



# STRATEGIC PLAN 2019-2024

THE WEISSMAN SCHOOL OF ARTS AND SCIENCES

**Baruch**  
COLLEGE | WEISSMAN  
SCHOOL OF ARTS  
AND SCIENCES

## Message from the Dean

Higher Education in the U.S. is facing many challenges. Budget shortfalls pose severe problems, particularly in public institutions like ours. But some challenges offer opportunity as well, like the need for innovation in an environment of rapid social change and the shifting demographics of our student body. We seek to become more flexible, unafraid of experimenting with new approaches to the way we do our work. We seek fresh strategies to fund our mission. We seek to continue making our faculty's demographic characteristics more reflective of our students'. Although we have made significant progress in the last few years, there is much yet to be accomplished. We should not be afraid of change.

I applaud the efforts of the school's executive committee to develop a roadmap in these areas. We all, faculty and staff, must work hard and work intelligently to be able to say to future members of the Weissman School that "we made a difference" for our students.

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## INTRODUCTION

The Arts and Sciences are the foundations of the modern world, the paths that connect eras and traditions, drawing on millennia-old cultures around the globe. From the arts and sciences come not just the laws of gravity and motion, not just a knowledge of the elements, an understanding of evolution and the survival of the species, but also the fundamentals of modern architecture and engineering, the roots of democracy, and the richness of the humanities.

The Weissman School of Arts and Sciences at Baruch College/CUNY (WSAS) is committed to fostering the skills of critical thinking and an appreciation for critical inquiry in our students, the better to live in this world. WSAS provides students with stimulating and enriching courses designed to challenge them to think for themselves while enabling them to command specific areas of knowledge and to master the intellectual skills they will need to be engaged, productive, and well-rounded leaders in an era whose perils and opportunities we can now scarcely imagine. A liberal arts curriculum does not teach students *what* to think; rather, the job of a thoughtful arts and sciences curriculum must be to teach students *how* to think.

The following strategic plan represents an attempt to chart an exciting and challenging course for the Weissman School during the coming five years.

## MISSION STATEMENT

The Weissman School of Arts and Sciences is one of three schools in Baruch College, the most competitive institution within the City University of New York and one of the largest and most diverse schools of its kind in the United States. It offers the resources of a world capital and a major public university together with the student-centered focus of a small liberal arts college (which, with some 3500 majors, it can legitimately claim to be). Weissman has a productive, thriving, nationally-renowned faculty of more than 225 full-time members organized into thirteen departments. It offers five graduate degrees as well as courses at all levels of undergraduate education, from foundational to capstone, and a range of interdisciplinary programs that make connections among the arts and sciences and link our disciplines to business and public affairs.

The faculty and staff of the Weissman School aspire to offer students a well-rounded education in the arts and sciences that will encourage the growth of our students as active citizens, as future professionals, and as engaged and ethical human beings. This commitment informs our efforts to promote the mastery of communication and quantitative skills, the refinement of critical and analytical abilities, and the cultivation of environmental, aesthetic, ethical, civic, and cross-cultural awareness.

The deeply held conviction that there is value in the study of the arts, humanities, social sciences, and natural sciences grounds our efforts to provide an immersive and challenging education to all our students, whether they complete a degree in one of our own programs or go on to major in business or public affairs. Weissman faculty exemplify this commitment in their teaching and in their own scholarly work, which includes distinguished contributions to their fields. Our aim is to serve our students and to provide a setting in which research, scholarship, and creative activity can flourish.

## REPORT ON THE 2013-18 STRATEGIC PLAN

The strategic plan for the years 2013-18 made a number of specific recommendations, some of which are briefly discussed below. Certain initiatives that were not directly mentioned in the previous strategic plan but grew out of the goals of that plan are also discussed. The aim here is to highlight successes and note areas for improvement. Some of the initiatives and accomplishments mentioned in this section will also be discussed at greater length in the strategic goals section of this plan, because these initiatives should be maintained and enhanced in the coming years.

- The 2013 plan envisioned Weissman as a Destination Liberal Arts College. To that end, Dean Aldemaro Romero Jr. has overseen the development of communications and social media campaigns and has made his social media initiatives a signature of his administration. Dean Romero created the role of Manager of Marketing and Communications for WSAS and undertook personally to make a video series interviewing numerous faculty members. Faculty and staff now receive a regular “Weissman Weekly” newsletter, which has improved the communication of WSAS activities and accomplishments.
- Weissman created a School Diversity Strategic Plan in 2016 (<http://files.constantcontact.com/94fe8130701/c5d7d5df-cd4b-4dd3-a648-bd5c0285c274.pdf>) and a diversity committee that meets in years when job searches are underway. These efforts have yielded encouraging increases in the diversity of the full-time faculty in WSAS. In the academic year 2018-2019 (the last one in which full-time hiring took place), 59% of the twenty-two newly hired faculty members self-reported African-American, Asian, Latino, and Native-American heritage.
- Global Studies has become a thriving program, with a growth trend in the number of minors, three new courses added to the catalog, and an interdisciplinary cohort of hires across WSAS who support and sustain students and intellectual inquiry in this area.
- Undergraduate research has flourished in WSAS, with an increasing number of students working in laboratories in the Departments of Natural Sciences and Psychology, participating in Creative Inquiry Day, and attending the International Conference of Undergraduate Research. The conference in particular speaks to numerous goals in the last plan, as it has a cross-cultural mission, draws from multiple disciplines, uses independent funding sources, and engages students of diverse backgrounds and ethnicities.
- WSAS has shown commitment to a controlled growth of its online and hybrid offerings. This chart shows the steady increase in the two main categories of offerings, hybrid and fully online courses:

<u>Online/Hybrid Classes</u>		AY15-16		AY16-17		AY17-18		AY 18-19		AY19-20	
		F15	SP16	F16	SP17	F17	SP18	F18	SP19	F19	SP20*
<b>H</b>	<b>Hybrid</b>	31	48	22	61	72	59	65	63	68	72
<b>FO</b>	<b>Fully Online</b>	14	15	20	19	17	20	26	30	29	27
<b>Subtotal</b>		<b>45</b>	<b>63</b>	<b>42</b>	<b>80</b>	<b>97</b>	<b>79</b>	<b>91</b>	<b>93</b>	<b>97</b>	<b>99</b>
<b>AY Total</b>		<b>108</b>		<b>122</b>		<b>176</b>		<b>184</b>		<b>196</b>	

*\*Proposed as of Sept, 2019*

- The school has been less successful in its efforts to grow double majors within Weissman and to increase the number of full-time faculty participating in the Freshman Learning Communities program, both important goals, so we have made recommendations in what follows for increasing visibility and engagement in these areas.

### **STRATEGIC GOALS, 2019-2024**

- I. Support and promote student learning; increase student progress toward graduation; maintain pedagogic excellence; and implement curricular revision and renewal to nourish and develop the superior quality of traditional offerings while expanding innovative learning options.
- II. Nurture an intellectual atmosphere for research, scholarship, and creative work.
- III. Sustain an environment that values and builds on our diversity, equity, inclusion, and cultural competency as a key component of our time-honored commitment to student learning, academic freedom, and robust intellectual inquiry.
- IV. Build an engaging, satisfying, and safe workplace.
- V. Strengthen the Weissman School message internally and externally, highlighting the benefits of an exceptional faculty, a broad curriculum, and an extensive arts program.

## ELABORATION OF GOALS

### **I. Support and promote student learning; increase student progress toward graduation; maintain pedagogic excellence; and implement curricular revision and renewal that nourishes and develops the superior quality of traditional offerings while expanding innovative learning options.**

The WSAS curriculum is a living organism that changes in response to its environment. As student competency rises, instructor expectations should rise as well. WSAS should give strategic priority to excellence in teaching and engage in a continual process of curricular development that prepares students for success as citizens, as professionals, and as human beings.

#### *A. Maintain and Enhance the Quality of Existing Curricular Programs and Initiatives.*

The following programs and initiatives should be strengthened to ensure the development and continued success of the Weissman School:

1. Initiatives to Foster Student Learning: We are all here for the benefit of our students and need to foreground initiatives to serve them well, including reductions in class size where appropriate and collaboration with the Center for Teaching and Learning, the Bernard L. Schwartz Communication Institute, and the Writing Across the Curriculum (WAC) program.
2. Initiatives to Foster Learning Communities: The benefits of Learning Communities (LCs) for first-year students have been demonstrated, so WSAS should continue to develop its offerings. Possible avenues for further development include the exploration of LCs with classes that meet in the evenings and early mornings, meetings for faculty to find LC partners, maintenance of current incentives for faculty to teach in them, and an archive of LC best practices to share among faculty. When meeting with new hires, the Dean should emphasize the value of teaching in LCs.
3. Initiatives to Encourage Double Majors: The value of the skills WSAS cultivates—such as the ability to communicate clearly in writing and speech; the ability to think critically and creatively; the ability to listen; and the ability to lead—are of evident benefit to students in Marx and Zicklin as well. WSAS should explore the possibility of double majors beyond its walls and continue to assist students with double majors within the school. WSAS should work with the other schools at Baruch, encourage advisors to promote double majors, and create a list of intradepartmental faculty advisors.
4. Initiatives to Promote Undergraduate Research: (See also Section II.F.) While WSAS encourages undergraduate research, more needs to be done. WSAS should increase the number of paid undergraduate research assistantships that can be used to fund students who wish to work with Weissman faculty on specific projects. Additionally, efforts should be made to develop and support courses that incorporate significant original research projects among their requirements; smaller class sizes may be required in some courses. WSAS should confer with the college administration and the honors program about the possibility of increasing the reassigned time attached to honor thesis supervision.



5. The Weissman School Minors: The value of an arts and sciences minor for all Baruch undergraduates is recognized in the structuring of Baruch's Pathways College Option. Its importance even for transfer students of whom it is not required should be emphasized whenever possible, and every effort should be made to maintain and strengthen our existing minors and to develop additional minors. In all cases WSAS should attend to the quality of our minors and to their effective administration and oversight, especially those interdisciplinary minors that (by their nature) lack a specific departmental home of their own.
  6. Honors Programs: The Macaulay Honors College Program and the Baruch Scholars Program offer students a broad and rigorous academic experience more often associated with small, private, liberal arts colleges. Honors programs should be enhanced at Baruch, and Weissman faculty should be encouraged to participate in such programs by teaching honors courses and/or by advising undergraduate honors theses. WSAS should work with the Honors Program office to identify and recruit students whose applications to the honors programs indicate interest in a liberal arts major.
  7. Interdisciplinary Programs: Since the completion of the last strategic plan, interdisciplinary programs have increased significantly in Weissman. Interdisciplinary programs, including interdisciplinary minors, should continue to be encouraged and enhanced within Weissman, drawing upon the intellectual capital of strong, specific, and discrete disciplines. As the previous strategic plan notes, this could be done by inviting donors to name such programs.
  8. Graduate Programs: Weissman hosts five graduate programs, which provide master's degrees in Arts Administration, Corporate Communication, Financial Engineering, Industrial/Organizational Psychology, and Mental Health Counseling. All blend academic excellence with practical experience. WSAS should support the Office of Graduate Studies in its goals to attract and enroll high quality and diverse candidates, to develop a culture of graduate education that supports graduate students through degree completion and celebrates student achievement, and to provide information and access to professional development and employment opportunities for current graduate students and graduate alumni.
- B. *Maintain, Enhance, Deepen, and Extend the Quality of Existing Programs Designed to Promote Effective Oral and Written Communication.*

While the value of an arts and sciences degree extends beyond its instrumental role in preparing students for professional employment, WSAS should maintain, enhance, deepen, and extend parts of the curriculum that furnish students with the skills employers seek.

Importantly, the communication skills that are so valuable to employers and to society in general involve competencies that are the very core of the arts and sciences. These include the ability to think critically and analytically; evaluate evidence; reason validly while avoiding fallacies; present ideas in a logical and organized manner; express one's creativity in compelling ways; and utilize language (both spoken and written) that is stylistically felicitous and ethically persuasive—skills most intensely and distinctly taught in the first-year writing

courses (ENG 2100 and 2150) and the basic communication courses (COM 1010, COM 2020, and COM 3021).

The Weissman School must continue to promote the teaching of communication skills, including significant support for the directors of first-year writing (OR composition) and communication courses. Course caps in both courses should fall within nationally-recognized best practices, and WSAS faculty should continue to be encouraged to incorporate significant writing and presentational elements in their courses at all levels, drawing on the resources of the WAC program.

C. *Develop and Implement New Student Learning Options, Including Hybrid and Online Courses and Experiential Learning.*

While the Weissman School should continue its efforts to develop and implement hybrid and online courses, extreme care must be taken to ensure that these courses are as academically rigorous and pedagogically sound as face-to-face courses.

WSAS should work to ensure high standards in its hybrid and online platforms, making use of OER materials where feasible. Substantial technical support for such classes is imperative. The school should explore means of maintaining its communications-intensive practices in hybrid and online courses, including providing additional graders for jumbo sections. Weissman should also explore additional avenues of interaction between instructors who wish to teach online and hybrid courses and the staff and fellows at the Center for Teaching and Learning. The goal should be to develop hybrid and online courses that respond to students' needs for new learning options while maintaining the highest academic and pedagogical standards.

There are also exciting possibilities for innovation in student experiential learning. Both Weissman's own Virtual Reality Lab and Baruch's Maker Hub provide students with the opportunity to work with cutting-edge technologies. These facilities should be enhanced so that students can take advantage of the opportunities they provide. WSAS should deepen its relationships with Baruch's on-campus arts institutions, the Mishkin Gallery and the Baruch Performing Arts Center, as well as enrich its connections to other cultural organizations in New York City. WSAS should aim to extend student learning beyond classrooms by linking learning on campus to local and global communities.

D. *Design a Sustainable Regimen for Assessing Student Progress Toward Achieving Course Learning Goals.*

For curricular planners in Weissman, assessment is of vital practical importance in at least two areas: general education and departmental majors.

The Pathways required core and flexible core must be assessed once every three years. This is a massive undertaking that requires the creation of rubrics for each category in both the required core and the flexible core (eight categories in all); the administration of assessment instruments that utilize these various rubrics; the collection of data from these assessments; and the analysis and presentation of the results. Similarly, every departmental major must be assessed once every three years, a task that includes the development of a curricular map, learning goals, and rubrics; the design and administration of assessment instruments; the



collection and analysis of data; and the generation of a final report. Given the complexity of each undertaking, reassigned time of three hours per semester should be given to each faculty member who oversees a mandatory assessment.

## **II. Nurture an intellectual atmosphere for research, scholarship, and creative work.**

The Weissman School should nurture its vibrant scholarly and creative culture through concrete support for intellectual contributions. Scholars in the Weissman School are among the most productive and distinguished at Baruch College; our scholars and artists have solid reputations in their fields and in the public sphere. Faculty work has been awarded prestigious fellowships and has generated significant external funding, appearing as well in top media outlets. College efforts to recognize faculty achievements through social media should be supplemented with more concrete support in order to continue leading the college's intellectual contributions. While decisions by the CUNY Board of Trustees and the New York State Legislature impose financial limitations on what the administration can do, WSAS needs to build on and improve its existing research strengths.

### *A. Recognize productivity with internal research reassigned time and workload parity.*

Faculty at Weissman are highly productive despite high teaching loads. As noted in the Spring 2019 report of the Presidential Research Reassigned Time Taskforce (PRRTT), research reassigned time is most critical in order for faculty to produce high quality research and creative work. A commitment to awarding internal research reassigned time affirms that WSAS values scholarship and creative work. WSAS should do its utmost to ensure that research-active faculty bear teaching loads that enable steady productivity in line with the PRRTT recommendation that WSAS's selective, merit-based process for allocating research reassigned time be continued, with suitable modifications to accommodate lean times, provide strategically targeted support, and ensure long-term productivity. Relatedly, WSAS should work with the Provost's office and college administration to identify and discuss redressing workload inequities among schools, including those arising from jumbo course assignments. The administration should consider creating parity among schools.

### *B. Improve research facilities.*

The research facilities—including laboratories and creative spaces—must be improved to match the level of high-quality work being produced by Weissman scholars. WSAS must work to navigate the complexities of multi-tier funding to replace the inadequate, obsolete, and dilapidated facilities in the Field Building in particular, with attention as well to interim improvements to existing research and creative spaces. Renovation plans for 17 Lexington Ave. must be revised to account for growth in the Natural Science and new faculty research programs. Such improvements will enhance faculty and student morale and retention.

C. *Enhance support services for research.*

A culture that explicitly values and rewards research productivity will flourish when Weissman's research infrastructure is improved, including such support services as adequate travel funds for research and conferences, journal subscriptions, streamlined purchasing, laboratory technicians, and grant support.

D. *Fund research through the Office of College Advancement.*

Increased support of scholarship at the Weissman School requires more resources. There needs to be a renewed effort to identify external support through the Office of College Advancement to support WSAS research and teaching. High-profile scholarship and the successes of Weissman academic programs must be clearly described and promoted to potential donors and alumni. WSAS should cultivate donors with offers of named chairs and departments. In addition, new research labs and creative spaces can be constructed with outside support. Advancement must promote the successes of the Weissman faculty in order to ensure the continued success of the college.

E. *Bolster interdisciplinary research.*

Contemporary social, economic, and environmental issues benefit from an interdisciplinary approach. Our students need to be trained to bridge fields to find solutions to global issues. WSAS is best positioned to train interdisciplinary scholars by providing an education grounded in the liberal arts and by being leaders in interdisciplinary research. WSAS should hire interdisciplinary scholars who complement ongoing research, creative, and pedagogical foci. Such interdisciplinary fields might include global climate change, water-food-energy nexus, data analytics, world migration studies, urban planning, and social justice.

F. *Encourage undergraduate research opportunities and support and celebrate graduate student research.*

The Weissman School should highlight and support the excellent research work that is already embedded in the undergraduate and graduate programs. WSAS should include attention to this dimension in its communications to the school and the public.

Undergraduate participation in faculty-led research and creative endeavors results in greater satisfaction, retention, and engagement. WSAS should support undergraduate research by promoting student and faculty collaborations, providing appropriate support for Creative Inquiry Day and the International Conference of Undergraduate Research, and increasing the workload credit for faculty working with honors thesis and Independent Study students.

In four of the five master's programs, WSAS students are expected to produce and present a final project in the form of either a thesis or a capstone. WSAS needs to support students in the preparation of HRPP/IRB applications, refine the advisement process, engage additional faculty in advisement, enhance travel awards for graduate students who attend conferences, and maintain the new "best thesis" awards starting in the spring of 2020.

### **III. Sustain an environment that values and builds on our diversity, equity, inclusion, and cultural competency as a key component of our time-honored commitment to academic freedom and robust intellectual inquiry.**

The mission of Baruch College explicitly addresses the campus community's commitment to the social, cultural, and financial success of its diverse student body. WSAS extends its commitment to diversity via a concerted commitment to hiring and retaining a faculty that is reflective of our student body and offering coursework that fosters attention to multiple voices and traditions. We set forth a few specific goals for the WSAS community with regard to equity, inclusion, diversity, and cultural competencies:

- A. *Communicate to each department the value of including content that reflects the contributions in each discipline of women, people of color, members of the LGBTQ+ community, people with disabilities, and other marginalized groups.*
  - 1. The relationship of students of color to their fields of interest and study can be qualitatively enhanced by explicit efforts to demonstrate the opportunities that exist for them in these fields. Such efforts can include attention to prominent scholars of color; course materials that work to be inclusive; methodologies that reflect awareness of earlier disciplinary shortcomings; and targeted efforts to recruit underrepresented groups into various WSAS majors.
  - 2. Highlight what needs to be learned about the work of scholars from communities of color and other marginalized groups and identify gaps in what is known in the field.
- B. *Ensure the shared ownership and responsibility of the commitment to diversity, equity, inclusion, and cultural competency.*
  - 1. The important work of creating an academic environment in which underrepresented groups feel welcome, seen, and valued too often falls to a small number of faculty of color. WSAS should continue to promote its values in part by urging that all its faculty contribute to this aspect of our mission via curricular modifications, participation in community events, and outreach to students.
  - 2. Conduct faculty development activities in each department to build faculty capacity in these areas.
  - 3. Develop and promote cultural competency programs for students.
- C. *Continue to do the hard work of planning and underwriting these values in job searches, hiring practices, and student and faculty recruitment and retention efforts.*
  - 1. Building on a successful effort during the period of the last SP, Weissman must encourage its departments to plan well and work hard to increase and maintain the diversity of its faculty. Weissman should reach out to donors who might be interested in named chairs and other recognitions of diversity within the school.

2. Sustain and enhance current outreach and recruitment efforts. This should include further strategies to persuade a diverse pool of potential applicants to apply at student and faculty levels.
3. Departments can be encouraged to focus on diversity and the actions that further the diversify of our faculty through such incentives as new lines, multiple hires per search, fellowships, and scholarly incentives for projects involving diversity. WSAS needs to build stable recruitment “pipelines” for faculty, administrators, and students from underrepresented groups. WSAS should explore avenues to increase the current number of Post-Doctoral Fellowships of Visiting Lectureships for scholars of color.
4. WSAS should continue to harness the professional networks of our current faculty to identify talented scholars of color in their disciplines.

#### **IV. Build an engaging, satisfying, and safe workplace.**

The contributions of WSAS faculty and staff to the growth and progress of our students requires a positive and energized work environment. WSAS faculty and staff satisfaction is good but shows room for improvement. The Weissman School should consider means by which to improve productivity, cooperation, and collegial exchange within and beyond the school so that faculty and staff can best fulfill their responsibilities.

- A. *Encourage assistant and associate professors to achieve tenure and promotion via clear guidelines and communication about the promotion process.*

The dean should confer with the WSAS P&B about the creation of explicit guidelines for untenured faculty regarding departmental and school criteria in the areas of teaching, research, and service. Departments with a large number of members who have spent more than eight years at the associate professor rank should look for ways to assist them in the path to promotion, including clearly-stated criteria for promotion; lighter service assignments; support from SPAR in obtaining mid-career fellowships; mentorship by full professors; course bundling; and other forms of tangible support.

- B. *Retain a strong commitment to faculty governance in WSAS and grow faculty engagement via increased participation in school governance.*

Faculty governance is vital to the mission and character of the Weissman School. For this reason, efforts to weaken faculty governance—by external imposition of term limits on departmental chairs, for example—should be rejected. Instead, the administration must continue to recognize and enthusiastically support the sovereignty of faculty, particularly with respect to curricular development and course delivery. Faculty must make every effort to participate in meetings and governance decisions; to this end, WSAS should consider how to develop strategies to grow engagement, including increased opportunity for faculty feedback and maximally accessible minutes and agenda.

- C. *Foster a sense of inclusion among adjunct faculty, including the creation of support systems to streamline hiring processes.*

Weissman should increase inclusion of part-time colleagues in school events through outreach and compensation where possible and work with the Director of Adjunct Faculty Services to facilitate onboarding of new hires.

- D. *Develop cross-border connections among units to create pleasant and safe conditions in all WSAS workspaces, including classrooms, laboratories, and offices; seek opportunities to involve the Office of College Advancement in the creation of a satisfying workplace.*

While the facilities budget does not fall within Weissman's control, we can enhance the appearance of WSAS spaces by ensuring the completion of routine maintenance. The school should convene an ad hoc committee on Weissman space to consider ways to improve communications with the facilities staff. Weissman should seek opportunities through the Office of College Advancement to create named classrooms, meeting spaces, and departments.

## **V. Strengthen the Weissman School message internally and externally, highlighting the benefits of an exceptional faculty, broad curriculum, and an extensive arts program.**

The Weissman School of Arts and Sciences provides a gateway to a multifaceted education at Baruch College. The sound foundation of a comprehensive liberal arts education, coupled with the ability to study both the arts and sciences, produces exceptional and well-rounded students. WSAS should strengthen this message via internal and external communications and marketing goals. The multi-dimensional benefits of an exceptional faculty, broad curriculum, and extensive arts program should be leveraged for competitive advantage in both recruitment and outreach to future donors.

- A. *Elevate awareness of WSAS through effective marketing.*

WSAS should elevate brand awareness with targeted messaging to key audiences and a public relations strategy that promotes the school to both internal and external audiences. This marketing should include the "Destination Weissman" tagline and showcase such WSAS strengths and advantages as its central, urban location; its special programs (including the Sydney Harman Writer-in-Residence Program, Sandra Kahn Wasserman Jewish Studies, Art-a-Thon, BPAC, and the Mishkin Gallery); and its new projects and innovations (e.g., the Latin American Studies Initiative, Art Speaks Justice CUNY-TV series, and the Virtual Reality Laboratory).

Marketing efforts in recruiting should publicize the competitive advantage of the Weissman School undergraduate, graduate, and doctoral programs, further support a Graduate Studies marketing/communications initiative, and capitalize on alumni and community outreach.

- B. *Restructure communications to drive messaging and ease information access.*

***BRANDING THROUGH GENERAL IMAGE MARKETING***

- Review and articulate the school’s strategic market positioning, key messages, and value proposition.
- Implement a targeted Public Relations strategy to promote Weissman assets to internal and external audiences.
- Develop signature programs and new collateral materials that showcase the school’s strengths and key advantages as an urban campus.
- Re-position the “Destination Weissman” tagline.

***RESTRUCTURE AND ENHANCE THE WEISSMAN SCHOOL WEBSITE***

- Leverage usage of the website and other digital channels to build the school’s reputation and to support business development/enrollment objectives.
- Migrate the website to Wordpress from the existing platform.
- Maintain a high-quality, accurate, and brand-focused website.
- Hire a web content specialist (or web editor) to assist in site migration and maintenance.

***RECRUITMENT MARKETING***

- Develop opportunities to promote the competitive advantage of the Weissman undergraduate, graduate, and doctoral studies programs.
- Leverage alumni and community support in enrollment efforts.
- Review and expand online recruitment marketing efforts (i.e. web, email, social media).
- Support a Graduate Studies marketing/communication initiative to increase enrollment.

***DEVELOP A ROBUST SOCIAL MEDIA PLAN TO BUILD AWARENESS AND ENGAGEMENT WITH TARGET AUDIENCES***

- Utilize social media and emerging channels to communicate the “Weissman Story.”
- Integrate social media efforts with Baruch College activities, and build capacity to be a part of the University-wide social media platform and strategies.

***BUILD MARKETING INFRASTRUCTION AND ENHANCE INTEGRATION ACROSS THE COLLEGE***

- Showcase Weissman’s special programs: Sidney Harman Writer-in-Residence Program, Sandra Kahn Wasserman Jewish Studies, Art-a-Thon, BPAC, and Mishkin Gallery.
- Introduce Weissman-driven innovations that benefit the entire college community and elevate Weissman’s profile and contribution to Baruch College, like the Latin American Studies Initiative, the Art Speaks Justice CUNY-TV series, and the Virtual Reality Laboratory.

**CONCLUSION**

Through continued hard work, ongoing dedication, and a constant focus on the needs of our students, the five goals in this strategic plan can be well and fully realized.

The implementation of this plan will take place via a committee that will detail the resources and timelines necessary to achieve our plans. The Executive Committee has shared its draft with Rachél

Fester, Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness. The Executive Committee will report annually on the status of the plan at school faculty meetings.

The elected members of the WSAS Executive Committee wrote the draft of this plan: Mary McGlynn, English (Chair); Eric Gander, Communication Studies; Samuel Johnson, Psychology; CJ Suzuki, Comparative Literature; and Chester Zarnoch, Natural Sciences.

Dean Romero charged the Executive Committee with writing the plan in November of 2018; he provided input and direction at every stage. The committee sought comments at multiple junctures from members of the WSAS community. The process began with an online survey circulated to faculty and staff during the Spring 2019 semester; additionally, staff and faculty members were invited to submit their suggestions and comments to any member of the EC. The draft was circulated to the WSAS community in late October, with two town halls in November for discussion and feedback. The end result is a document that articulates with the college's Strategic Plan and those of the Zicklin School of Business and the Marxe School of Public Affairs, while offering the Weissman School its own goals and vision for the future.