and affinity.</b>		
	Organize a committee to create criteria, goals and requirements for peer mentors and a system for matching mentors to mentees; as well as monitor and assess the success of the program	Associate Dean of Students;
<b>5.4.6. Explore the creation of a Diversity and Inclusion Innovation Award for faculty and staff.</b>		
	Develop a Presidential Diversity and Leadership Award for Staff	Chief of Staff; Employee Engagement Taskforce
	Develop a Presidential Diversity and Leadership Award for Faculty	Associate Provost for Teaching and Learning and Provost

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
<b>6.1. Improve and strengthen the College’s shared governance model.</b>		
	Create and charge the Faculty Workload Research and Reassigned Time Taskforce to advise the President and Provost on the implementation of the CUNY-PSC Workload Reduction Agreement	President; Provost
	Develop a more formal consultative process for utilizing faculty senate in an advisory capacity in decision making and providing Recommendations for problems and concerns.	Faculty Senate Executive Committee; President; Provost
	Identify opportunities for a Faculty Senate Executive Committee representation on collegewide committees and taskforces that do not have formal faculty representation.	Faculty Senate Executive Committee with the President and Provost
	Appoint and charge taskforce to explore consistency of academic and administrative policies across schools and to develop recommendations for amendments to governance documents and policies as necessary.	Provost and President
<b>6.1.1. Provide additional structured and regular opportunities for faculty and administrators to discuss issues, solve problems, and substantively engage with one another.</b>		
	Hold Budget Conversations/Financial Education for Faculty Senate Executive Committee	Faculty Senate Executive Committee; Assistant Vice President for Budget
	Begin to use the Committee on Educational Technology of the General Faculty as a channel for communicating issues from faculty and informing faculty of accomplishments.	Vice President for Information and Dean of the Library
	Develop Information Sessions/Town Halls open to the College community around relevant matters, in addition to College Senior Staff, Faculty Senate and General Faculty meetings.	Chief of Staff in consultation with Cabinet and Faculty Senate Executive Committee
<b>6.1.2. Develop a culture of shared accountability for institutional effectiveness and student success among all faculty, staff, and administrators.</b>		
	Budget to evaluate revenue/expense assumptions for new & current academic programs.	Vice President for Finance and Administration; AVP Budget & Planning
	Reinvigorate and renew the mission and purpose of College Senior Staff to discuss challenges, problems and concerns and develop recommendations that facilitate the goals of the strategic plan, including but not limited to collaboration, transparency, communication, diversity and inclusion, as well as the effectiveness of the institution.	Chief of Staff and Assistant Provost for Assessment, Accreditation and Institutional Effectiveness, in consultation with Cabinet

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
<b>6.1.3. Identify opportunities and incentives to encourage faculty engagement across the College and develop a culture of robust participation.</b>		
	Use COACHE and Campus Climate survey results to identify needs and concerns to be addressed.	Provost; Associate Provosts; Faculty Senate Executive Committee
	Appoint and charge Faculty Engagement Taskforce to develop recommendations for initiatives workshops, events and lunch learns to present and initiative discussions around topical areas of interest. Taskforce to assist in execution of events along with Associate Provosts and Office of the Provost	Provost
<b>6.2. Recognize and celebrate excellence in the work and achievements of members of the faculty and staff.</b>		
<b>6.2.1. Provide exemplars of, and recognition for, high-level performance of faculty and staff who advance the mission of, and provide excellent service to, the College.</b>		
	Revise the Presidential Excellence Awards for Staff	Chief of Staff with Employee Engagement Taskforce and Managers Cross Border Team
	Develop recommendations for improvement of staff recognition	Executive Director for Human Resources; Employee Engagement Taskforce
	Appoint faculty working group to develop recommendations for faculty recognition in addition to the Faculty Convocation and the Presidential Excellence Awards for Faculty	Provost; Associate Provosts
	Encourage a culture of recognition with Employee Recognition Month activities (April)	Employee Engagement Taskforce and Department of Human Resources
	Create and Maintain tradition of Faculty Convocation	Associate Provosts; Chief of Staff; Office of Communications, Marketing and Public Affairs
	Conceptualize and launch the Baruch Faculty Scholars Reception	Associate Provosts
<b>6.2.2. Provide opportunities and encouragement for faculty and staff to share expertise with both internal and external audiences.</b>		
	Develop lunchtime series, coffee series and workshops for faculty and staff to share expertise.	Associate Provosts in consultation with Academic Council, Employee Engagement taskforce, Faculty Engagement Taskforce and Faculty Senate Executive Committee
	Create faculty salon discussions/exchange of ideas around topics identified by the faculty	Provost; Associate Provosts; Faculty identified to help spearhead
<b>6.3. Enhance resources, processes, and systems to support faculty and staff.</b>		
	Assign Taskforce to utilize results of 2019 COACHE Survey to assess faculty needs	Provost; Associate Provosts
	Develop process to assess faculty needs in addition to the COACHE and Climate surveys	Provost with Faculty Senate Executive Committee and Academic Council
	Align all three schools in the tenure and promotion process, clarify process, achieve consistency, creating transparency	Provost with Faculty Senate Executive Committee and Academic Council

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Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
<b>6.3.1. Develop a systematic approach to identify, create, and offer professional-development opportunities for faculty (both full-time and adjunct) and staff.</b>		
	Increase use of CUNY staff professional development programs through improved communications of program offerings and encouraging supervisors to allow staff time for developmental opportunities	Executive Director OHR for staff/Associate Provost & Deans for faculty
	Encourage supervisors to use evaluation process to identify staff for professional development ; and to identify needed programs	Executive Director of OHR and Executive Legal Counsel
	Assess professional development needs of the faculty.	Associate Provost for Teaching and Learning; Faculty Senate Executive Committee; Academic Council; Academic Department Chairs
	Develop surveys of staff and managers/directors to assess professional development needs of the staff.	Executive Director of Human Resources; Assistant Provost for Assessment Accreditation and Institutional Effectiveness; Director of Institutional Research
	Mid-Career Associate Professor Progression Workshop	Provost; Associate Provosts
	Appoint committee to recommend criteria for faculty fellowships for cross disciplinary research groups and support for finishing books that are under contract	Provost
<b>6.3.2. Support the development of more formal mentoring relationships among staff and faculty throughout the College.</b>		
	Develop Newly Appointed Departmental Chair Mentorship Program	Executive Director OHR for staff/Associate Provost & Deans for faculty
	Develop New Faculty Mentorship Program	Associate Provosts in consultation with Academic Department Chairs and Deans
	Develop New Staff Mentorship Program	Executive Director OHR; Employee Engagement Taskforce
<b>6.3.3. Leverage the College's existing technology resources to better support faculty and staff; provide training and support where needed to make full and efficient use of technology.</b>		
	Implement electronic time-keeping locally and then CUNY system	Vice President for Finance and Administration; Assistant Vice President for Budget & Planning; Executive Director OHR; AVP Finance
	Require the CAPS program to use the ePAF system for all part-time hires.	Assistant Vice President for Budget & Planning; Executive Director HR
	Develop routines for data reporting and dissemination for on-going compliance needs, such as JCOPE.	Assistant Vice President for Budget & Planning; Executive Director HR; Legal
	Enter all full-time POIs, regardless of role, into CUNYFirst HCM; enter all part-time POIs who need to use CUNYFirst into HCM.	Vice President for Finance and Administration; Assistant Vice President for Budget & Planning; Executive Director OHR



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Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
	Use entry into CUNYFirst as the trigger for providing all staff with Baruch email accounts.	Vice President for Finance and Administration; AVP Budget & Planning; Assistant Vice President for Information Technology; Executive Director OHR; BCTC
	Provide all staff with CUNY email accounts	Vice President for Information Services and Dean of the Library (VPISD); Assistant Vice
	Establish a faculty/staff IT training program in in H-656, the renovated classroom in the Kaplan Center.	Vice President for Information Services and Dean of the Library (VPISD); Assistant Vice President for Information Technology
	Provide CUNYFirst position management instructions and Job Aids on college website.	Assistant Vice President for Budget & Planning
	Re-design ePAF process using CUNYFirst functionality and data	Assistant Vice President for Budget & Planning; OHR director; Assistant Vice President for Information Technology
<b>6.3.4. Simplify, improve, and streamline processes to reduce or remove bureaucratic impediments and frustrations.</b>		
	Fully implement capacity of CUNY first TAMS to streamline hiring process, including full technical capacity and training/support of users	Vice President for Finance and Administration; AVP Budget & Planning; Executive Director OHR; AVP Finance for admin processes; AVP IT
	Redesign Recruitment Plan Forms so they are fillable, have dropdown menus, consistent with TAM information needs, and stored as PDFs in the TAM system.	AVP Planning & Budget; CDO
	Relocate FT Faculty Position Management and Oversight from Budget to the Office of Academic Affairs.	AVP Budget & Planning; Asst Provost
	Develop and place on website one-page Faculty Series and Non-Faculty Series recruitment guides that include links to Recruitment Plan Forms, TAM instructions, Affirmative Action Certificate, etc.	Vice President for Finance and Administration; AVP Budget & Planning; Executive Director OHR; OAA; CDO
	Eliminate the creation, workflow, circulation and storage of FT tax-levy PAFs	Assistant Vice President for Budget & Planning
	Develop Tax-Levy budget process that mandates timely and accurate entries into CF; extracts data from CF; can be updated frequently; and shows 4-years at a time.	Assistant Vice President for Budget & Planning
	Develop organizational charts based on position management data extracted from CF, and possibly generated through existing CF functionality.	Assistant Vice President for Budget & Planning
	Streamline on-boarding process with fillable forms; checklists; and secure, online submission of forms/documents	Vice President for Finance and Administration, Executive Director OHR; AVP IT
	Implement CUNY "eProcurement market" concept	Vice President for Finance and Administration; AVP Finance; Director of Purchasing

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
	Ensure all areas collecting local revenue have credit card third payer option	Vice President for Finance and Administration; AVP Finance
	Implement paperless processes for BCF & DFG	Vice President for Finance and Administration; AVP Finance; AVP Budget & Planning; AVP IT
	Review and assess OHR service model	Vice President for Finance and Administration; Executive Director OHR
	Create user guides for DFG transactions	Vice President for Finance and Administration; AVP Finance; AVP Budget & Planning
	Create Desk Procedures	AVP Finance In conjunction with various divisions
	Develop a Cash Handling Procedures Manual	Assistant Vice President for Finance
	Develop a Policy and Procedures Manual for Executive and Global Programs	Assistant Vice President for Finance
	Develop a Policy and Procedures manual for Designated Funds Group (DFG)	Assistant Vice President for Finance
	Implement additional functionality of CUNYfirst for administering Non-tax Levy Funds	Assistant Vice President for Finance; Controller
<b>6.3.5. Model a modern workplace in terms of use of space, technology, and environmentally sound practices.</b>		
	Create Wi-Fi capacity in 17 Lex	Vice President for Information Services and Dean of the Library (VPISD); AVPIT
	New printer strategy	Vice President for Information Services and Dean of the Library (VPISD); AVPIT
	Review option of virtual bookstore	Vice President for Information Services and Dean of the Library (VPISD); Vice President for Finance and Administration
	Adapt safety tips for mobile phones	Vice President for Information Services and Dean of the Library (VPISD); Vice President for Finance and Administration
	Conduct space audit & next steps identified.	Vice President for Finance and Administration; Campus Facilities; Division's Business Managers;
	Lactation room	Office of the President, Labor Relations and Campus Facilities
	Create ADA/Universal restrooms (VC/IT and Admin buildings)	Campus Facilities
	Create ADA/Universal restrooms (17 Lex building)	Campus Facilities
	<i>Complete capital projects with energy saving components:</i>	
	a) Install steam condensate receiver Tanks (VC building)	Campus Facilities
	b) Campus wide exterior door replacement	Campus Facilities
	c) Skylight panel & roof replacement (IT building)	Campus Facilities
	d) Glycol system replacement (IT building)	Campus Facilities
	e) Cooling tower replacement for server room (IT building)	Campus Facilities
	f) Strategize compressing summer classes to certain floors reducing AC needs on unutilized floors (VC building)	Campus Facilities; Registrars; Provost; Deans;
	Renovate Field Center to state of the art (VC Building)	Campus Facilities & Zicklin

## Baruch College 2018-2023 Strategic Plan Implementation Plan- Phase One

Strategic Plan Goal	What: The Activities	Who
<b>Goal 6: Enhance faculty and staff satisfaction and engagement.</b>		
<b>6.3.6. Refresh and maintain the College's current facilities, maximizing the use of existing space and exploring opportunities to expand the College's current footprint.</b>		
	Complete Ph 1a 17 Lex capital plan incl new elevators, electrical & mechanical upgrades, modern lobby and ADA compliant entrance	Vice President for Finance and Administration; AVP Campus Facilities
	Plan and begin PH 2 17 Lex renovation	Vice President for Finance and Administration; AVP Campus Facilities
	Construct permanent 25th Street Plaza	Vice President for Finance and Administration; AVP Campus Facilities
	New Student Center in Post Office	Vice President for Finance and Administration; AVP Campus Facilities
	Explore feasibility of other space at Post Office	Vice President for Finance and Administration; AVP Campus Facilities
	IT Roof & skylight repair (IT building)	Campus Facilities
	Exterior cleaning of siding and windows (IT building)	Campus Facilities
	Library master plan implementation: Condensed bookshelf installation and regaining floor space (IT building)	Vice President for Information Services and Dean of the Library (VPISD); Campus Facilities
	Library master plan implementation: Reorganization and buildout of space on floors 2 through 5 (IT building)	Vice President for Information Services and Dean of the Library (VPISD); Campus Facilities
	Consolidate Natural Science Department offices from multiple floors to 9th Floor (17 Lex)	Campus Facilities
	Convert relocated Natural Science Department Office suite into large net new teaching lab (17 Lex)	Campus Facilities
	Establish home for "Tools for Clear Speech" center (17 Lex)	Campus Facilities & Provost
	Elevator modernization & retooling of floor stops (IT building - Phase 1)	Campus Facilities
	Elevator modernization & retooling of floor stops (IT building - Phase 2)	Campus Facilities
	Elevator feasibility study for modernization & retooling/reprogramming of floor stops (VC building)	Campus Facilities
	Elevator modernization & retooling/reprogramming of floor stops (VC building)	Campus Facilities