

Baruch College Self-Study 2020: Middle States Accreditation **Reflection and Renewal**



Self-Study

Submitted to the
Middle States Commission on Higher Education

by

Baruch College
of
The City University of New York

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Executive Summary

Baruch College dates back to the founding, in 1847, of the Free Academy, the first free public institution of higher education in the nation. Established in 1919 as City College's School of Business and Civic Administration and originally located in the Free Academy building, the school was renamed in 1953 in honor of Bernard M. Baruch—statesman, financier, and alumnus of the class of 1889. Alumni note that even from its origins and throughout its history, Baruch College served students from families of modest means, from diverse backgrounds, many of them immigrants, who had no other alternative to Baruch for a quality, four-year undergraduate education. The higher education landscape has changed dramatically since the days of Baruch's independence in 1968, and has shifted even since the most recent Baruch College Self-Study of 2010. What remains through each evolution of Baruch College is a core mission of transforming the lives of New Yorkers from diverse backgrounds. In this Self-Study, the story of Baruch College is told through the lenses of student access and achievement, and faculty and staff commitment to teaching, learning, development, and support of diverse student populations. These are Baruch's indicators of success.

Baruch College is a nationally-recognized engine of social mobility, and offers 30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations. A Baruch education is, first and foremost, inclusive. Our mission and goals are realistic, attuned to limited resources, and appropriate to higher education as shown by the prominence they give to teaching, research, curriculum development, and student success. The College engaged in a transparent and collaborative process of strategic planning, inviting the participation of all faculty, staff and students in development of the **Baruch College Strategic Plan 2018-2023**. While the three schools have distinct academic and disciplinary foci, their school strategic plans demonstrate a shared commitment to student success, as well as support of faculty research and teaching. Administrative units also have strategic and operational plans which align with the College plan. With an integrated approach to assessment and planning, and a **collaborative learning model of institutional effectiveness**, college goals inform school and administrative unit operations, prioritization, and resource allocation. Baruch College finds the following opportunity for improvement with regard to Standard I: Increase integration of school strategic planning with Baruch College strategic planning.

Ethics and integrity, both in the classroom and in the broader culture of a college, are the cornerstones of effective educational institutions. A college cannot instill an ethical sensibility in students without conducting itself with honesty and integrity: staying true to its mission, dealing fairly and transparently with its constituents, and honoring its own policies and commitments. With policies in place to protect academic and intellectual freedom and integrity, Baruch continues to focus on creating and sustaining not only a climate of respect, but a climate where every individual can thrive. Assessment mechanisms are in place to better understand faculty and student perspectives regarding the campus environment. Baruch continues to invest time and resources in recruiting and retaining a diverse faculty, in addition to sustaining programs which promote access and affordability. Baruch College finds the following opportunity for improvement with regard to Standard II: Create additional, deliberate opportunities in diversity, equity and inclusion for the student population, such as increasing interaction between diverse groups of students in upper-level courses and capstone experiences.

Student learning and achievement are central to the mission and goals of Baruch College. As a large, public, urban institution with a storied past and significant presence in New York City, Baruch College faculty and staff are devoted to our students, and feel privileged to serve them. This dedication is manifest in the coherence and rigor with which the College delivers its programs, which include 30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations, as well as its support services. It is also evident in the quality and effectiveness of Baruch faculty, who are highly credentialed, highly accomplished in terms of scholarship and creative output, and dedicated to student success. Baruch College finds the following opportunity for improvement with regard to Standard III: Continue to develop programs for graduate student professionalization and research support.

Preparing students from diverse backgrounds for academic and career success, and supporting them as learners and leaders on campus, are core to the mission and goals of Baruch College. We pride ourselves on fostering a culture of inclusion and promoting the success of a student body that represents a variety of backgrounds, experiences, talents, and educational goals. Students are offered a rich array of academic and student support services and programs, including but not limited to career services, academic advisement, counseling, student disability services, tutoring, and the writing center, all meant to facilitate student success. Baruch's extremely strong career services units for undergraduates and graduate students help to facilitate exemplary post-graduation success. Baruch College finds the following opportunity for improvement with regard to Standard IV: Commit more human and financial resources to the Office of Academic Advisement, and purchase and implement an electronic financial aid verification tool.

Assessment of educational effectiveness at Baruch emphasizes faculty leadership and collaborative learning. Respecting disciplinary perspectives and the cultures of each of our three schools, and aligning efforts within our regional and specialized accreditation frameworks, Baruch College is committed to supporting and facilitating opportunities to engage in meaningful assessment of student learning. Assessment of student learning in general education as well as in the majors via program assessment has led to positive changes, including but not limited to restructuring course contents and course sequences, and the complete revision of the Bachelors in Business Administration curriculum. Baruch College finds the following opportunity for improvement with regard to Standard V: Consider revising the current method of funding assessment to reflect College-wide assessment responsibilities, and increase collaboration between all units in the Division of Academic Affairs and Baruch College faculty, while supporting the assessment work of these units with additional resources.

Planning, resource prioritization and allocation are framed by our mission and goals, in which student learning and achievement are central. Thanks to the sustained engagement of faculty and staff with the mission of Baruch College, the College is consistently recognized, both nationally and regionally, among the top institutions of higher education for academic excellence, diversity and social mobility. Sustaining our commitment to student success and supporting the efforts of faculty and staff in an environment of shrinking state support and increasing expenses requires continued thoughtful, prudent and strategic allocation of resources. Baruch College finds the following opportunity for improvement with regard to Standard VI: Continue to develop and deliver a variety of methods to ensure clarity and transparency about the budget process to faculty, staff, and students.

Baruch's mission and goals include supporting and engaging faculty and staff as professionals, researchers, practitioners, and creators. By creating and sustaining a climate which facilitates professional change and growth, we allow room for differences of perspective while our strategic

plan serves as a common roadmap. Our collaborative learning framework guides us to continue seeking opportunities for meaningful dialogue, transparency, communication, and shared accountability in implementing our goals and achieving our mission. The past few years have seen increased efforts on the part of the senior administration to engage with faculty with more transparency and regularity. With the anticipated retirement of Baruch's president in June 2020, and a current interim Provost serving through summer 2021, changes are on the horizon for the College. Baruch's current governance, leadership and administration efforts can help facilitate a smooth transition. Baruch College finds the following opportunity for improvement with regard to Standard VII: Increase communication and collaboration between faculty leaders and the College administration.

The Self-Study process has been a large-scale, transparent, and highly collaborative community-wide assessment project, and most internal recommendations were immediately relayed to deans and vice presidents for incorporation into the work of their school and division operations, committees, task forces, and cross-border teams. The opportunities for improvement and innovation identified in this Self-Study report direct our collaborative future efforts to these areas; we are proud of our ongoing work in support of maintaining our accreditation. During our Self-Study, we have seen a large and diverse swath of Baruch's stakeholders actively engaged in the work of reflection and renewal. The broad engagement of the Baruch community is inscribed across the pages of this Self-Study, tangible proof our commitment to collaborative learning and reflection, followed by collaborative action.

Glossary of Terms

AACSB– AACSB International, also known as the Association to Advance Collegiate Schools of Business

AES – Administrative, educational, and student support units

Baruch – Bernard M. Baruch College of The City University of New York

CAPS – Division of Continuing and Professional Studies

CAS – Council for the Advancement of Standards in Higher Education

COACHE survey – Collaborative on Academic Careers in Higher Education (Harvard Graduate School of Education) Faculty Job Satisfaction Survey

CUNY – The City University of New York, also referred to in this Self-Study as “the University.” Baruch College is a part of the CUNY system.

CUNY Central – The central administration of the CUNY system

FAFSA – Free Application for Federal Student Aid

Marxe School – Austin W. Marxe School of Public and International Affairs

MSCHE – Middle States Commission on Higher Education

NACE – National Association of Colleges and Employers

NASPAA – Network of Schools of Public Policy, Affairs, and Administration

NSSE – National Survey of Student Engagement (Indiana University School of Education)

NYS – New York State

OIRA – CUNY’s Office of Institutional Research and Assessment

PMP – CUNY’s Performance Management Process

SEEK – Percy Ellis Sutton SEEK (Search for Education, Elevation and Knowledge) program, founded in 1965, is the higher education opportunity program at the senior CUNY colleges.

Weissman School – George and Mildred Weissman School of Arts and Sciences

Zicklin School – Zicklin School of Business

Table of Contents

Introduction.....	1
Reflecting on Baruch College.....	1
Learning collaboratively through Self-Study.....	3
The Self-Study team	3
Intended outcomes of the Self-Study.....	9
Institutional Overview	10
Organizational structure.....	10
Student snapshot	11
Developments at Baruch since the 2015 Periodic Review Report	12
Opportunities for improvement and innovation.....	12
Standard I: Mission and Goals.....	13
1.1. Clearly defined mission and goals	13
College mission and goals	13
Mission and goals at the school and unit level	14
Global and international initiatives.....	14
1.1.a Collaborative participation in goal development	14
1.1.b External contexts and constituencies	15
1.1.c Approved and supported by the governing body	16
1.1.d Goals that guide decision making.....	16
1.1.e Support for scholarly inquiry and creative activity.....	18
1.1.f Internal stakeholders.....	18
1.1.g Clearly defined mission and goals that are periodically evaluated.....	18
1.2 Realistic, appropriate goals consistent with mission	18
1.3 Focused on student learning and institutional improvement	19
Institutional effectiveness: The learning collaborative model.....	21
Tools for integrated assessment and planning	22
1.4 Periodic assessment of mission and goals	23
Opportunities for improvement and innovation.....	25
Standard II: Ethics and Integrity	26
2.1 Academic and intellectual freedom and intellectual property rights	26
Academic freedom	26
Academic integrity.....	26
2.2 A respectful climate	27

Policies and procedures relating to climate	27
Inclusive pedagogy	28
Diversity, equity, and inclusion	28
Activities promoting ethical values	29
2.3 Grievance policy and procedures.....	29
Ombuds office.....	30
2.4 Conflict of interest	30
2.5 Fair and impartial practices.....	31
Fair recruitment and hiring practices	32
2.6 Honesty and truthfulness in communications	32
2.7.a Services and programs to promote affordability and accessibility	33
2.7.b Services and programs to enable students to understand funding	34
2.8 Compliance with federal, state, and Commission policies and regulations.....	35
2.9 Periodic assessment of ethics and integrity	35
Opportunities for improvement and innovation.....	36
Standard III: Design and Delivery of the Student Learning Experience	37
3.1 Undergraduate degree, graduate degree, and certificate programs	37
3.2 Faculty and the student learning experiences	37
3.2.a Faculty rigor and effectiveness and 3.2e regular and equitable review	38
3.2.b Faculty qualifications and 3.2.c Sufficient faculty	38
Faculty size and credentials	38
Faculty recruitment, diversity, and inclusion.....	39
Adjunct faculty.....	39
Faculty workload	40
3.2.d Support for faculty professional growth and innovation	41
Achievements in faculty research	41
Research support.....	42
Professional development	43
3.3 Clear and accurate descriptions of academic programs	43
3.4 Learning opportunities and resources	44
Student research	44
Baruch Honors Program	44
Creative Inquiry Day.....	44
International Conference on Undergraduate Research	45

Experiential learning and high-impact practices.....	45
Curriculum-embedded experiential learning	45
Internships.....	46
Study away.....	46
Weissman School Art-a-thon.....	46
Office of Alumni Relations and Volunteer Engagement.....	46
3.5 General education at Baruch College	47
3.5.a General education scope and opportunity	47
3.5.b General education and skills development	48
3.6 Graduate education	49
3.7 Student learning opportunities and third-party providers	50
3.8 Periodic assessment of design and delivery of the student experience.....	51
Opportunities for improvement and innovation.....	52
Standard IV: Support of the Student Experience.....	53
4.1 Clearly stated, ethical policies and processes regarding students.....	53
4.1.a Accurate information	53
4.1.b Placement, developmental education, and supplemental instruction.....	55
Placement.....	55
SEEK program.....	56
Developmental support	56
Academic support services	56
4.1.c Orientation, advisement, and counseling	57
Orientations and first-year programming.....	57
Counseling	57
Campus Intervention Team.....	57
Academic advisement	58
Office of Undergraduate Advisement and Orientation.....	58
Student advisement toolkit.....	58
SEEK advisement	59
Honors program advisement	59
International student advisement	59
Student veterans advisement and support.....	60
Faculty advisement of undergraduate students	60
4.1.d Processes supporting achievement of students' educational goals.....	60

Early Alert initiative	60
Learning Community program	61
Academic Momentum Campaign	61
Starr Career Development Center	62
4.2 Transfer of academic and experiential or alternative learning credits	63
4.3 Procedures for securing student information	63
4.4 Regulation of athletic, student life, and cocurricular activities	64
Student leadership and the student voice	64
4.5 Adequate institutional review and third-party providers	65
4.6. Periodic assessment of student support programs	65
Opportunities for improvement and innovation.....	66
Standard V: Educational Effectiveness Assessment.....	68
5.1 Clear educational goals	68
College learning goals.....	68
General education learning goals.....	69
Program learning goals	69
Course learning goals.....	69
Syllabi repository	70
Curriculum mapping	70
5.2 Organized and systematic assessment evaluating student achievement of goals	70
5.2.a. Define meaningful curricular goals.....	70
5.2.b. Collecting and providing data on goal attainment	71
College learning goals: General education assessment	71
Academic program review (APR) – Department Self-Study	71
Specialized accreditation review.....	71
Program learning goals: Assessment of the major.....	72
Student outcomes	72
5.2.c. Supporting and sustaining assessment, and communicating results	73
School faculty assessment committees and assessment managers	73
Office of Assessment, Accreditation, and Institutional Effectiveness.....	73
5.3 Consideration and use of assessment results for improvement	74
5.3.a Assisting students in improving their learning.....	74
Student Academic Consulting Center (SACC).....	74
Writing Center	74

5.3.b Improving pedagogy and curriculum.....	75
5.3.c Reviewing and revising academic programs and support.....	76
5.3.d Enhancing professional development	77
5.3.e Assessment, planning, and budgeting for academic programs and services.....	77
Coordinated Undergraduate Education.....	77
Newman Library	78
5.3.f Informing constituents.....	78
5.3.g Improving key indicators of student success	78
SEEK program.....	78
Student retention, graduation, and post-graduation success	79
5.3.h Improving educational programs and support services	79
Tools for Clear Speech.....	79
Office of Undergraduate Advisement and Orientation.....	79
Student Disability Services.....	80
5.4 Assessment of third-party assessment providers	80
5.5 Periodic assessment of the effectiveness of assessment processes	80
Self-Study as large-scale assessment.....	80
Assessment of assessment at the unit level.....	81
Periodic assessment of assessment	81
Opportunities for improvement and innovation.....	82
Standard VI: Planning, Resources, and Institutional Improvement.....	84
6.1 Institutional objectives tied to planning and resource allocation.....	84
6.2 Participatory and data-driven planning and improvement processes	85
6.3 Financial planning and budget process	86
CUNY budget process	86
Tax-levy operating budget planning	87
Executive and global programs.....	88
Auxiliary enterprise corporation.....	88
Bernard Baruch College Association.....	88
Baruch College Fund	88
Office of College Advancement	88
6.4 and 6.6 Fiscal and human resources and infrastructure, supported by planning	89
Critical maintenance, renovations, expansion and new construction	91
Internal projects	91

Capital financial planning and renovation of the Lawrence and Eris Field Building.....	91
Clivner=Field Plaza and the Allen G. and Mary E. Aaronson Student Center.....	92
Information services: Library, institutional research, and technology	93
Sustainability.....	94
Communications, Marketing, & Public Affairs.....	94
6.5 Decision-making process and accountability.....	95
6.7 Annual independent audit	95
6.8 Strategies to measure and assess institutional resources.....	96
6.9 Periodic assessment of planning, resources, and institutional improvement.....	96
Opportunities for improvement and innovation.....	97
Standard VII: Governance, Leadership, and Administration.....	98
7.1 Clear governance structure	98
College governance within a system.....	98
School-based administrative structure	99
Faculty governance	99
Professional Staff Congress	100
Student governance	100
7.2 A legally constituted governing body	101
7.2.a Accountable for academic quality, planning, and fiscal well-being	101
7.2.b Sufficient independence and expertise.....	101
7.2.c Ensures no interference	102
7.2.d Oversees teaching and learning, degree programs, personnel policies, and the assurance of strong fiscal management.....	102
7.2.e Policy-making role in financial affairs.....	103
7.2.f Performance of the Chief Executive Officer	103
7.2.g Informed by principles of good practice in board governance	103
7.2.h Conflict of Interest policy	103
7.2.i Supports the CEO in maintaining the autonomy of the institution.....	103
7.3 The Chief Executive Officer.....	104
7.3.a Appointed by, evaluated by, and reports to the governing body	104
7.3.b Appropriate credentials.....	104
7.3.c Authority and autonomy required to fulfill the responsibilities of the position.....	105
7.3.d Assistance of qualified administrators and assessing effectiveness	105
7.4 Administration	105
7.4.a Organizational structure clearly documented and clearly defined.....	105

7.4.b Appropriate size and with relevant experience.....	105
7.4.c Members with credentials and professional experience.....	106
7.4.d Skills, time, assistance, technology, and information systems	106
7.4.e Regular engagement with faculty and students.....	106
7.4.f Systematic procedures for assessment of administrative units and use of data.....	107
7.5 Periodic assessment of governance, leadership, and administration	107
Opportunities for improvement and innovation.....	108
Conclusion	109
Renewal and reaccreditation	109
After Self-Study: Collaboratively writing Baruch’s next chapter	109
Baruch College Self-Study 2020 Cited evidence reference list.....	111

List of Figures

Figure 1: Baruch College institutional effectiveness model	21
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List of Tables

Table 1: Alignment of Baruch College mission and strategic goals.....	20
Table 2: Baruch General Education curriculum alignment with MSCHE expectations	48
Table 3: Full-time first-time undergraduate student aid awards as of AY 2017–18	55
Table 4 : BBA in Entrepreneurship: Results of assessment	76

Introduction

Reflecting on Baruch College

Baruch's singular location in the heart of the most populated U.S. city exerts a particularly powerful influence. On a map of Manhattan, the College sits between the lower edge of Central Park to the north and Chinatown to the south. The East River, with views of both Brooklyn and Queens, is a short walk from campus, as are the iconic Flatiron Building, Union Square, Empire State Building, and Grand Central Station. Cultural treasures are also close by: art galleries and museums, theaters, concert halls, libraries, and countless restaurants representing every cuisine imaginable. Located between midtown to the north and the financial district to the south, Baruch's campus is also surrounded by myriad employers and internship sites, from multinational corporations to cutting-edge startups.

Not surprisingly, this dynamic landscape is reflected in Baruch's community of students, faculty, and staff. Extensive subway lines, buses, and commuter rails that cross the city and region bring to campus individuals representing a range of outlooks and experiences. These diverse individuals share a common commitment to upholding the College's distinct identity as an urban, public institution with outstanding programs in business, global studies, public affairs, and the liberal arts. Thanks to the sustained engagement of faculty and staff with the mission of Baruch College, the College is consistently recognized, both nationally and regionally, among the top institutions of higher education for academic excellence, diversity and social mobility.

The College dates back to the founding, in 1847, of the Free Academy, the first free public institution of higher education in the nation. Established in 1919 as City College's School of Business and Civic Administration and originally located in the Free Academy building, the school was renamed in 1953 in honor of Bernard M. Baruch—statesman, financier, and alumnus of the class of 1889. Alumni note that even from its origins and throughout its history, Baruch College served students from families of modest means, from diverse backgrounds, many of them immigrants, who had no other alternative to Baruch for a quality, four-year undergraduate education (Baruch College, **Celebrating 50 Years of Access and Excellence to the American Dream**). In 1967, nearly 50 years after its establishment and more than a decade since its renaming as the Bernard M. Baruch School of Business and Public Administration, the City College Committee of the Board of Higher Education voted against making the Baruch School an independent, senior college. The board instead planned to make it an upper-division school of City College, where students would enroll only for their junior and senior years. It was a decision that led to widespread unrest and spurred extraordinary activism.

In writing of that era in **Getting Down to Business: Baruch College in the City of New York, 1847–1987** (Greenwood Press, 1989), Baruch Professor of History Selma C. Berrol points to the social and political climate of the 1960s, which affected the entire country's higher education landscape and which meant that “[e]verything in CUNY was up for change, including the . . . Baruch School.” Faculty, students, and alumni worked together to protest City College's proposed action by creating a Faculty-Student-Alumni Committee to Safeguard the Future of the Baruch School. As Dr. Berrol explains, this committee

wrote and funded a full-page advertisement in the *New York Times* that asked New Yorkers to “Save Our School” by completing and sending to the Board of Higher Education a coupon which said “I strongly object to the proposals before you which would convert the Baruch School into an upper division college.” They also organized parents and students into a letter-writing campaign and generally coordinated the battle to reach the full Board of Higher Education before it considered the committee's report.

The most dramatic example of this campaign was the “March on the Board of Higher Education,” on March 30, 1967, where student protesters staged a mock funeral procession up Fifth Avenue to the steps of the board to advocate for Baruch. The collaborative efforts of Baruch’s students, faculty, and alumni resulted in Baruch College opening its doors as a fully independent senior college within CUNY on July 1, 1968. Without question, Baruch’s beginnings reflect the Civil Rights movement, student activism, and grassroots activism.

Once it became an independent senior college in 1968, Baruch College had an organizational structure, described in the **1972–73 Baruch College Handbook**, that included a School of Arts and Sciences, a School of Business and Public Administration, a Graduate Division, and an Evening and Extension Division. At that time, both of Baruch’s schools had their own faculties, each with its own bylaws, committees, and responsibilities. In 1998 Baruch College received two transformative donations from alumni, which resulted in the **renaming of two schools, to the George and Mildred Weissman School of Arts and Sciences and the Zicklin School of Business**. In his **October 1994 State of the College Address**, then-President Dr. Matthew Goldstein noted the recent CUNY Board of Trustees authorization to create a School of Public Affairs at Baruch. In 2016 Baruch College received a major donation to expand that school and **rename it the Austin W. Marxe School of Public and International Affairs**. Today, Baruch College is home to the Marxe School, the Weissman School, and the Zicklin School, which together form Baruch College’s academic community of scholars, teachers, and students.

The higher education landscape has changed dramatically since the days of the Free Academy in 1847 and the days of Baruch’s independence in 1968. The landscape has shifted tremendously even since the most recent Baruch College Self-Study of 2010. What remains through each evolution of Baruch College is a core mission of transforming the lives of New Yorkers from diverse backgrounds. In this Self-Study, the story of Baruch College is told through the lenses of student access and achievement, and faculty and staff commitment to teaching, learning, development, and support of diverse student populations. These are Baruch’s indicators of success.

Learning collaboratively through Self-Study

The Baruch College community has benefitted greatly from the entire Self-Study process, which ended up being a large-scale, community-engaged and college-wide assessment project. The cross-college review of evidence, discussion of Middle States Commission on Higher Education (MSCHE) Standards and Self-Study drafts, and engagement in thoughtful change is an example of how Baruch applies a **collaborative learning model of institutional effectiveness**.^[1] The Self-Study, which kicked off with participation in the November 2017 Self-Study Institute, was further enhanced by the College's concurrent yearlong work on what would become **Baruch College Strategic Plan 2018–2023**. These cross-pollinating endeavors brought together faculty, staff, and students to reflect on Baruch's past, critically evaluate the present, and continue to be mindful and deliberate about strategies for success moving forward. This rich environment of collaboration gave rise to the theme of the Baruch College Self-Study, "Reflection and Renewal."

The Self-Study team

The Baruch College Self-Study is the result of the service and efforts of a dynamic and hardworking team of faculty and staff who served on eight Working Groups. Dedicated to the process and outcomes, these individuals—working with colleagues throughout the institution—met, discussed, researched, analyzed data, reflected on their findings, and synthesized their work into comprehensive written drafts for the Self-Study. The efforts of the Self-Study team not only inform this report but many other essential institutional plans and processes.

The Self-Study 2020 co-chairs were Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness Rachél Fester, PhD, Associate Professor of English Cheryl Smith, PhD, and Associate Provost for Teaching and Learning and Assistant Vice President Dennis Slavin, PhD.

The Self-Study project as a whole was managed by Assistant Provost Rachél Fester, who also serves as Baruch's Middle States Accreditation Liaison Officer. The Steering Committee, comprised of the three Self-Study co-chairs, four members of the President's Cabinet, and all Working Group co-chairs, served as Self-Study ambassadors to the college community, and provided feedback throughout the process.

Initial preparations began with attendance by the co-chairs at the Self-Study Institute in November 2017 followed by work on the Design during early spring 2018. The college-wide Self-Study kickoff meeting was held in March 2018. Draft chapters of the Self-Study were initially written by, and initial evidence was gathered by, the Working Groups during the summer and fall of 2018. Working Groups provided additional evidence, information and revisions during the spring of 2019.

The first comprehensive, synthesized draft of the Self-Study report was prepared by the Self-Study co-chairs, with writing led by Associate Professor of English Cheryl Smith, PhD, during the spring and summer of 2019. Based on a two-month period of outreach and solicitation of online and in-person community feedback to the draft, which took place during August and September 2019, the co-chairs worked on subsequent revisions during Fall 2019. The first official draft was sent to the chair of the Evaluation Team on October 25, 2019, in preparation for his site visit on November 13, 2019.

The final draft was revised by the assistant provost during late November and December 2019, and was reviewed by Diane Harrigan of Baruch College's Office of Communications, Marketing & Public Affairs. The assistant provost prepared the Requirements of Affiliation, Verification of Compliance, and Self-Study report and documentation, and uploaded them to the Evidence Library of the MSCHE portal. The Evaluation Team is granted access to the portal six weeks prior to the site visit, in preparation for the March 1–4, 2020, site visit.

Baruch College Self-Study 2020 co-chairs

Rachél Fester, Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness; MSCHE Accreditation Liaison Officer; and project manager for the Self-Study

Dennis Slavin, Associate Provost for Teaching and Learning

Cheryl Smith, Associate Professor of English

Baruch College Self-Study 2020 Steering Committee

Katharine Cobb, Administration and Finance: Vice President

Olga Dais, Assistant Vice President, Legal Counsel and Labor Designee

Arthur Downing, Vice President for Information Services and Dean of the Library

Mary Gorman, Vice President for Enrollment Management & Strategic Academic Initiatives

Andreas Grein, Zicklin School: Marketing and International Business

Diana Hamilton, Academic Affairs: Director, Writing Center

Gary Hentzi, Weissman School: Associate Dean; English

Samuel Johnson, Weissman School: Psychology; Chair of the Faculty Senate

Judith Kafka, Marxe School: Education Policy

Mary (Molly) Kern, Zicklin School: Management

Kenya Lee, Chief of Staff to the President

Allison Lehr Samuels, Academic Affairs: Director, Center for Teaching and Learning; Zicklin School: Management

Jennifer Mangels, Weissman School: Psychology, Chair

James McCarthy, Interim Provost and Senior Vice President for Academic Affairs (August 4, 2019–present; replacing David Christy, former Provost and Senior Vice President for Academic Affairs (retired June 30, 2019))

Mary McGlynn, Weissman School: English

Sharon Ricks, Enrollment Management: Executive Director, Office of Undergraduate Advisement & Orientation

Mary Rivers, Administration and Finance: Assistant Vice President of Budget and Planning

Heather Samples, Academic Affairs: former Director, Bernard L. Schwartz Communication Institute

Don Waisanen, Marxe School: Public Communication

Valerie Watnick, Zicklin School: Law, Chair

Baruch College Self-Study Working Groups

Note: Titles indicate roles held during the time that the working groups were active, between Spring 2018 and Fall 2019.

1: MISSION AND GOALS

Co-chairs:

Judith Kafka (Marxe School: Education Policy)

Gary Hentzi (Weissman School: Associate Dean; English)

Jody Clarke Vaisman (Academic Affairs: Director, Honors Program)

Erin Crockett (ZSB: Economics and Finance)

Paquita Davis-Friday (ZSB: Senior Associate Dean; Accountancy)

Anna D'Souza (MSPIA: Economics)

Ken Guest (WSAS: Sociology and Anthropology)

Jerry Mitchell (MSPIA: *former* Associate Dean through June 2019)

2: ETHICS AND INTEGRITY

Co-chairs:

Don Waisanen (Marxe School: Public Communication)

Diana Hamilton (Academic Affairs: Director, Writing Center)

Mary Finnen (Administration and Finance: Assistant Vice President for Finance)

Donna Gitten (ZSB: Law)

Nicole Gordon (MSPIA: Public Affairs)

Mona Jha (Office of the President: Chief Diversity Officer)

Brandy Peer (Student Affairs: Associate Director, Community Standards)

Keisha Peterson (Academic Affairs: Director, Research Compliance and Outreach)

Hagop Sarkissian (WSAS: Philosophy, Chair)

3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Co-chairs:

Andreas Grein (Zicklin School: Marketing)

Allison Lehr Samuels (Academic Affairs: Director, Center for Teaching and Learning; Zicklin School: Management)

Patricia Fleming (Student Affairs: Director, Student Disability Services)

Peter Gregory (WSAS: Mathematics)

Leslie Ann Hunt (WSAS: Director, Graduate Programs)

David Luna (ZSB: Marketing and International Business) (former through summer 2018)

Chun Lim Gerald Tang (Student Affairs: Marketing and Communications Manager, Starr Career Development Center)

Sonya Wahab (WSAS, Associate Director, Academic Affairs)

4: SUPPORT OF THE STUDENT EXPERIENCE

Co-chairs:

Mary (Molly) Kern (Zicklin School: Management)

Sharon Ricks (Enrollment Management: Executive Director, Undergraduate Advisement & Orientation)

Marisa DeLaCruz (Enrollment Management: Director, Undergraduate Admissions)

Michele Doney (Academic Affairs: Director, Student Academic Consulting Center)

Karl Lang (ZSB: Information Systems and Statistics)

Katherine Pence (WSAS: History)

Elizabeth M. Riquez (Enrollment Management: Director, Financial Aid Services)

Damali Smith Tolson (Student Affairs: Director, Student Life)

Rachel Smith (*former* MSPIA: Higher Education)

5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Co-chairs

Jennifer Mangels (Weissman School: Psychology, Chair),

Heather Samples (*former* Academic Affairs: Director, Bernard L. Schwartz Communication Institute)

Jonathan Engel (MSPIA: Health and Social Policy)

Kristy Perez (Enrollment Management: Director, SEEK)

Melissa Sultana (MSPIA, Deputy Director, Academic Programs)

Isak Taksa (ZSB: Information Systems and Statistics)

Thomas Teufel (WSAS: Philosophy)

Lisa Vaia (ZSB, Director, Accreditation and Curriculum Management)

Cynthia Wach (Library and Information Services: Research Specialist, Institutional Research)

6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Co-chairs:

Mary McGlynn (Weissman School: English)

Mary Rivers (Administration and Finance: Assistant Vice President of Budget and Planning)

DJ Dolack (Academic Affairs: Director, Tools for Clear Speech)

Lisa Edwards (Campus Operations: Assistant Vice President)

Sandra Fajardo (MSPIA, Director, Graduate Academic Advisement)

Marios Koufaris (ZSB: Information Systems and Statistics, Chair)

Jessica Lang (WSAS: English, Chair; Co-director, Center for Jewish Studies)

Janet Rossbach (College Advancement, Director, Alumni Relations and Volunteer Engagement)

7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Co-chairs:

Samuel Johnson (Weissman School: Psychology; Chair, Faculty Senate)

Katharine Cobb (Office of the President: Vice President, Administration and Finance)

Arijit Dhillon (MSPIA, M.S.Ed. in Higher Education graduate student, class of 2019)

Lillie Glenn (ZSB: Director, Budget and Administration)

David Hoffman (MSPIA: Rhetoric and Politics)

Terrence Martell (ZSB: Economics and Finance)

Caryn Medved (WSAS: Communication)

Patricia Price (Academic Affairs: Associate Provost, Academic Administration and Faculty Development)

Michael Richichi (Information Services: Deputy Chief Information Officer)

Eliza Tom (Enrollment Management: Associate Registrar, Office of the Registrar)

8: REQUIREMENTS OF AFFILIATION and SELF-STUDY PROCESS

Co-chairs:

Valerie Watnick (Zicklin School: Chair, Law)

Olga Dais (Office of the President: Assistant Vice President, Legal Counsel and Labor Designee)

Angel Arcelay (Information Services: Director of Enterprise Systems and Services)

John Choonoo (Institutional Research: Director)

Olga Dais (Legal Counsel)

Diane Harrigan, Editor/Writer, Office of Communications, Marketing & Public Affairs

Stephen Francouer (Library, User Experience Librarian)

Intended outcomes of the Self-Study

In the Self-Study Design document submitted during early Spring 2018, the College articulated intended outcomes for the Self-Study:

- 1) Demonstrate Baruch College's compliance with the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation and achieve reaccreditation.
- 2) Develop forward-looking recommendations to help the institution attain its goals in undergraduate and graduate education, research, and service for the public good.
- 3) Engage in an inclusive and transparent self-appraisal and assessment process that actively and deliberately seeks to involve members from all areas of the Baruch College community.
- 4) Document current assessment practices to identify challenges and opportunities and to make recommendations for improvement, for both assessment of learning and assessment of institutional effectiveness.
- 5) Engage the Baruch College community in discussion of the multiple compliance frameworks of federal and state regulation and regional and specialized accreditation, as well as the CUNY and Baruch College strategic frameworks, to increase community-wide understanding of how each division, department, and individual contributes to student success as well as to the expectations set out by multiple frameworks.

To attain outcome #3 an internal **Baruch College Self-Study 2020 website**, accessible to the entire Baruch College community, was created, which provided a timeline, updates, explanations, and draft Self-Study reports for community review. To attain outcome #4, the eight Self-Study Working Groups, collaboratively built and reviewed the **Evidence Inventory for the Baruch College Self-Study 2020**. To attain outcome #5 a series of town hall meetings were held for both the **Strategic Planning 2018-2023 process** and the **Self-Study 2020 process**, and **workshops on assessment and institutional effectiveness** were offered for all faculty and staff. The Baruch College community believes, and hope the Evaluation Team agrees, that this Self-Study and the site visit demonstrate attainment of outcomes # 1 and #2.

Institutional Overview

Baruch College is home to a diverse community of students, faculty, and staff. The College enrolls more than 18,000 students, who speak 100-plus languages and represent 168 countries. Baruch's 30 undergraduate majors, 57 graduate specializations, and 5 doctoral specializations—alongside 20 centers and institutes—offer students, faculty, staff, and the broader New York City community tremendous opportunities for growth and development. Baruch College is nationally regarded as an **engine of social mobility**. Over 70 percent of Baruch College's undergraduate student population filed a Free Application for Federal Student Aid, and of those students, 38 percent are the first in their family to attend college, 68 percent received Pell Grants, and 37 percent are from families with a household income of less than \$20,000 annually. The average salary for students who graduated from Baruch College in 2017–18 was \$51,058. Driven by the College's mission and goals, faculty and staff are committed to supporting Baruch's diverse community and facilitating student success.

Organizational structure

Baruch College is one of 11 senior colleges within The City University of New York (CUNY) system and receives funding primarily from the State of New York. An active and collaborative member of the CUNY system, Baruch not only abides by **all CUNY policies** but participates in several system-wide initiatives and a variety of CUNY Councils. Baruch values and benefits from a strong positive relationship with CUNY Central as well as with fellow CUNY campuses.

Baruch College has an organizational structure of three schools (the **Marxe School of Public and International Affairs**, the **Weissman School of Arts and Sciences**, and the **Zicklin School of Business**), one division of **continuing and professional studies**, and seven **cabinet-level** administrative divisions and offices (Office of the Provost and Division of Academic Affairs, Office of Administration and Finance, Office of College Advancement, the Division of Enrollment Management & Strategic Academic Initiatives, the Office of Communications, Marketing & Public Affairs, the Division of Information Services and Library, and the Division of Student Affairs).

President Mitchel B. Wallerstein, PhD, has led Baruch College since August 2010. He is supported by a **President's Cabinet** that consists of 15 members, including the chair of the **Faculty Senate**, the deans of the three schools, and the vice presidents of administrative divisions in addition to the legal counsel, chief diversity officer, and chief of staff. Baruch College currently has an **open presidential search**, to fill the position when Dr. Wallerstein retires in June 2020. **Baruch College's organizational structure** is clearly documented in the annual Affirmative Action Plan[2–5] as Appendix A, and is defined based on CUNY and Baruch governance policies.

Operating with **one unifying mission and strategic plan**, Baruch College is home to three degree-granting schools. The Marxe School is widely recognized in the areas of municipal government, nonprofit and educational administration, international affairs, and policy analysis and evaluation. The Marxe School is organized as a single department, without individual academic departments. Faculty come from a range of disciplinary backgrounds, and one faculty member serves as faculty coordinator, a role similar to an academic department chair in other schools. The Weissman School is home to 13 academic departments offering more than 50 areas of study that blend rigorous theory with practical experience. The Zicklin School is home to seven academic departments offering a wide range of full- and part-time business degree programs, including BBA, MS, MBA and PhD, that are accredited by AACSB International.

Baruch College is currently home to 19 **centers and institutes**. The creation of some centers and institutes requires approval at the system level, per the **CUNY Board Policy on Centers and Institutes**. There are also centers and institutes with the purpose of outreach, instructional support, and student success.

Baruch College's **William and Anita Newman Library** is a physical and online resource providing seats for 1,450 individuals and access to more than 330,000 print books, 515,000 e-books, and 117,000 serial titles (in print and digital). The Newman **Library's resources** include laptops and textbooks for loan and an array of educational support in the form of **online tutorials** and **research guides**. The library also offers an undergraduate **minor in Information Studies** and **extensive research and teaching support for faculty**.

Faculty and staff are hired into departments and engage in an array of college-wide, school-wide, and department-focused work. Baruch's numerous committees and cross-border teams work across lines of faculty and administration—across the College, schools, divisions, and departments—for the benefit of Baruch College as a whole. **Committees of the faculty for the College and each school** are organized through the guidelines of College governance. Election procedures and the charge of each of the committees of the General Faculty are available under Article VI of the **Bylaws of the General Faculty**. Ad-hoc committees, including task forces often composed of faculty and administrators, can be formed at the request of the president or the provost. Cross-border teams are groups of administrators and faculty interested in collaborative learning, discussion, and action around core issues important to the mission and goals of Baruch College, including retention and student success, employee engagement, staff management, and international initiatives.

More details regarding the entire organizational structure is provided in the Baruch College Institutional Overview Report as well as in Appendix A of the Affirmative Action Plan, which contains all of the organizational charts for the College.[6–8]

Student snapshot

Here we provide a brief snapshot of the Baruch student population. Detailed data on our student population is provided in the Baruch College Institutional Overview report and appendices.[6,9,10] Baruch's unofficial headcount for the Fall 2019 term is 18,660, up over 450 from the previous fall term, representing a 2.5% increase in enrollment. The College enrolled 3,169 graduate students and 15,463 undergraduate students, and welcomed 2,268 new freshman and 1,671 transfer students in Fall 2019.[11] Most recent official numbers are reported by the Baruch College Office of Institutional Research in the **Fall 2018 Fact Sheet**. [12] Baruch's undergraduate enrollment in Fall 2018 was 15,024, an increase of 22 percent since Fall 2009 (when it was 12,332 students). Graduate student enrollment in Fall 2018 was 3,005, a decrease of 18% since Fall 2009, when it was 3,683. Overall enrollment in Fall 2018 was at 18,029, has increased 11 percent since Fall 2009 (when it was 16,095). The number of first-time, first-year students has steadily increased over time; the admission rates of advanced-standing transfer students have fluctuated across the decade but remain higher than they were 10 years ago.[6,12,13]

Baruch College has a highly diverse student population. Most recent official data from the **Fall 2018 Fact Sheet** demonstrate that men make up 51% of the population, and women 49% of our student body, which is over 18,000 total. Asian/Pacific Islander students are the largest ethnic group at 41%, followed by White at 31% Hispanic at 17%, and Black/African American at 11%. In the 2010 Self-Study, the ethnic data from Fall 2008 had been reported as 11.7% Black/African American, 15.9% Hispanic, 34.9% Asian/Pacific Islander and 37.4% White, which means that the largest shift has been a decrease in White students and an increase in Asian/Pacific Islander students. Full-time students make up 67% of the population. The Zicklin School enrolls 71% of all students (12,719), followed by the Weissman School at 19% (3,479), and the Marx School at 5% (941).[12] The top six most popular undergraduate degrees are

finance, accounting, marketing, business communications, computer information systems, and management. [6,12,13] Baruch College’s retention and graduation rates for first-time freshmen are outstanding, with first-year retention at or above 87 percent for the past decade, and second-year retention at or above 79 percent during the same period. The College’s four-year graduation rates have improved 10 percentage points, from 35 percent for the Fall 2008 cohort to 45 percent for the Fall 2014 cohort. In the 2010 Self-Study, Baruch had reported that the six-year graduation rate was 58 percent. As of 2019, the six-year graduation rates have been at or above 65 percent for the past five years and are now at 68 percent. [6,12,13] Baruch College has seen an increase of 32 percent in the total number of bachelor’s degrees awarded over the past decade, with a decrease of 8 percent in the total number of master’s degrees awarded, most visibly and significantly among MBA awards, which fell 50 percent. [6,12,13]

Developments at Baruch since the 2015 Periodic Review Report

To uphold its historic mission and further current institutional goals, Baruch College strives to improve, refresh, and innovate. Some highlights of the past five years include:

- 1) Receiving a \$30 million gift -- the largest in Baruch College history -- from alumnus Austin W. Marx ('65) to endow and rename the Austin W. Marx School of Public and International Affairs
- 2) Building the Allen G. and Mary E. Aaronson Student Center (to be completed in 2020)
- 3) Creating the Clivner=Field Plaza, which enhances Baruch’s urban campus by connecting the College’s two main buildings (to be completed in 2020)
- 4) Engaging in two large-scale curricular reviews during 2019-2020: In the Marx School, the MPA curriculum is currently under review. In the Zicklin School, the BBA curriculum is currently under review.
- 5) Developing and enrolling new degree programs, including

Fall 2015	MS in Financial Risk Management
Fall 2015	BS in Financial Mathematics
Fall 2015	MA in Arts Administration
Fall 2017	Executive Doctor of Professional Studies in Business
Fall 2017	Master of International Affairs (MIA)
Fall 2019	MS in Business Analytics
Fall 2019	Executive MS in Information Systems

Opportunities for improvement and innovation

Faculty and staff are proud of Baruch College’s significant historical and recent accomplishments, while being keenly aware of several areas that can be improved. Many issues of concern were discussed at length across the Baruch community during the past few years since the last Middle States accreditation action. These concerns drove priorities that made their way into the **Baruch College Strategic Plan 2018–2023** in addition to informing this Self-Study. As a result of the gathering, reviewing, and discussing evidence for both the strategic plan and the Self-Study, the College continues to focus efforts on opportunities for improvement and innovation. These are listed in the executive summary and discussed at the end of each chapter.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Baruch's mission to serve diverse student populations and facilitate their intellectual growth and social mobility is both reaffirmed and expanded in the **Baruch College Strategic Plan 2018–2023**. Our mission and goals drive not only what we do but also how we do it: framing teaching and learning, assessment, and resource prioritization and allocation. In this chapter, we discuss Baruch College in terms of **Standard I: Mission and Goals**, evidence for which aligns with **Requirements of Affiliation 7 and 10**.

1.1. Clearly defined mission and goals

College mission and goals

Baruch College has long prided itself on excellence and high standards for student achievement as well as its commitment to offering access to students from New York City and around the world. These principles are deeply rooted in The **City University of New York's longstanding mission**[14] to be a catalyst for the social, cultural, and financial mobility of a diverse student body. Baruch's dedication to CUNY's mission and the College's own mission has cultivated key institutional strengths, perhaps most notably access, affordability, and serving as a lever for social mobility. **Baruch's mission statement**, was revised and reaffirmed in 2018, after a yearlong strategic planning process that culminated in the creation of the **Baruch College Strategic Plan 2018–2023**. [15]

Baruch College provides an inclusive, transformational education in the arts and sciences, business, and public and international affairs to students from New York and around the world and creates new knowledge through scholarship and research.

A Baruch education is a financially accessible and powerful catalyst for the social, cultural, and economic mobility of students and a strong foundation for lifelong learning and community impact. Our distinguished undergraduate and graduate academic programs offer extraordinary value. Our diverse and outstanding faculty and staff are themselves lifelong learners, who continue to develop their expertise as teachers and administrators, augment their success as scholars and practitioners, and exercise their talent as creators of art and facilitators of student success.

As registered with the NYSED Office of College and University Evaluation **Inventory of Registered Programs**, included in the **CUNY Academic programs inventory**, and publicized in the [undergraduate and graduate academic bulletins](#), the College offers **30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations**. [16–18] The education of students is the highest priority of the Baruch College faculty, administration, and staff. A Baruch education is, first and foremost, inclusive. Our **mission** and goals are realistic, attuned to limited resources, and appropriate to higher education as shown by the prominence they give to teaching, research, curriculum development, and student success. Later in this chapter, Table 3 shows the **alignment between the Baruch mission statement and the institutional goals** articulated in the **Baruch College Strategic Plan 2018–2023** which demonstrates that our goals are consistent with our mission and foreground our efforts to plan and prioritize with the mission in mind. [15,19,20]

Mission and goals at the school and unit level

Each of the three schools has its own clearly articulated and publicized mission statement and strategic plan. The **Marxe School mission statement** is part of the **Marxe School Strategic Plan 2018-2023**. The **Weissman School mission statement** is part of the **Weissman School Strategic Plan 2019-2024**. The **Zicklin School mission statement** is part of the **Zicklin School Strategic Plan 2019-2024**. [21–26]

While the three schools have distinct academic and disciplinary foci, their plans cohere to the College's plan and with one another, speaking to a shared commitment to the student body, faculty research, and resource allocation and use. Administrative divisions and offices also have strategic and operational goals which integrate with the College strategic plan. As one example, the Division of Enrollment Management & Strategic Academic Initiatives has division goals, found on page 2 of their **2018-2019** annual integrated assessment and planning report, as well as strategic goals, found on page 3. [27–30] As another example, the Office of College Advancement **sets fundraising goals annually**. [31–35]

Global and international initiatives

Building on common aims across the schools, the College developed a **Global Strategic Plan 2014-2019**, which was updated in 2018 and is being updated again in 2020. This plan unified the global and international initiatives across the campus. [36] The Global Strategic Plan inspired College-wide efforts at strengthening student engagement in a global community. Assessment of these efforts demonstrated positive outcomes such as the creation of a Global Student Certificate program, designed to train a new generation of business leaders to excel in an increasingly globalized world, creation of alumni events in Asia and South America to strengthen alumni global network, and an increase in collaborative faculty partnerships such as the Marxe School hosting an academic conference (“Healthy Cities”) with global partner universities on October 16, 2017. There was also increase in the number of students studying abroad from 250 in AY 2013-2014 to 316 in AY 2017-2018. The creation of the Master of International Affairs (MIA) degree which began in Fall 2017 is one of the highlights of Baruch's global efforts to date. [36]

1.1.a Collaborative participation in goal development

Baruch College applies a **collaborative learning model of institutional effectiveness** as a holistic framework for college- and unit-wide assessment, planning, resource allocation and prioritization, and accreditation efforts. [1] The development of the current strategic plan is an example of Baruch's commitment to collaborative learning, including collaborative participation in goal development. The **Baruch College Strategic Plan 2018-2023 Steering Committee** drew from a broad range of stakeholder representatives, including President Mitchel Wallerstein's Cabinet; five tenured faculty members; the assistant provost for assessment, accreditation, and institutional effectiveness; the presidents of the Undergraduate Student Government and the Graduate Student Assembly; and a trustee of the **Baruch College Fund Board**. [37–39]

The **Baruch College Strategic Plan 2018-2023 Steering Committee** invited, facilitated, and encouraged community participation throughout its work. In addition to Steering Committee meetings, were multiple **meetings and events throughout the year**. [40] Beginning in Fall 2017, members of the faculty, staff, and student body were **invited** to and participated in a series of **town hall** events as well as in smaller focus groups to provide detailed feedback and recommendations. [41] All members of the community were also invited to populate an “**idea wall**” in the main campus building, from which our consultants **documented popular opinions and trends** for discussion at planning meetings. [42] The Office of the President collected similar concerns and recommendations via anonymous digital feedback form. The College community was **informed about a website** with regular updates on the strategic planning process. [43]. The College Faculty Senate Executive Committee spent time discussing strategic planning

and submitted a **motion** in December 2017 with recommendations for the primary emphases of the new plan.[44] The process and drafts of the plan were discussed at and are recorded in **the minutes of Faculty Senate meetings throughout Fall 2017 and Spring 2018**. [44–47] Subsequently, in February 2018, the members of the **Baruch College Strategic Plan 2018-2023 Steering Committee** participated in a **daylong retreat** to synthesize all data, discuss a **comprehensive environmental scan** prepared by the consultants based on their work with the community, and produce early drafts of the plan.[37,48,49] Four additional town hall events were held in Spring 2018 to discuss initial drafts of the plan, **and town hall results were documented** and discussed as well.[50] These many meetings, forums, focus groups, and other communications were conducted in order to maximize the participation of all stakeholders. For example, the **Faculty Senate meeting minutes from March 1, 2018**, reflect that the chair of the Faculty Senate was satisfied that “many of the initiatives advanced by the Faculty Senate are making their way into the strategic plan” and that he was “pleased to announce that the faculty are being represented and incorporated into the process.”[46] Strategic planning was also discussed

One notable outcome of the community impact on the strategic planning process arose after the first official draft of the plan was released. In a series of feedback meetings hosted by the provost in Spring 2018, members of the faculty voiced the idea that teaching and scholarship needed to be articulated as two separate goals. Several key changes and clarifications were made to the draft document following the spring feedback meetings, including the addition of a sixth goal, which charges the College with creating “a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.” This is one of several examples of the strategic planning process being transparent, collaborative, and responsive to the voices of faculty, staff, and students.

School planning is similarly done in a transparent and collaborative way. For example, at the **Zicklin School Faculty meeting of October 2017**, the dean discussed how the College strategic plan was framing the School’s planning and resource allocation. He laid out some initial thoughts for the Zicklin strategic planning process, and invited broad participation in the development of the school’s next strategic plan, including participation in planning-related committees and task forces.[51] Similarly, as part of item 3, the Dean’s Report, discussed at the **Marxe School Faculty meeting of September 2018**, the dean invited engagement with the development of their school strategic plan.[52] The school strategic plans, discussed in more detail later in this chapter, include the **Marxe School Strategic Plan 2018-2023**, the **Weissman School Strategic Plan 2019-2024** and the **Zicklin School Strategic Plan 2019-2024** and were all developed through intra-school discussion and are all publicly available.[21,24,25]

1.1.b External contexts and constituencies

The **Baruch College Strategic Plan 2018–2023** addresses internal and external contexts and stakeholders. It was developed to meet of the needs of students, faculty, and staff while also taking into consideration external constituents. For example, the College’s commitment to helping its students achieve social mobility forms a key part of our vision and mission statements, and Goal 3 of the **Baruch College Strategic Plan 2018–2023** specifically references the need to “review and renew the curriculum” with an eye on “the challenges and opportunities of a changing world.” Ongoing planning also incorporates external contexts and constituencies through the engagement of the respective **dean’s advisory councils and boards in each of the three schools**. Additional input is provided by departmental or program advisory boards within the Zicklin School, including the Aaronson Department of Marketing and International Business advisory board, the Stan Ross Department of Accountancy advisory board, the Data Analytics advisory board, and the Cybersecurity advisory board.[53,54]

The schools also prioritize working in partnership with external constituencies in the private and public sectors to prepare students for employment and public engagement upon graduation. For example, the **Marxe School Strategic Plan 2018–2023** has as its first goal to “firmly establish Marxe as one of the

most highly engaged schools in its field.” Undergraduates and graduate students in the Marx School intern with a variety of nonprofit, city, state, and federal government agencies.[21] Similarly, the **Zicklin School Strategic Plan 2019–2024** states that “Zicklin should strive to connect our students, faculty, and curricula with the business community to a greater degree, perhaps through public-private partnerships that enhance student development and faculty research.”[25]

1.1.c Approved and supported by the governing body

As a senior college of The City University of New York, Baruch College is governed by the **CUNY Board of Trustees**. [55–57] College governance is described in great detail in the chapter on Standard VII. There is no formal process for approval of strategic plans by the University. The CUNY Manual of General Policy only has an **Academic Program Planning policy**, which states that the CUNY Board endorses “campus-based planning.”[58]

In terms of **Baruch College governance**, discussed in great detail in the chapter on Standard VII, there is similarly no formal process for approval of strategic plans.[59] As noted earlier, the College Faculty Senate Executive Committee spent time discussing strategic planning and submitted a **motion** in December 2017 with recommendations for the primary emphases of the new plan. The process and drafts of the plan were discussed by the faculty at and are recorded in **the minutes of Faculty Senate meetings throughout Fall 2017 and Spring 2018**. [44–47]

1.1.d Goals that guide decision making

At Baruch College, we engage in integrated assessment, planning, and resource allocation through a **collaborative learning model of institutional effectiveness** as well as through the annual **CUNY Performance Management** process.[1,60] Our goals are directly linked to planning and resource allocation in several ways, starting with the fact that our strategic goals are **aligned with the CUNY Strategic Framework and the CUNY Performance Management Process indicators**. [19] CUNY Central carefully reviews system-wide and campus progress on several key performance indicators as part of this process.

The goals of the strategic plan provide clear guidelines for decision making regarding planning, resource allocation, programs and curricula, and intended outcomes. For instance, Goal 1.1.3 of the **Baruch College Strategic Plan 2018–2023** pledges support for engaging in and continually refining approaches to “robust, sustained, College-wide, faculty-informed assessment of student learning.” Goal 1.3 makes this commitment even more granular by pledging to “strengthen academic support and effective resource allocation for the delivery of online and hybrid education.” Goal 5.1 elevates the importance of diversity, inclusion, and cultural competence through the commitment to “create and coordinate campus-wide programming, resources, and educational opportunities.” Goal 6.3 promises to “enhance resources, processes, and systems to support faculty and staff.” In all of these cases, resource allocation and planning are embedded within the goal, highlighting the College’s commitment to making resource allocation both transparent and accountable.[15]

Assessment in the form of the **Baruch College Performance Management Process Goals Progress Report 2018–2019** and the related **CUNY Performance Management Data Book** is part of ongoing assessment of strategic plan **implementation** and ties directly to resource allocation.[60–62] The **Baruch College Strategic Plan 2018-2023 Implementation Plan**, currently in Phase One, is a vehicle for integration of assessment, planning, and resource allocation.[63] Similarly, the **CUNY Office of Academic Affairs** disburses funds through the **Coordinated Undergraduate Education (CUE)** initiative. Our **annual CUE reports** demonstrate assessment of the student-facing units that receive CUE funding at Baruch College.[64–66]

At the college level, the Retention and Student Success Cross-Border team monitors a set of **Key Performance Indicators**, which are tied to institutional planning and resource allocation.[67] Launched in Spring 2016 by the vice president for enrollment management and strategic academic initiatives, Baruch's **Retention and Student Success Cross-Border Team (CBT)** comprises representatives from Academic Affairs (including the Office of Assessment, Accreditation, and Institutional Effectiveness), the deans' offices, Enrollment Management & Strategic Academic Initiatives, Student Affairs, Information Services (including Baruch Computing and Technology Center and the Office of Institutional Research), and the faculty.[68] The Retention and Student Success CBT collaborates on issues that impact student retention and degree completion and serves as the College's Academic Momentum Team, supporting the initiatives of the **CUNY-wide Academic Momentum Campaign**.[69] This campaign is discussed in greater detail in the chapter on Standard IV, in section 4.1.d Processes supporting achievement of students' educational goals.

Goal implementation of school strategic plans is also assessed as part of each school's five-year strategic planning cycle. For example, several improvements and innovations emerged out of the Zicklin School's 2014–2018 plan, alongside the **Zicklin School of Business Action Plan 2016** for implementing the prior College strategic plan; results of these improvements and innovations have been pulled into its **2019–2024 Strategic Plan**.[25,70] The following are some of these highlights: Since the last plan, the Zicklin School significantly revised its MBA program. New executive programs have received support, including modular MS programs in finance and marketing and a doctorate in professional studies. Courses and tracks in data analytics, marketing analytics, cybersecurity, and sustainable business have become available to students in several programs. The proportion of courses offered to Zicklin students with hybrid or fully online options have increased to nearly 20 percent of course offerings. Enhanced domestic connections include the **Zicklin Dean's Advisory Council**, the Business Roundtable, and the Business Higher Education Forum. Internationally, the Zicklin School has established a global presence, with **programs in China and Italy**.[53] In addition, several programs within the Zicklin School have advisory groups, including the Aaronson Department of Marketing and International Business advisory board, the Stan Ross Department of Accountancy advisory board, the Data Analytics advisory board, and the Cybersecurity advisory board.

The **Zicklin School's Strategic Plan 2019–2024** draws on these accomplishments to articulate new mission and vision statements and explicit operational objectives that will allow the plan to be implemented. The Zicklin School's four strategic priorities in its new plan are (1) Enrich the Undergraduate Experience for Social Mobility, (2) Invest in Human and Social Capital for Institutional Quality, (3) Pursue Program Priorities for Educational Innovation and Revenue, and (4) Source External Resources for Institutional Improvement. The Zicklin strategic plan was externally evaluated as part of the process of **Continuous Improvement Review for Business and for Accountancy**, which included comprehensive reports prepared by the Zicklin School, followed by a site visit from the AACSB team to Baruch College in November 2019.[71,72]

The college plan also guides the strategic and operational goals of administrative, educational, and student support (AES) units across the college. For example, with regards to Baruch College strategic plan Goal 4.1.1 Increase the number of students taking and completing 30 credits per year, the Division of Student Affairs has six offices contributing in some form to reaching this goal: Athletics has partnered with Academic Advising to ensure that student-athletes are taking 30 credits per year and are on track to graduate. The Counseling Center offers a Group Therapy program in which part of the program aims to reduce the negative impact of mental health symptoms on academic performance. The Office of the Dean of Students continues to seek additional grant funding to provide emergency grants to students in an effort to eliminate potential barriers to academic success. Additionally, through the First-Year Seminar lead by New Student and Family Programs, students are provided with information on how to schedule courses, and utilize major and degree maps. The Early Learning Center has committed to creating a broader

reaching marketing campaign to promote their services to student-parents in an effort to provide assistance in attending classes. The Starr Career Development Center will offer stipends for unpaid internships to help students with financial challenges gain experience and remain enrolled. These initiatives are discussed on page 10 of the **Division of Student Affairs 2018-2019 assessment report**.^[73]

1.1.e Support for scholarly inquiry and creative activity

Faculty scholarly inquiry and creative activity are core to both faculty satisfaction and tenure and promotion decisions. In recognition of this, Baruch College is committed to supporting faculty in these endeavors, as clearly articulated in Goal 2: Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery. In addition, Goal 6.3 specifically promises to “enhance resources, processes, and systems to support faculty and staff.” In all of these cases, resource allocation and planning are embedded within the goal, highlighting the College’s commitment to making resource allocation both transparent and accountable.^[15] Faculty research is discussed in detail in the chapter on Standard III, in the section on faculty and the student learning experience.

1.1.f Internal stakeholders

As discussed in section 1.1.a (*above*), the strategic planning process was broadly inclusive and widely publicized through a series of campus-wide communications. The **Baruch College Strategic Plan 2018–2023** was developed in a highly collaborative manner and is publicly available on the Baruch College website.^[15] The **Marxe School Strategic Plan 2018-2023**, the **Weissman School Strategic Plan 2019–2024** and the **Zicklin School Strategic Plan 2019-2024** were all similarly developed through intra-school discussion and are all publicly available.^[21,24,25]

1.1.g Clearly defined mission and goals that are periodically evaluated

As discussed earlier, the Baruch **mission** and goals are realistic, attuned to limited resources, and appropriate to higher education as shown by the prominence they give to teaching, research, curriculum development, and student success. There is also **alignment between the Baruch mission statement and the institutional goals** articulated in the **Baruch College Strategic Plan 2018–2023**.^[15,19,20] We discuss the periodic evaluation of mission and goals below, in the section on criterion 1.4, “periodic assessment of mission and goals to ensure they are relevant and achievable.”

1.2 Realistic, appropriate goals consistent with mission

The **Baruch College Strategic Plan 2018-2023** contains goals which are realistic and appropriate for higher education, as Goals 1, 2, and 3 prioritize teaching and learning, scholarship and research, and student success.^[15] The **alignment of Baruch’s mission and strategic goals** is shown in the table on the next page.^[19] Furthermore, **Baruch’s mission and goals are integrated with the CUNY mission, strategic framework, and goals**, which are articulated in the **CUNY Master Plan 2016-2020** and the **CUNY Strategic Framework**, and attainment of which are assessed as part of the **CUNY Performance Management Process**.^[60,74–76]

In order to ensure that our goals are realistic and appropriate, Baruch College also seeks the input of advisory boards and councils. A member of the **Board of Trustees of the Baruch College Fund** served on the Strategic Planning 2018–2023 Steering Committee.^[39] The **boards and councils of each of the three schools** include individuals with significant professional and academic experience relating to

Baruch College's programs, and Baruch benefits from not only their advice but from their serving as ambassadors for the College in the broader community.[53]

1.3 Focused on student learning and institutional improvement

The entire Baruch College strategic plan is focused on student learning and institutional improvement. Goals 1, 2, 3 and 4 are directly focused on student learning and success, as they speak to effective teaching and learning, support of research and scholarship, curriculum renewal, student academic momentum, and post-graduation success. All of the goals, and particularly goals 5 and 6 are focused on institutional improvement. Goal 5 addresses the overall environment, climate, and mindset of the institution, while Goal 6 addresses the needs of faculty and staff.

Baruch College uses an integrated approach to assessment and planning that is framed by our collaborative learning model of institutional effectiveness, and which facilitates our sustained focus on student learning and institutional improvement. As an institution of higher education, we understand the value of engaging in organizational learning in the service of mission and goal attainment.

Table 1: Alignment of Baruch College mission and strategic goals

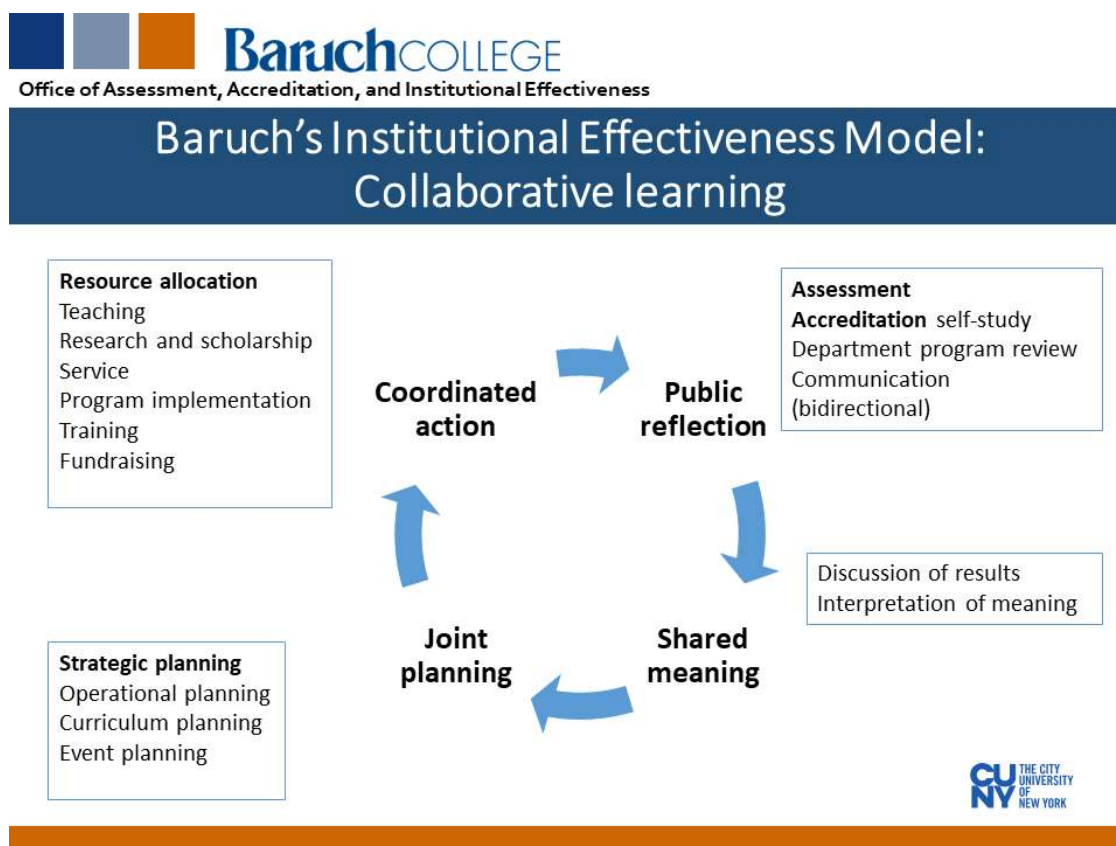
	Strategic Goals					
	Goal 1: Uphold the College's long-standing commitments to excellent and effective teaching and learning.	Goal 2: Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.	Goal 3: Regularly review and renew the curriculum to ensure students are prepared to engage the challenges and opportunities of a changing world.	Goal 4: Increase students' engagement, academic momentum, degree completion, and post-graduation success.	Goal 5: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.	Goal 6: Enhance faculty and staff satisfaction and engagement.
Baruch Mission						
Provide an inclusive, transformational education in the arts and sciences, business, and public and international affairs	X		X	X	X	
Create new knowledge through scholarship and research	X	X	X			X
Be a catalyst for the social, cultural, and economic mobility of students	X		X	X	X	
Provide a strong foundation for students and staff to achieve lifelong learning and community impact	X	X	X	X	X	X
Offer distinguished, financially accessible academic programs	X		X	X	X	
Maintain a diverse and outstanding faculty and staff and support their professional development	X	X		X	X	X

Institutional effectiveness: The learning collaborative model

At Baruch College, we engage in assessment, planning, resource allocation and prioritization through the lens of a **collaborative learning model of institutional effectiveness**.^[1] We recognize that accountability, including accreditation compliance, is a collective responsibility of faculty, administration, and staff. As a teaching organization, we are committed to continually learning about what we do, how we do it, and how we can continue to improve what we are doing. The Baruch community is assisted in these essential efforts by an assessment infrastructure which includes faculty assessment committees, administrative division assessment committees, assessment managers reporting to deans and vice presidents, and a college-wide office built to serve the College as a whole as well as the schools and administrative divisions.

Baruch College continues to invest resources in and expand its culture and practice of assessment, planning, and institutional effectiveness, using results for resource allocation and prioritization. Baruch College has been engaged in assessment and planning for well over 20 years, as recognized in the Self-Study and Periodic Review Reports, which have been accepted by the Middle States Commission over the past several accreditation cycles. With each accreditation cycle, Baruch continues to work on improving institutional efforts in these core practices. In 2013, the Office of the Provost created the role of director of assessment, followed by the designation of assessment managers for each of the three schools and the assignment of a special assistant to the president for institutional effectiveness in 2015. The next benchmarks were the creation of a dedicated Office of Assessment, Accreditation, and Institutional Effectiveness in 2017 with college-wide responsibilities for academic and administrative assessment. Additional information about this office is discussed in the chapter on Standard V.

Figure 1: Baruch College institutional effectiveness model



Tools for integrated assessment and planning

As part of our integrated approach to assessment and planning, we periodically evaluate our mission, goals, teaching, learning, academic and administrative units, educational and student support programs and services, and our goal attainment. This approach aligns with Middle States requirements for periodic assessment of every standard. Baruch's assessment and planning portfolio includes:

- 1) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**.[63]
- 2) Various stages with the five-year cycles of school strategic planning, which include review of mission and goals
 - a. **Marxe School mission statement**
 - b. **Marxe School Strategic Plan 2018-2023**
 - c. **Weissman School mission statement**
 - d. **Weissman School Strategic Plan 2019-2024**
 - e. **Zicklin School mission statement**
 - f. **Zicklin School Strategic Plan 2019-2024**.[21–26]
- 3) The annual CUNY Performance Management Process, including the **CUNY PMP 2016-2017 Data Book**, the **CUNY PMP 2017-2018 Data Book**, and the **CUNY PMP 2018-2019 Data Book**, as well as the **Baruch College Performance Management Process Goals Progress Report 2018-2019**[60,61,77,78]
- 4) Assessment of the Academic Momentum Campaign, including
 - a. **Baruch College Academic Momentum Campaign update report**
 - b. **CUNY Academic Momentum monitoring report**
 - c. **CUNY Academic Momentum status update**.[69,79,80]
- 5) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018**, **Affirmative Action Plan 2018-2019**, and **Affirmative Action Plan 2019-2020**[2–5]
- 6) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17**, the **Baruch College CUE Report for 2017-2018**, and the **Baruch College CUE Report for 2018-2019**. [64–66]
- 7) The **Baruch Asset Assessment of Campus Facilities and Grounds**[81]
- 8) Annual assessment reports from the Division of Student Affairs including
 - a. **Starr Career Development Center Post Graduate Outcomes Report**[82]
 - b. **Athletics Department Annual Reports**[83]
 - c. Division-wide assessment reports including the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - d. General faculty reports from the Division of Student Affairs[85–87]
- 9) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017**, **2017-2018**, and **2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 10) Assessment of student learning
 - a. General education assessment (Pathways)[90–93]
 - b. Program learning assessment (majors)[94–97]
- 11) Academic program review or specialized accreditation reports
 - a. Weissman School APR[98,99]
 - b. Marxe School NASPAA accreditation reports[100]
 - c. Zicklin School AACSB accreditation reports[71,72]
- 12) **Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey** [101–105]

- 13) Human resources planning and assessment, including the Baruch College **Executive Compensation Plan recruitment plan, Higher Education Officer recruitment plan, and Faculty recruitment plan** [106–109]
- 14) The CUNY-mandated assessment of college presidents, as described in the **criteria for evaluation of the president, discussed in Section 5.05** of the CUNY Manual of General Policy Article V[110]
- 15) Facilities and capital requests, including
 - a. The Baruch College annual **capital requests process**[111]
 - b. The Baruch College annual **in-house facilities requests process**[112]
- 16) Office of Advancement goals assessment as reported each semester, in the General Faculty reports of the **Office of Advancement**[31]
- 17) Assessments within the Division of Information Services, including the **IT Infrastructure Survey of 2017**, the **Library Master Plan**, the library’s Technology Loan survey, and the library’s **Circulation Satisfaction Survey**[113–116]
- 18) **2016 Faculty Campus Climate Study**[117]
- 19) Student surveys including the
 - a. **CUNY Student Experience Survey**
 - b. **National Survey of Student Engagement (NSSE)** [118–120]

1.4 Periodic assessment of mission and goals

Baruch College engages in periodic assessment of mission and goals, to understand whether and how well we attain our goals *and* to ensure that they are relevant and achievable. Such assessment takes place for the college as a whole, as well as for each school and division, and has been ongoing through the past two cycles of strategic planning. Such assessment is part of our **collaborative learning model of institutional effectiveness**, and includes assessment of student learning, discussed in detail in the chapter on Standard V, as well as assessment of administrative, educational support, and student support (AES) units, discussed in detail in the chapters on Standards III, IV, and VI.[1]

Since the time frame of the **earlier plan, Baruch College Strategic Plan 2013–2018**, every school and division integrates its operational work and assessment with the college strategic plan.[121] Initially, under this earlier plan, the integration of planning and assessment was done through the mechanisms of action plans, which every school and division developed. These plans were a mechanism for schools and divisions to integrate with the College’s strategic plan and lay out a roadmap for assessment of goal attainment. Examples on the administrative side include the **Office of Legal and Labor Relations Action Plan**, and the **Library and Information Services Action Plan**. [122,123] Examples on the academic side include the **Zicklin School Action Plan**. [70] These action plans were discussed in detail in the 2017 Monitoring Report, which was accepted by the Middle States Commission. Since then, the assessment infrastructure at Baruch College has evolved and grown, as discussed in the chapters on Standard III, IV and V.[124]

In order to build on the robust work of 2016–17 in developing and subsequently implementing school and division action plans, and ensure active connection with the 2018-2023 strategic plan, the co-chairs of the College Senior Staff worked to refresh and re-educate the community on integrated assessment and planning. The May 2019 College Senior Staff meeting was focused on practical approaches to integrated assessment and planning, including information about Baruch’s **institutional effectiveness model**, the **assessment cycle**, a **checklist** for integrated assessment and planning, and a **list of questions to guide discussion** within each of their units.[125–128] This prepared schools and divisions to take a fresh look at the new strategic plan and be able to engage in updating and integrating their efforts relating to assessment, planning, and resource allocation.

Once the **Baruch College Strategic Plan 2018–2023** was released to the community in June 2018, the community set to work on collaboratively articulating an implementation strategy. Helming that work was the **Implementation Working Group**, which received its **charge** and began meeting in Summer 2018 and worked through Summer 2019.[129,130] The **Implementation Working Group**, which included faculty and staff, engaged in a **systematic process**, conducted extensive outreach to deans, faculty members, vice presidents, directors, and committees responsible for key areas of the strategic plan.[62] This process involved working with key individuals and units related to each goal and underlying strategies and action steps, in order to identify priorities, resources, metrics, and action steps for implementation. A significant amount of information was gathered from across Baruch College regarding priorities, recommended action steps, and time frames tied to the strategic plan. This information is now part of the living document known as the **Baruch College Strategic Plan 2018-2023 Implementation Plan**, or simply the Implementation Plan.[63] Currently in Phase One of implementation, the College continues to discuss and work on ways to effectively implement and measure the attainment of action steps for each goal. The President’s Cabinet is responsible for leading and overseeing implementation priorities for their school or division.

Assessment of mission and goals, as well as assessment of goal attainment, is done periodically through a number of tools listed earlier as part of the discussion on integrated assessment and planning. Highlights of this list relevant to Standard I include:

- 1) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**.[63]
- 2) Various stages with the five-year cycles of school strategic planning, which include review of mission and goals
 - a. **Marxe School mission statement**
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 - c. **Weissman School mission statement**
 - d. **Weissman School Strategic Plan 2019-2024**
 - e. **Zicklin School mission statement**
 - f. **Zicklin School Strategic Plan 2019-2024**.[21–26]
- 3) The annual CUNY Performance Management Process, including the **CUNY PMP 2016-2017 Data Book**, the **CUNY PMP 2017-2018 Data Book**, and the **CUNY PMP 2018-2019 Data Book**, as well as the **Baruch College Performance Management Process Goals Progress Report 2018-2019**[60,61,77,78]
- 4) Assessment of the Academic Momentum Campaign, including
 - a. **Baruch College Academic Momentum Campaign update report**
 - b. **CUNY Academic Momentum monitoring report**
 - c. **CUNY Academic Momentum status update**.[69,79,80]
- 5) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018**, **Affirmative Action Plan 2018-2019**, and **Affirmative Action Plan 2019-2020**[2–5]

We are additionally grateful that several external entities regularly validate Baruch College’s success in living our mission and attaining our strategic goals. The College has consistently received national recognition, not only from publications and ranking organizations, but from academic researchers. In 2019 Baruch maintained its #1 **ranking on CollegeNET’s annual Social Mobility Index** for the fifth consecutive year. Additionally, **Baruch ranked #1 in social mobility in the Chronicle of Higher Education’s 2018 Almanac of Higher Education**, a ranking based on rigorous social science research by Harvard economist Raj Chetty and colleagues. Their 2017 study, “**Mobility Report Cards: The Role of Colleges in Intergenerational Mobility**,” tracked students from nearly every U.S. college, including nongraduates, and measured their subsequent earnings against tens of millions of anonymous tax filings

and financial aid records. Based on these indices, Baruch College ranked #1 in social mobility among all public, four-year institutions. In 2019 Baruch was **ranked #1 in Washington Monthly's ranking of "Best Affordable Elite Colleges"** and **ranked #3 by the Wall Street Journal/Times Higher Education Supplement for "Best Value College."**

We are heartened to have Baruch's sustained commitment to our mission and goals validated by both internal and external assessment mechanisms.

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Increase integration of school strategic planning with Baruch College strategic planning.

Though the schools share common goals and many of the same students, they articulate individual strategic plans that align with their unique missions and visions. While this autonomy is important, the College believes that greater articulation among the schools' strategic plans could be very effective. The current College-wide Strategic Plan speaks to this desire in Goal 3.7: "Create and sustain a culture of ongoing curricular innovation and collaboration across the College."

Specific action items can include

- (1) Each school invites a faculty representative from the other two schools into its strategic planning processes in order to foster collaboration and a deeper awareness of one another's vision, an arrangement each school already has for its assessment and curriculum committees.
- (2) Encourage each school to consider aligning its planning cycle more closely with the Baruch College planning cycle so that the College plan is completed prior to revision of individual school plans.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Ethics and integrity, both in the classroom and in the broader culture of a college, are the cornerstones of effective educational institutions. A college cannot instill an ethical sensibility in students without conducting itself with honesty and integrity: staying true to its mission, dealing fairly and transparently with its constituents, and honoring its own policies and commitments. In this chapter, we discuss Baruch College in terms of **Standard II: Ethics and Integrity**, evidence for which aligns with **Requirement of Affiliation 5, 6 and 14**. Per MSCHE guidelines for the Self-Study, evidence for Standard II, criterion 8 includes completion and submission of the Verification of Compliance documentation.

2.1 Academic and intellectual freedom and intellectual property rights

Academic freedom

The Professional Staff Congress, the union of Baruch's faculty and professional staff, affirms CUNY's commitment to academic freedom in **the contract's preamble**: "CUNY and the PSC seek to maintain and encourage, in accordance with law, full freedom of inquiry, teaching, research and publication of results, the parties subscribe to Academic Freedom for faculty members." [131,132] This statement goes on to affirm the applicability of said freedom to nonfaculty members of the instructional staff. Employees who believe their academic freedom has been violated can seek help by following the guidelines of the official PSC-CUNY **Complaint, Grievance, and Arbitration Procedure** as explained in the **PSC CUNY Academic freedom overview**. [133]

The Baruch website features the Faculty Senate's **Committee on Academic Freedom and Responsibility**, a resource for all members of the academic community, and provides a link to an **Academic Freedom Complaint Form**. [134,135] In addition, the Baruch Faculty Handbook includes the academic freedom policies of both the **American Association of University Professors** and the **American Association of Colleges & Universities**. [136]

Academic integrity

Baruch's commitment to academic integrity may be witnessed through our publicly accessible policies, forums for discussion, and related actions. **Academic Honesty Policy** is a link on the **home page of the Student portal** of the Baruch website, an overview for students which is also embedded in the page for the Division of Student Affairs **clearly publicized policy on academic integrity** and informs students about the consequences of cheating and plagiarism. [137–139]. Values and academic integrity for students are a key part of the **First Year Seminar curriculum**, discussed in detail in the chapter on Standard III, and a standard feature on most college syllabi. [140]

Students are also made aware that faculty and staff follow routine practices that readily detect acts of academic dishonesty. Techniques and **tools for detecting plagiarism** are used on blue books and examination papers, especially in large course sections. [141] All alleged cases of academic dishonesty are subject to due process. The Baruch College **faculty handbook has several entries** pertaining to academic integrity, including a **Summary of Policies for Faculty Members at Baruch College**, a **Faculty Report Form** (online version), a **Faculty Report Form** (printable/paper version), **CUNY Academic Integrity**

Policy, A.I. Website (Baruch): Principles, Policies, Procedures, Forms & Links, Faculty Guide to Student Academic Integrity, Student Guide to Academic Integrity, Exam Creation and Proctoring, and Creating and Proctoring Exams.[142] Members of the faculty are regularly reminded of the content and presence of these links through emails from the provost's office.

2.2 A respectful climate

At Baruch, because we place a high value on the diversity of our community, we work to foster a respectful climate and to extend fair and equitable treatment across all stakeholders in our population. This commitment is underscored by the **Baruch College Strategic Plan 2018–2023** which includes the following relevant goals[15]: Goal 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; and Goals 5.5.2. Integrate diversity, inclusion, and cultural competency into the curriculum, infuse cultural competency in pedagogy, and support diversity-focused research, 5.5.3. Cultivate a College-wide value system that is respectful and mindful of the expansive diversity of the College community members, and 5.5.4. Increase efforts to recruit and retain a diverse faculty, staff, and student body.

As described below, Baruch has specific policies and procedures in place and engages in assessment to ensure that the climate is respectful and that our faculty and staff are empowered to engage in inclusive pedagogy as well as in professional development to facilitate these values.

Policies and procedures relating to climate

Established policies, procedures, and widespread, mandatory trainings to ensure a climate of respect and to address incidents of reported violations include the **CUNY Equal Opportunity and Non-discrimination Policy, CUNY Workplace Violence Prevention Training; CUNY Policy on Sexual Misconduct, CUNY Policy on Domestic Violence in the Workplace, and the CUNY Policy on Violence Prevention.**[143–147]

The Baruch College homepage has a clear link at the bottom left to the **CUNY-wide initiative called Enough Is Enough: Combating Sexual Misconduct.**[148] Through this initiative, CUNY has developed **a complete set of resources for combating sexual misconduct**, which includes links to the **Students' Bill of Rights** for students who experience sexual violence.[148,149] All policies are widely and regularly communicated to the Baruch community. Additionally, Baruch's Office of Diversity, Compliance and Equity Initiatives also has a **page on Title IX** which provides extensive information on sexual misconduct and policies.[150]

An overview of the processes relating to student conduct is found on the Division of Academic Affairs page which provides a **Student Conduct Overview.**[151] That page includes a link to the **Undergraduate Bulletin listing for the Code of Student Conduct.**[152]

The College is committed to facilitating an inclusive working environment. The **Baruch College Strategic Plan 2018–2023** includes Goal 5.3: "Cultivate a College-wide value system that is respectful and mindful of the expansive diversity of the College community members." [15] Regarding sexual harassment and assault, the **2016 Faculty Campus Climate Study** revealed that about 20 percent of the faculty have concerns about the quality of campus initiatives related to sexual harassment and assault; more broadly, 70 percent of respondents were "not sure" whether the College is going a good job of supporting victims of harassment or assault.[117]

In 2018 CUNY led a system-wide **Sexual Violence Campus Climate Survey**, results of which were not disaggregated by college.[153] In the summer of 2018, CUNY introduced an online training tool, **Sexual**

Baruch College Self-Study 2020

and Interpersonal Violence Prevention & Response Course (SPARC), developed by The State University of New York in partnership with CUNY to assist colleges and universities in the prevention of sexual, interpersonal, and related violence. SPARC is offered to all students, and incoming students are now required to take SPARC training. Student compliance is carefully monitored and enforced.[154]

Inclusive pedagogy

The College is committed to facilitating an inclusive learning environment. The **Baruch College Strategic Plan 2018–2023** includes Goal 5.2. Integrate diversity, inclusion, and cultural competency into the curriculum, infuse cultural competency in pedagogy, and support diversity- focused research.[15] The College’s **Inclusive Pedagogy Seminar**, developed by the Director of Baruch’s Schwartz Communication Institute in collaboration with the Marxe School’s Diversity Committee, has been held twice at the Marxe School (spring 2017 and 2018) and once in the Weissman School (spring 2019).[155] Twenty-nine faculty members have participated so far with plans to expand the reach of the Seminar in semesters to come. In addition, all faculty have access to a series of **Very Short Guides**, developed by the Schwartz Institute, on topics such as Inclusive Pedagogy and Growth Mindset, meant to help faculty establish an inclusive learning environment for students.[156]

Diversity, equity, and inclusion

The **Baruch College Strategic Plan 2018–2023** highlights the College’s commitment to fostering a climate of respect across backgrounds and status, as Goal 5 is to “Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.”[15] Baruch’s current diversity, equity, inclusion, and cultural competency goals build upon and are congruent with the **Faculty Diversity Strategic Plan 2013–2018**, which articulates the College-wide vision for nurturing a pluralistic community through efforts in recruitment and retention of faculty from underrepresented groups and which is supplemented by a more recent set of Affirmative Action Plans from **2017–2018**, **2018–2019**, and **2019–2020**. [2–5] It is also congruent with that of the new administration of CUNY, led since May 2019 by Chancellor Félix Matos-Rodríguez, which continues and strengthens CUNY’s historic focus on diversity and inclusion.[157,158]

In January 2018, President Wallerstein reaffirmed the College’s “[Commitment to Diversity/Equal Opportunity/Affirmative Action](#)” in a broadcast email to the faculty and staff, noting that Mona Jha, Esq., chief diversity officer for the College, is assigned the responsibility for the implementation and monitoring of our compliance program.[159]

Faculty members regularly espouse a strong commitment to diversity and recently have expressed a desire for an even more inclusive and equitable campus climate. In 2015, **results of the department-level responses on the COACHE survey** about colleagues’ commitment to diversity and inclusion were high (4.07) compared to peer institutions (and compared to other responses), revealing the importance of diversity in the culture of Baruch College.[160] This was reiterated in the **Spring 2019 COACHE survey results, which were shared at the October 2019 Faculty Senate meeting**. [105] The College and University have taken these COACHE results seriously and, in the sections that follow, we discuss steps taken locally at Baruch to address faculty concerns.

A huge part of the faculty experience comes through exchanges and relationships with students. Baruch students contribute to the spirit of diversity, inclusion, and openness at the College, and their distinct backgrounds and experiences create rich opportunities to increase the focus on diversity in and beyond the curriculum. **Results of the Multi-year Report from the 2017 National Survey of Student Engagement (NSSE)** suggest that both first-year students and seniors “often” have discussions with people of varying racial, economic, religious, and political backgrounds, at rates either above or in line with national and

regional averages.[118] For example, the mean response of first-year students to NSSE question 8 (“During the current school year, about how often have you had discussions with people from the following groups?”), Response a (“People of a race or ethnicity other than your own”) was 3.4, significantly higher than the regional mean of 3.1. The NSSE results show, however, that such interactions decreased between the first and last year of a student’s college attendance, a trend not noticeable at comparable institutions. This dip in cross-cultural interactions suggests a need to find additional points where diversity and inclusion can be more fully integrated into Baruch’s curriculum.

Activities promoting ethical values

Baruch College is demonstrably committed to ethics and integrity. Goal 3 of the **Baruch College Strategic Plan 2018–2023** includes cultural and ethical competence as two of our core learning outcomes for all students.[15] Showcasing the College’s dedication to creating and sustaining a culture rooted in ethical values is our annual **Ethics Week**, part of Baruch calendar since 2004.[161] Activities include workshops and public events exploring ethics-related issues, and instructors are encouraged to discuss ethics issues within their courses. A highlight of Ethics Week is the announcement of the **Abraham J. Briloff Prizes in Ethics**, an annual competition for students and faculty members since 1995.[162] As described earlier in section 2.1, publicized policies regarding academic honesty and integrity are disseminated and discussed with faculty and students alike. Additionally, the **Student Right To Know information** published in the academic bulletin provided the contact information for filing complaints with both the CUNY Office of General Counsel and the U.S. Department of Education, while a **whistleblower form on the Baruch College Fund site** provides faculty, staff, and students with an anonymous mechanism for sharing information about any complaints or issues.[163,164] In these ways, Baruch strives to build and sustain a culture of ethics and integrity that promotes fairness, honesty, and transparency in our actions and interactions with everyone in our community.

2.3 Grievance policy and procedures

The institution’s policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably. **The faculty grievance policy** is publicized in the *Faculty Handbook*, which directs faculty to the **Professional Staff Congress (PSC) contract**. Article 20 of the **2007-2010 PSC contract** provides clear guidance to faculty and staff on the **Complaint, Grievance, and Arbitration Procedure**. This PSC procedure applies to faculty and staff alike.[133,165]

Administration and staff policies are guided by the **Office of Human Resources**, which provides information on **Employee Relations** including sections on both Policies and Procedures, and Labor Contracts, since most Baruch College employees (including faculty and staff) are part of a union and grievances are handled in accordance with their contract.[166]

The **Student Grievance Policy** is clearly publicized online, and it informs students of their right to be heard and the appropriate procedure for filing a grievance via the **online form** provided on the policy page.[167,168] Student grievances usually are initiated in the **Office of the Associate Dean of Students** and are handled according to the nature of the complaint. Types of grievances include issues with members of the faculty, staff, other students, or specifically with grades. The Office of the Associate Dean of Students manages the grievance/complaint tracking database and follows up with appropriate units across the College.

The Division of Student Affairs’ Office of Disability Services provides clear information about **conflict resolution**. [169] The Office of Diversity, Compliance, and Equity Initiatives webpage on the **Americans with Disabilities Act** states that “Baruch College encourages the prompt and equitable settlement of all complaints and grievances of discrimination in College programs under Section 504 of the Rehabilitation

Act of 1973 . . . Students, employees, and applicants who believe that a decision to deny the request for a reasonable accommodation or academic adjustment was based on unlawful discrimination may avail themselves of any and all of their rights under law without fear of retaliation, including filing complaints with one of one of or more of the outside agencies listed below: **U.S. Department of Education, Office for Civil Rights, U.S. Equal Employment Opportunity Commission, New York State Division of Human Rights, New York City Commission on Human Rights.**”[170]

Ombuds office

The **Ombuds Office** offers a confidential, neutral, and independent resource for faculty, staff, and students within the Baruch College community to voice concerns and complaints. The Ombuds Office attempts to resolve conflicts that arise between members of the College.[171]

2.4 Conflict of interest

Baruch College takes seriously its responsibility to avoid conflict of interest or the appearance of conflicts in its activities. The College, its related entities, CUNY, and the State of New York have many policies and regulations to advise various constituents on avoiding such conflicts. As discussed in more detail in the chapter on Standard VII, state, system-wide, and college-level policies ensure that Baruch College and its governing entities operate with independence and without undue influence that would interfere with governance.

There are several layers of related conflict of interest policies, including the **CUNY Conflict of Interest policy**,[172] which lays out very clear guidelines regarding integrity and ethics.

- 6) It is the policy of the University that all of its activities shall be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the University’s credibility, objectivity, or fairness. Every individual to whom this Policy is applicable (each, a “Covered Individual”) must maintain the highest standards of honesty and integrity and must refrain from any use whatsoever of his or her position at the University, or the information, privileges, or influence such position may provide, when such use is motivated by, or gives the appearance that it is motivated by, the desire for private gain or advantage for the Covered Individual, or for other persons, institutions, or corporations with which he or she has family, professional, business, or financial connections. Accordingly, no Covered Individual shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the University.[172]

The College also complies with **the multiple conflict of interest policies for CUNY Research and Sponsored Projects Compliance**, and the **Research Foundation of CUNY Conflict of Interest Policies**. [173,174] In addition, there are conflict of interest policies in place for the **Bernard M Baruch College Alumni Association**, the **Bernard M. Baruch College Auxiliary Enterprise Corporation**, and the **Bernard M. Baruch Early Learning Center**—all of which are separate 501(c)3 corporations.[175–177]

In 2017 CUNY engaged in a series of reforms, developing policies meant to strengthen governance on all CUNY campuses in areas ranging from day-to-day fiscal management to financial relationships between the colleges and independent entities that support them. The **first series of reforms, announced in June 2017**, included among other things, revised college foundation guidelines and a new policy on the use and reporting of non-tax levy funds by college presidents. The **second series of reforms, announced in December 2017**, included updated guidelines for CUNY’s Auxiliary Enterprise Corporations (AECs) and

new policies to strengthen accountability regarding the University’s banking and cash management. These policies help to ensure that Baruch College continues to engage in ethical financial and administrative practices.[178,179]

The **Code of Conduct for members of the CUNY Board of Trustees** is clear about upholding integrity and disallowing external influence.[180] Additionally, CUNY has human resources policies regarding a **code of practice for Higher Education Officers**, as well as codes of practice for **background verification, instructional staff titles and minimum qualifications, instructional staff academic leaves, and excluded instructional staff**. [181–185]

The College’s ethics officer, who is the executive legal counsel and labor designee, serves as a resource for and sends information to employees about Joint Commission on Public Ethics (JCOPE) regulations. All CUNY employees must abide by the applicable **New York State Joint Commission on Public Ethics laws and regulations** including the **NYS Public Officers Law code of ethics**, as a result of which most senior administrators at Baruch College are required to comply with the **NYS financial disclosure law**. [186–188] Additionally, the **CUNY Multiple Positions policy** ensures that faculty do not take on additional professional obligations and compensation without disclosure and review.¹

The [College conflict officer](#) also responds to inquiries regarding potential situations involving conflict of interest.[190] The College’s internal control officer is the assistant vice president for finance. All managers at Baruch College follow **CUNY-wide guidelines for management of internal controls**. [191]

2.5 Fair and impartial practices

Baruch College’s strong commitment to diversity and equal opportunity requires fair and impartial practices in the hiring, evaluation, and promotion of employees, which **President Wallerstein reaffirmed in a letter to the community** in 2018.[159] Echoing the president’s statements, Goal 5 of the **Baruch College Strategic Plan 2018–2023** commits to “elevate and embed” the principles of diversity and equity across the College, especially (5.4.1–6) in the hiring and promotion of employees.[15]

The College’s processes for hiring, evaluating, and promoting personnel depend on the employee’s employment category, and comply with **all relevant labor contracts**. [192] Guidelines for re-appointment, tenure, and promotion decisions for faculty appear in **Article VI** and **Article VIII** of the CUNY Bylaws.[193,194] The **Office of Academic Administration** within the Office of the Provost oversees recruitment and hiring of teaching faculty. This office is responsible for keeping records of faculty appointment, promotion, tenure, and academic leave and appeal, in addition to faculty workload reports, summaries, and workload-related documents.[195] The **Office of Human Resources** is responsible for maintaining other job-related documents, such as employment applications and resumes, job descriptions, tax forms (W-4 and IT 2104), offers of employment, and information regarding benefits.[196]

Full-time and part-time faculty, staff in the “higher education officer” (HEO) series, graduate student instructors, and college lab technicians are all represented by the Professional Staff Congress, and relevant policies are outlined in the [PSC contract](#). [197–199]. Other staff—including classified employees, custodians, part-time administrators, clerical workers, and public safety officers—are covered by the [District Council 37 contract](#), the city’s public employee union, or by the International Brotherhood of Teamsters (IBT) [Local 237](#). The CUNY Office of Labor Relations maintains a **list of all current labor**

¹ “CUNY Manual of General Policy Article V Faculty, Staff and Administration Policy 5.14 Multiple Positions.”

contracts.[192] Baruch's relationship with these active and strong unions protects faculty and staff interests, rights, and working conditions, helping to ensure fair and impartial treatment and practices.

Fair recruitment and hiring practices

The chief diversity officer (CDO) is responsible for ensuring that the process of recruitment of both faculty and staff is conducted fairly. The following process applies to the recruitment of administrative, managerial, and tenure-track faculty. Once a position has been budgeted and a vacancy position number established, the hiring manager develops a recruitment plan using a form easily found on the **Searches and Recruitment page** of the website for the Office of Diversity, Compliance and Equity Initiatives.[200] Each category (**faculty, Executive Compensation Plan, or Higher Education Officer**) has a recruitment plan form. The Recruitment Plan requires the manager to identify the venues where (and for how long) the position will be advertised. It also requires her or him to list the search committee members.[107–109] The CDO reviews the plan and frequently discusses the composition of the search committee with the hiring manager. Once the position is posted, the CDO charges search committees on such issues as implicit bias and guides them regarding the interviewing process to ensure that the process is fair. These meetings with search committees are mandated and done either in person, via PowerPoint presentations, or both depending upon the needs of a particular search committee.

Once the search committee is ready to proceed with interviews, the CDO reviews the number of applications and the composition of the applicant pool, as well as the list of candidates initially selected for interview and the finalists chosen out of the initial interview pool. This process is consistent with CUNY policy to ensure that both interviewees and finalists represent the diversity of the applicant pool. The CDO will suggest additions to the interviewing list when appropriate. When an offer is made by the hiring manager, she or he must submit an **Affirmative Action Certification form** to the CDO. . Each category (**faculty, Executive Compensation Plan, or Higher Education Officer**) has a certification form.[106,201,202] The CDO maintains applicant and interview data through the Affirmative Action Certification forms located on diversity office's website. The CDO submits to CUNY an **Annual Affirmative Action Plan**, which provides data on the searches and guides the search processes for the following year.[4]

2.6 Honesty and truthfulness in communications

Baruch College maintains transparency in its external communications, with marketing linked to evidence and vetted by trained staff from the Office of Communications, Marketing & Public Affairs ([OCMPA](#)) before being disseminated. OCMPA sets **high standards for the use of Baruch College communications** and strives to ensure that stakeholder messages related to College business remain ethical, accurate, and effective.[203]

The Office of Undergraduate Admissions publishes **clear and accurate admissions criteria for first year students** as well as for **transfer students**, and offers students **the option of using either the CUNY Application or the Common Application**. [204,205] Baruch also makes clear to students **the range of financial aid options** available to them, whether they are undergraduate or graduate students.[206–209] **Campus tours** are available in person for individuals and groups, as well as online via a virtual tour.[210] **Student Disability Services** provides clear information on **accommodations, support services, and assistive technology** for students.[211–213]

In terms of internal communication, the College maintains many public-facing lists, including **archives of messages from the president, provost, and the associate provost**. [214–216] Frequent internal communications provide the community with up-to-date information on campus events and accolades.

Current resources for internal and external partners are all found on the **Baruch Toolkit page**, and include clear [policies](#), marketing and promotional tools, an *Editorial Style Guide*, and multimedia development and brand style guides for CUNY and Baruch College. Baruch College and OCMPA use **legally approved consent/release forms** and provide **central guidance for marketing and promotions** as well as [resources](#) that ensure that the College adheres to state, city, and federal guidelines for government relations, community relations, and lobbying. Such items ensure accuracy and integrity of external messages by communicating clear standards and processes. These efforts are assessed through **integrated campaigns** and other measures that safeguard brand standardization and accountable messages.[203,217–221]

OCMPA remains especially cognizant of the potential for false promises, such as misleading messages about student outcomes or post-graduation salaries. Therefore, the office monitors all its communications for accuracy. A page devoted entirely to [Student Consumer Information](#) draws attention to information of critical relevance to students' experiences at Baruch College.[222] A Baruch web Newsroom site dedicated to **College Rankings** among other links and documents, provide supported data for marketing.[223] All external vendors that work with OCMPA are trained in the office's standards, and multiple vendor quotes are always solicited for major work, with a special focus on Minority and Women-Owned Business Enterprise (MWBE) candidates.

The College promotes awareness of the digital advertising landscape, as seen in the Baruch Computing and Technology Center (BCTC) [social media guide](#). [224] Baruch also hosts a [Newsroom](#) page for external and internal inquiries and press dissemination, as well as a web page for **press releases**. [225] Baruch's social media sites, such as the [College's central Facebook page](#) and its many satellite pages, are populated with real student profiles and achievements and news of College events. Aligned with these efforts, individual schools also manage their own communication campaigns, which are moored in the voices of the College's most-important audience: students (e.g., the [Marx School Spotlight series](#)). In addition to these types of oversight and maintenance of College communications, OCMPA partners with schools, programs, and units throughout the institution to create media (marketing) plans and website development and maintenance. Monitoring internal and external issues to identify institutional risks and preparing confidential material available for internal use are within the office's purview as well.

The **Office of Alumni Relations and Volunteer Engagement** (OARVE) maintains the College's relationship with its 150,000 alumni by communicating with them on a regular basis through a semi-annual print magazine, an **online magazine**, a monthly e-newsletter, and regular invitations, both traditional and digital, to **events** hosted locally, nationally, and internationally as well as **volunteer opportunities** which facilitate alumni creating experiential learning for students.[226–229] The Office of College Advancement, to which OARVE reports, maintains the comprehensive database of all Baruch College alumni and regularly reviews alumni career and contact information to keep its database up-to-date.

2.7.a Services and programs to promote affordability and accessibility

Consistent with CUNY's historical mission, a key component of Baruch College's mission is to provide students with access to excellent educational opportunities at an affordable price. The College is committed to graduating students with limited or no debt and thus helping to launch them into successful careers with greater personal financial freedom and stability.

There are a number of funding sources available to students. They are detailed on our [Financial Aid website](#) which includes information about federal and state funding opportunities, CUNY-specific resources for student financial planning and assistance, and a variety of email links for frequently asked questions.[206] There is targeted aid information for **undergraduate students** as well as for **graduate students**. [207,208] Baruch students benefit from scholarships. The College maintains an **Online**

Scholarship Search and Application website that encourages students to search for appropriate scholarships and facilitates the application process. In 2013 the College created an office dedicated to **National and Prestigious Fellowships Advising, run by a full-time member of the Honors Program**. The College also provides a **link to external fellowships**, such as the Fulbright. In 2018 more than 110 Baruch students applied for prestigious fellowships, and 36 won them. Students received Baruch's first Schwarzman Scholar award to China, two undergraduate NSF awards, and a PPIA Junior Summer Institute Award to Princeton University, among others. Baruch scholarship allocation for FY 2018 went to 1,008 students for a total of \$3,397,726. The allocation for FY 2019 is expected to either equal or slightly exceed that amount.[230,231]

The **Early Learning Center** provides childcare to enrolled Baruch College students.[232] Students who are experiencing acute financial difficulties can also apply for [The Carroll and Milton Petrie Student Emergency Grant Fund](#), which aims to provide students in good standing with grants to meet short-term financial needs.[233]

The College remains aware that the cost of textbooks and other course supplies can be prohibitive to many of our students. Through the [Open Educational Resources](#) (OER) initiative at CUNY and its robust application at Baruch, managed by the Center for Teaching and Learning (CTL), we seek to further reduce the financial burdens on students by promoting “[Zero Textbook Cost](#)” courses.[234] We promote these courses by offering rich, semester-long **faculty development seminars as well as grants** to support faculty who are interesting in converting their courses to zero cost and/or developing their own OERs.[235] We also have enabled students to search course offerings for the “Zero Textbook Cost” designation. During the first year of the OER initiative at Baruch, we achieved 83 sections (2,505 seats) of “Zero Textbook Cost” courses; in the second year, we saved 4,156 students more than \$462,800 in textbook costs in 178 course sections. In partnership with the Information Services Division of the College, the CTL received a \$200,000 grant from CUNY Central to continue to work with Baruch faculty from summer 2018 through spring 2019 to convert traditional courses to “Zero Textbook Cost.”

Through these and other efforts, Baruch College students achieve career success that enables their entry into the middle class and beyond. Thirty-nine percent of Baruch students who responded to the most recent deployment of the **CUNY Student Experience Survey** are the first in their families to graduate from college, 65 percent of Baruch students filing the **Free Application for Federal Student Aid (FAFSA)** come from households with average incomes of less than \$40,000, and 85 percent of Baruch students graduate with no federal student loan debt. [120] In the most recent **Starr Career Development Center Post Graduate Outcomes Report**, 63 percent of Baruch students reported on their postgraduate status, with 82.31 percent of them either employed or attending graduate school.[82]

2.7.b Services and programs to enable students to understand funding

Baruch also strives to empower students to be good stewards of their own financial resources and help them make appropriate decisions in managing their personal finances. Baruch fosters the development of students' financial literacy. In compliance with the **Higher Education Opportunity Act of 2008**, Baruch provides an accessible, online **CUNY Net Price Calculator** on the **Office of Financial Aid Services webpage**. [206,209] The tool allows students and families to calculate the financial aid they may receive if they attend Baruch. The First Year Seminar curriculum includes financial literacy, and all students are given the **First Year Seminar manual** prior to the beginning of the semester.[140] In addition, information about textbooks and prices is available to students prior to registration for upcoming semesters. To ensure that students have this information, the Office of Academic Affairs sends regular **reminders to faculty on the importance of selecting and making textbook information available in a timely manner**. [236]

2.8 Compliance with federal, state, and Commission policies and regulations

The College is in compliance with all federal, state, and commission regulations and requirements and reporting policies. Oversight of and support for federal and state legal and regulatory compliance is provided by the Office of Legal Affairs and Labor Relations.[237] All of the necessary evidence demonstrating such compliance is found in the “Requirements of Affiliation” areas (RA 5, 6, and 14) of the Middle States Self-Study portal as well as in the “Verification of Compliance” documentation.[238,239] **Student consumer information is publicly available** on the Baruch College website and includes such vital information as **cost of attendance** as well as a **net price calculator** and **retention, graduation, and transfer-out rates**. Federal guidelines as part of the Clery Act **require all colleges and universities to report on campus safety and crime**. **Crime statistics** as well as an **annual security report** are disseminated by the **Baruch College Department of Public Safety**. [240,241] As part of The City University of New York, a public university system, and as documented in our **annual Affirmative Action Plan**, Baruch College adheres to federal, state, and city laws and regulations regarding nondiscrimination and affirmative action.[2–5]

The College complies with all federal, state, and university guidelines for accessibility and inclusion as well. The [Office of Diversity, Compliance, and Equity Initiatives](#) runs events and trainings to promote inclusivity and cultural competence. The Office of **Student Disability Services** provides clear information on **accommodations, support services, and assistive technology** for students, contributes to the *Faculty Handbook*, and presents to faculty during orientation. This office also coordinates with individual departments and units to ensure students have access to appropriate accommodations. [211–213] Finally, in compliance with New York City Mayor Bill de Blasio’s **executive order** (3/7/2016), the College posts signs affirming that individuals can use bathrooms “consistent with their gender identity or expression.” In February 2017, CUNY affirmed its protection of transgender and gender-nonconforming students’ rights in response to the federal government’s rolling back of such protections with an announcement on “**Protecting the Rights of Transgender and Gender-nonconforming Students**.”[242]

Known infractions

Compliance with NCAA guidelines

In June 2016, the National Collegiate Athletic Association (NCAA) **announced** that Baruch College lacked institutional control over its varsity athletics program.[243] The NCAA had found that Baruch College “failed to exercise control over the conduct and administration of its athletics program, according to a decision issued by the Division III Committee on Infractions.” Their findings were reported in the **NCAA Baruch College Public Infractions Decision document dated June 30, 2016**. [244] Currently, Baruch is on probation with the NCAA and produces an annual report each April through 2020. NCAA probation for Baruch College will end on June 29, 2020. Several key administrators across Baruch College now serve on the **Athletics Compliance Team**. Created at the direction of President Wallerstein, the team regularly reviews athletics **compliance** and information is included in the athletics department’s **annual report**.

2.9 Periodic assessment of ethics and integrity

Periodic assessment of ethics and integrity is built in to the ongoing operational work of Baruch College and articulated explicitly in the Baruch College Institutional Effectiveness Plan. The primary offices responsible for assessment of ethics and integrity policies, processes, and practices include the **Office of Legal Affairs and Labor Relations**, the **Office of Diversity, Compliance, and Equity Initiatives**, and the **Office of Human Resources**. The Baruch College **annual Affirmative Action Plan** is used to ensure fair hiring practices.[2–5] **Multiple position reports** are used to assess compliance with NYS regulations

regarding additional outside employment position limitations for full-time instructional staff/faculty at the College.² Baruch's ongoing commitment to a program of institutional research, assessment, and planning, in accordance with the **Association for Institutional Research Code of Ethics and Professional Practice**, is part of the College's approach to ensuring compliance with this standard. Baruch College also assesses ethics and integrity, including climate, through the following mechanisms:

- 1) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018**, **Affirmative Action Plan 2018-2019**, and **Affirmative Action Plan 2019-2020**[2–5]
- 2) **Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey** [101–105]
- 3) **2016 Faculty Campus Climate Study**[117]
- 4) Student surveys including the
 - a. **CUNY Student Experience Survey**
 - b. **National Survey of Student Engagement (NSSE)** [118–120]

Data and outcomes from these, alongside other institutional data, are reviewed regularly by the President's Cabinet, discussed at the Faculty Senate meetings, and drive changes in programs, procedures, and/or resource allocations.

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation:

Create additional, deliberate opportunities in diversity, equity and inclusion for the student population, such as increasing interaction between diverse groups of students in upper-level courses and capstone experiences

The College should address results of the National Survey of Student Engagement found on pages 6 and 7 of the NSSE17 Multi-Year Report that show that students' interactions with diverse peers diminish between their first year and their senior year at Baruch College. We suggest that, as part of our strategic plan implementation, future efforts to increase interactions between diverse groups of students expand to upper-level courses and capstone experiences, to help ensure continued opportunities to interact, learn from, and integrate experiences with diverse peers. More broadly, as a college we need to continue efforts in diversity, equity and inclusion in a way, which meaningfully impacts student success.

² "CUNY Manual of General Policy Article V Faculty, Staff and Administration Policy 5.14 Multiple Positions."

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Student learning and achievement are central to the mission and goals of Baruch College. As a large, public, urban institution with a storied past and significant presence in New York City, Baruch College is devoted to our students and feels privileged to serve them. This dedication is manifest in the coherence and rigor with which we shape our programs. In this chapter, we discuss Baruch College in terms of **Standard III: Design and Delivery of the Student Learning Experience**, evidence for which aligns with **Requirements of Affiliation 8, 9, and 15**.

3.1 Undergraduate degree, graduate degree, and certificate programs

As part of its **mission**, and in accordance with **the bylaws of each of the schools**, as well as Baruch's **collaborative learning model of institutional effectiveness**, Baruch College faculty are responsible for curricula, teaching, and assessment of student learning.[1,20,245] As registered with the NYSED Office of College and University Evaluation **Inventory of Registered Programs**, included in the **CUNY Academic programs inventory**, and publicized in the [undergraduate and graduate academic bulletins](#), Baruch College awards the undergraduate degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration, and such graduate degrees as the Master of Arts, Master of Science, Master of International Affairs, Master of Public Administration, and Master of Business Administration.[16–18] As demonstrated through these sample program listings from the academic bulletin, one for the undergraduate degree of **B.A. in English**, one for the undergraduate degree of **B.B.A. in Accounting**, and one for a graduate degree of **Masters in Public Administration**, degree requirements and learning outcomes are clearly described for undergraduate and graduate students in their respective academic bulletins.[16,246–248]

Baruch College offers doctoral degrees in partnership with the Graduate Center of CUNY through the **Zicklin School PhD program in business, which offers multiple areas of concentration**, as well as the **Weissman School PhD program in industrial/organizational psychology**. In total, **the College offers 30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations**. [16–18] In addition, the Division of Continuing and Professional Studies offers [45 certificate programs](#), and the Marxe School, [11 certificate programs](#). [249,250] As discussed in the chapter on Standard V, all degree programs at the College are **developed and taught by faculty and undergo continual faculty-led assessment, review, and revision as appropriate**. [1,20,245] Enrollment by academic program and other enrollment, retention, and graduation data are provided in the Baruch College Institutional Overview report and appendices.[6,9,10]

3.2 Faculty and the student learning experiences

As a result of Baruch's rigor in the development, delivery, and assessment of our programs and services, alongside the quality, commitment, and dedication of Baruch faculty, the College and many of its individuals programs are highly regarded, as demonstrated in our **consistently high rankings across a number of criteria**. [223]

3.2.a Faculty rigor and effectiveness and 3.2e regular and equitable review

All faculty undergo a regular and equitable process of review, including **contract-mandated teaching observations and annual reviews**.^[251] Information regarding retention, tenure and promotion is clear and publicly available on the **Office of Academic Administration** part of the Academic Affairs website, in addition to being included in the **Baruch College Faculty Handbook**.^[252,253] Annual reviews are conducted by the department chair for untenured faculty and faculty eligible for promotion, taking into consideration effectiveness and achievement in scholarship, teaching, and service, as described by the [College Personnel and Budget \(P&B\) guidelines](#).^[254] Chairs provide a written annual review report based on a candidate's statement, teaching observations, and an evaluation conference. Untenured full-time faculty receive an enhanced third-year review.

The **PSC-CUNY labor contract** requires that for their first 10 semesters, “at least once during each academic semester, non-tenured faculty members be observed for a full classroom period for a peer review.”^[251] Within each department, a panel of faculty members appointed by the chair conducts these mandatory peer teaching observations for untenured and adjunct faculty members, and untenured faculty may conduct teaching observations for adjunct faculty members. After 10 semesters, peer observations are discretionary.^[251]

Faculty serve on **a variety of committees**, working groups, and task forces, at both the College-wide and the school-wide levels.^[37,255–259] As stated in CUNY Manual of General Article V Faculty, Staff and Administration, **Policy 5.01 Academic Personnel Practice, section 5.1 Examination Format**, “Up-to-date reports of each candidate's service to the college community, with particular emphasis on the period following the last major personnel action in his or her regard, should form part of his or her personnel record.”^[260]

A second form of a review is through a **standardized, scheduled cycle of student course evaluations**, which are given at the end of each semester for each course, regardless of the faculty member's tenure status.^[261] Faculty are provided with **clear information about the student course evaluation process**.^[262] The evaluation instrument consists of 18 questions, with answers using a 1-5 rating scale, and a section for written comments. A **sample course evaluation result from Spring 2019** is provided as part of the Evidence Inventory.^[263] Faculty can choose to **make the quantitative results of their evaluations public to anyone with a Baruch Username and Password** or, by “opting-out,” make them available only to colleagues and administrators on department, school, and college personnel committees.^[264] The peer observation and student course evaluations serve dual functions: they help the department chairs and the Personnel & Budget (P&B) committee assess if faculty are qualified to continue to teach at Baruch, in addition to providing the feedback that forms the basis of faculty development opportunities.

3.2.b Faculty qualifications and 3.2.c Sufficient faculty

Faculty size and credentials

In the **CUNY University Performance Management Process 2018-19 Data Book**, it was noted that Baruch's “[p]ercentage of annual instructional full-time equivalencies (FTEs) in undergraduate courses delivered by full-time faculty” was 46.1, which was higher than the system as a whole's percentage for all senior colleges, at 39.0, as well as the entire system's percentage of 44.0.^[60] For Fall 2018, Baruch's “[r]atio of student full-time equivalencies (FTEs) to full-time faculty (headcount)” was 29.0, slightly higher than the system's senior college average of 28.2 and exactly equal to the average for the system as a whole.

Per the **Instructional faculty and class size chapter of the Baruch Common Data Set**, Baruch College's 493 full- and 607 part-time faculty are highly credentialed.[265] Ninety-five percent of full-time faculty members (including tenured and tenure-track faculty, as well as lecturers, clinical professors, and substitute and visiting professors) have a doctorate or other terminal degree. Thirty-five percent of the part-time faculty hold a doctorate or other terminal degree, while 83 percent hold at least a master's degree. Among the part-time instructors are graduate teaching fellows, who come from the CUNY Graduate Center and are mentored and trained, both at their home institution and locally at Baruch, to ensure pedagogical expertise. A **Fall 2019 faculty credential report** confirms the qualifications of Baruch faculty (full-time and adjunct) and provides details regarding faculty rank, highest degree earned, and the institution where these degrees were earned.[266]

Faculty recruitment, diversity, and inclusion

Baruch's tenured faculty is 63 percent male and 72 percent white. The **Baruch College Affirmative Action Plan 2019-2020** demonstrates the College's commitment to recruiting and retaining diverse faculty, and to ensuring that the composition of our faculty fully represents our student body.[2-5] The Baruch College community recognizes that there is still significant room for improvement in this area, which is why the **Baruch College Strategic Plan 2018-2023** includes Goal 5.4: Increase efforts to recruit and retain a diverse faculty, staff, and student body.[15]

The 2013-2018 [Faculty Diversity Strategic Plan](#), and the related college-specific plans, laid out strategies for hiring and retaining underrepresented groups. Near the close of this plan's term (in January 2018), President Mitchel B. Wallerstein sent a [campus-wide email](#) highlighting initiatives "to improve the culture of diversity and inclusion on campus," including the role of the Office of Diversity, Compliance, and Equity Initiatives in ensuring fair search processes, the requirement that candidate pools be diverse for all hires, the diversity strategic plans for each college, and the **many diversity initiatives through the CUNY Office of Academic Affairs**, including the Chancellor's Faculty Diversity Working Group, an initiative called **Diversifying CUNY's Leadership: A CUNY-Harvard Consortium**, and the **Chancellor's Diversity Faculty Opportunity Fund**, which promotes strategic recruitment and retention efforts across the disciplines and the university.[5,159,267]

President Wallerstein also highlighted recent programming at the three schools in support of this effort. During AY 16-17, the Weissman School completed 15 hires. Of these hires, three are African Americans (one is a woman), three are Latinas, one is Arab African, and one is transgender. This record was achieved by working closely with different departments in order to maximize the chances that underrepresented candidates were hired in the school. The school has converted the visiting professor line to a postdoctoral line with the expressed intention of recruiting underrepresented faculty for that position who can later be hired in tenure-track lines. Using this approach, the Weissman School made one visiting faculty hire in 2018-19 and one visiting faculty hire in 2019-20. A snapshot of **the Affirmative Action Plan (AAP)** hiring data from 2010 to 2018 showed improvement in recruitment of faculty of color: whereas 89 percent of new hires (8/9) in 2010 were white, that number was 61 percent (25/41) in 2018.[2-5]

Adjunct faculty

Adjunct faculty play a critically important role in the education and success of Baruch College (and indeed all CUNY) students. As noted above, full-time faculty teach 46 percent of all Baruch College undergraduate FTEs. In recognition of the need to better serve adjunct faculty, as of Fall 2019, the Office of the Provost created an **Office of Adjunct Faculty Services**, with a dedicated, full-time administrator whose focus is supporting adjunct faculty across the College.[268,269] Adjuncts are also eligible for a

number of opportunities, including **adjunct professional development grants** through the PSC and **adjunct travel awards**.^[270,271]

The importance of job security for and status of part-time faculty continues to be on the radar at Baruch and across CUNY. Adjunct pay is controlled by the PSC contract; the applicable pay scale is linked **in the Baruch Faculty Handbook** to the PSC CUNY contract **Article 24: Salary schedules**.^[272,273] The current PSC-CUNY contract states that “at least once during each academic semester, non-tenured faculty members be observed for a full classroom period for a peer review.” This applies to members of the adjunct faculty in their first ten semesters of teaching, as well. **CUNY and the PSC negotiated a contract in 2017 that introduced a three-year appointment for adjuncts** who have taught at least six contact hours per semester in a single department for 10 or more consecutive semesters.^[274] This provides the eligible adjuncts with the assurance that they will get six contact hours of work per semester (or equivalent) throughout the three-year period. In late 2019, the PSC and CUNY agreed to “an unprecedented increase for the University’s 12,000 adjuncts,” providing a salary increase of 71 percent over five years and greater integration into campus life. The contract “restructures workloads to enable adjuncts to devote more time to working individually with students, as well as to advising and engaging in professional development and other activities that play a key role in students’ success.”^[199]

Faculty workload

Baruch College alongside all CUNY campuses participates in the **COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey** designed and deployed by the Harvard University Graduate School of Education. The two most recent deployments of the COACHE survey were in Spring 2015 and Spring 2019. The College and the University have worked diligently to address results of the 2015 deployment of the COACHE survey. **In 2015, when asked to select two of the best aspects of working at Baruch College, faculty identified** geographic location (46%), quality of colleagues (25%), academic freedom (17%), support of colleagues (15%) and sense of fit (15%).^[101] **In 2015, when asked to select two of the worst aspects of working at Baruch College, faculty identified** compensation (42%), teaching load (31%), cost of living (20%), lack of support for research (15%) and quality of leadership (15%).^[102]

The COACHE survey was conducted again at Baruch College in Spring 2019, with **input, publicity, and support from the Executive Council of the Faculty Senate**, and per the **schedule provided by Harvard University for processing the survey**. A team of four individuals from Baruch College attended the CUNY system-wide workshop on the COACHE data, and [summary results were presented to the faculty at the Faculty Senate meeting on October 3, 2019](#).^[105] Results in 2019 were fairly similar to those in 2015: When asked to list the top two worst aspects, faculty selected compensation (33%) and teaching load (24%) again, albeit in lower proportions than in 2015, while lack of support for research was selected at a much higher proportion than in 2015 (24%), perhaps in part due to the fact that this was a topic under heavy discussion during the academic year 2018-2019 when the survey was deployed.^[104] When asked to list the top two best aspects, faculty selected geographic location (39%), quality of colleagues (28%), academic freedom (24%), and quality of undergraduate students (19%) as their top choices. The first three choices were the same as in 2015, and the fourth was new to the list.^[103]

The concern about the contractual workload from the 2015 COACHE cycle was addressed in CUNY’s negotiations with the PSC. **An agreement between CUNY and the PSC** was reached to reduce the yearly teaching load for senior college faculty from 21 hours to 18 over three years, starting in AY 2018–19.^[275] In response to the lower teaching loads in the new contract, research reassigned time was phased out locally at Baruch. President Wallerstein convened a faculty and administrator Taskforce on Research Reassigned Time to study current workload assignment practices and make recommendations. The group submitted a **Research Reassigned Time Task Force Report** that was presented and discussed during faculty meetings in Spring 2019.^[276] Per information received during the community feedback portion

of the Self-Study process, the deans of the three schools are committed to facilitate the return of research reassigned time when the budget permits. Additional discussions regarding Baruch's outcomes in the 2019 deployment of COACHE are planned with faculty and department chairs by the Office of the Provost.

3.2.d Support for faculty professional growth and innovation

Achievements in faculty research

CUNY and Baruch College are committed to facilitating and supporting faculty research, scholarship, and creativity. The **Baruch College Strategic Plan 2018–2023** begins with two faculty-centric goals: Goal 1: Uphold the College's longstanding commitments to excellent and effective teaching and learning, and Goal 2: Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery. The plan includes a commitment to "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." [15]

As noted on pages 86-88 of the **CUNY University Performance Management Process 2018-19 Data Book**, Baruch's average number of pieces of scholarship/creative activity (a weighted three-year rolling average) was 0.9, as compared to 1.2 for all senior colleges and 1.0 for the University as a whole. Baruch's research awards (on a weighted three-year rolling average) was \$1,715,336, the eighth-highest of the 11 senior colleges of CUNY. Baruch had a total of 32 funded research grants, again ranking eighth out of the 11 senior colleges in this category. [60]

The quality and reach of their scholarly and artistic contributions are shown in the prestigious awards and grants they earn, including the [Frost Medal for Distinguished Lifetime Achievement in American Poetry](#), conferred in 2016 on CUNY Distinguished Professor of English Grace Schulman of the Weissman School at Baruch, who went on to be **elected to the American Academy of Arts and Letters in 2019**. [277,278] In 2018, Baruch professors in the Weissman School **Esther Allen and Alison Griffiths were awarded Guggenheim Fellowships**. Dr. Allen's award was in translation, to support her work on translation of two novels by the Argentinian writer Antonio Di Benedetto (1922-1986): Dr. Griffith's award in Film, Video and New Media Studies, was to support her work on a book which will examine expedition filmmaking from the mid-teens through the late-thirties during the 20th century. [279] In 2018, Robert Smith of the Marx School was awarded a \$600,000 **grant from the William T. Grant Foundation** to study how recent immigration policies affect education, labor and family welfare outcomes of undocumented youth such as DREAMers and DACA recipients. [280] In 2019, Dr. David Gruber, the Presidential Professor of Biology and Environmental Science at Baruch's Weissman School was **awarded the Lagrange Prize** for his breakthrough study of marine biofluorescence, as well as his interdisciplinary research of animal behavior that incorporates advanced machine learning, next-generation genomic sequencing, biochemistry and physiology. Such success testifies to the scope and vitality of faculty research and reflects the intellectual engagement of the entire community. [281]

Faculty take on leadership roles to support research and creative activity at Baruch. Examples include Professor Shelly Eversley (English), who serves as the director of the **Faculty Fellowship Publication Program (FFPP)**, which supports full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure. [282] Professor Allison Lehr Samuels (Management), director of the Center for Teaching and Learning (CTL), and Cheryl Smith (English), faculty liaison at the CTL, design and run research and writing retreats and workshops for faculty across the College under the **Scholarship of Teaching and Learning umbrella of the CTL**. [283] Professor Kristen Sommer (Psychology) serves as Baruch's **Research Integrity Officer**, ensuring that allegations of research misconduct by faculty and graduate students are mediated by their peers. [284] Professor Cheryl Smith

(English) is on the CUNY **Faculty Affairs Advisory Board**, which provides guidance on the ways in which the Office of the Provost can encourage and support faculty development and advancement across the University.[285,286] Professor Jamal Jalilian-Marian (Natural Sciences) sits on the RF CUNY **Research Foundation Faculty Advisory Council**, which serves to facilitate close consultation between faculty engaged in research and other activities involving the funds administered by the foundation.[287] Finally, many faculty members at Baruch serve as reviewers for PSC-CUNY and other CUNY and Baruch-sponsored research grants, helping to ensure the integrity of these awards, which are so critical to the success of faculty research and writing agendas.

Baruch's faculty are extraordinarily productive as researchers and scholars, as demonstrated by a webpage dedicated to the **publication of books by Baruch faculty**, as well as Baruch's **subject matter experts** page.[288,289] The **Research without Borders** webpage features a wide variety of presentations by members of our own and external faculty, ranging from brown-bag conversations to formal papers.[290] Faculty in the Marxe School and other guest scholars present current research at **weekly Marxe School Faculty Research Seminars**. [291] Faculty in the Weissman School have teaching opportunities relating directly to their research by participating in the **Feit Seminars**. [292] Their publications, scholarship, and awards are publicized on the **Weissman Faculty Achievements** page of the Baruch College website.[293] Faculty in the Zicklin School have their working papers publicized through the **Zicklin Research Paper Series** in collaboration with the Social Science Research Council.[294] Support for faculty research is provided through numerous **CUNY grants for faculty development**. [295] Accordingly, Goal 2 of the **Baruch College Strategic Plan 2018–2023** pledges to “create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.”[15]

Research support

Each year, there are a wide array of faculty professional development opportunities all of which are publicized in the Baruch College Faculty Handbook's page on **Faculty Development Seminars**. [296–298] In 2018, the **Office of the Provost rolled out enhanced programs designed to support faculty at pivotal points in their careers**. The new programs include a Mid-tenure Third-Year Faculty Tenure and Promotion workshop series that addresses “Binder Preparation,” “Writing Your Research/Teaching/Service Statements,” and “Peer Workshopping Your Statements”; a panel for department chairs on best practices in faculty retention as well as a mentorship program for newly appointed department chairs; and a new workshop for mid-career associate professors on “getting unstuck” and moving toward promotion to full professorship, as well as an annual Spring Forum on Tenure and Promotion, which ran in **2018** and **2019**. [299]

The **Office of Sponsored Programs and Research**, publishes a newsletter at least twice each semester and offers consultations and workshops on identifying and applying for grants.[300,301] All school deans allocate travel funds for faculty presentations at academic conferences and other academic events. An annual **funding stream provided by PSC-CUNY grants**[302] is available for travel and other research costs. Members of our faculty are routinely among the most successful in CUNY in winning these grants: more than 70 percent of our applications are successful, with more than 90 faculty receiving these grants each fall.[303]

There are also activities within academic departments that encourage faculty research. For example, as reported in the **Department of Natural Sciences 2018 academic program review report** on page 4, a yearly retreat, at which faculty members talk about their ongoing work, has facilitated the process of scholarly collaboration, with research partnerships having developed within chemistry and between chemistry and environmental sciences.[98]

Professional development

The College has a particularly rich tradition of faculty development led by two units housed within the Office of the Provost Division of Academic Affairs: the [Bernard L. Schwartz Communication Institute \(BLSCI\)](#) and the **Center for Teaching and Learning (CTL)**. [304,305]

The Schwartz Institute's longitudinal seminars, designed to meet the needs of specific disciplinary cohorts, have recently focused on such topics as **Teaching with Cases**, Effective Writing Pedagogies, and **Inclusive Pedagogy**. Additionally, the institute's advocacy and material support for professional development programming, created and led by course coordinators, reaches dozens of part-time faculty members each year. Through its portfolio of embedded course support, the institute also lends pedagogical guidance in the forms of in-class workshops and one-to-one faculty consultations. Finally, the institute develops and shares teaching resources, including its signature evidence-based pedagogical toolkit of **Very Short Guides**. [304,306,307]

Founded in 2014, in direct response to goals of **Baruch College Strategic Plan 2013–18**, the **Center for Teaching and Learning (CTL)** is the newest resource for faculty development and offers a variety of programming for faculty across the college. [121] A core CTL program is the **Hybridization Seminar** to support faculty teaching in hybrid and online formats. As of Spring 2019, this CTL seminar has enrolled more than 100 full- and part-time faculty in the Hybridization Seminar. The CTL provides **resources for faculty on active learning, workshops on assessment of student learning**, and also support faculty engagement in assessment and research through its innovative **Scholarship of Teaching and Learning (SoTL) initiative**. Spearheaded by the CTL and its director, the initiative began as a professor-led research and writing group. It evolved into a group of faculty, staff, and graduate students who applied to participate in a yearlong seminar to develop research proposals through cross-disciplinary writing workshops. Through its programs, the CTL-SoTL initiative helps promote faculty-driven, local, evidence-based research into teaching effectiveness, in part by identifying and advancing the efforts of Baruch scholars invested in this work. [283,305,308–311]

3.3 Clear and accurate descriptions of academic programs

All of the information that is registered with the NYSED Office of College and University Evaluation **Inventory of Registered Programs**, included in the **CUNY Academic programs inventory**, and publicized online in the [undergraduate and graduate academic bulletins](#) is accurate and honest, and provides information for current and prospective students about our **30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations**. [16–18]

For detailed information about degree requirements, including course requirements and learning goals, students are advised to consult the **academic bulletin** which provides annually updated, detailed descriptions of all programs and courses offered by the College, as well as descriptions of the Pathways general education, admission, and graduation requirements for each school and all undergraduate major and minor programs. [17] Clear program requirements, including learning goals, are published in the undergraduate bulletin, as seen in examples from each of the three schools, for example the bulletin entry for the **BS in Public Affairs**, as well as the **BA in English**, and the **BBA in Accountancy**. [247,248,312]

To enhance students' understanding of their degree requirements and facilitate their degree completion, the **Office of Undergraduate Advisement and Orientation** provides a comprehensive resource of **degree maps for every degree program** at Baruch College. [313] These degree maps allow students to understand their options in terms of which courses will fulfill their degree requirements and allow them to graduate on time. As examples, students in the Marxe School can reference the **degree map in Public Affairs** (which is the only undergraduate degree in Marxe), as another example, in the Weissman School students can reference the **degree map in English** and as a third example, in the Zicklin School, the

degree map in Accountancy.Included on the **degree maps** webpage is a tutorial on “**How to Use Your Degree Map**” as well as links to Curriculum and Policy, Academic Tools and Policy, Student Opportunities, and New Student Orientation.[313,314] For graduate students, programs are also clearly described, as in the examples of the **Masters in Public Affairs**, the **Masters of Science in Statistics**, and the **M.B.A. program**.[246,315,316]

The **Marxe School academics page** provides links to all of the degree programs and executive programs available, offers a number of **admissions events** as well as information about **undergraduate admissions** and **graduate admissions** on its website. There is also targeted information for undergraduate transfers applying from two of the Marxe School’s largest feeder colleges: **Hostos Community College** and the **Borough of Manhattan Community College**. **Prospective transfer students from these CUNY community colleges** have a specialized, facilitated pathway into the BSPA degree program.[317–319] The Weissman School offers prospective students and other stakeholders an opportunity to learn more about its programs through information for undergraduates to **explore majors**, and for **graduate students to learn more** about their programs, in addition to a series of videos posted to the **Weissman School YouTube channel** with a series called Destination Weissman and a series called College Talk.[320–322] The **Zicklin School Office of Undergraduate Programs** provides detailed information for students. Graduate students are provided with a wealth of information on the **Zicklin School Office of Graduate Programs** web page.[323,324]

3.4 Learning opportunities and resources

Detailed information regarding educational and student support services and resources, including orientation, first year seminar, academic advisement, and academic support services such as tutoring and the writing center, are provided in the chapter on Standard IV.

Student research

An important part of experiential learning, student research is an invaluable opportunity for undergraduate and graduate students alike. Goal 2.3 of the Baruch College Strategic Plan calls on Baruch College to “create, publicize, and fund opportunities for student research,” a move that will drive resources toward aligning undergraduate education with research by increasing course-embedded research opportunities, supporting departmental planning around undergraduate research, and showcasing inquiry-based teaching and learning.

Baruch Honors Program

The **Honors Program** creates educational opportunities for students to expand their options for careers and living. Through rigorous academic standards, attendance at cultural events, required **community engagement through service**, and research opportunities, the Honors Program facilitates student professional and academic development. Students are **encouraged to undertake independent research**, such as an Honors Thesis, an independent study, and/or a research assistantship.[325–327]

Creative Inquiry Day

Creative Inquiry Day (CID) celebrates the strength and diversity of undergraduate research at Baruch College.[328] This spirited day of intellectual engagement and collegiality provides an invaluable opportunity for students to participate in a community of ideas; articulate the exigency of their research in the world beyond the classroom; broaden their scholarly, professional, and personal communication skills; take risks; and have fun. Students in all majors can submit individual or group projects, which they present to fellow students, faculty, administrators, and others from the Baruch community. The first CID

in 2014 featured more than 35 projects. By the next year, the number of projects had more than doubled, with more than 100 students participating. In the ensuing years, the program has grown to include even more participants, projects, and prizes.

International Conference on Undergraduate Research

For the sixth year in a row, in October 2019 Baruch College students participated in the **International Conference on Undergraduate Research**.^[329] Via real-time teleconferencing, undergraduate students from nine institutions spanning five continents came together to share their research projects in fields ranging from technology, to economics, to the environment. At the conference, students engaged in global research dialogue, discussed ideas about a variety of topics, and received immediate feedback from their peers. Throughout the year, research conference participants received coaching in writing research abstracts and presentation skills.

Experiential learning and high-impact practices

Experiential learning is a hallmark of a Baruch College education and **an important initiative throughout the CUNY system**. Its importance took center stage in 2015, when New York State passed legislation requiring that CUNY develop **a plan for increasing availability of experiential/applied learning activities** beginning in Fall 2016. As a result, CUNY asked all colleges to participate in an Experiential Learning Survey, for which Baruch College submitted an **Experiential Learning Opportunities Report in November 2015**. CUNY system-wide support includes an annual symposium, the most recent of which was the **Spring 2019 CUNY Experiential Learning Symposium on Experiential Education: Engaging Underrepresented Populations**.^[330,331]

Baruch College participates in the National Survey of Student Engagement on a three-year cycle. Baruch's results from the **2017 NSSE High impact practices report** demonstrated that 15 percent of our first-year students participated in two or more high-impact practices and 41 percent participated in at least one (which is a total of 56 percent participation) and showed that 51 percent of seniors participated in two or more high-impact practices and 30 percent participated in at least one (a total of 81 percent participation). Recognizing that the definition of high-impact practices includes a senior experience, we are nonetheless gratified to see the significant increase in the number of students participating in "two or more" high-impact practices by the time they are seniors.^[119]

Curriculum-embedded experiential learning

Across all three schools, programs and courses have embedded service-learning or experiential learning components. For example, the **Honors program** has set clear expectations for **student involvement in community service**, including the following program objectives:

- 1) Support students in becoming active citizens within their respective communities
- 2) Expose students to the wide array of service opportunities
- 3) Engage students in longer-term relationships with organizations, where it becomes possible to understand the impact on the work conducted
- 4) Foster reflective learning about one's self and the society within which one lives^[332,333]

As another example, and a particularly rich resource for our many Zicklin School students, the [Subotnick Financial Services Center](#) provides experiential learning opportunities to aspiring leaders in the financial services industry.^[334] It is one of the largest and most technologically advanced educational facilities of its kind. More than 100 different courses have used the center as an experiential learning lab in which students gain hands-on experience working with professional financial software and trading systems. All

of the technology in the center was recently updated, including the stock tickers and terminals. The center is designed to support experiential learning in academic classes, noncredit workshops, and corporate events, as well as student club activities and orientation sessions for new students. The center complements existing and special topics courses in accounting, computer information systems, economics, finance, management, marketing, statistics, financial engineering, and other disciplines at Baruch College. For journalism students in the Weissman School, **Studio H, a state-of-the-art computer lab and classroom** offers students the latest technology for multimedia journalism, with 25 Apple iMac computers and software for editing photos, audio, and video. An audiovisual system allows for the viewing of multimedia features, television feeds, and other video on a large screen at the front of the room, and large flat-panel monitors on the side walls offer additional screening options.[335]

Internships

Student internships are one of the core foundations of the Baruch undergraduate experience and a part of most graduate programs as well, especially for graduate students with no prior experience in their field. The Starr Career Development Center offers **clear information about undergraduate internships**. The Marxe School provides information about both **undergraduate and graduate internships in public affairs**. Undergraduate internship opportunities for Marxe students include nonprofit organizations as well as city and state government in New York and **opportunities in Washington, DC**, including a **White House internship**. The Weissman School offers a range of internships in several of its undergraduate majors, notably those in sociology, political science, psychology, communication studies, and fine arts. Internships are also an important part of Weissman's master's programs in mental health counseling and corporate communication. As an example of assessment of school operations, results from the **assessment of graduate internships in Weissman during Fall 2018** show that 82 percent of Weissman graduate students in these programs secured paid internships. The **Weissman School student resources page** connects students to the Starr Career Development Center's page on internships. **Weissman Graduate Career Services** connects graduate students with internship opportunities. The Zicklin School also provides **information about undergraduate internships abroad** as well as a link to the Starr Career Development Center on its "**Current undergraduate student**" page.[336–339]

Study away

There are numerous opportunities for students to engage in study away programs. The **Baruch College Study Abroad office** connects students from all three schools with international opportunities, while Marxe School students have an opportunity to learn in a program known as the **Washington Semester**. Some financial support is also available for students. For example, the **C.V. Starr Experiential Learning Fellowship** offers continuing Baruch students funding to travel and engage for at least four weeks in an international experiential learning opportunity.[340–342]

Weissman School Art-a-thon

An annual event at Baruch College, the **Weissman School Art-a-thon** brings together faculty, staff, and students for a day of learning, discussions, performances, and creative activity. The 2019 schedule was an all-day program of 16 distinct activities, including a "10-minute Play Festival", a workshop on writing with humor to fight injustice, a workshop on music and individual narrative, and a film screening of the Baruch 48-Hour Film Challenge, which is an array of student-created film.[343]

Office of Alumni Relations and Volunteer Engagement

The **Baruch College Office of Alumni Relations and Volunteer Engagement (OARVE)** not only provides community and connection for the College's more than 150,000 alumni but also experiential

learning opportunities for current students. Alumni and volunteers partner with student clubs, serve as mentors and role models through the Executives on Campus program, and provide career and internship opportunities to students. The Baruch and Beyond Initiative, launched in 2016 by OARVE, provides multiple opportunities for students to connect with alumni and explore future career paths. Students can attend various round-table discussions with alumni and panels dedicated to specific industries. Through the program's Shadow Partners, students have the chance to visit alumni/mentors at their places of business.

3.5 General education at Baruch College

General education at Baruch, and across the CUNY system, is known as the "Pathways" curriculum. General education structure, scope and curriculum are discussed below, while assessment of general education is discussed in the chapter on Standard V.

3.5.a General education scope and opportunity

Baruch College has had a substantial and rigorous faculty-developed common core curriculum for years (as noted in the 2010 Self-Study), and our common core of general education requirements has evolved over time. In Fall 2013, all CUNY campuses moved to a **University-wide general education framework called CUNY Pathways**.^[344] Faculty at Baruch selected courses that would meet the CUNY Pathways category-specific learning outcomes. The categories include (1) the **Required Core** (four courses from three areas), which comprises English Composition (two courses required), Mathematical and Quantitative Reasoning (one course required), and Life and Physical Sciences (one course required); (2) the **Flexible Core** (six courses required, at least one from each of five categories), including World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, The Individual and Society, and Scientific World; and (3) the **College Option** (four courses, three of which constitute a liberal arts minor). Students are given clear information about this on the **Pathways at Baruch website**.^[344,345] The scope of CUNY's general education program ensures that students expand their cultural and global awareness and sensitivity, and are exposed to new areas of intellectual inquiry while developing critical thinking and analytic skills. The CUNY Pathways initiative provides the structure and framework for general education so that courses can transfer smoothly across the university. The colleges each create their own general education curriculum within the framework and select each of the courses that populate the eight thematic areas.

3.5.b General education and skills development

The **CUNY Pathways general education curriculum**, which has system-wide learning outcomes and a comprehensive program of assessment discussed in the chapter on Standard V, ensures that **students develop essential skills**.^[346,347]

Table 2: Baruch General Education curriculum alignment with MSCHE expectations

	MSCHE expectations for General Education: Standard III, criterion 5						
CUNY General Education Pathways at Baruch	Oral communication	Written communication	Scientific + quantitative reasoning	Critical analysis + reasoning	Technological competency	Information literacy	Values, ethics+ diverse perspectives
Required Core							
English Composition	X	X		X	X	X	
Mathematical and Quantitative Reasoning	X		X	X	X		
Life and Physical Sciences	X		X	X	X		
Flexible Core							
World Cultures and Global Issues	X	X		X		X	X
U.S. Experience in Its Diversity	X	X		X		X	X
Creative Expression	X	X		X	X	X	X
Individual and Society	X	X		X		X	X
Scientific World	X	X	X	X	X	X	X
+1 additional	X	X	X	X		X	X
College Option							
Great Works of Literature I or II				X			
4000-level CIC "capstone"	X	X	X	X	X	X	X
1st 3000-level liberal arts	X	X		X		X	X
2nd 3000-level liberal arts	X	X		X		X	X

All students have access to a number of **student computing labs across campus**.^[348] To supplement the technological skills learned in the Pathways curriculum, students can also access an **Introduction to Technology** program offered by the Baruch Computing and Technology Center. All students have access to **online tutorials provided by Baruch's Newman Library**, which includes such skills as accessing databases and using electronic reserves. Students also have access to **workshops on topics where students apply technological literacy**, including using online bibliographic reference software (Zotero), using financial technology (Bloomberg), and engaging in equity research.^[349–351] Students have ample exposure to online learning platforms, including Blackboard, Blogs@Baruch, and resources promoted through the hybrid and online learning and OER initiatives described earlier in this chapter. Baruch's

longstanding commitment to digital literacy has resulted in robust supports for developing technological competency. The Newman Library also offers students **an Information Studies minor**, with **courses relevant to a variety of academic disciplines and career interests**.^[352,353] Assessment of general education is discussed in the chapter on Standard V.

3.6 Graduate education

In addition to meeting the rigor and standards for excellence set by the College, graduate programs are also designed to meet the standards required by the accreditors associated with each school. The **Zicklin School has both business and accounting accreditation** from AACSB, widely considered to be the most prestigious accreditor of schools of business globally.^[354,355] The Marxe School Master of Public Administration (MPA) program is accredited by the **Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**. Since NASPAA requires at least three and generally prefers five years of graduation results before accrediting a program, it will be a few years before Marxe undergoes an initial accreditation review for its new Master of International Affairs (MIA) program.^[354,356] Evidence of assessment for all of the specialized accreditor programs is discussed in the chapter on Standard V.

Graduate students have access to information about their **admissions process** and to **clear information about their financial aid options**. Prospective graduate students can learn more about **Marxe School graduate admissions**, **Weissman School graduate studies**, and **Zicklin School graduate programs**.^[208,318,322,324]

Graduate students in the Marxe School are provided with services from the **Marxe School Graduate Academic Advisement** team, **online resources linking them to student professional development opportunities**, **Graduate Research Assistantships**, such experiential learning opportunities as study away and **study abroad**, and **Marxe School Graduate Career Services** as well as an array of **on-campus programs sponsored by the Marxe School**. All graduate students in the Marxe School are eligible for **Graduate Student Research Assistantships** whereby they build valuable research skills and collaborate on key projects with faculty. Each of the **three master's programs offered in the Marxe School**—in **public administration**, **international affairs**, and **higher education administration**, require courses in research methods, an internship, and a thesis or capstone project.^[318,337,357–359]

Graduate students at the **Weissman School** are provided with academic advisement for each of the **five master's degree programs** as well as professional development programs and services from **Weissman Graduate Career Services** and access to the **Executives on Campus** mentoring program. Prospective and current students are provided with information about Weissman School **graduate student career outcomes**. Students can learn about **career placement and salary outcomes for the Master in Financial Engineering** program. The **Weissman School Strategic Plan 2013-2018** reflected an interest in expanding graduate programs and support for graduate students, and this goal that will be reinforced in the forthcoming Weissman strategic plan. Graduate students also have access to the **broad offerings in arts and culture that the Weissman School brings to the Baruch College campus** each year.^[322,338,360–362]

Graduate student academic programs provide many opportunities for research, scholarship, experiential learning, and critical inquiry. In the **Weissman School**, all graduate programs have a required research component as well as some optional additional professional development element of the curriculum. The **MA in corporate communication requires a thesis/capstone project** and also offers students professional development programming through the **Baruch College Corporate Community Graduate Student Association**. The **MA in mental health counseling requires two semesters of internship** as well as a **Case Study Project and Research Project**. The **MS in industrial/organizational psychology has a required thesis** in addition to several **required courses in research methods**. The Baruch College **Master of Financial Engineering (MFE) requires a capstone project and offers an independent**

study internship option as well as multiple core and elective courses that provide hands-on practice with skills related to career options in this field, including various approaches to data modeling, applied financial econometrics, and data science.[363–367]

Graduate students in the Zicklin School are provided with professional development programs and services from the **Zicklin Graduate Career Management Center**, five **Zicklin-specific graduate student clubs**, and a wide array of **Zicklin experiential learning opportunities**, including MakerHub, part of the Field Center for Entrepreneurship; several types of **student business competition opportunities**; and many **on-campus visits from companies across a variety of industries**. All the **graduate programs in the Zicklin School**, including **eleven MS programs** and **several modalities of MBA programs**, require research activity in the form of capstone or thesis projects as well as an **MBA Business Consulting Practicum**, and provide the range of **Zicklin experiential learning opportunities** mentioned earlier in this chapter.[324,368–371]

[Marxe School of Public and International Affairs Student Graduate Career Services](#) offers a range of dynamic programs for students, including one-on-one consulting, a LinkedIn profile analysis, mock interviews, job and internship site postings, on-campus recruitment events, and a MBTI Career assessment. The Marxe School graduate program outcomes are **assessed and publicized** on their graduate survey results page, and includes survey results for each program, including the **Masters in Public Administration** and the **Masters in Higher Education**.[372–375]

[Weissman School Graduate Career Services](#) is available to all active students and alumni of graduate programs in arts administration, corporate communication, mental health counseling, and industrial/organizational psychology. The office provides a full range of career management services, including one-on-one advising, resume and cover letter feedback, mock interviews, on-campus recruiting, and program-specific career and internship fairs. Weissman School **graduate program outcomes are assessed and publicized** on their Graduate Career Services outcomes page, including a **graduate outcomes "where are they now"** feature listing employers of each graduating class. The Weissman School's Master of Financial Engineering program regularly and separately **assesses program outcomes** and consistently has an **extraordinary success rate with employment outcomes of graduates**.[360,376–379]

Career development for graduate students is equally important to Baruch College, and is served by their respective schools. The [Zicklin School Graduate Career Management Center \(GCMC\)](#) is available to all active students and provides a full range of career management services: one-on-one advising, walk-in sessions, resource libraries, self-assessment tools, mock interviews, on-campus recruiting, and access to the Vault Online Career Library. The Zicklin School graduate program outcomes are **assessed and publicized** on their graduate employment outcomes page, and includes annual reports for both **MBA/MS results** as well as an overview of outcomes statistics for the **Full-Time MBA program**.[370,380–382]

3.7 Student learning opportunities and third-party providers

If any student learning opportunities in the future will be delivered by third-party providers, they will be subject to the standard process of vetting. The **Faculty Handbook for the Creation of New Academic Programs** provides guidelines on engaging with third parties.[383] Baruch College's **Procurement Services** provides oversight of the contracting process and the administration of the contract. The Procurement Services office follows **CUNY Procurement policies and procedures**.[384,385]

3.8 Periodic assessment of design and delivery of the student experience

Assessment of design and delivery of the student experience is done periodically through a number of tools listed in the chapter on Standard I as part of the discussion on integrated assessment and planning. Highlights of this list relevant to Standard III include:

- 1) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**. [63]
- 2) Various stages with the five-year cycles of school strategic planning, which include review of mission and goals
 - a. **Marxe School mission statement**
 - b. **Marxe School Strategic Plan 2018-2023**
 - c. **Weissman School mission statement**
 - d. **Weissman School Strategic Plan 2019-2024**
 - e. **Zicklin School mission statement**
 - f. **Zicklin School Strategic Plan 2019-2024**. [21–26]
- 3) The annual CUNY Performance Management Process, including the **CUNY PMP 2016-2017 Data Book**, the **CUNY PMP 2017-2018 Data Book**, and the **CUNY PMP 2018-2019 Data Book**, as well as the **Baruch College Performance Management Process Goals Progress Report 2018-2019**[60,61,77,78]
- 4) Assessment of the Academic Momentum Campaign, including
 - a. **Baruch College Academic Momentum Campaign update report**
 - b. **CUNY Academic Momentum monitoring report**
 - c. **CUNY Academic Momentum status update**. [69,79,80]
- 5) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018**, **Affirmative Action Plan 2018-2019**, and **Affirmative Action Plan 2019-2020**[2–5]
- 6) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17**, the **Baruch College CUE Report for 2017-2018**, and the **Baruch College CUE Report for 2018-2019**. [64–66]
- 7) Annual assessment reports from the Division of Student Affairs including
 - a. **Starr Career Development Center Post Graduate Outcomes Report**[82]
 - b. **Athletics Department Annual Reports**[83]
 - c. Division-wide assessment reports including the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - d. General faculty reports from the Division of Student Affairs[85–87]
- 8) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017**, **2017-2018**, and **2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 9) Assessment of student learning
 - a. General education assessment (Pathways)[90–93]
 - b. Program learning assessment (majors)[94–97]
- 10) Academic program review or specialized accreditation reports
 - a. Weissman School APR[98,99]
 - b. Marxe School NASPAA accreditation reports[100]
 - c. Zicklin School AACSB accreditation reports[71,72]

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Continue to develop programs for graduate student professionalization and research support

The College should continue to develop programs for graduate student professionalization and research support with special emphasis on programs that currently have limited support. Our work on the Self-Study found strong support in place for faculty development (Section 3.2.d) and important learning opportunities for undergraduate students (Section 3.4). However, support for graduate students studying and teaching in our programs, and working as support staff across the College, is limited. While limitations on funding limit efforts to offer professional and research experiences for graduate students, we know that where it is provided, the benefits to students are great. These benefits include networking opportunities, advanced work and research experience, exposure to colleagues and potential employers, paths toward publication and professional collaboration, and connection to professional organizations. In some cases, research symposia involving faculty and students reading and responding to one another's work could offer a low-cost yet still rich opportunity that the College could support with a small refreshment and supplies budget.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Preparing students from diverse backgrounds for academic and career success, and supporting them as learners and leaders on campus, are core to the mission and goals of Baruch College. We pride ourselves on fostering a culture of inclusion and promoting the success of a student body that represents a variety of backgrounds, experiences, talents, and educational goals. In this chapter, we discuss Baruch College in terms of **Standard IV: Support of the Student Experience**, evidence for which aligns with **Requirement of Affiliation 8**.

4.1 Clearly stated, ethical policies and processes regarding students

4.1.a Accurate information

Clearly stated, ethical policies and processes apply to the entire student life cycle at Baruch College. As noted in the chapter on Standard II, the Office of Undergraduate Admissions publishes **clear and accurate admissions criteria for first year students** as well as for **transfer students**, and offers students **the option of using either the CUNY Application or the Common Application**.^[204,205] **Campus tours** are available in person for individuals and groups, as well as online via a virtual tour.^[210] **Student Disability Services** provides clear information on **accommodations, support services, and assistive technology** for students.^[211–213]

Baruch fosters the development of students' financial literacy. In compliance with the **Higher Education Opportunity Act of 2008**, Baruch provides an accessible, online **CUNY Net Price Calculator** and clear information on both undergraduate and graduate financial aid, on the **Office of Financial Aid Services webpage**.^[207–209] In addition, information about textbooks and prices is available to students prior to registration for upcoming semesters. To ensure that students have this information, the Office of Academic Affairs sends regular **reminders to faculty on the importance of selecting and making textbook information available in a timely manner**.^[236] As detailed in the chapter on Standard II, Baruch College seeks to further reduce the financial burdens on students by promoting “**Zero Textbook Cost**” courses through the **Open Educational Resources (OER)** initiative.^[234]

Baruch College makes every effort to be transparent about student expenses. Students can easily find **information regarding tuition and fees** on the Baruch website, which is accessible as **Tuition Costs/Payment link** on the **Student portal**, on the **Office of Financial Aid page**, which has targeted aid information for **undergraduate students** as well as for **graduate students**, in addition to the “Fees, expenses and financial aid page” of both the **Undergraduate bulletin** and the **Graduate bulletin**.^[206–208,386–388] The Bursar's Office provides information on how and under what circumstances students can obtain tuition **refunds**, and dates relevant to refunds are updated every semester on the academic calendar. Furthermore, Baruch's Undergraduate Admissions Office provides a link to **CUNY tuition and fees page**, which outlines **student budgets** with related costs, both for students who live at home and those who live away from home, priming students to consider the full cost of their educational goals.^[389,390] The Baruch website also includes a page of resources regarding

scholarships, which includes information about need-based aid and merit aid, as well as scholarship opportunities for undocumented students.[231]

The office offers in-depth information on loans, as well as federal and state grants, such as Pell Grants, the Federal Work-Study Program, and the Tuition Assistance Program (TAP). TAP, a state grant administered by the NYS Higher Education Services Corporation, is offered to New York State residents pursuing an undergraduate degree. The financial component of TAP is managed, processed, and disbursed by the **Bursar's Office**, while academic TAP compliance is managed by the [Registrar's Office TAP Compliance Unit](#).[391,392] Students can also access a **Satisfactory Academic Progress and Aid Eligibility** guide for help determine federal aid eligibility.[393] Also available to students is a **guide to the verification process**.[394]

While the **National Association of Student Financial Aid Administrators** (NASFAA) acknowledges the role of verification in maintaining the integrity of federal student aid programs, it also calls for greater transparency and reduced complexity in the process. A 2018 **NASFAA issue brief about verification** reported U.S. Department of Education data showing that over half of Pell-eligible applicants were selected for verification in the last year for which such data was publicized (2015–16). Most recent data available indicates that 3,665 of our 11,048 student FAFSA filers (33 percent) were selected for verification; of those, only 2,639 (72 percent) completed the verification process. In an effort to improve those numbers, we hope to purchase effective and efficient software for the verification process.[395]

Finally, Baruch also offers funding and facilitates federal funding for students admitted into special programs of study, as mentioned in the chapter on Standard II. The **Honors Program** offers **Macaulay Honors** students and **Baruch Scholars** four-year free tuition scholarships and many support services, including funding to study abroad. The requirements and benefits of enrolling in these programs are detailed on the “Scholar Groups” pages of the **Honors Program website**.[332,396] The Weissman Center for International Business provides **information on options for financing a study abroad program** and administers the **CV Starr Study Abroad Fellowship** to help enable access to study abroad opportunities for interested students.[342]

Table 3: Full-time first-time undergraduate student aid awards as of AY 2017–18

Full-time Beginning Undergraduate Students				
Beginning students are those who are entering postsecondary education for the first time.				
TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
ANY STUDENT FINANCIAL AID*	1,249	78%	—	—
GRANT OR SCHOLARSHIP AID	1,198	75%	\$11,699,413	\$9,766
Federal grants	875	55%	\$4,621,292	\$5,281
Pell Grants	875	55%	\$4,594,492	\$5,251
Other federal grants	95	6%	\$26,800	\$282
State/local government grant or scholarships	1,090	68%	\$6,133,166	\$5,627
Institutional grants or scholarships	174	11%	\$944,955	\$5,431
STUDENT LOAN AID	107	7%	\$657,633	\$6,146
Federal student loans	99	6%	\$456,522	\$4,611
Other student loans	13	1%	\$201,111	\$15,470
*Includes students receiving Federal Work-Study aid and aid from other sources not listed above.				
Data source: https://nces.ed.gov/collegenavigator/?q=Baruch+College&s=all&id=190512				

4.1.b Placement, developmental education, and supplemental instruction

Placement

Baruch’s **Office of Testing and Evaluation (OTE)** is responsible for testing and evaluation at Baruch College, including CUNY assessment, skills placement, and student course evaluations of faculty. As the Baruch OTE site explains, “the purpose of testing is to help academic counselors and advisors place [students] into appropriate courses and maximize the information needed to ensure [student] success at Baruch College.”[397] Beginning with the Spring 2020 semester, **placement testing has been eliminated throughout the entire CUNY system**, and both readiness and placement are determined using a **proficiency index** that combines overall high school GPA and subject-specific SAT and Regents scores to determine an applicant’s probability of passing a credit-bearing course in the subject without additional support.[398]

SEEK program

Baruch also offers important cohort-based support programs for students who do not meet standard entrance criteria, most notably the SEEK (Search for Education, Elevation and Knowledge) program. **Eligibility for the program** includes **an admissions index score that is below the cutoff point for regular admissions** as well as family income guidelines set by New York State.[399,400] Students in SEEK have the benefit of **significant academic support services**, including a summer program prior to college enrollment, followed by college academic advising, eligibility to enroll in courses where they have embedded supplemental instruction, and workshops, reviews, and test preparation sessions, in addition to access to all of the support services available to all Baruch students. SEEK students are **assigned an individual counselor for both psychosocial and academic support**. SEEK students also have several leadership opportunities, including becoming a **SEEK Peer Mentor**. [401–404] The **Percy Ellis Sutton SEEK** program at Baruch embraces this work and has been extremely successful in terms of academic achievement, retention, and graduation rates, discussed later in this chapter.[401,405]

Developmental support

The College offers a number of options to support students with developmental needs. These programs are supervised by the **Student Academic Consulting Center**, described immediately below in the section on academic support. Students can enroll in a **math immersion course** in the summer or winter intersession at no cost.[406,407]

Academic support services

There are numerous academic support services available to students. To facilitate the academic efforts of all students, the Office of **Student Disability Services** provides **accommodations, support services, and assistive technology** for students. [211–213]

For students seeking support in writing, the **Writing Center** offers a **variety of services**, from one-to-one sessions with professional tutors to peer-review groups, library walk-in sessions, and online support. The **lesson plans** and **guides** developed for the workshop series are freely available for faculty and students online, alongside a **collection of external writing guides** students can consult independently.[408–411] The center serves many students: In AY 2018-19, more than 2800 unique students were served by the center's professional consultants. That included 10,183 total hours of instruction (including small-group workshops) and 6,946 one-to-one appointments (face-to-face, online, and written feedback).[412]

Our tutoring center, the **Student Academic Consulting Center (SACC)** provides subject-specific academic support services delivered as peer tutoring, weekly workshops, exam review, and embedded support, including peer-led team learning and recitations.[413–415] SACC is popular among undergraduates who need help with specific courses (about 60 percent in math); need support with schoolwork other than writing, which the Writing Center provides; or prefer to work with peer rather than professional tutors. In Spring 2018, 1,466 unique students attended either a SACC peer tutoring session or workshop. Slightly more than 38 percent of students using **SACC tutorial services** made more than three appointments. In addition, SACC offers a variety of online resources through its website, from tutorial videos to study guides. SACC also partners with other programs on campus, including the **Success Network** and **First Year Seminar**, to offer workshops designed to help students develop effective learning strategies during important transition periods in their studies.[140]

The [Tools for Clear Speech \(TfCS\)](#) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and nonnative English speakers. Approximately 45 percent of Baruch students—undergraduate and graduate—identify themselves as nonnative English speakers, and

approximately 75 percent speak a language other than English at home. As a result of **the approach to clear speech** taken by TfCS, participants in the TfCS program achieve more effective and intelligible communication, developing skills that empower them to succeed in their classes, careers, and beyond. To track student progress, TfCS offers an **oral communication video assessment** that allows for quantified, personal feedback via scoring rubrics, holistic commenting, and follow-up one-to-one review sessions. In 2019 TfCS continued to innovate with the introduction of the [Just to Be Clear podcast](#) (JTBC). Each JTBC episode explores a different aspect of learning and teaching spoken English; features interviews with TfCS speech consultants, expert guests, and Baruch’s multilingual students; and provides online practice materials for learners to build fluency, vocabulary, and listening skills.[416–419]

4.1.c Orientation, advisement, and counseling

Orientations and first-year programming

Baruch College offers a number of programs to assist students with the transition to the College and help them progress successfully through their academic programs. All incoming undergraduate students attend an orientation program based on their individual status. **First-year students, transfer students, international students, honors students, and SEEK students**—both **first-year** and **transfer**—have specially tailored orientation events where they learn about support services, the registration process, and degree requirements.[420–423]

The Office of **New Student and Family Programs** provides first-year and transfer students with the tools and information needed to succeed in their first year.[424] Baruch’s graduate students also enjoy the benefits of an orientation. Zicklin School’s MBA programs have intensive **orientation programs** specific to their status as full-time, part-time, evening, or executive program students. The Weissman School also offers specialized **graduate student orientation**, as does the **Marxe School**. [425–427] Finally, students enrolled in our Continuing and Professional Studies (CAPS) courses receive **orientation and advisement services** as well. The CAPS advisors serve as students’ primary contact for any questions or concerns.

Counseling

[Baruch’s Counseling Center](#) has a number of psychologists and social workers on staff who specialize in substance abuse, trauma, psychological counseling, and mental health. The center provides referrals, consultations, individual therapy, and group therapy. As documented in the [2018–19 Division of Student Affairs Assessment Report](#), more than 6,000 individual appointments took place during the most recently completed academic year. Of those attending one-on-one counseling and participating in the annual Wellness Survey, 42 percent indicated they learned coping techniques to reduce stress (e.g., breathing, meditation, journaling). Thirty-eight percent noted that they learned how to better identify and analyze the underlying causes of their symptoms and issues. The Counseling Center is now implementing the following changes based on this assessment: developing student-centered handouts that describe stress-coping techniques; training counselors to incorporate coping strategies into counseling sessions more consistently; and continuing to develop stress reduction and mindfulness workshops.[73]

Campus Intervention Team

The College also provides proactive care through its **Campus Intervention Team (CIT)**, which allows faculty and others to report, anonymously if they prefer, any student who appears to be in crisis. The CIT will follow up on such reports to answer questions and establish contact with students who are exhibiting behavior that suggests they may be a danger to themselves or others, including erratic behavior in class,

extended and unexplained absences, written work with troubling references, and verbal or written threats to others or to themselves.[428,429]

Academic advisement

Office of Undergraduate Advisement and Orientation

Academic advisement for graduate students is discussed in detail in the chapter on Standard III. In this section, we discuss academic advisement for undergraduates. Baruch understands the importance of academic advisement, especially for undergraduates with diverse interests and educational goals that often evolve during their College years. The advisement staff of 12 (nine full-time advisors, two associate directors, and a director) in the **Office of Undergraduate Advisement and Orientation** is responsible for comprehensive academic advisement of all undergraduate students throughout their academic career at the College.[313] As discussed in the **Academic Momentum Campaign update report**, when at full staffing of nine full-time advisors, the student-to-advisor ratio is approximately 1 to 1,666, a ratio wholly insufficient to meet the needs of students or to sustain efforts required of the CUNY **Academic Momentum Campaign**. [69,430] This campaign is described in greater detail later in this chapter.

The staff assists undergraduates in matters related to academic requirements, academic planning, registration, scheduling, writing appeals, choosing majors, choosing minors, goal setting, and navigating institutional policies. Advisors also assist students with course withdrawals, credit overloads, approvals, re-entry applications, and academic standing reviews, and advisors refer students to other institutional resources, such as tutoring and counseling services, as needed. Advisement is not mandatory, but access to advisors is made as easy as possible.

As of Fall 2019, **all students must make appointments via online form** for academic advisement. As reported in the **General Faculty report for the Division of Enrollment Management & Strategic Academic Initiatives**, use of this “AdvisorTrac” system is meant to reduce student wait time, which with the prior walk-in model had averaged 2-3 hours during registration period. In a typical year (average of calendar years 2017 and 2018), the advisement staff saw roughly 18,000 students in walk-in advisement sessions and 4,000 in worksheet appointments (to determine progress toward the degree) and responded to approximately 15,000 emails.[11,431]

Advisors also counsel more than 5,000 entering transfer and first-year students each academic year during mandatory in-person orientations. These programs are designed to assist students with the initial adjustment to academic life, review transfer credits, and the selection of courses. Approximately 400 transfer students opt to complete an online orientation program each semester. More information on advisement services can be found in the chapter on Standard III.

The CUNY system is part of the **EAB Student Success Collaborative**, a membership of more than 550 colleges and universities across the country working to improve student outcomes and the student experience. As part of a system-wide effort to improve the efficiency and effectiveness of academic advisement, **Baruch College is participating in a planned system-wide rollout of the EAB software called Navigate**, a comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment to graduation and beyond.[432,433]

Student advisement toolkit

Locally, Baruch has implemented multiple policies and procedures to assist students in graduating on time. The **Office of Undergraduate Advisement and Orientation** has an extensive student advisement toolkit that is shared on the Baruch website.[313,314,434–437] It includes such features as:

- **Academic Planner**, designed to give a complete and detailed assessment of academic progress, allow a student to see what has been completed to date, what is currently in progress, and what remains after the current semester.
- **Degree Maps**, developed for first-year students to better understand how to navigate the path to degree completion. **An online tutorial on “How to Use Your Degree Map”** is also available to students.
- **DegreeWorks**, a web-based application that allows students to view their progress toward a degree, lists all requirements, including courses taken, courses currently being taken, skills assessment tests, and transfer credits. DegreeWorks also allows students to see how requirements change if they were to change majors.
- A **Time Management Calculator** to help students manage daily tasks.
- The guide titled “**Chart Your Course to On-time Graduation**,” part of Baruch’s [Finish in Four](#) initiative, assists students in calculating their required load per semester in order to graduate on time and explains the benefits of doing so, from qualifying for the NYS Excelsior Scholarship to reducing debt.

SEEK advisement

Recognizing that the **Office of Undergraduate Advisement and Orientation** cannot reasonably handle all the questions and needs of our diverse student population, Baruch supplements the office’s efforts with advisement services that are local and targeted to various programs and populations.[313] As discussed earlier in this chapter, students in SEEK receive **individual attention and support in a variety of capacities**: counseling, First Year Seminar, tutoring, supplemental instruction, and financial aid. All first-year SEEK students are required to attend a full-year seminar course taught by their assigned counselor. Additionally, all SEEK students must meet with their advisors at least three times a semester for one-on-one advisement.[402]

Honors program advisement

Students in the Honors program are provided with clear **information about advisement**, including a set of **advisement tools** such as the **Honors Advisement Syllabus**, a best practice of the National Academic Advising Association.[327,438,439] Students are matched with an advisor whose job is to help each student reach their maximum potential and exceed their own expectations. Honors advisors help students build an integrated academic and cocurricular experience by drawing from five critical areas: academic excellence, global experience, arts and cultural exploration, leadership and service, and research and creative inquiry. Honors advisors serve as opportunity matchmakers, pairing students to resources that connect academic requirements to personal and professional goals. <https://www.nacada.ksu.edu/>

International student advisement

Baruch’s 2,500 international students (roughly 60 percent undergraduate and 40 percent graduate students) are another population that receives specialized support services. **The International Student Service Center** works to promote academic success, leadership, support, and enhancement of the Baruch experience for international students, including programs of special interest to new incoming and continuing students. The center’s two advisors and the front office staff are available for in-person or phone appointments to provide counseling and help students process requests for employment authorization or reduced course loads. Advisors also help students prepare initial and transfer student I-20 SEVIS forms.[423,440,441]

Student veterans advisement and support

The mission of the Office of Student Veteran Support Services is to provide academic and social support for veterans, service members, and military family members during their educational journey. Veteran Student Services facilitates a successful transition to academic life and prepares military affiliated students for success in their civilian careers. Most recent data indicates that the office is serving over 160 student veterans.[73] **Student Veteran Support Services** connects student veterans with a range of services and benefits, including academic advisement, and adheres to the **Principles of Excellence** of the Department of Veterans Affairs.[442,443]

Faculty advisement of undergraduate students

All undergraduates are provided academic advisement through the **Office of Undergraduate Advisement and Orientation**. [313] In addition, each school and department handle faculty advisement differently, depending on numbers of students and faculty per department and the structure of the degree program's requirements. In the Weissman School, students are required to meet with a faculty advisor to complete an official **major specialization form**. [444] Many departments have designated day and evening advisors who are available to students at convenient times and who keep abreast of College and departmental requirements, course offerings, and opportunities relevant to student professionalization. The Marxe School offers **comprehensive advising services for both undergraduate and graduate students**, services which are both collaborative and personalized toward the goals and interests of each student. [357,358,445] In the Zicklin School, all departments have faculty advisors listed with contact information and office hours, as in this **example of the Management BBA page**, so students can easily get faculty assistance.³

Because faculty understand the importance of advisement in keeping students on track toward timely graduation and readiness for postgraduate study or work, some departments are finding new ways to reach their undergraduate majors. The **Department of Psychology**, for example, instituted important changes to advisement in 2015. The department now enlists all faculty as advisors, and all have access to relevant information and hold advisement office hours, rolled into their regular office hours, so students have increased access to a faculty advisor. Students find a good match for their advisement needs by searching for advisor by name, primary area of study, or day/time of advising (including evening hours until 9 pm). Students are provided with a web page of **links to undergraduate resources**, including a fillable **major declaration form** pre-loaded with all of the requirements for Psychology. [447–449]

4.1.d Processes supporting achievement of students' educational goals

Early Alert initiative

The Division of Enrollment Management & Strategic Academic Initiatives works closely with faculty on a college-wide Early Alert initiative. As shared in **a recent General Faculty Report**, [11] the faculty-supported initiative has positive impact on students at risk:

- 7) [i]n Spring 2019, 43% of instructors (309 out of 716) who received an Early Alert request completed the survey resulting in 686 alerts sent to 532 students. Of these 532 students, 56% sought help. The mean GPA for students who sought help (2.25) was significantly higher than the mean GPA for students who did not seek help (1.74). The average GPA for all students who

³ "Zicklin School Management BBA Web Page with Faculty Advisement Information."

received alerts was 2.06. Students who sought help completed more credits (mean = 9.08) compared to students who did not seek help (mean = 7.16).

Thus, assessment of this program demonstrates that the Early Alert initiative allows Baruch College to help students who are struggling the most, keeping them off probation and on the path toward graduation.

Learning Community program

The **Learning Community program** at Baruch College has been operational for nearly two decades. Baruch offers student the option of enrolling in learning communities, paired courses of no more than 20 students taught by instructors from different disciplines who work together to align academic work and create and sustain a feeling of community. In addition to the classes, learning community **professors plan trips** into the city to enhance discussions in the classroom; this might include attendance at a concert, play, or museum. Student learn about Learning Communities during **first year student orientation**. [421,450,451]

Learning communities are an important part of Baruch's portfolio of programs to support student success. In comparison with students who do not opt in to learning communities, students who participate demonstrate significantly improved first-year retention rates. As noted in the **CUE report for 2018–19**, students in learning communities had higher retention rates (96.7 percent versus 95.2 percent) and higher GPAs (3.28 versus 3.1) than students who did not participate. [66]

Academic Momentum Campaign

In late 2017, CUNY launched the **Academic Momentum Campaign** to improve graduation rates at all 18 of its senior and community colleges. Baruch's **Retention and Student Success Cross-Border Team (CBT)**, discussed earlier in the chapter on Standard I, serves at the Academic Momentum team. [68] This team monitors a set of **Key Performance Indicators** which are tied to institutional planning and resource allocation. [67] Baruch College submitted an **Academic Momentum Campaign update report** in January 2019, and participated in a December 2019 meeting with the CUNY Office of Institutional Research and Assessment, which provided a system-wide **monitoring report and status update**. [69,79,80] The system-wide **monitoring report** showed that for the past five years, Baruch College has consistently had the highest first year retention rate across all senior colleges in CUNY (p. 93), always coming in at 88.5% or higher compared to a system average which ranged from 73.7% to 75.6% in the same time period. Baruch College also consistently showed the highest six-year graduation rate across the system (page 6), always coming in at 66.5% or higher, compared to a system average which ranged from 48.4% to 53.0% in the same time period. [79]

In support of the Academic Momentum campaign, CUNY encourages faculty members to apply for **Graduate NYC Challenge Grants**, funded by the Lumina Foundation. In 2019 **Baruch College was granted a two-year award from Graduate NYC's Complete College Innovation Fund**. [452] These funds were awarded to support a curricular redesign within the Zicklin School that will give transfer students access to major courses while these students work on eligibility requirements. Additionally, the award will support the implementation of faculty working groups and the creation of degree maps for transfer student, which will improve curricular alignment between Baruch and its largest feeder community colleges. The intended outcomes of these important collaborations and changes are to decrease time-to-degree and increase completion rates for transfer students entering Baruch's business program.

Starr Career Development Center

While the College is committed to students' intellectual growth, academic success, and timely graduation, we also invest significant human and financial resources in supporting the professional advancement and graduate school plans of our undergraduate population.

The [Starr Career Development Center](#) (Starr Career Development Center) provides career-related counseling, resources, workshops, and leadership development programs to help students clarify academic and career goals, establish career plans, develop job search skills, and make successful career transitions. The Starr Career Development Center provides [resources and support for students seeking to continue their education with graduate studies](#) as well as student looking to [obtain an internship](#) and/or [find a job](#).^[453] An enriching supplement for all Baruch College students, the [Executives on Campus](#) mentoring program connects undergraduate and graduate students with mentors from a wide range of industries. Executive mentors help students develop their networking, interviewing, and other essential skills, giving students a window into the work world as well as a competitive edge in the job market.^[454]

The Center also develops mutually beneficial partnerships with Baruch faculty and staff, alumni, employers, and community partners, which facilitates the growth and success of a diverse talent pipeline. As a result, students can acquire the tools and the confidence to independently engage in lifelong professional development and career management in a diverse and global workforce.^[73]

The center has clearly articulated student learning goals, described page 22 of the **2016-2017 Division of Student Affairs assessment report**. SCDC learning goals are assessed in a variety of ways. One example is the evaluation of the Bridge to Baruch (B2B), a newly initiated program in 2018. B2B aims to provide career development support and resources to new transfer students before the semester start so that they are equipped to hit the ground running and pursue career opportunities. As described on page 10 of the described on page 10 of the **2018-2019 Division of Student Affairs assessment report**, more than 95% of the attendees demonstrated good knowledge and understanding of career resources available for them at Baruch, essential employability skills including writing resume, networking and job/internship searching, and importance of career development. This assessment results in changes; due to low turnout of the monthly advisement sessions in the fall semester, career counselors decided to replace monthly advisement sessions with two special career events and two hours of walk-ins every week during the spring semester 2019. ^[73,84,455]

To assess the effectiveness of its programs and services, the [Starr Career Development Center surveys newly graduated students each year](#): 63 percent responded to the most recent survey, with 82 percent indicating they are either employed or attending graduate school. The **Starr Career Development Center Post Graduate Outcomes Report** shows that more than 80 companies and organizations came to the Baruch campus to participate in structured recruitment events and that 55 percent of the most recent graduating class attended these and related Starr Career Development Center events. Overall, 1,135 employers hired 1,478 students.^[82] . The center uses student surveys and point-of-service assessments to improve all of its programming, including workshops, career fairs, and tutorials, as well as to provide students with more comprehensive information and tools for success. Throughout the past few years, the center engaged in a number of important assessment activities, including revising its mission statement, collecting utilization data, evaluating survey data on its extended walk-in volunteer program, and evaluating two popular workshops on resume writing and on-campus recruiting. Results are communicated to the public in the **annual Division of Student Affairs assessment reports**.^[73,84,455]

4.2 Transfer of academic and experiential or alternative learning credits

The College's admissions policies are listed on the Baruch website. All undergraduate transfer applicants now have the ability to evaluate their transfer credit and make more informed decisions regarding where to apply using the "[Evaluate My Transfer Credit](#)" tool developed by CUNY Central.[205,456]

The **CUNY Pathways Initiative**, as discussed in detail in the chapter on Standard III, was designed to provide transfer students with a smooth transition from one CUNY campus to another by easing the transfer of most general education requirements. In this way, students who have completed two-year degrees, for instance, can move more effortlessly to a four-year college and, in most cases, start working immediately on their major requirements. Designated "**Gateway Courses into Majors**" which are part of the Pathways process also further this goal: Students who complete specific courses toward a designated major and decide to transfer to another CUNY campus may be sure that those courses will transfer. Baruch College has designated gateway courses for the following majors: biology, computer information systems, economics, English, law, political science, and sociology.[344,457]

Similar to the CUNY Pathways process, The State University of New York (SUNY) has a 30-credit general education framework; the [SUNY General Education Requirement Initiative](#), implemented in Fall 2018 at CUNY, ensures all SUNY students a smooth transition when transferring into any CUNY college. If students have completed general education course work at a SUNY campus, they will be granted credit for that course work at a CUNY campus.[458]

While many Baruch students transfer between the public colleges in New York City and State, we also serve a large international student population. CUNY campuses now **award 30 credits to students who have completed an International Baccalaureate (IB) diploma with a score of 30 or higher**. Students who have completed an IB diploma with a score of 29 or less and students who did not complete a diploma will be guaranteed credit for higher-level IB exams with scores of 5 or better. The credit awarded will apply toward the overall number of credits required for graduation and in some cases toward major and general education requirements.[459]

The Office of the Registrar web page on **veteran student certification** explains that "Veterans who are matriculating students may earn up to 18 credits in United States Armed Forces Institute courses, in which they have passed final exams, and for other military education and training. The decision regarding the granting of credit for these courses resides with the individual colleges." [460]

4.3 Procedures for securing student information

The Office of the Registrar is the **official academic record-keeper of Baruch College**. [461] The registrar is also responsible for the security of those records under the **Family Educational Rights and Privacy Act (FERPA)**. The Office of the **Registrar provides FERPA training** for members of the Baruch community. [392,462]

As directed under FERPA, and as explained to students, faculty, and staff on the **College's FERPA information page** as well as the **CUNY FERPA guidelines page**, students have control over their personal information. [462,463] Student are provided with access to a **FERPA release form**. [464] The Baruch **Office of the Registrar** maintains strict security protocols around the release of transcripts, diplomas, and other student records. Baruch uses **Credentials Solutions**, a secure, third-party transcript-ordering service, for online request of transcripts. [461,465] Baruch streamlines access for students to their personal records and information by putting many requests into online forms. For instance, students may order **enrollment verification**, request copies of their transcript by submitting a **Transcript Request Form**, students **request that diplomas be mailed** to their permanent address and **request duplicate diplomas**. Current and former students can make changes to personal data (e.g., address and/or telephone

updates) by submitting a **personal data change form** and supporting documentation to the Office of the Registrar.[466–470]

4.4 Regulation of athletic, student life, and cocurricular activities

The **Division of Student Affairs** oversees all activities which fall under this criterion. The division works to ensure a culture of innovation and compliance and places high priority on transparency, compliance, and consistency. **Values of the division** include academic excellence, inclusion, integrity, leadership, learning, and safety. [471] The division is **staffed by professionals** with extensive experience in a broad array of student services. Staff in the division work on a multiple **Division of Student Affairs Committees** to ensure the appropriate regulation and oversight of all cocurricular activities at Baruch College.[7,471–473] Compliance with NCAA standards was discussed earlier in the chapter on Standard II. **Student Veteran Support Services** complies with an external body’s regulations by adhering to the **Principles of Excellence** issued annually through the Department of Veterans Affairs.[442,443]

Student leadership and the student voice

Baruch students are encouraged to develop and share their ideas, opinions, creative work, and experiences. Undergraduate students have an independently-run student newspaper, **The Ticker**, available both in print and online. Student publications also include the award-winning business and society blog **Dollars & Sense**, the literary magazine **Encounters**, the digital non-fiction literary publication **Refract**, and the yearbook, **Lexicon**. [474–478] To share their academic experiences, students are encouraged to complete a **course evaluation** for every class, every semester, and **course evaluation results are publicly available to help students make decisions about their academic path**. [262,263]

Baruch College embraces the UCLA Higher Education Research Institute’s **Social Change Model of Leadership Development**, which approaches leadership as a “purposeful, collaborative, values-based process that results in positive social change.” [479] Leadership opportunities are **clearly publicized on the “Students” portal** of the Baruch website. “**T.E.A.M. Baruch**” is an immersive, developmental training program for student leaders at Baruch College. Leadership opportunities include serving as a peer mentor for the **First Year Seminar**, participating in **Peers for Careers with the Starr Career Development Center**, and being an **orientation leader**. [140,480–482] Each position has a clearly identified set of criteria that includes a minimum GPA. All student leaders and athletes are required to complete the **Sexual and Interpersonal Violence Prevention and Response Course** (SPARC Title IX training). Completion of this training becomes tied to their record. Failure to complete this online course may result in a student’s inability to register for classes the following semester. [154]

An annual retreat known as **Student Leadership Weekend**, held early each fall semester, brings together aspiring student leaders with staff from the Division of Student Affairs to begin the process of actively engaging these students in the life of Baruch College, while also helping them develop leadership skills. The Baruch College president or provost always attends as well. Students engage in an immersion experience in which they explore values, improve communication, and participate in team building and group decision making. [483]

Participation in student groups requires adherence to clearly stated rules and community standards. Students who take on the role of officer in their student groups are required to comply with everything listed on the **Student Clubs and Organizations Resource** list, which includes such items as the **Anti-Hazing Agreement of Understanding**, as well as to participate in the **Baruch Officer Leaders Training**. [231,484,485] Students who participate in student government are required to follow the **CUNY Bylaws Article XVI** and, for undergraduates only, the established **Undergraduate Student Government**

constitution. Students are elected to roles on the **Undergraduate Student Government** and the **Graduate Student Assembly**. [486–489]

4.5 Adequate institutional review and third-party providers

Student services are not provided by third parties, and so this criterion is not applicable to Baruch College. Overall responsibility for these and all other services fall within the purview of the Office of the **Vice President of Student Affairs and Dean of Students**. Some student services do have an additional layer of oversight. The **Doctoral Psychology Internship program** of the Baruch Counseling Center is accredited by the **American Psychological Association (APA)**, which means that the Counseling Center staff can be supplemented by graduate students training in the field of psychology. [490] Athletics & Recreation is a member of **NCAA Division III** and the **CUNY Athletic Conference**. [491,492] Each membership comes with oversight and compliance regulations that must be met to remain an active member, as discussed more fully in the chapter on Standard II. The **Early Learning Center**, which provides high-quality, low-cost child care for Baruch’s student-parents, is accredited by the **National Association for the Education of Young Children (NAEYC)**. [232,493] The Early Learning Center received reaccreditation on March 13, 2019. The **Baruch Health Services** practices and procedures are monitored by **Mount Sinai Beth Israel Hospital**. Additionally, these services receive oversight from the **NYC Board of Health**. [494–496]

4.6. Periodic assessment of student support programs

Listening to the student voice is an important assessment tool for the College. Baruch students participate in the National Survey of Student Engagement (NSSE) and the **CUNY Student Experience Survey** on regular cycles. [118–120] Furthermore, regularly recurring point-of-service and AES unit assessments take place in the Divisions of Academic Affairs, Student Life, and Enrollment Management & Strategic Academic Initiatives (EMSAI), all of which provide actionable assessment information for enhancing the student experience. Several of these mechanisms are discussed in greater detail in the chapters on Standard III and Standard V. One example of actionable assessment was brought about by the 2017 deployment of NSSE, for which Baruch selected “**Academic Advising**” as a **NSSE 17 topical module**. Based on results of this assessment, beginning in Fall 2019, the Office of Academic Advisement moved to an appointment-only model of academic advisement for all undergraduates.

Another example of actionable feedback comes from the **CUNY Student Experience Survey**. The results of the most recent deployment indicated that roughly half of the participants (the response rate was 18.3 percent) were satisfied with Athletics, and just under half were satisfied with Career Planning and Placement and Health Services. One third or fewer were satisfied with the areas of Child Care, Disability Services, and Veterans Affairs (fewer students avail themselves of these services, which impacts the response rate). As a result of these findings, the College increased efforts and improved in all of these areas, as reported in the most recent [Division of Student Affairs Assessment Report 2018–19](#).

The Division of Enrollment Management & Strategic Academic Initiatives (EMSAI) includes many of the units which support the student learning experience. EMSAI has had a formal process of assessment since the 2016–17 academic year, a process that continues to be reviewed and refined annually. Each academic year, its departments develop an Integrated Assessment and Planning report, with goals and action steps that align directly to divisional goals and the College Strategic Plan. These plans are discussed and reviewed in the EMSAI Assessment Committee and at division meetings, and outcomes are discussed every summer through individual meetings with the vice president, the assessment manager, and each department’s director. [27–30]

Assessment of support of the student experience is done periodically through a number of tools listed in the chapter on Standard I as part of the discussion on integrated assessment and planning. Highlights of this list relevant to Standard IV include:

- 1) Assessment of the Academic Momentum Campaign, including
 - a. **Baruch College Academic Momentum Campaign update report**
 - b. **CUNY Academic Momentum monitoring report**
 - c. **CUNY Academic Momentum status update**. [69,79,80]
- 2) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17**, the **Baruch College CUE Report for 2017-2018**, and the **Baruch College CUE Report for 2018-2019**. [64–66]
- 3) Annual assessment reports from the Division of Student Affairs including
 - a. **Starr Career Development Center Post Graduate Outcomes Report**[82]
 - b. **Athletics Department Annual Reports**[83]
 - c. Division-wide assessment reports including the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - d. General faculty reports from the Division of Student Affairs[85–87]
- 4) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017**, **2017-2018**, and **2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 5) Assessments within the Division of Information Services, including the **IT Infrastructure Survey of 2017**, the **Library Master Plan**, the library's Technology Loan survey, and the library's **Circulation Satisfaction Survey**[113–116]
- 6) **2016 Faculty Campus Climate Study**[117]
- 7) Student surveys including the
 - a. **CUNY Student Experience Survey**
 - b. **National Survey of Student Engagement (NSSE)** [118–120]

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Commit more human and financial resources to the Office of Academic Advisement

In accordance with the current strategic plan, the College should commit more human and financial resources to the Office of Academic Advisement, in order to lower the current advisor-to-student ratio to one that is more in alignment with national standards. In addition, we recommend closer collaboration on academic advisement with faculty. Student advisement is always a challenge for large institutions where resources are limited. Baruch College recognizes the value of excellent academic advisement and is committed to ensuring that students are supported as fully as possible. Steps already taken, such as moving to an appointment-only model and leveraging existing technologies, are useful but not sufficient. Once students have declared a major, the faculty advisor becomes a critical mentor. While each academic department in the College is different in terms of size and numbers of majors and graduate students, departments can learn from each other's innovative approaches to advisement. Schools can consider instituting time in chair's meetings to discuss departmental approaches to advisement and share best practices.

Purchase and implement an electronic financial aid verification tool

Baruch College should make every effort to purchase and implement a financial aid verification tool in order to allow the Financial Aid team to focus significantly more of its time on face-to-face interaction, support, and counseling of students. We understand that some of the constraints around purchasing and implementing technology relate to the approval and procurement processes and related procedures, as dictated by CUNY Central.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Assessment of educational effectiveness at Baruch emphasizes faculty leadership and collaborative learning. Respecting disciplinary perspectives and the cultures of each of our three schools, and aligning efforts within our regional and specialized accreditation frameworks, Baruch College is committed to supporting and facilitating opportunities to engage in meaningful assessment of student learning. In this chapter, we discuss Baruch College in terms of **Standard V: Educational Effectiveness Assessment**, evidence for which aligns with **Requirements of Affiliation 8** and **9**.

5.1 Clear educational goals

As part of its **mission**, and in accordance with **the bylaws of each of the schools**, as well as Baruch's **collaborative learning model of institutional effectiveness**, Baruch College faculty are responsible for curricula, teaching, and assessment of student learning.[1,20,245] Deans, department chairs and assessment committee members facilitate the ongoing work of faculty-led assessment across schools and departments.

As registered with the NYSED Office of College and University Evaluation **Inventory of Registered Programs**, included in the **CUNY Academic programs inventory**, and publicized in the **undergraduate and graduate academic bulletins**, the College offers **30 undergraduate majors, 60 undergraduate minors, 57 graduate-level specializations, and 5 doctoral specializations**. [16–18] Baruch College has **clearly articulated and disseminated educational goals** at the college, general education, programmatic, and course levels.[497] Baruch College's commitment to support faculty leadership on and engagement with assessment of student learning is articulated in Goal 1.1.3 of the **Baruch College Strategic Plan 2018–2023**, which is to “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.”[15]

College learning goals

Baruch's college-wide **learning goals are clearly articulated in our strategic plan** in Goal 3.3 as follows:

- 1) Critical thinking, analytical, and problem-solving skills
- 2) The application of learning to practical situations
- 3) Oral, digital, and written communication skills
- 4) Teamwork, social intelligence, and interpersonal relationship skills
- 5) Cultural and ethical competence

These learning goals are embedded within and assessed as part of our general education (Pathways) curriculum, and programmatic curricula. [15,498]

General education learning goals

The general education curriculum, known as Pathways, is discussed in great detail in the chapter on Standard III. The **Baruch College Pathways requirements** are broadly communicated to all students via the Office of Undergraduate Advisement and Orientation **undergraduate degrees page**, as well as well as the **undergraduate academic bulletin**.^[499,500] There is a **common set of CUNY-wide learning outcomes for general education through the required and in the flexible core**. Student have clear access to information about **general education requirements** on the Baruch website, including the **undergraduate degrees page of the Office of Undergraduate Advisement & Orientation** as well as the **online academic bulletins**.^[344,345]

The **CUNY system-wide Pathways curriculum took effect in Fall 2013**.^[344] Based on a University-wide set of **learning goals for various categories of courses**, this new curriculum required significant changes to Baruch's general education program and a restructuring of existing general education assessment efforts focused on the first two undergraduate years.^[346] New assessment committees were formed for each of the eight Pathways content areas, and faculty members worked across departments to develop assessment tools to examine the common learning goals.

Program learning goals

Program learning goals at Baruch are also referred to as learning outcomes or objectives, with the exact language used depending on the school, or the programmatic accreditation agency. As noted earlier in the Self-Study, the **Zicklin School has both business and accounting accreditation** from AACSB^[354,355] and the Marxe School Master of Public Administration (MPA) program is accredited by the **Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**.^[356,501]

Program learning goals structure the curricular offerings at Baruch while reflecting the varied influences of disciplinary cultures, methods, and priorities across departments, schools, and academic support programs. Due to a desire to focus resources on general education and the majors, minors are not currently included in the regular assessment cycle; the need to assess minors and the mechanism for doing so will be considered in future curriculum and assessment meetings. **All program learning goals** are publicized on each program page of the **undergraduate and graduate academic bulletins**, and on the webpages of each of the three schools, for example **the Weissman School's assessment page**. The Marxe School follows the guidelines for competencies outlined by its accreditor, NASPAA, for its **undergraduate learning goals** as well as the learning goals for its **MPA Program**. **Weissman School program goals** vary by disciplinary perspective. **Zicklin School learning goals** align with guidelines from its accreditor, AACSB. The common thread of the College learning goals runs throughout all of these program learning goals.

Course learning goals

Assessment of learning at the course level is done by individual members of the faculty, with grading guidelines explained via a link in the faculty handbook which directs one to the **CUNY Office of the Registrar policies and procedures on grading**.^[502] Every course taught at Baruch College is expected to include course learning goals. Across Baruch College, at both the undergraduate and graduate level, all new course proposal **forms submitted to each school's curriculum committee** are required to include learning goals for the proposed course.^[503–508]

The Baruch College Faculty Handbook has an indexed entry called "Suggested syllabi items," which is a page called **Suggestions for Creating a Good Syllabus** and states in item 3 that "[a]ll syllabi should include learning goals--clear indications of what your students will leave the course being able to do (e.g.,

at the end of this course you will be able to: identify, describe, and compare and contrast, the theoretical concepts covered in class; summarize the reasons for [x]; cite five [y]; etc.). Good learning goals make your [expectations] of students clear.”[509]

The Zicklin School providing a **comprehensive set of guidelines and checklist** for all faculty regarding syllabi and checks for compliance with inclusion of course learning goals, program learning goals, an assurance-of-learning chart indicating the degree to which the program goals are covered in the course, and an assignment map, which aligns the course’s assignments with the course and program goals.[510] Academic department chairs set expectations in their department. For example the Weissman School’s Department of Psychology sets expectations for the inclusion of course learning goals are set early and reinforced often, for example in the use of **General Observation Form** used by faculty peer evaluators, which requires a pre-observation audit of the course syllabus[511] and with **periodic departmental review of syllabi**.

Syllabi repository

Each school maintains its own repository of syllabi. In the Marx School, all syllabi are kept by the associate dean. In the Weissman School, the chairs of the academic departments maintain their departments’ syllabi. In the Zicklin School, all syllabi are kept on a shared network drive, to which the dean’s office and the assessment manager have access.

Curriculum mapping

All three schools have curriculum maps for each degree-granting program, which are reviewed and revised as changes are made to the curriculum, and all three schools are engaged in ongoing processes of reflection on and revision of these maps. The Marx School and the Weissman School revised their degree program curriculum maps during 2018 and 2019. The Zicklin School have mapped the core courses in the BBA and MBA programs, and will be mapping the BBA majors and the MS degree programs during 2020.[512–517]

5.2 Organized and systematic assessment evaluating student achievement of goals

Baruch College has an organized and systematic approach to assessment which integrates the multiple accountability frameworks in which it operates in order to maximize resources and ensure ongoing quality improvement.

5.2.a. Define meaningful curricular goals

Faculty drive all goal-setting activity, with assessment managers facilitating the process of goal development and/or review, as demonstrated in the **Marx School Learning Outcomes Assessment meeting minutes from September 2017** which describe faculty discussion of several of the NASPAA competencies which frame all learning goals in the school.[518] Goal development is informed by faculty expertise, effective practices in higher education, and disciplinary expectations. As one example, , the **2016 Department of Mathematics APR report** discussed the integration of the learning goals articulated by the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America with the Department’s own mission statement and learning goals.[519]

5.2.b. Collecting and providing data on goal attainment

College learning goals: General education assessment

The vast majority of general education courses, which all students at Baruch take, are taught by Weissman School faculty. For this reason, assessment of general education is managed by and discussed in the Weissman School Assessment Committee. All of the content areas under the new Pathways system were initially assessed during the 2014–15 academic year.[520,521] As one example, the Department of Philosophy assessed the courses which were included in the Pathways “Individual and Society” category of the Flexible Core, during Fall 2014, and submitted the **Philosophy 2014-2015 general education assessment report**. [522] The second cycle of general education assessment under the new Pathways framework took place during the 2018–19 academic year. The most recent cycle of general education assessment is documented in assessment reports submitted by the departments of **Fine and Performing Arts (music), History, Mathematics, Philosophy, and Political Science**. [90–93,523] Results of general education assessment are discussed in Weissman Assessment Committee meetings as well within the academic departments that teach these courses.

Academic program review (APR) – Department Self-Study

Baruch College engages in a systematic process of academic program review, and has been doing so for **over two decades**. [524] The CUNY Manual of General Policy states that authority for **academic program planning** and **academic program review** is delegated to the faculty at individual colleges, who have the support of the CUNY Office of Academic Affairs. [58,525] In accordance with CUNY academic program review policy, each academic department at Baruch that does not have separate external accreditation engages in a process of external academic program review on a seven-year cycle. Weissman is the only school at Baruch that does not have specialized accreditation. The Weissman School dean’s office manages the **process of external academic program review** for all degree-granting departments within the school. This is often referred to as “department Self-Study” at Baruch. Weissman School academic department chairs generally lead the program review process within their department, alongside their department executive committee. [526]

These reviews are valuable tools for understanding not only student learning, but also for ongoing academic and operational planning and resource allocation and prioritization. As one example, **Department of Natural Sciences 2018 academic program review report** provides insight into positive academic changes. Over the past decade, within the Biology major, new faculty members have initiated research programs involving students from high school, undergraduate, and graduate levels (page 6). At the same time, the report raises concerns regarding the adequacy of laboratory facilities for faculty and students, despite the planned renovation of the Field Building (discussed in the chapter on Standard VI.) (pp. 5-6). [98] The **External Review Committee** report on the Natural Sciences APR also lauds the fact that students feel well prepared to go on to graduate school or employment (p.7), while discussing serious challenges, such as a teaching load too high for research-active faculty, and that additional research support is necessary (p.3). [527]

Specialized accreditation review

The Marx School is the only Baruch school that does not have academic departments, and therefore it does not meet the CUNY policy criteria for mandated external academic unit program review. The MPA degree, which **enrolls about half of all the students in Marx**, is assessed as part of the **rigorous NASPAA accreditation process**. Our most recent accreditation review took place during the 2014–15 academic year, with our next review scheduled for the 2021–22 academic year. The NASPAA Commission on Peer Review and Accreditation (COPRA) reaffirmation of accreditation occurs on an

annual basis in response to the institutional submission of an Annual Accreditation Maintenance Report. Baruch's work on accreditation review of the MPA program provides an additional opportunity for, and evidence of, rigorous assessment, planning, and institutional effectiveness.[356,501]

The Zicklin School does not have an external academic program review process, as all of its programs are reviewed as part of the AACSB accreditation process. **AACSB has rigorous assessment and assurance of learning requirements.** Baruch College had its AACSB site visit in November 2019 and anticipates a positive outcome when the vote is taken in January 2020. All degree programs in the school are accredited by AACSB through its two tracks: **Business Standards** and **Accounting Standards**. AACSB has a rigorous approach to assessment of student learning, which it refers to as "assurance of learning," and a **continuous improvement review process**, which includes a Self-Study and site visit every five years.[354,355]

Baruch completed the most recent AACSB continuous improvement review process with the submission of two reports in September 2019 and a site visit in November 2019. The process of developing the **2019 Zicklin School Continuous Improvement Review Report for Business** and the **2019 Zicklin School Continuous Improvement Review Report for Accounting**, along with supporting documentation, provided an additional opportunity for, and evidence of, recent and rigorous assessment, planning, and institutional effectiveness at Baruch.[354,355]

Program learning goals: Assessment of the major

Assessment of college learning goals is accomplished through both assessment of general education and of programs. At the Marx School, the **Marx School Assessment Plan** provides clarity for faculty engaged in the process: the three-year cycle of assessment of the undergraduate and graduate programs is split into two years of methods development and testing and one of implementation and action. In the Weissman School, similarly, the **Weissman Assessment Plan** is used by the Weissman Assessment Committee to inform faculty colleagues of the process for both general education and programmatic assessment. At the Zicklin School, undergraduate education is assessed at the BBA degree program level through the **BBA General Learning Goals Assessment Plan** and within each of the majors through the **BBA Majors (Proficiency in a Discipline) Assessment Plan**. The MBA program is assessed against eight distinct learning goals with the **MBA General Learning Goals Assessment Plan**. All other graduate programs are assessed at the general degree level with the **MS and Executive Programs Assessment Plan**.

Student outcomes

Effectiveness of the academic enterprise is also assessed in terms of student outcomes. Baruch College's retention and graduation rates for first-time freshmen are outstanding, with first-year retention at or above 87 percent for the past decade, and second-year retention at or above 79 percent during the same period. The College's four-year graduation rates are 45 percent for the Fall 2014 cohort. As of 2019, the six-year graduation rates have been at or above 65 percent for the past five years and are now at 68 percent. [6,12,13] Student outcomes data are publicly reported on our **Fact Sheet** page, the **Office of Institutional Research Fact Book** page, as well as on our **Social Mobility-at-a-glance** page, and the **Student Consumer Information** page which has a link to **retention, graduation, and transfer-out rates**. [12,222,528–530]

Section 4.1 in the chapter on Standard IV provides a detailed explanation of the Starr Career Development Center and its assessment of student outcomes. The Marx School also provides information on **graduation rates**. [531] Its graduate program outcomes are **assessed and publicized** on their graduate survey results page, and includes survey results for each program, including the **Masters in Public**

Administration and the Masters in Higher Education.[372–375] Weissman School **graduate program outcomes are assessed and publicized** on their Graduate Career Services outcomes page, including a **graduate outcomes "where are they now"** feature listing employers of each graduating class. The Weissman School's Master of Financial Engineering program regularly and separately **assesses program outcomes** and consistently has an **extraordinary success rate with employment outcomes of graduates.**[360,376–379] The Zicklin School graduate program outcomes are **assessed and publicized** on their graduate employment outcomes page, and includes annual reports for both **MBA/MS results** as well as an overview of outcomes statistics for the **Full-Time MBA program.**[370,380–382]

5.2.c. Supporting and sustaining assessment, and communicating results

School faculty assessment committees and assessment managers

School assessment committees work in coordination with their department and school curriculum committees.[245] The school assessment committees are supported administratively by each school's assessment manager who, alongside the faculty serving on these committees, are **partners on assessment of student learning** working collaboratively with the assistant provost for assessment, accreditation, and institutional effectiveness, while reporting to their respective school associate dean.[532] Starting in September 2019, the Marx School assessment manager reports directly to the assistant provost for assessment, accreditation, and institutional effectiveness (who serves as associate director for assessment for the entire college) and supports and facilitates the work of the **Marx Learning Assessment Committee**. Additional strengthening of the assessment infrastructure at the Marx School includes the Fall 2019 creation of the faculty directors' roles for each of the Marx School's degree program, and the anticipated addition of a staff specialist in quantitative learning/education by Spring 2020. In the Weissman School, a faculty member serves as assessment manager, and works with the Weissman Assessment Committee, composed of a rotating group of full-time faculty members who serve as assessment coordinators for each department and program. During AY 2019–20, the assessment manager position is being filled by a faculty member serving an interim, one-year appointment, while the manager is on fellowship leave. The Zicklin School has an Office of Accreditation and Curriculum Management, staffed by a full-time staff manager and full-time administrative assistant. The school has one Continuous Improvement Committee, with one faculty representative from each Zicklin department.

Office of Assessment, Accreditation, and Institutional Effectiveness

The assistant provost for assessment, accreditation, and institutional effectiveness has college-wide responsibilities and, over the past nearly three years, has initiated several enhanced and streamlined processes, including central coordination of assessment of learning and institutional effectiveness and increased transparency, collaboration with the Office of the President on strategic planning, and such professional development opportunities as in-person workshops available to all faculty and staff as well as an online learning collaborative website. The assistant provost has also guided the integration of efforts across all three school assessment committees and provided oversight of and professional consultation to the assessment committee of the Divisions of Student Affairs and of Enrollment Management & Strategic Academic Initiatives, while working with all members of the President's Cabinet to review and strengthen their administrative and operational assessment efforts as well. This work has aligned well with the assistant provost's responsibilities as the College's Accreditation Liaison Officer for Middle States, and co-chair of the 2020 Self-Study.

In 2018, the assistant provost created and then continued to build an **online learning collaborative website** that is dedicated to professional development for faculty and staff alike, including discipline-specific resources, sample assessment tools (such as rubrics), and links to onsite tutorial information. This online learning collaborative site is supported by in-person workshops offered by the assistant provost. As

part of the assessment of assessment, evaluations of these workshops are conducted regularly, and feedback from participants is used to revise and improve the workshop pedagogy, curriculum, and materials.[124] Another innovation which took place in 2019 has been to formalize relationships between the Office of Assessment, Accreditation, and Institutional Effectiveness and stakeholders across the College, with each School and Division now having **designated liaisons on assessment, accreditation, and institutional effectiveness**. [533] In 2019, the College made a substantive investment of resources: the purchase of an accountability management software system known as Nuventive, which will allow Baruch to centrally and systematically organize its work on strategic and operational planning, assessment of learning, development, teaching, service and operations, institutional effectiveness, and both its regional (Middle States) and specialized (AACSB, NASPAA) accreditation. The purchase is expected to take be finalized in Spring 2020, with a phased rollout and implementation plan under development.

5.3 Consideration and use of assessment results for improvement

5.3.a *Assisting students in improving their learning*

Baruch College regularly uses assessment results to assist students in improving their learning. Academic support services are discussed in detail in the chapter on Standard IV. Below, some examples are provided regarding how assessment results are used.

Student Academic Consulting Center (SACC)

Two Student Academic Consulting Center (SACC) programs highlight its application of assessment. Part of SACC's Summer Immersion Program, the Pre-Calculus Review Program (P-Cubed) provides in-depth instruction in key prerequisite algebra skills and core concepts in preparation for students taking MTH 2003 (pre-calculus) in the fall semester. The **Summer Immersion 2018 SACC Assessment Report** indicated that, while only a small percentage of eligible students enrolled (5 percent), the impact on those students was highly encouraging, with a 34 percent increase in the math skills test scores and, importantly, better outcomes in MTH 2003, with 76 percent successfully completing the class with no more than a few absences, compared to only 55 percent of nonparticipants. SACC's Baruch Academic Rebound (BAR) program offers another example.[534] The **BAR 2017 SACC Assessment Report** showed that if students do end up failing and repeating a Math course, BAR's one-to-one and/or small group tutoring drives markedly better retake outcomes: of those who participated, approximately 75 percent achieve a C- or better on the retake compared with approximately 45 percent achieving a C- or better who did not participate in BAR.[535]

Writing Center

The **Writing Center** engages in ongoing assessment and improvement of services. During the summer of 2016, the Writing Center's directors engaged in an assessment of the center's written feedback service (through which students upload their papers and receive feedback from a professional consultant by email). Subsequently, as reported in the **Office of the Provost General Faculty Report for Spring 2017**, at the Fall 2016 orientation, consultants applied research from TESOL and composition studies to improve their written comments.[536] The Writing Center continued with this assessment project and, in Spring 2017, revised the unit's pedagogy with strategies from TESOL and applied linguistics. Descriptions of this assessment and the resulting improvement of educational effectiveness were later presented at both the Annual Conference on the Teaching of Writing and the International Writing Center Association Conference, as reported in the **Office of the Provost General Faculty Report for Fall 2017**. [537] In 2019, Writing Center consultants assessed the effectiveness of their "Online Chat" service.

As reported in the **Office of the Provost General Faculty Report for Fall 2019**, assessment results indicated that students who used the service at least three times show increased ability to assess their own writing. They also learned a range of key skills, including writing thesis statements, controlling grammar and punctuation, understanding audience, and organization. This allowed the consulting team to identify the teaching strategies that most frequently led to student learning and successful revision. This work will become a training guide for new consultants.[538]

5.3.b Improving pedagogy and curriculum

As one example, writing assessment findings pointed to many areas of concern related to Marx School students (with special emphasis on graduate students) and led directly to the creation of the position at the College's Schwartz Communication Institute of an assistant director for writing in public and international affairs. That position, created in 2017, has had an enormous positive impact on writing pedagogy and curriculum. The assistant director for writing produces **an annual Marx School Writing assessment report**. [96] The assistant director has implemented a number of supports, including writing pedagogy workshops; in-class workshops tailored to specific courses in the MIA curriculum; and individual consultations for students in select writing-intensive courses.

In the philosophy department, assessment gave rise to the creation of a new course, PHI 1100 Ethics and Critical Thinking, which has become a required course for philosophy majors as well as students in corporate communication, the most-popular major in the Weissman School. The department's **assessment report on ethics and critical thinking** discusses the process and outcomes. After creation of this course, all Weissman School departments unanimously supported adding the course as a requirement for all liberal arts majors. Unfortunately, the University administration felt that adding a course to the curriculum would undercut the goals of the Pathways initiative and its emphasis on smooth transfer. The College was therefore not allowed to add Ethics and Critical Thinking as a general education requirement for liberal arts majors, but the course has been added as a requirement for majors in philosophy and corporate communication.[539]

While the Zicklin School has demonstrated an impressive and lengthy history of successful academic program assessment (as documented in multiple locations, including the reports on **Continuous Improvement Review for Business** and **for Accountancy** submitted as part of their AACSB accreditation review[71,72]), the BBA in entrepreneurship program stands out as an exemplary case of systematic pedagogical and curricular improvement following assessment. The table below provides an example of such assessment, an overview of the findings in the **Zicklin School Continuous Improvement Activities Report 2018 Spring BBA Entrepreneurship** as well as the improvements, new courses, and continued efforts approved throughout the Spring 2019 curriculum process.[540] Program faculty will work together to focus on the business modeling and planning, the learning goal assessed to need the greatest improvement. The undergraduate bulletin now reflects these assessment-driven changes, which are taking effect as of Fall 2020.[541]

Table 4 : BBA in Entrepreneurship: Results of assessment

Assessed Learning Goal	% assessed below expectation	Proposed Improvement
Operational Skills. Students will be able to identify and respond to operational issues of entrepreneurial ventures.	3.6%	These skills will continue to be emphasized in the curriculum using additional case studies and practical exercises, particularly in the Entrepreneurial Experiences course.
Strategy Skills. Students will be able to identify, generalize, and apply venture start-up and growth strategy issues.	10.7%	Entrepreneurship in the Wild is one of five new courses for the entrepreneurship major and will focus on strategy. This course will require students to execute their own entrepreneurial idea in order to build an awareness of and appreciation for the effort and risk associated with entrepreneurship.
Business Opportunity Recognition Skills. Students will be able to analyze various business opportunities by applying systematic theoretical frameworks.	17.9%	Another forthcoming course, Creating Entrepreneurial Opportunities, will allow students to explore the basis for recognizing, discovering, and creating entrepreneurial opportunities. In the meantime, students will be asked to further discuss and analyze business opportunities in Entrepreneurial Experiences.
Business Modeling and Planning Skills. Students will be able to develop a value proposition for a new or existing venture and embed it in a sustainable business model and plan.	32.1%	Using various business tools, students will be supported to increase their understanding of and better develop a value proposition before they write the business plan.

5.3.c Reviewing and revising academic programs and support

All Zicklin degree programs are accredited by AACSB, which has rigorous standards for continuous quality improvement. There are several examples of improvements to pedagogy and curriculum which resulted from assessment. The largest and most significant project which is still ongoing is the review and revision of the undergraduate BBA curriculum, led by Professor Kannan Mohan and a team of faculty, the process of which was introduced to the faculty at the **Zicklin School Faculty Meeting of October 11, 2018.**[542]

Beginning in 2018, the Zicklin School began a major strategic initiative to review and redesign its BBA curriculum. The primary focus is to infuse the BBA program with technology and data analytics to help students meet current market needs. During the 2018-2019 academic year, the BBA Redesign Working Group focused on three specific elements of the BBA program: (1) The entry requirements, also called the pre-business core, (2) Infusing technology and data analytics into all business majors, and (3) Increasing the focus on quantitative literacy skills for all business majors. Reviewing existing assessment of learning outcomes and analyzing a range of additional institutional data, the BBA Redesign Working Group also sought feedback from industry professionals, particularly those who recruit Baruch students, our alumni, and current students. Based on the entire scope of assessment and analyses, **the group developed**

recommendations to change the pre-business core. One of the significant changes proposed is to replace the calculus requirement with a course focusing on quantitative literacy skills and business analytics that are important for business majors. As part of (2), the Zicklin School is redesigning the introductory course on information systems to introduce coding skills to all business majors. As part of (3), the Zicklin School is redesigning the introductory business course to shift focus onto quantitative literacy. In addition to these changes, in the next academic year we will start brainstorming the possibility of double majors, identifying opportunities for interdisciplinary and new majors and minors, and incorporating experiential learning opportunities into the program.[72]

5.3.d Enhancing professional development

Several professional development activities have emerged as a result of assessment, including the creation of the **Office of Assessment, Accreditation, and Institutional Effectiveness (AAIE) Learning Collaborative website**, as well as the development and delivery of workshops offered to all faculty and staff, on assessment of student learning and development and on institutional effectiveness. Much of the College's formal faculty development related to teaching emerges from administrative programs in the Division of Academic Affairs—most centrally, through the **Bernard L. Schwartz Communication Institute (BLSCI)** and the **Center for Teaching and Learning (CTL)**. In designing **BLSCI faculty development activities** and **CTL seminars and events**, both units honor the needs and interests identified by faculty through surveys or prior interactions as well as focus on areas that have emerged in the strategic planning process. Their work is discussed earlier in the chapter on Standard III.

Another support program in Academic Affairs, **Tools for Clear Speech**, conducted a semester-long engagement (**English for Teaching**) with graduate teaching fellows at the Zicklin School in direct response to the identified needs of multilingual instructors. And in Spring 2019, as a direct result of the **Baruch College Strategic Plan 2018–2023**, the directors of the CTL and BLSCI worked with the associate provost for teaching and learning to initiate discussions with and provide support to the College's many course coordinators—members of the faculty who play leadership roles for courses with significant numbers of sections, most taught by adjuncts.[15]

5.3.e Assessment, planning, and budgeting for academic programs and services

Coordinated Undergraduate Education

A primary source of funding to support student learning across these populations comes each year from CUNY's Coordinated Undergraduate Education (CUE) program. Baruch College's CUE allocation consists of two components: about 75 percent is FTE based and 25 percent performance based. CUE is noteworthy in that it supports evidence-based practices, justified by ongoing assessment and tied to three University-wide priorities. As discussed in the **CUE Report 2018-2019**, those priorities were (1) immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation and into credit-bearing gateway courses; (2) student success initiatives, including programs for newly enrolled first-year and transfer students, with the broad goal of improving retention and graduation rates for both native and transfer students; and (3) academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.[66] Early each summer, Baruch submits our assessment, a detailed accounting of our expenditures, and a plan for the next academic year. Several weeks later, the College receives the next CUE allocation. In the fall, we revise our plans for that year and provide specific goals and metrics for assessing them. These allocations provide funding for several crucial activities. The **Summer Immersion Program**, run out of the **Baruch College Student Academic Consulting Center**, involves daily, intensive instruction for students who, in University-wide tests, place below the level expected (priority #1). These funds also support orientation activities and convocation for new students and learning

communities for new freshmen (#2) and supply operating expenses for Baruch's Writing Center (#3). Preparation of and discussion about each year's **annual CUE report** is a form of College-wide assessment of administrative, educational and student support (AES) units which informs planning and budgeting. [64–66]

Newman Library

Planning and budgeting for academic programs and services in Baruch's three schools and the William and Anita Newman Library have resulted in various budget allocations in response to assessment outcomes. The Newman Library, for example, has engaged in numerous forms of assessment in order to better support academic programs and services, including a broad-based initiative at **assessment of staff and faculty needs for development of the Library Master Plan**, a **technology loan survey**, and a **circulation satisfaction survey**. The library's analysis of the results of its annual student satisfaction survey has led to the creation of two loan desk manager positions.[114,115,543]

5.3.f Informing constituents

Dissemination of assessment information takes place in faculty, curriculum, and assessment committee meetings. All schools and divisions within Baruch include reporting summaries of assessment results in their **semester General Faculty Reports**, in order to facilitate College-wide dissemination of this information.[85,538,544] In addition, results of assessment are discussed at school-wide faculty meetings, for example item 4 of the **Marxe School Faculty meeting of September 2018**. The Marxe School has developed a robust **assessment website** which is a resource for faculty and students.[545] A series of brochures distributed to faculty and students are communication tools that facilitate understanding of how assessment relates to the academic experiences of students. Brochures for the **MPA**, the **MIA** and the **MSEd in Higher Education Administration** help students to understand how program goals are integrated into their courses and how assessment is used at each level.[546–548] Similarly, the Weissman School has developed an **assessment website** and has made a coordinated effort to inform constituents about updates to programs and courses as a result of assessment findings

5.3.g Improving key indicators of student success

SEEK program

The SEEK program is discussed in greater detail in the chapter on Standard IV, section 4.1b. SEEK students receive a number of targeted learning supports during the academic year. For example, all nonfreshman SEEK students enrolled in pre-business math courses are mandated to attend a minimum of one hour of SEEK math tutoring per week; freshmen are mandated to receive two 1.25-hour sessions. Assessment of these programs facilitates learning not only for the SEEK program, but for the College as a whole, as information is shared and ideas about what can be scalable beyond SEEK are discussed. As noted in the **SEEK Assessment Math outcomes three year analysis 2015-2018 report** SEEK conducted a three-year analysis of SEEK math grades compared to non-SEEK math grades and determined that SEEK students on average have been doing significantly better than regularly admitted students in pre-business math, with a 5.7% higher pass rate on average over three years if CSTM 0120 is included, and a 6.9% higher pass rate on average over three years if only credit-bearing pre-business math classes are considered. These results show that SEEK interventions have been having a positive impact on student outcomes, as SEEK students enter the college with greater academic and economic disadvantage and would not otherwise be expected to outperform regularly admitted students in these challenging courses.[549]

Student retention, graduation, and post-graduation success

Baruch College engages in ongoing, systematic and sustained assessment of key indicators of student success. The annual CUNY Performance Management Process is one of the core elements of Baruch's integrated approach to assessment and planning. Results are discussed and disseminated in documents such as the **Performance Management Process Goals Progress Report 2018–2019** and the annual **CUNY Performance Management Data Book**. [60,61] Baruch's **Retention and Student Success Cross-Border Team (CBT)** monitors a set of **Key Performance Indicators** that are tied to institutional planning and resource allocation, and the broadly representative team regularly communicates recommendations back to units. [67,68] Assessment reports such as the **Academic Momentum Campaign update report**, as well as system-wide **Academic Momentum monitoring report** and **status update** speak to the effectiveness of Baruch's assessment processes in improving key indicators of student success. [69,79,80]

While some indicators have held more or less steady over the past five years, in some areas Baruch is seeing a definite trend of improvement. For example, as noted on page 7 of the **Academic Momentum monitoring report**, Baruch's percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the first year was 68.2 in Fall 2014, and as of Fall 2018 was 74.2. As noted on page 8, the percentage of fall full-time first-time freshmen in baccalaureate programs who earn 60 credits or more by the end of the second year was 56.2 in Fall 2013, and was 60.0 by Fall 2017. Finally, as noted on page 20, the percentage of fall full-time first-time freshmen in baccalaureate programs who complete Gateway English in the first year was 96.5 in Fall 2014, and was up to 97.5 by Fall 2018. [79]

Student-facing divisions engage in additional assessment which contribute to improving key indicators. For example, assessment efforts reported in **annual reports for the Division of Enrollment Management & Strategic Academic Initiatives**, as well as for the **Division of Student Affairs** are used for refining and strengthening programs and services. [29,73] Administrative units from both Academic Affairs and Enrollment Management, including the Student Academic Consulting Center, the Office of Academic Advisement, the Writing Center, and the Office of Admissions are also annually assessed as part of the **Coordinated Undergraduate Education CUE assessment and planning process**. [66] All units within the Division of Academic Affairs also engage in ongoing, systematic assessment, outcomes of which are disseminated regularly in the **Office of the Provost General Faculty reports**. [537,538,550,551]

5.3.h Improving educational programs and support services

Tools for Clear Speech

In the Weissman School, assessment resulted in several improvements. As reported in the **Office of the Provost General Faculty Report for Fall 2019**, Tools for Clear Speech (TfCS) staff collaborated with COM 1010 Speech Communication faculty to align support more closely with the course curriculum, and to provide pre-and post-instruction assessments to students, as well as exclusive access to small-group workshops and other services. In all, TfCS provided over 225 hours of supplemental support to 1010-T students throughout the semester. Results of previous semesters' pre- and post-assessments were analyzed to inform revision of FA19 participation requirements in TfCS services. [538]

Office of Undergraduate Advisement and Orientation

The College has also enhanced tools for student course planning and progression toward timely graduation. As a result of assessment, several coordinated efforts were made to provide clarity, communication, and support to students for timely degree completion by continuing to refine the **Degree**

Maps for each major, available to students online. These efforts include mapping of all undergraduate degrees to provide a clear model for students of how to complete any major in four years. Degree maps were created for programs across the three schools, for example, in the Marx School for the **BS in Public Administration**, in the Weissman School for the **BA in English**, and in Zicklin, for the **BBA in Accountancy**. [314,552–554] Additional assessment-based improvements included assigning all first-year students to an academic advisor who works with them on creating an academic plan for the first three semesters; requiring students to plan the rest of their program beyond the initial three-semester plan; and creating and disseminating a “How to Use Your Degree Map” online tutorial during orientation and **First Year Seminar**. [140]

Student Disability Services

The Office of **Student Disability Services** provides **accommodations, support services, and assistive technology** for students, contributes to the *Faculty Handbook*, and presents to faculty during orientation. [211–213] The office has also implemented new learning enhancement initiatives as a result of assessment. Acting on results of surveys and focus groups, the office worked with the Baruch Computing and Technology Center to create a mobile app so students have better remote access to services. The office has also run additional staff development training sessions and supported more student internships. Results of assessments are included in the Division of Student Affairs annual assessment reports. **The Division of Student Affairs 2017-2018 assessment report** discussed how the office surveyed attendees at a presentation made during Fall 2017 to the CUNY IT conference, results of which made office staff aware that, in their discussions of assistive technologies with faculty and staff, they need to educate colleagues about the laws pertaining to supporting students with disabilities. **The Division of Student Affairs 2018-19 assessment report** discussed the Spring 2019 Office of Civil Rights workshop survey, which will result in the addition of similar workshops on an annual basis. [73,84]

5.4 Assessment of third-party assessment providers

Baruch College does not engage third-party providers in assessment of educational effectiveness and therefore does not have to review or approve their assessment services.

5.5 Periodic assessment of the effectiveness of assessment processes

Self-Study as large-scale assessment

The recursive nature of effective assessment naturally lends itself to continued reflection and improvement of the process itself. Available evidence makes clear that our schools and academic support programs universally view assessment as a dynamic process—one that must grow and evolve to reflect awareness of assessment shortfalls and changes in program goals while maintaining the stable aim of improving educational effectiveness. This Self-Study is Baruch’s largest, most comprehensive, and most thorough mechanism for assessment of assessment to date. One of our original goals for the Self-Study was to document current assessment practices to identify challenges and opportunities and to make recommendations for improvement, for both assessment of learning and assessment of institutional effectiveness.

Given the importance of assessment for the College, we engaged in immediate changes throughout the time that we were assessing our assessment via Self-Study. Results of the Self-Study Working Groups analyses of the state of assessment, not only relating to Standard V but across the standards, continue to inform changes that have taken place and that have continued to emerge at Baruch College over the past two-and-a-half years of Self-Study.

Learning goals are now publicized on both the graduate and the undergraduate academic bulletin program listings for all schools (as one example, the **Weissman School's MA in Arts Administration** program in the graduate bulletin).[555] Schools were also encouraged to continue to build out their public-facing assessment information, for example, with the **Marxe School assessment website** and the **Weissman School assessment website**. In addition, we learned more about the true scope of the work involved for Weissman faculty and assessment coordinators with assessment of general education, and this informed one of our opportunities mentioned at the end of this chapter.

These improvements also include the **design and delivery during Spring 2019 of workshops for faculty and staff** on assessment of student learning and development and on institutional effectiveness. Topics covered included such fundamentals as **the assessment cycle**, and **using logic models**.[556] They also include increasing the capacity of the Office of Assessment, Accreditation, and Institutional Effectiveness via the Fall 2019 transfer and reassignment of one full-time professional into the new role of associate director of assessment and the Fall 2019 creation of a Service Request Form for the office with the goal of streamlining work flow. Additional steps taking in response to our assessment of assessment included ensuring consistency across undergraduate and graduate bulletins for all programs.

Assessment of assessment at the unit level

Academic units also engage in assessment of assessment. For example, in November 2018, a survey of department chairs, program directors, and assessment coordinators resulting in a **Weissman School assessment of assessment report** revealed that, for many departments, the methods of assessment employed were judged satisfactory and no changes were planned. For other departments, simple adjustments have been (or will be) made in order to ensure that assessment is aligned with recently edited program goals. Yet other departments have implemented changes to address deficiencies noted in the assessment process itself, such difficulties in gathering and scoring sufficiently large samples of data. [557]

As another example, in summer 2018, the Zicklin School **assessed three of the BBA program's common learning goals**, which among other outcomes also resulted in suggestions for improving the rubrics themselves.[558] Finally, the **Zicklin School Strategic Plan 2019-2024** on page 14, lays out operative objectives, which include “coordinat[ing] a school-wide system to measure teaching effectiveness, including student evaluations, peer observations, and external mechanisms, [requiring] a desirable degree of standardization for multi-section undergraduate core business courses, [and boosting] the status of the learning assurance enterprise and increase accountability at the department level by defining specific role responsibilities.”

Periodic assessment of assessment

Assessment of assessment itself is done periodically as discussed above. In addition, some of the tools listed in the chapter on Standard I as part of the discussion on integrated assessment and planning can also inform assessment of assessment. These include:

- 1) Assessment committee meetings of each of the schools and the divisions. Such meetings include ongoing reflection on and refinement of assessment processes and practices.
- 2) School and division meetings with internal stakeholders, for example, the annual (summertime) meetings that the Vice President for Enrollment Management & Strategic Academic Initiatives holds with unit directors about assessment; the College's Assistant Provost and the division's Assistant Director for Student Success, Assessment, & Enrollment Initiatives participate, and always ask about how the assessment process went, and what can be improved.

- 3) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**.[63]
- 4) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17**, the **Baruch College CUE Report for 2017-2018**, and the **Baruch College CUE Report for 2018-2019**. [64–66]
- 5) Annual assessment reports from the Division of Student Affairs including
 - a. **Starr Career Development Center Post Graduate Outcomes Report**[82]
 - b. **Athletics Department Annual Reports**[83]
- 6) Division-wide assessment reports including
 - a. the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - b. General faculty reports from the Division of Student Affairs[85–87]
- 7) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017**, **2017-2018**, and **2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 8) Assessment of learning
 - a. General education assessment (Pathways)[90–93]
 - b. Program learning assessment (majors)[94–97]
- 9) Academic program review or specialized accreditation reports
 - a. Weissman School APR[98,99]
 - b. Marx School NASPAA accreditation reports[100]
 - c. Zicklin School AACSB accreditation reports[71,72]

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Consider revising the current method of funding assessment to reflect College-wide assessment responsibilities

The College needs to consider revising its current method of funding assessment of student learning, which is now budgeted and allocated from within in each dean's office. Each school has significantly different revenue and budgets, and yet each school has a significant amount of administrative and financial burden in order to appropriately assess student learning. This is all the more accurate for Weissman, which de facto is almost completely responsible for assessment of general education. As assessment of learning is a College-wide responsibility and commitment, financial resources to support staff, training of faculty, and compensation for assessment evaluators, such as adjuncts and graduate students, should more reasonably come from a central, College-wide funding source.

Increase collaboration between all units in the Division of Academic Affairs and Baruch College faculty, and support the assessment work of these units with additional resources

The College should better utilize academic support services, especially the Center for Teaching and Learning and the Schwartz Communication Institute, to partner with faculty on the assessment of student learning. Similarly, these units should partner in a structured way with the Office of Assessment, Accreditation, and Institutional Effectiveness as well as the School-based assessment managers. The

College should ensure that human and financial resources are allocated to these units in order to effectively support the entire College on assessment.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Planning, resource prioritization and allocation are framed by our mission and goals, in which student learning and achievement are central. Thanks to the sustained engagement of faculty and staff with the mission of Baruch College, the College is consistently recognized, both nationally and regionally, among the top institutions of higher education for academic excellence, diversity and social mobility. Sustaining our commitment to student success and supporting the efforts of faculty and staff requires thoughtful, prudent and strategic allocation of resources. In this chapter, we discuss Baruch College in terms of **Standard VI: Planning, Resources, and Institutional Improvement**, evidence for which aligns with **Requirements of Affiliation 10 and 11**.

6.1 Institutional objectives tied to planning and resource allocation

Baruch documents its plans and goals at every level and engages in an integrated approach to assessment, planning, and resource allocation and prioritization. There is clear **alignment between the Baruch mission statement and the institutional goals** articulated in the **Baruch College Strategic Plan 2018–2023**.^[15,19,20] Baruch is part of system-wide process of annual performance management, and aligns that with college-wide assessment as conceptualized in Baruch's **collaborative learning model of institutional effectiveness**.^[1] Baruch College, as part of the larger University, establishes and pursues priorities in alignment with CUNY. The University Central Office created a **CUNY Master Plan 2016–20** that informed many of the College's initiatives described in this Self-Study, and continues to guide the entire system in college planning and assessment with the annual performance management process known as **CUNY Performance Management Process 2018 2019 Data Book PMP**.^[60,74,75]

Through the PMP, CUNY's chancellor articulates expectations in terms that are specific, process-oriented, achievable, time-bound, and measurable according to a quantitative metric. The chancellor's office works with Baruch's president and his cabinet to set performance targets for both ongoing and new priorities and plans. Our goals are directly linked to planning and resource allocation in several ways, starting with the fact that our strategic goals are **aligned with the CUNY Strategic Framework and the CUNY Performance Management Process indicators**.^[19] CUNY Central carefully reviews system-wide and campus progress on several key performance indicators as part of this process. This means that assessment in the form of the **Baruch College Performance Management Process Goals Progress Report 2018–2019** and the related **CUNY Performance Management Data Book** is part of ongoing assessment of strategic plan **implementation** and ties directly to resource allocation.^[60–62] Similarly, **annual assessment reports for the Division of Enrollment Management & Strategic Academic Initiatives**, as well as for the **Division of Student Affairs**, discuss outcomes of their systematic procedures for assessment of administrative units and how data are used to inform change.^[29,73] Administrative units including the Student Academic Consulting Center, the Office of Academic Advisement, the Writing Center, and the Office of Admissions are also annually assessed as part of the **Coordinated Undergraduate Education CUE assessment and planning process** which is directly tied to resource allocation.^[66]

The CUNY system launched a **CUNY Faculty Diversity Initiative** in 2017, which built on the work of the earlier **2012 CUNY Faculty Diversity Action Plan**.^[559,560] Baruch College has been engaged in an ongoing process of diversity and inclusion planning for many years, including creation of the **Office of**

Diversity, Compliance and Equity Initiatives and multiple **diversity-related strategic initiatives**, including the **Faculty Diversity Plan 2013–2018**, and a series of **annual Affirmative Action plans**. [2–5,561] In addition, Goal V of the **Baruch College Strategic Plan 2018–2023** is to “Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.” [15] As discussed in detail in the chapter on Standard II, the chief diversity officer (CDO) is responsible for ensuring that the process of recruitment of both faculty and staff is conducted fairly and in accordance with Baruch’s goals on diversity, equity and inclusion. Each category (**faculty, Executive Compensation Plan, or Higher Education Officer**) requires submission of a recruitment plan form. [107–109] When an offer is made by the hiring manager, they must submit the appropriate Certification form, depending on the position’s category (**faculty, Executive Compensation Plan, or Higher Education Officer**). [106,201,202] The CDO submits to CUNY an **Annual Affirmative Action Plan**, which provides data on the searches and guides the search processes for the following year. [4] In addition, as part of an ongoing commitment to transparency and communication, information regarding finances, human resources, and the physical infrastructure of Baruch is shared regularly with the community via email announcements, workshops, and **Office of Administration and Finance General Faculty reports**. [562–566]

6.2 Participatory and data-driven planning and improvement processes

The process of refreshing institutional mission and developing new institutional goals was highly participatory. **Baruch College Strategic Plan 2018-2023 Steering Committee** drew from a broad range of stakeholder representatives, including President Mitchel Wallerstein’s Cabinet; five tenured faculty members; the assistant provost for assessment, accreditation, and institutional effectiveness; the presidents of the Undergraduate Student Government and the Graduate Student Assembly; and a trustee of the **Baruch College Fund Board**. [37–39,567] As discussed in greater detail in the chapter on Standard I, the entire Baruch College community including faculty, staff, and students were **invited** to and participated in a series of **town hall** events as well as in smaller focus groups to provide detailed feedback and recommendations. [41] All members of the community were also invited to populate an “**idea wall**” in the main campus building, from which Keeling consultants **documented popular opinions and trends** along with results of the **town hall** for discussion at planning meetings. [42,50] The process was therefore data-driven, incorporating qualitative data-gathering from the community, as well as an **environmental scan**. [49] Similarly, planning at the school and division level is highly participatory and data-driven. The **Marxe School strategic plan**, the **Weissman School strategic plan**, and the **Zicklin School strategic plan** were each developed collaboratively by faculty and administrators. [21,24,25] Within the AES units as well, goals such as those articulated in integrated assessment and planning reports of the **Division of Enrollment Management & Strategic Academic Initiatives**, and the **Division of Student Affairs**, are developed at division-wide meetings and processed in division-wide committees. [29,73]

As guided by our **collaborative learning model of institutional effectiveness**, improvement processes are regularly discussed at **meetings of the General Faculty**, Faculty Senate, and other committees, with results disseminated to the College through **each semester’s General Faculty reports** as well as the publication of annual **CUNY Performance Management reports**, **school assessment reports**, and the above-mentioned division integrated assessment and planning reports. [1,60] Documentation and communication regarding improvement processes for both faculty and staff are also found on the **Office of Human Resources Training and Development webpage**, as well as for faculty specifically on the **Center for Teaching and Learning Events page**. [308,568] The **Office of Testing and Evaluation Student Course Evaluation webpage** communicates an additional layer of improvement metrics for faculty. [262,264] Additional communication comes from the public-facing site of the **Office of Assessment, Accreditation, and Institutional Effectiveness** as well as through the rich resource of the internal **Learning Collaborative website hosted by the same office**. [124]

Ongoing planning also incorporates external contexts and constituencies through the engagement of the respective **dean’s advisory councils and boards in each of the three schools**. Additional input is provided by departmental or program advisory boards within the Zicklin School, including the Aaronson Department of Marketing and International Business advisory board, the Stan Ross Department of Accountancy advisory board, the Data Analytics advisory board, and the Cybersecurity advisory board.[53,54] As one example, the **Zicklin School Faculty meeting from April 2018** included in item 5 a report on the inclusion of two members of the Dean’s Advisory Council in the April 12, 2018 strategic planning meeting, and how these advisors has helped the committee to prioritize the draft goals.[569]

6.3 Financial planning and budget process

As a public institution in the State of New York, the **Baruch College budget process** and the process of **financing the College** are driven by the regulations of NY State law.[570,571] **CUNY’s Office of Budget and Planning provides extensive documentation and resources** relating to finances, budgets, and audits.[572] Baruch’s Office of Planning and Budget educates and guides the community in linking **financial reporting and planning tools** (such as explanations of how to run a budget expenditures report, the operating budget calendar, and the tax levy budget authority distribution process) with the **Baruch College Strategic Plan 2018–2023**. [573–576]

CUNY budget process

The process for determining the size of Baruch’s annual operating budget and available capital appropriations starts when New York State determines undergraduate tuition rates and the total amount of funding it will provide to CUNY for the year. CUNY submits an annual request to the state, which outlines its priorities and needs, as in the **CUNY Fiscal Year 2020 University Budget Request**. [577] This request is based on University program initiatives outlined in CUNY’s Strategic Framework and its **Master Plan**. [75,76] Both the Framework and the Master Plan are developed by the University’s central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives. In addition to its operating budget request, CUNY submits a **five-year capital plan each year** that sets forth projects proposed to be constructed or rehabilitated. [578–582]

As part of that annual budget request process, New York State provides CUNY with the total annual tax-levy operating and capital budget for all of the senior colleges, and CUNY then determines how it will allocate those funds across the senior colleges. Depending in part on when the New York State budget is passed, CUNY colleges typically receive their initial allocation just before the start of the fiscal year. This local tax-levy operating budget is supported by a combination of tuition revenue and state support. A portion of the Baruch budget—fringe benefits, rentals, energy—is managed centrally. The **most recently published CUNY budget request** acknowledges that “[t]he University’s current baseline costs will increase by \$129.1 million in FY 2020: \$93.9 million at the senior colleges and \$35.1 million at the community colleges. These amounts include contractually required incremental salary increases, fringe benefit expenses and building rental and energy cost increases.” [577]

Each college must submit a **three-year financial plan** to the University. [583] CUNY assesses the revenue and expenditure projections that make up these plans and may ask a college to adjust the plan if it has concerns about whether the college can realize its revenue or spending plans. During the fiscal year, CUNY produces quarterly reports showing YTD actual revenue and expenses and may ask colleges to make adjustments to ensure that they will close with a positive balance. All other sources of funding (grants managed by the Research Foundation of The City University of New York, funds raised by the **Baruch College Fund**, Auxiliary Enterprise Corporations, and the College Association) are managed by these legally distinct entities.

Tax-levy operating budget planning

To most effectively plan for Baruch's financial needs and goals, the College ties undergraduate and graduate program enrollment plans to tuition and fee revenue projections. The budget office uses recent registration data and enrollment management plans to project current and out-year tuition revenues, which represent the bulk of college resources. Based on these budget office projections, enrollment management adjusts undergraduate admissions each term to make sure revenues match expectations, and the budget office uses these revenue projections in a **three-year financial plan** which Baruch submits annually to the University.[583]. Anticipated increases in the number of students from expansion of executive and global graduate degree programs, international student recruitment, and other strategic enrollment initiatives are all factored into the projection of tuition and fee revenue.

From the annual operating budget resources provided by the University (including tuition and fee revenue earnings), Baruch College allocates across its divisions. In turn, division heads allocate across departments to support strategic priorities. Given the size and relatively permanent nature of Baruch's full-time staff, our strategic planning effort naturally concentrates on the evolution of our organizational structure. Each time a nonfaculty, full-time staff member separates from the College, the division head decides whether to refill the position as is, change the level or responsibilities of the position and fill it, or inactivate the position to use those resources elsewhere. Division heads or their delegates manage these changes in the CUNYfirst system.

Position management for full-time faculty involves a more protracted and involved effort tied to a discipline's hiring cycle and the three schools' strategic goals. Faculty hiring requests flow from departments to deans, who then work with the provost. Once the provost and dean agree to a hiring plan for the upcoming year, senior staff from the provost's office administer that plan. The office implements all agreed-upon title and other position changes in CUNYfirst, maintains the list of approved positions, and tracks the progress of all searches. This process is documented in the annual **Faculty Hiring Plan produced by the Office of Academic Administration**. [584] The full-time faculty positions that the deans and provost decide to inactivate or fill express the academic priorities of each school and of the College as a whole.

Divisions and programs manage their part-time staffing by determining the number and nature of their part-time needs and considering the remaining budget resources once they have covered full-time staffing needs. School course and workload planning determines adjunct faculty position requirements; department and division priorities determine other part-time position needs. The Office of Planning and Budget maintains adjunct positions based on the hiring activity it sees in the College's part-time electronic Personnel Action Form (ePAF) system each academic term. Divisions plan their other part-time position needs each year during the annual budget process. The budget office approves the number of nonfaculty part-time positions that each division indicates it will support for the year, and division business managers must align their tax-levy budget resources with the resulting costs. Working with the budget office, divisions and departments can adjust their part-time staffing and budgets throughout the year to reflect changing needs.

University budget cuts to Baruch's total tax-levy budget over the past few years have left very little for OTPS (Other Than Personal Services, such as supplies, equipment, and faculty travel) needs once all full- and part-time staff costs are budgeted.[585] While budget resources for office supplies have been severely reduced, the College continues to fund faculty travel as well as building maintenance and technology infrastructure priorities. Divisions with unrestricted non-tax-levy funding have also shifted some of their faculty travel and other OTPS costs to those non-tax-levy budgets.

Executive and global programs

The College runs a number of **executive graduate programs** designed to meet the educational needs of midcareer individuals for additional professional training and career advancement.[586] These programs are an important part of our overall offerings and an alternative revenue stream. In 2017 the College added two responsibilities to the portfolio of the assistant vice president for budget and planning (AVP): determining whether these programs are self-supporting and whether they generate revenue in excess of operating costs. To fulfill these responsibilities, CUNYfirst data must be used effectively, which means creating data standards and protocols. The AVP collaborates with Institutional Research and Enrollment Management on this effort.

Auxiliary enterprise corporation

The Bernard M. Baruch Auxiliary Enterprise Corporation is a separately incorporated 501(c)(3) with budgetary authority and annual external financial audit (**AEC Bylaws SVII C2e**).[587] Declining revenues from the bookstore and food services no longer fully support historic allocations, including those for Commencement, and changes to the delivery models for these auxiliary services are likely. CUNY is currently developing an RFP for a University-wide food services contract that may give Baruch expanded revenue opportunities. Meanwhile, the bookstore contract expires in 2022 and, given changes in book buying habits and options as well as the growth of open educational and other digital resources, the College will consider joining a consortium of CUNY schools that operates a virtual bookstore.

Bernard Baruch College Association

The **Bernard M. Baruch College Association** is a separately incorporated 501(c)(3) with budgetary authority and an annual external financial audit (**College Association Bylaws**).[588] As a separate legal entity managing the use of student fees, the Bernard Baruch College Association has a board comprised of elected student representatives, administrators, and faculty, as determined by its bylaws. This board allocates budgets for various student activities within each category of earmarked funds.

Baruch College Fund

The **Baruch College Fund (BCF), the College's foundation**, is a separately incorporated 501(c)(3) with a Board of Trustees drawn from donors plus the College president, the only board member from the College (**Baruch College Fund Policies and procedures manual 2017**).[567] The budgeting process for **the Baruch College Fund (BCF)**, Baruch's philanthropic arm, is documented in the fund's Policies and Procedures Manual. Like all 501(c)(3)s in New York State, the fund must follow federal tax law and the New York Prudent Management of Institutional Funds Act and New York Non-Profit Revitalization Act, which dictates spending rules for endowments, restricted funds, and unrestricted funds. A donor's wishes as expressed in official gift documents place limits on fund usage. The BCF also earns unrestricted funds through its annual giving, bequests, annual dinner, and administration fee applied to participatory accounts in the investment pool. Most of these unrestricted resources support BCF operation and staffing costs, fundraising expenses, and contractual salary obligations. Within CUNY, Baruch has been uniquely able to fundraise. Restricted and unrestricted gifts provide annual budgets to support all of Baruch's divisions and provide more than \$4 million for student scholarships and awards.

Office of College Advancement

The Office of College Advancement **sets fundraising goals annually**. These goals contain two components: an overall goal for fundraising (to include all cash, deferred gifts and new pledges) and a goal for unrestricted giving (which is included in the overall fundraising goal but tracked separately). For

FY 2019, the overall fundraising goal was \$20.6 million, with the unrestricted component being \$2.703 million. These goals are set annually and, therefore, change from year to year. The College may also set goals for what restricted funds are raised for in any given year, based on opportunities or urgent needs. An example might be that a matching opportunity exists requiring the College to raise funds for a specific purpose in a given year (e.g. the Petrie Foundation Student Emergency gift in FY 2018), or for a specific program that has run out of funding due to the expiration of a previous gift.[31–35]

The College links institutional goals to its fundraising efforts and works to combine public funds with private dollars. The **Baruch College Strategic Plan 2018–2023** is the most important tool for identifying priorities to prospective donors and has yielded significant results, among them the Clivner=Field Plaza, funded by a combination of capital funds from CUNY, private funds from donors, government earmarks, and operating funds from the tax-levy budget.[15]

Another outcome of these efforts is the new Allen G. and Mary E. Aaronson Student Center, which will occupy space in the Madison Square Post Office, and is funded from a combination of student fees and donor funds. Overall, philanthropy funds have been strategically used to attract and retain faculty, enhance the academic quality of our programs, and provide support for our students. The Starr Career Development Center and the Bernard L. Schwarz Communication Institute are two standout programs that leverage donor support to promote student success.

6.4 and 6.6 Fiscal and human resources and infrastructure, supported by planning

Across Baruch, all units strive to make efficient use of **financial** and **human resources** and ensure our technical resources assist in the smooth functioning of academic and nonacademic units.[589,590] We recognize that in the resource-constrained environment in which many higher education institutions operate, results of assessment can still be used for planning and prioritization, until such time as resources can be allocated for implementation of plans. The Baruch College **Performance Management Process Goals Progress Report 2018–2019** and the related **CUNY Performance Management Data Book** are therefore also used for prioritization in addition to assessment of strategic plan **implementation** and resource allocation.[60–62].

The pressure to adopt significant administrative efficiencies intensifies as the state reduces its level of support. New York State has stopped providing additional resources to cover the cost of mandatory contractual salary increases. At Baruch these exceed \$800,000 annually, leaving less for the College's normal operations. Beginning with the last round of contract settlements, New York also discontinued funding for many of our collective bargaining costs, instead leaving colleges with tuition rate increases, allowed by the state, to fund them. Baruch has adapted to these budget challenges by increasing resources with expanded programming, such as the executive and global programs described above; using multiyear planning to implement a series of smaller budget reductions over several years; and pushing to leverage technology.

Within the environment of constrained resources, Baruch has adopted a number of technical solutions to not only cut costs but improve service delivery. In January 2019, Baruch Computing and Technology Center (BCTC), the College's information systems unit, and the Office of Human Resources implemented an online time reporting system for tax-levy positions. Adoption of this system eliminated the production, processing, and storage of paper timesheets and has had the added benefit of automatically calculating leave balances and enabling staff to see those balances in real time. Implementation of this system also freed up the time of one full-time staff member in the Office of Human Resources and the equivalent of several FTEs across the campus, reduced paper consumption and storage, and improved service. In Fall 2018, the College leveraged CUNY first information and source documents for full-time personnel actions to completely eliminate the need to produce, seek approval for, circulate, and file individual personnel

action forms for full-time staff. Other similar implementations that leverage the CUNYfirst system include elimination of the multipage paper recruitment authorization form and full use of the Talent Acquisition Module to eliminate manual tracking of links between authorized searches, position numbers, and job postings, as well as management of applications, resumes, and search committee activities. A new executive director of human resources came on board in January 2019 and is reviewing all local Office of Human Resources processes and staff responsibilities for continued improvements.

As an urban campus in the heart of the most densely populated borough of the nation's most densely populated city, Baruch faces physical infrastructure challenges that affect resource management and planning processes across campus, including most of the human, fiscal, infrastructure, and technological resources named in these criteria. Therefore, in this section, we discuss Criterion 6.4, fiscal and human resources, and Criterion 6.6, physical and technical infrastructure, to show how they interact.

One salient example of this interaction is that, to cover significant funding shortfalls from the state and CUNY, the College has been forced to enroll additional undergraduate students. This enrollment puts significant strain on our ability to find available classroom space and make progress on deferred maintenance. Major infrastructure projects, though critical, exacerbate the challenge of securing adequate space, which is compounded by the fact that Baruch has little control over the construction, timeline, expenses, or disruption to occupied buildings, which are under CUNY jurisdiction.

Similarly, the College struggles with space. Assessment of physical infrastructure through such mechanisms as the **Baruch Asset Assessment of Campus Facilities and Grounds** demonstrates the age of our facilities and, while in good repair, the impact of increased enrollment and usage.[81] The fact that Baruch has less square footage per student than any other senior college and most community colleges within the CUNY system clearly poses a challenge. Nonetheless, we continually evaluate and address needs related to our physical capacities and infrastructure to make sure that Baruch not only complies with Standard VI but also accommodates the wide-ranging and sometimes competing needs of our community. Since the **College's Strategic Plan 2013–18**, for example, this challenge has been in part addressed through the thoughtful expansion of online learning, which has alleviated some pressure on space and accommodated many students' complex scheduling needs. Because space is a perennial problem, the College makes it an ongoing priority. A testament to this imperative in its calls for "maximizing the use of existing space and exploring opportunities to expand the College's current footprint" is the current **Baruch College Strategic Plan 2018–2023**. [15]

There are a number of challenges beyond the problem of finding and maintaining space in one of the most expensive real estate markets in the country, however. The future interaction of space and growth presents significant hurdles. Classroom space is being used at or very near capacity. Furthermore, it is not clear where new faculty office space can be found as faculty ranks grow. A number of institutes, divisions, and initiatives require space as well. While the autonomy of the three schools, each with its own budget and planning, reflects the strength of the academic governance process, the fact that the budget and planning processes are not centralized and do not always articulate with one another can be challenging. The long-range planning essential to the upkeep and development of physical structures is also impacted by the slow cycle of master planning, in which a Facilities Master Plan can be outdated by the time it is adopted. Further issues faced by **Campus Operations** stem from the funding structure by which CUNY Central and New York State control construction, leaving the College unable to manage the timeline but having to maintain buildings during renovations. The current work on the Field Building at 17 Lexington Avenue is a prime example of this dynamic: funding for the project is piecemeal, coming phase by phase, causing delays and making long-term planning more difficult.[591]

Still, there is progress and commitment to ongoing improvements. The renovation of the Field Building, for instance, has reached an important milestone, with the replacement of six elevators nearly complete. Planning for Phase 2 of the renovations is underway. Baruch's Technology Master Plan and Library

Master Plan continue our excellent progress in smart classrooms, a connected campus, and cutting-edge information technology. Further causes for optimism are detailed below in our discussions of critical maintenance, renovations, expansion, and new construction; technology; and sustainability measures.

Critical maintenance, renovations, expansion and new construction

A decade ago, CUNY began an initiative to identify critical maintenance needs and provide funding to address a history of deferred maintenance. A conditions assessment survey was done by CUNY in 2007 to provide an estimate of funds needed to bring Baruch College facilities to a “state of good repair” and address health, safety, security, facilities preservation, and code issues. The 2007 study was updated in 2012 and 2018. During this time, New York State has provided critical maintenance funds to CUNY, which in turn allocates these funds to the senior colleges.

Although inadequate to address all needs, critical maintenance funds have nonetheless allowed the College to begin to address the backlog of deferred maintenance. Moreover, we have maximized the potential of any ongoing project to achieve energy savings, in keeping with financial and sustainability plans. We have also leveraged the impact of critical maintenance funding by combining with city capital funds (Reso A funds) and other state capital funds. For example, the Field Building renovation is funded by a combination of state capital funds, Reso A funds, and critical maintenance funds.

Other major projects have been completed in the last several years using critical maintenance funds. These projects include the replacement of three Administrative Building elevators and two hydraulic elevators in the Newman Vertical Campus; work on the North Campus Energy and Controls, including the replacement of three cooling towers, the upgrade of HVAC building control systems, and installation of a heat exchanger achieving operational and energy efficiency; upgrades to fire alarms in the Information and Technology and Administrative Buildings; skylight repair; and sidewalk repairs around the entire campus. Still other critical maintenance projects in progress, as of Spring 2020, include entry door, roof, and cooling tower replacements in the Information and Technology Building. Much of this work will result in significant energy savings. In addition, a water tank is being replaced in the Administrative Building, ADA and Universal restroom upgrades or conversions are in progress, and an Information and Technology Building elevator replacement is in the design phase.

Internal projects

When appropriate, projects are collaboratively planned with input from stakeholders. For instance, funds dedicated to internal projects, which may include renovation of existing spaces or altering spaces to accommodate a recognized need, are decided at annual meetings with each division to review the status of the previous year’s internal projects. At the annual meetings, the divisions also identify their prioritized facility projects and available funding for the upcoming fiscal year. All projects are then evaluated based on the overall request, viability, and the available resources of Campus Facilities to design and perform the necessary work. This allows projects to be scheduled based on resources, availability of space, and the divisions’ existing and projected operational needs.

Capital financial planning and renovation of the Lawrence and Eris Field Building

The **Baruch College Capital Five-Year Plan 2019–20 and Request for FY 2020** and CUNY’s **Individual College Five-Year and Reso A Capital Requests** together demonstrate how the College and CUNY collaborate in comprehensive planning for facilities, infrastructure, and technology.[111,578,579,581,592] This planning includes consideration of sustainability and deferred maintenance and is linked to the strategic and financial planning processes. Baruch’s urban campus

contains state-of-the-art facilities as well as buildings requiring major renovations. All projects flow from the College's approved Capital Master Plan, developed in conjunction with CUNY and ongoing condition assessments. The current plan is an update to the 1986 Capital Master Plan, which recognized the need to consolidate the College's leased spaces into owned buildings and the creation of North and South Campuses connected along Lexington Avenue. The creation of the William and Anita Newman Vertical Campus and the Information and Technology Building completed the North Campus. There has been a partial renovation of two buildings—the Administrative Building and Newman Hall—on the South Campus.

The College's top capital priority at this point is the phased renovation of the Lawrence and Eris Field Building at 17 Lexington Avenue, also located on the South Campus, a major academic hub constructed before 1930 that needs significant upgrades. As noted, the original Master Plan called for the renovation of the Field Building. The **2008 Baruch College Master Plan Amendment** identified the need for a complete renovation of this 284,000-square-foot facility, which has been in continuous use as an educational center with only minimal upgrades since 1929.[593] Part of the renovation presents opportunities to meet the College's severe space shortage.

The facility is being renovated in phases due to available funding and the need to maintain occupancy. Using an initial allocation of approximately \$60 million, an overall schematic plan for the building's renovation was developed, and the design process was completed for what was identified as Phase 1A. In 2013 an additional \$30 million was received to cover critical infrastructure work. Phase 1A construction is underway and will be completed late Spring 2020. The capital project is managed by CUNY Central in close partnership with the College. In summer 2018, the College and CUNY began **planning for Phase 2**, including defining the scope of work and assembling the necessary capital funds. Of course, this ongoing work impacts classroom, laboratory, and office space as well as travel to and from these spaces.[594] The College does its best to mitigate impacts, first and foremost by maintaining communication and transparency. The Faculty Senate is regularly updated on facilities and renovations by the vice president of administration and finance. In addition, community members can learn more about the scope of work, follow the **progress of renovations**, and leave feedback on the **specially designated webpage**.[595]

Baruch College's capital projects, like the massive undertaking of the Field Building renovation, are financed through state and city funds, with a few notable exceptions. These exceptions include the Clivner=Field Plaza and the Allen G. and Mary E. Aaronson Student Center, the first funded partially with donor funds and the second funded from dedicated student fees and donor funds, both discussed below.

Clivner=Field Plaza and the Allen G. and Mary E. Aaronson Student Center

The **2008 Baruch College Master Plan Amendment** noted that, although there are parks in the vicinity, there is no identifiable open space that the College can claim for itself.[593] The authors saw an opportunity to create an "urban quad" by closing 25th Street to traffic between Lexington and Third Avenues, where two of Baruch's main campus buildings—the Newman Vertical Campus and the Information and Technology Building—face each other. Given the neighborhood's high density and the traffic congestion in midtown Manhattan, this was an ambitious vision. With particular effort from Baruch's president, the College successfully engaged with various city agencies and local community stakeholders to get authorization to create a temporary public plaza by closing the street to traffic, with the ultimate goal of creating a permanent plaza. The College raised the necessary funds from private and public sources and gained approval of the design from all necessary stakeholders. The permanent plaza project is now in construction with a completion date of late 2020.

While the Clivner=Field Plaza will create a welcoming space for the campus community to gather, the College still lacks sufficient space dedicated to extracurricular life, recognized as critical for student engagement at a commuter college like ours. In FY 11, the undergraduates voted to implement a dedicated student fee toward acquiring a student center, and a committee of students, faculty, and staff were authorized to allocate the funds. These funds have been supplemented by a \$3 million gift from Allen G. and Mary E. Aaronson. In 2017 the College entered into a long-term lease for just under 6,000 square feet of space in the Madison Square Post Office, located across from the 24th Street entrance to the Newman Vertical Campus. The Aaronson Student Center, expected to open in early 2020, will fulfill a goal of the **Baruch College Strategic Plan 2018–2023**.^[15] Furthermore, its funding through a student fee and philanthropic donation demonstrates the College’s ability to identify and manage its growth needs, despite the challenges posed by both physical and fiscal limitations.

Information services: Library, institutional research, and technology

The Division of Information Services includes the Library, the Office of Institutional Research, and the Baruch Computing and Technology Center. The scale and scope of this division require ongoing assessment and planning, updates on which are provided to the community via the **Division of Information Services General Faculty reports**.^[596–600]

The **Library Master Plan Part I, Part II, Part III, and Part IV** provide insight into how Baruch approaches ongoing development. An analysis of the library space in light of current user needs revealed a space requirement not identified in the Capital Master Plan but recognized by the College. To that end, Baruch requested and received funding to develop a library master plan, completed in 2016 and used to successfully solicit New York City capital funds (Reso A funds) for the first phase: the installation of a compact shelving system to consolidate our collection and free up space for master plan–identified needs.^[543]

Throughout 2018 and 2019, CUNY assessed technology through its **Cloud Advisory Working Group**, which sought system-wide input in its effort to recommend policies, guidelines, and practices that foster the adoption, use, and expansion of technology. A resulting report in 2019 laid the groundwork for how the entire system will engage with **new and emerging technology**.^[601] Baruch’s technology division uses this type of assessment to set priorities and allocate funds to address deficiencies.

Baruch also conducts detailed planning for use of the student technology fees. The College sets a list of technology priorities annually, and a committee comprising students and administrators from diverse units evaluates proposals submitted by department chairs, directors, deans, and other administrators. The projects that are funded are mapped directly to goals in the **Baruch College Strategic Plan 2018–2023**.^[15] For a few examples, see the **Baruch Student Technology Fee Plan 2017–18 and 2018–19**, which show the allocation of funds, the planning of specific projects, and their alignment to relevant goals of the **Baruch College Strategic Plan 2018–2023**.^[15] All projects are assigned a lead, budget, and time frame for completion.

Since our last Self-Study in 2010, Baruch (like the other CUNY campuses) has implemented a PeopleSoft enterprise management system, CUNYfirst, to manage student, employee, and financial records. Baruch has leveraged CUNYfirst to streamline personnel actions and increase the efficiency of processes that took valuable personnel time. Examples include the replacement of a four-page paper personnel action form process with completely electronic position management workflow and approvals; the use of system access to grant the provost’s office the ability to manage all faculty positions; and the complete elimination of full-time personnel action forms, saving significant clerical labor. The College hopes to further leverage CUNYfirst to streamline additional processes, including adding non-tax-levy employees to the system to capture the complete organizational structure; populating the College Directory from

CUNYfirst accounts; and populating an upgraded ePAF (electronic personnel action form) system for adjunct and part-time hiring from the system's employee information and the course catalog, rather than re-keying information we already have.

Sustainability

Baruch continually demonstrates its commitment to sustainability for its environmental impact, educational value, and budget savings. Baruch follows the **CUNY mandatory reduction in energy consumption** guidelines.[602] The College replaced drinking fountains with newer models that allow water bottles to be refilled. Similarly, the College has implemented procedures to reduce paper use, storage, and refuse. First, we have phased out desktop printers, reduced the total number of large printers, and begun to shift from purchased to lease networked printer/scanner/fax machines that provide toner only when needed and charge a rate per sheet, making departments and units more aware of usage so they can exercise local control as needed. Furthermore, the use of electronic workflows and approvals has replaced the paper-based, full-time position approvals, search authorizations, and recruitment plans.

Our commitment to sustainability extends to the curriculum. Programs engage students in “**green gamification**” and other activities around environmental themes, as well as **panel discussions on climate change and sustainability**. In addition, the Zicklin School has developed an MBA **major in sustainable business**, and the Weissman School offers a **minor in environmental sustainability**.[603–606]

Perhaps most notably, since FY 13, Baruch has received a budget allocation for energy expenses; prior to that, such expenses were managed by CUNY Central. Based on historical averages, CUNY allocated \$6.2 million to Baruch. The College was permitted to retain any savings achieved but required to cover any overages. The plan developed by the College comprised a mixture of education, facilities management, and strategic investments (LED lights, steam-trap replacement, motion sensors) designed to achieve an energy savings ROI. For the most part, Baruch used funds from a CUNY revolving loan program for the investments and repaid the loan with the savings generated. This effort has yielded a 21 percent cost savings that has been used to offset budget reductions and invest in the College's building maintenance program. As shown by the 2018 energy budget report, overall, campus electrical use has declined by 20 percent, gas use by 1 percent, and steam use by 4 percent since the implementation of the initiative. We believe any reduction in energy use—however small and incremental—is significant, as it represents the commitment to social responsibility that is core to our campus culture.

Communications, Marketing, & Public Affairs

Over the last few years, the College's central Office of Communications, Marketing & Public Affairs (OCMPA) has created a leading-edge function and infrastructure that provide not only specific project and strategic planning support but resources that empower the greater College community. The work of this department is discussed in greater detail in the chapter on Standard II. Showcasing OCMPA's efforts and collaborative approach is its online **Reputation Management Toolkit**, rolled out in Fall 2019.[203] Offering a wide range of services in the areas of marketing and communication, digital and multimedia production, public relations and promotions, and government/community relations and economic development, the one-stop toolkit hosts such specific assets as official Baruch and CUNY logos with guidelines for their use, brand assets (letterhead, PowerPoint, and business card templates), boilerplate and At a Glance backgrounder pdfs, the *Baruch Editorial Style Guide*, multimedia tutorials, consent and release forms vetted by CUNY and Baruch's Office of Legal Affairs and Labor Relations, and digital asset management through MerlinOne, which is maintained in partnership with the College's IT office. OCMPA helms capacity-building College-wide working groups for social media, integrated marketing and communications, and multimedia production and partners across the College to create and efficiently cross-promote Baruch's unique story with such assets as integrated content campaigns and award-

winning, high-quality videos that have brought more than 50,000 viewers to the College's YouTube channel. In addition, OCMPA continues its role as the official source and conduit for news, information, and community and government relations.

6.5 Decision-making process and accountability

Baruch College has well-defined decision-making processes and designations of responsibility and accountability. As discussed in greater detail in the chapter on Standard VII, local governance of Baruch is active and participatory, with scheduled and documented meetings of and between faculty, administration, and students, all of whom have a role in **Baruch's shared governance structure** according to the **Baruch College Governance Charter**.^[607] The charter is explicit about the fact that students, faculty, and administration "must participate in the maintenance and contribute to the development and governance of the College. Each constituency has its particular area of primary concern, a reality recognized by this Governance Charter." The **President's Cabinet**, similarly discussed in greater detail in the chapter on Standard VII, is charged with framing policy and procedures, making recommendations to the president, and effectively implementing all decisions. The Cabinet is also responsible for aligning the College's strategic plans and available resources to ensure that the College fulfills its mission.^[7]

Baruch College Faculty Senate bylaws clearly define the scope of decision-making and accountability of the Faculty Senate, which "shall be responsible for the formulation and recommendation of policies, plans and financing relating to the academic status, role, rights, freedoms and responsibilities of the instructional staff, college-level education and instructional matters, and research and scholarly activities of College-wide impact."^[608] The **General Faculty** and the **Marx School**, **Weissman School**, and **Zicklin School** also have their own bylaws.^[609–612] The **General Faculty, Faculty Senate, and faculty of the schools all have a range of committees**, with specific types of decision-making power and accountability.^[255–259] Updates regarding accountability are communicated widely, as in the **President's FY 2019 announcement regarding budget reductions**.^[585] Ongoing planning and consideration of external contexts and constituencies is further supported by the respective **dean's advisory councils and boards in each of the three schools**.^[53]

6.7 Annual independent audit

Baruch's financials are part of the **CUNY's annual audited financial statements**.^[613–615] Audited statements and other related resources are centrally organized and shared on **CUNY's Office of Budget and Planning resource page**.^[572] The University gives the colleges their own customized pieces of the overall CUNY audited financial report and the required **audits of state, local, and nonprofit organizations known as A-133**. The **Baruch College Fund**, the Bernard A. Baruch College Alumni Association, the Baruch Auxiliary Enterprises Corporation, and the Early Learning Center each have their own financial audits.^[616–627]

On the few occasions that Baruch has identified an issue of financial concern, the College followed up and addressed the issue. For example, the **FY 16 audit of the Bernard Baruch College Association** included a **management letter** comment about a cash balance in excess of the amount allowed by association policies and procedures. The College explained to the auditors that this balance was earmarked for renovation of Baruch's new student center and had been collected from students solely for this purpose. This was clarified in a **report to the Board of the College Association**. In the last three years for which Baruch has been audited (FY 16, FY 17, and FY 18), we have received no other management letter comments or findings.^[628–630]

6.8 Strategies to measure and assess institutional resources

Measurement and assessment of the adequacy and efficient use of institutional resources are part of the annual budget process, the annual CUNY Performance Management process, the annual CUE process, as well as the ongoing, operational work of several key departments at Baruch College, including the **Office of Administration and Finance**, the **Office of Planning and Budget**, the **Office of Human Resources**, **Campus Operations**, the **Baruch Computing and Technology Center**, and the dean's offices of the three schools. Specific mechanisms for assessment are described immediately below.

6.9 Periodic assessment of planning, resources, and institutional improvement

Assessment of planning, resources, and institutional improvement is done periodically through a number of tools listed in the chapter on Standard I as part of the discussion on integrated assessment and planning. Highlights of this list relevant to Standard VI include:

- 1) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**.[63]
- 2) Various stages with the five-year cycles of school strategic planning, which include review of mission and goals
 - a. **Marxe School mission statement**
 - b. **Marxe School Strategic Plan 2018-2023**
 - c. **Weissman School mission statement**
 - d. **Weissman School Strategic Plan 2019-2024**
 - e. **Zicklin School mission statement**
 - f. **Zicklin School Strategic Plan 2019-2024**.[21–26]
- 3) The annual CUNY Performance Management Process, including the **CUNY PMP 2016-2017 Data Book**, the **CUNY PMP 2017-2018 Data Book**, and the **CUNY PMP 2018-2019 Data Book**, as well as the **Baruch College Performance Management Process Goals Progress Report 2018-2019**[60,61,77,78]
- 4) The **Baruch Asset Assessment of Campus Facilities and Grounds**[81]
 - a. The Baruch College annual **capital requests process**[111]
 - b. The Baruch College annual **in-house facilities requests process**[112]
- 5) Human resources planning and assessment, including the Baruch College **Executive Compensation Plan recruitment plan**, **Higher Education Officer recruitment plan**, and **Faculty recruitment plan** [106–109]
- 6) Facilities and capital requests, including
- 7) Office of Advancement goals assessment as reported each semester, in the General Faculty reports of the **Office of Advancement**[31]
- 8) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018**, **Affirmative Action Plan 2018-2019**, and **Affirmative Action Plan 2019-2020**[2–5]
- 9) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17**, the **Baruch College CUE Report for 2017-2018**, and the **Baruch College CUE Report for 2018-2019**. [64–66]
- 10) Annual assessment reports from the Division of Student Affairs including
 - a. **Starr Career Development Center Post Graduate Outcomes Report**[82]
 - b. **Athletics Department Annual Reports**[83]
 - c. Division-wide assessment reports including the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - d. General faculty reports from the Division of Student Affairs[85–87]

- 11) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017, 2017-2018, and 2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 12) Academic program review or specialized accreditation reports
 - a. Weissman School APR[98,99]
 - b. Marx School NASPAA accreditation reports[100]
 - c. Zicklin School AACSB accreditation reports[71,72]
- 13) Assessments within the Division of Information Services, including the **IT Infrastructure Survey of 2017**, the **Library Master Plan**, the library's Technology Loan survey, and the library's **Circulation Satisfaction Survey**[113–116]
- 14) **2016 Faculty Campus Climate Study**[117]
- 15) **Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey** [101–105]
- 16) Student surveys including the
 - a. **CUNY Student Experience Survey**
 - b. **National Survey of Student Engagement (NSSE)** [118–120]

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Continue to develop and deliver a variety of methods to ensure clarity and transparency about the budget process to faculty, staff, and students

We encourage continued efforts at providing clarity and transparency about the budget process to faculty, staff, and students. The College has benefited from increased efforts at providing clarity and transparency about the budget process to stakeholders, including regular reports of the vice president for administration and finance at Faculty Senate and General Faculty meetings, as well as through conversations between members of the Office of Administration and Finance and specific stakeholders, such as academic department chairs. These efforts have been welcomed, and should continue and be expanded, in a structured and sustained way.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Baruch's mission and goals include supporting and engaging faculty and staff as professionals, researchers, practitioners, and creators. By creating and sustaining a climate which facilitates professional change and growth, we allow room for differences of perspective while our strategic plan serves as a common roadmap. Our collaborative learning framework creates opportunities for meaningful dialogue, transparency, communication, and shared accountability in implementing this shared vision. In this chapter, we discuss Baruch College in terms of **Standard VII: Governance, Leadership, and Administration**, evidence for which aligns with **Requirements of Affiliation 12, 13 and 14**.

7.1 Clear governance structure

Achieving consistent, positive outcomes in student learning, student retention, and graduation and national recognition and ranking is the result of collaboration within and across many cooperating layers of administrative and governance structures. As demonstrated in this chapter, Baruch operates as an academic institution with proper autonomy within the framework of the regulations of the U.S. Department of Education; the NYS Education Department; all other relevant federal, state, and local laws; and the policies and procedures of The **City University of New York (CUNY)**. Governance for CUNY and the relationship of the system to the colleges are documented and discussed in the **CUNY bylaws** and **CUNY policies**.^[631,632]

The **CUNY Board of Trustees** has **standing committees** on academic policy, programs and research, faculty staff and administration, fiscal affairs, audit, facilities planning and management, and student affairs and special programs.^[633] The Board oversees the legal and financial governance of Baruch, the College has a local, college-level governance and administrative structure that oversees the institution's attainment of its mission and goals, functions with checks and balances, provides strong leadership with an array of qualified individuals, and supports periodic assessment. As a senior college of The City University of New York, Baruch College is governed by federal and state law; the **CUNY Board of Trustees**, the College's legally constituted governing body; and the governance mechanisms at the local level of the College. The Baruch College governance structure outlines roles, responsibilities, and accountability for decision-making, which are all supported and maintained through both CUNY-wide and College-level policies and information channels.

College governance within a system

The CUNY Board delegates to each college in the system the responsibility for organizing itself. As noted in **Article II Board of Trustees Policy 2.08 Governance of the university** "[t]he focus of major decision-making within the University is properly at the college level" and "[e]ach college should be free to create its own governance structure to enable it to create a climate in which rationality can be focused upon the issues that its members consider to be of the greatest academic importance."^[57] The **Baruch College Governance Charter** was adopted by the Board of Education on June 17, 1974, amended by the CUNY Board of Trustees on January 26, 1981, and updated several times thereafter.^[607] The charter describes the basic administrative structure of schools, departments, and various College-wide and school-

based governing bodies and committees. Local governance of Baruch College is active and participatory, with scheduled and documented meetings of faculty, administration, and students, all of whom have a role in Baruch's shared governance structure, which the Charter describes as including the general faculty, the faculty senate, student governance, the college personnel and budget (P&B) committee, academic review committees, the faculties of the schools, academic departments, and joint committees. The College's governance structure is further articulated in the **faculty senate bylaws**, **general faculty bylaws**, and the school bylaws discussed in the section below on school-based administrative structure.[608,609] **Faculty Senate officers and committees** as well as **General Faculty officers and committees** are also publicized.[255,256]

In addition to the governing bodies described in the Baruch College governance charter, the **Bernard M. Baruch College Association**, a separately incorporated 501(c)(3) with budgetary authority and an annual external financial audit (**College Association Bylaws**); the Bernard M. Baruch Auxiliary Enterprise Corporation, also a separately incorporated 501(c)(3) with budgetary authority and annual external financial audit (**AEC Bylaws SVII C2e**); the **Baruch College Fund (BCF)**, the **College's foundation**, a third separately incorporated 501(c)(3) with a Board of Trustees drawn from donors plus the College president, the only board member from the College (**Baruch College Fund Policies and procedures manual 2017**); and the Early Learning Center, a separately incorporated 501(c)(3) with budgetary authority and **an annual external financial audit** are also important parts of Baruch College.[567,587,588]

School-based administrative structure

Baruch has both a college-wide and a school-based administrative structure. The president and his cabinet members lead the College as a whole, while deans oversee each of the three schools. While the vice presidents oversee College-level divisions, the three school deans act as lead administrators for their respective schools, each with its own set of bylaws, personnel and budget committee, curriculum committee(s), and committee on academic standing. The deans hold regular faculty meetings for their schools; there are regular meetings of the General Faculty, led by the College president, and monthly meetings of the Faculty Senate run by elected members of the faculty.

Faculty governance

CUNY's Manual of General Policy, **Article V**, establishes that "the faculty, as the body chiefly responsible for the educational mission as well as for academic standards, is that part on which the health of the whole institution depends."⁴ Baruch College embraces this ideal of faculty governance and participation in decision-making processes. The **General Faculty Bylaws**, as well as the three schools' faculty bylaws (**Marxe School Bylaws**, **Weissman School Bylaws**, and **Zicklin School Bylaws**), establish faculty members' roles and responsibilities and afford a number of opportunities for faculty to advance important initiatives and participate in shaping the institutional discourse and culture. The **Marxe School bylaws**, **Weissman School bylaws**, and **Zicklin School bylaws** as well as the **bylaws of academic departments** are also publicized on the **governance page of the Baruch College faculty handbook**. [610–612]

Within the Weissman and Zicklin Schools, every academic department has an elected chair, elected executive committee, and **departmental bylaws**, governing the scope of responsibility and authority of both the chair and executive committee, as well as the procedures for departmental functioning. As examples, these include from the Weissman School the **bylaws of the English Department**, and from the

⁴ "CUNY Manual of General Policy Article V Faculty, Staff and Administration Policy 5.14 Multiple Positions."

Zicklin School, the **bylaws of the Management Department**. Department chairs are elected every three years. The **CUNY bylaws Article IX, Section 9.3**, explain that “[t]he department chairperson shall be the executive officer of his/her department and shall carry out the department’s policies, as well as those of the faculty and the board which are related to it.”[634–637]

Per the **College Personnel and Budget guidelines**, faculty are the primary driver of decisions regarding faculty hiring, nontenured faculty reappointments, faculty tenure, and faculty promotion, as well as decisions regarding curriculum and assessment of student learning. All faculty personnel decisions are voted on by the full-time faculty in the department, with voting eligibility determined by rank for various kinds of appointments (e.g., only tenured faculty votes in tenure decisions, and elected executive committee members, who can be untenured, vote on new appointments). These decisions then progress to the School Personnel and Budget (P&B) Committee, which includes department chairs and the dean and then are sent on to the College P&B, which includes chairs of the school P&Bs, elected faculty members, and administrators.[254]

Professional Staff Congress

Most staff and faculty at Baruch College are members of the **Professional Staff Congress (PSC) of CUNY**. Overall labor issues are governed by union contracts. The PSC is the union that represents 30,000 faculty and staff at CUNY and the CUNY Research Foundation. The **PSC is affiliated with larger labor unions**, including the NYS United Teachers, American Federation of Teachers, and the American Association of University Professors.[638]

Baruch faculty governance structures work collaboratively with the PSC. The **Baruch College governance charter** refers to the PSC in “Article III: The Baruch College Faculty Senate,” as a unit with separate authority from other governance stakeholders. The charter explains that “[t]he powers and duties of the Faculty Senate shall not extend to areas or interests which fall exclusively within the domains of the General Faculty, the president, the Professional Staff Congress, or authorized student government, except that in appropriate cases the Faculty Senate may consult and advise.”[607] In late Fall 2019, the PSC and CUNY arrived at what has been referred to as an **historic pact**, which substantially improves benefits for adjunct faculty and also has other benefits for graduate students and all members of the PSC.[199]

Student governance

The student governance discussed in the Baruch College governance charter includes the **Graduate Student Assembly** and the **Undergraduate Student Government** (which has a published **constitution**), both of which have **annual student government elections**. [487,489,639] Student leadership and participation in governance is discussed in detail in the chapter on Standard IV. Student participation is valued and often intersects with faculty participation, putting students and faculty at the same table and increasing opportunities for interaction and mutual understanding between these two core groups, the heart of the educational body. Faculty and students sit together on several important committees, and students are included in decision-making processes that are relevant to them. For instance, **according to school bylaws**, each school’s curriculum committee is made up primarily of faculty, plus the school dean, and includes at least one student from the school. In addition, the voting members of the Joint Committee on Curriculum and Articulation, which oversees curriculum matters across the College and reports to the General Faculty, are four students and six faculty.[610–612]

7.2 A legally constituted governing body

As described in **NY State Education Law Article 125 Section 6206**, the legally constituted governing body with fiduciary responsibility for Baruch College is the **CUNY Board of Trustees**. There is no separate college governing body with such responsibilities. The CUNY Board of Trustees serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution. Within Baruch College itself, shared governance dictates that the faculty is primarily responsible for academic quality, while the administration is primarily responsible for planning and fiscal well-being.[56]

Baruch College is **one of 11 senior colleges offering bachelor degrees among the 25 colleges of the CUNY system**. CUNY's **Board** consists of 17 members, 10 of whom are appointed by the New York governor and five by the New York City mayor, with additional representatives from the University Faculty Senate and the University Student Senate. As described in **NY State Education Law Article 125 Section 6204**, the chair and vice chair of the CUNY Board of Trustees are appointed by and serve at the pleasure of the governor. The members' duties are described in the **CUNY Bylaws**. The board's **Manual of General Policy** contains non-bylaw policy action items adopted and amended by the board, including such matters as board independence, conflict of interest, and evaluation and assessment of the CUNY chancellor and college presidents. The **CUNY Bylaws** are adopted and amended by the board. As the highest source of policy created within the University, these bylaws take precedence over all other internal University policy documents, including non-bylaw policies.[55,631,632]

7.2.a Accountable for academic quality, planning, and fiscal well-being

The CUNY Board of Trustees is ultimately accountable for the academic quality, planning, and fiscal well-being of Baruch College as per **New York State Education Law Article 125 Section 6206**. [56] The governance structure of CUNY and Baruch College explicitly rest on foundations of serving the public interest and providing complete transparency to the public. **CUNY Board Bylaws Article I Section 1.9** and **Section 1.10** stipulate that the board must hold public hearings "on the adoption of its expense budget, capital budget, and master plan," as well as hearings in each of the New York City's five boroughs at least once a year "to receive testimony and statements from concerned individuals about City University issues." [640,641] The CUNY Manual of General Policy states that authority for **academic program planning** and **academic program review** is delegated to the individual colleges, who have the support of the CUNY Office of Academic Affairs. [58,525] The CUNY Board meeting schedule, agendas, and supporting documents are made publicly available on the **CUNY Board of Trustees Calendar** website. In addition, **summaries of CUNY Board meetings** as well as **CUNY Board meeting minutes** are publicly available online. [642–644]

7.2.b Sufficient independence and expertise

The duties of the CUNY Board of Trustees are laid out in the **Bylaws, Article II: Officers of the Board**. In turn, the shared governance structure of Baruch College, discussed in Section 7.1 above, helps ensure that neither the CUNY Board of Trustees nor its individual members interfere in the day-to-day operations of the institution. Thus, while the CUNY Board of Trustees is responsible at the highest policy level for the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal

management, school bylaws at Baruch ensure that all members of **the College faculty are responsible for developing curricula, teaching, and assessment of student learning.**⁵

7.2.c Ensures no interference

The collaborative, shared governance structure of Baruch College, embedded within the larger CUNY system, ensures that neither the governing body nor individual members interfere in the day-to-day operation of the College. The **CUNY Board Bylaws** outline the responsibilities of the system's chancellor and university senior staff, as well as college presidents, staff, and faculty.[631] The **Code of Conduct for members of the CUNY Board of Trustees** is clear about upholding integrity and disallowing external influence.[180] The CUNY Manual of General Policy explicitly states in Section 3 of **Article II Board of Trustees Policy 2.08 Governance of the university** that "[t]he focus of major decision-making within the University is properly at the college level" and notes that "[s]uch decisions should not be altered by the Board of Trustees except where, by virtue of its responsibility to the University community and the general community, action is deemed necessary to protect the legitimate interest of groups or individuals within the college community." [57]

State, system-wide, and college-level policies ensure that Baruch College and its governing entities operate with independence and without undue influence that would interfere with governance. These regulations and policies include the **CUNY Conflict of Interest Policy** and the **CUNY Multiple Positions policy.**⁶ Additionally, CUNY has human resources policies regarding a **code of practice for Higher Education Officers**, as well as codes of practice for **background verification, instructional staff titles and minimum qualifications, instructional staff academic leaves, and excluded instructional staff.**[181–185] All CUNY employees must abide by the applicable **New York State Joint Commission on Public Ethics laws and regulations** including the **NYS Public Officers Law code of ethics**, as a result of which most senior administrators at Baruch College are required to comply with the **NYS financial disclosure law.**[186–188] Taken as a whole, the shared governance structure and policies ensure compliance with this criterion.

7.2.d Oversees teaching and learning, degree programs, personnel policies, and the assurance of strong fiscal management

The combination of the **CUNY Board Bylaws** and the **CUNY Manual of General Policy** includes several mechanisms which demonstrate that the CUNY Board oversees teaching and learning, degree programs, personnel policies, and the assurance of strong fiscal management at the policy level, while also granting authority to the colleges to develop and implement specific actions. For example, **CUNY Board bylaws Article VIII Section 8.5** states that the College faculty are "responsible, subject to guidelines, if any, as established by the board, for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefor, student attendance including leaves of absence, curriculum, awarding of college credit, granting of degrees." Section 8.6 states that "[e]ach college shall have a faculty or academic council, which shall be the primary body responsible for formulating policy on academic matters." Section 9.1 is clear about how every academic department is to have its own "department committee on personnel and budget . . . consisting of the department chairperson and where possible, of four other members who must have faculty rank." [194] **CUNY Manual of General Policy Article II Board of Trustees Section 2.11 Personnel action procedures** clarifies that the Board oversees personnel policies, while the colleges are responsible for hiring at all

⁵ "CUNY Board Bylaws Article II Officers of the Board"; "School Bylaws Faculty Responsibility for Curriculum Teaching and Assessment of Learning."

⁶ "CUNY Manual of General Policy Article V Faculty, Staff and Administration Policy 5.14 Multiple Positions."

levels other than college president.[646] Article III Fiscal Affairs in the CUNY Manual of general policy including such policies as **Policy 3.01 Bank accounts** and **Policy 3.03 Investment** clarifies that the board oversees assurance of strong fiscal management.[647,648]

7.2.e Policy-making role in financial affairs

Per **CUNY Board bylaws Article XI Duties and qualifications Section 11.2 Chancellor**, the chancellor’s responsibilities include to “unify and coordinate college educational planning, operating systems, business and financial procedures and management” and to “oversee and hold accountable campus leadership, including by setting goals and academic and financial performance standards for each campus.” **Article III: Fiscal Affairs of the CUNY Manual of General Policy** describes **the full range of policies relating to integrity and financial management**. Within Baruch College, all appropriate audits and financial documents are reviewed as described in the chapter on Standard VI.[649,650]

7.2.f Performance of the Chief Executive Officer

The CUNY Manual of General Policy Article II Board of Trustees Policy 2.12 President searches lays out the **process for presidential searches**. [651] Per the **criteria for evaluation of the president, discussed in Section 5.05** of the CUNY Manual of General Policy Article V, the president is evaluated annually by the chancellor and undergoes a five-year review. As explained in this CUNY policy on the review and assessment of chancellors and presidents, “[t]he evaluation should, for the most part, take place in an institutional context, that is, based on an understanding of the institution’s background, resources, priorities, and significant problems. It is for this reason that the evaluation of the presidents should be scheduled no more than five years after the date of initial appointment and no more than every five years thereafter.”[110]

7.2.g Informed by principles of good practice in board governance

The **CUNY Board Bylaws** include regulations for **public hearings** and **borough public hearings** that help ensure checks and balances and that the board operates by principles of good practice.[640,641] The **CUNY Board Code of Conduct** also ensures that it operates in such a manner.[180]

7.2.h Conflict of Interest policy

The **CUNY Manual of General Policy Article VI Legal Policy 6.01 Conflict of interest** lays out very clear guidelines regarding integrity and ethics. No individual “shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the University.”[172] Additional related policies are mentioned in the chapter on Standard II, and include **the multiple conflict of interest policies for CUNY Research and Sponsored Projects Compliance**, and the **Research Foundation of CUNY Conflict of Interest Policies**. [173,174] In addition, there are conflict of interest policies in place for the **Bernard M Baruch College Alumni Association**, the **Bernard M. Baruch College Auxiliary Enterprise Corporation**, and the **Bernard M. Baruch Early Learning Center**—all of which are separate 501(c)3 corporations.[175–177]

7.2.i Supports the CEO in maintaining the autonomy of the institution

Section 11.4 of Article XI of the CUNY Board Bylaws are clear about the autonomy of institutions, stating that each college’s president shall “[h]ave the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her

jurisdiction” in addition to “ [exercising] general superintendence over the facilities, concerns, officers, employees, and students of his/her college.”[652]

The **CUNY Code of conduct for the Board of Trustees** explicitly states that “[a]mong the Board of Trustees’ principal tasks are the development of broad policies and long-range planning objectives; the appointment of the executive officers who will implement policies and plans; and oversight to assure that its executive officers do so effectively and efficiently. The Board of Trustees should not undertake administrative functions, either individually or as a group, but should work through the executive officers charged with these responsibilities.”[180]

7.3 The Chief Executive Officer

7.3.a Appointed by, evaluated by, and reports to the governing body

Baruch College has been led since August 2010 by President Mitchel B. Wallerstein. The CUNY Manual of General Policy Article II Board of Trustees Policy 2.12 President searches lays out the **process for presidential searches**. [651] As noted in our institutional overview, President Wallerstein has announced his retirement in June 2020, and **Baruch College is now in an active presidential search phase**. [653] The Board of Trustees establishes the search committee and the chancellor makes the final recommendation to the board. All college presidents report to the CUNY Board of Trustees, as described in **Section 11.4 of Article XI of the CUNY Board Bylaws** which lays out the scope of authority and autonomy for each college president. [652] All college presidents are evaluated by the CUNY Board of Trustees, per the **criteria for evaluation of the president, discussed in Section 5.05** of the CUNY Manual of General Policy Article V. [110]

7.3.b Appropriate credentials

As described in the **biography of Dr. Mitchell B. Wallerstein**, Baruch’s president joined the institution with extensive experience in higher education, public policy, international affairs, and global philanthropy. He is a member of the Council on Foreign Relations and the International Institute for Strategic Studies and an elected fellow of the National Academy of Public Administration and the American Association for the Advancement of Science. He is a native New Yorker and holds PhD and MS degrees from Massachusetts Institute of Technology, an MPA from Syracuse University, and an AB from Dartmouth College. [654]

President Wallerstein’s deep and broad experience as a scholar, faculty member, and administrator, as well as his service in government and work with philanthropy, make him well qualified to lead Baruch College. President Wallerstein is an active scholar of national security and public policy and the author of numerous books, monographs, articles, and research studies on counterterrorism, the control of sensitive high-technology trade, and nuclear, biological, and chemical weapons proliferation. His extensive government service experience includes positions in the Department of Defense during the Clinton administration and the National Research Council. In 1998 President Wallerstein joined the John D. and Catherine T. MacArthur Foundation as vice president. He has held faculty positions at Holy Cross College, Massachusetts Institute of Technology, and Syracuse University. From 2003 to 2010, President Wallerstein was dean of the Maxwell School of Citizenship and Public Affairs at Syracuse University, where he was a tenured professor of political science and public administration.

The president is the chief executive officer for the College with autonomy and authority to direct the College, as clarified in **Section 11.4 of Article XI of the CUNY Board Bylaws**. [652] as well as in the **criteria for evaluation of the president, discussed in Section 5.05** of the CUNY Manual of General Policy Article V. [110]

The **CUNY Manual of General Policy** affirms the president's authority and autonomy to fulfill the responsibilities of the position. As set forth in **CUNY Manual of General Policies, Article V: Faculty, Staff and Administration, Policy 5.01 Academic Personnel Practice, subpoint 2**, the president is responsible for seeing that the mission of the college fits into the broader mission of the University; for being the guarantor of the integrity of all faculty personnel processes, being accountable for the overall quality and appropriateness of the faculty; and for being the educational leader of the faculty, making known information on all institutional levels (such as projected enrollment, budgetary matters, and program priority), which must be taken into account at every level of personnel action, and seeing that such pertinent institutional information is assembled and that those faculty concerned with personnel decisions are familiarized with it in a timely fashion.[655]

7.3.c Authority and autonomy required to fulfill the responsibilities of the position

Section 11.4 of Article XI of the CUNY Board Bylaws lays out the scope of authority and autonomy for each college president.[652]

7.3.d Assistance of qualified administrators and assessing effectiveness

As detailed below under 7.4.b, the president is assisted by a **highly qualified group of senior administrators**. His **cabinet** consists of the deans of each of the three schools, as well as the vice presidents in charge of the administrative divisions of the College. The president and his cabinet are responsible for the institutional effectiveness of Baruch College as a whole. In 2013, the president created the role of special assistant for institutional effectiveness, which was filled by the dean of the Marx School. In 2017 this position was eliminated with the **hiring of a new assistant provost for assessment, accreditation, and institutional effectiveness**. Although this position does not report to the president and is not part of the President's Cabinet, the assistant provost meets at least once per semester with the president and his chief of staff.[7,656,657]

7.4 Administration

7.4.a Organizational structure clearly documented and clearly defined

Baruch College's organizational structure is clearly documented in the annual Affirmative Action Plan[2–5] as Appendix A, and is defined based on CUNY and Baruch governance policies. It is described in the institutional overview section of this Self-Study. Organizational charts and related information about structure are found on the Baruch College website[7,658,658–661], including:

- 1) **President's Cabinet**
- 2) **Office of the Provost and Division of Academic Affairs organizational charts**
- 3) **Division of Student Affairs organizational chart**
- 4) **Division of Enrollment Management & Strategic Academic Initiatives organizational chart**
- 5) **Office of Administration and Finance organizational chart**
- 6) **Newman Library department liaisons and subject specialists**

7.4.b Appropriate size and with relevant experience

The president is supported by an administrative team comprising the provost, the three deans, chief of staff, general counsel, chief diversity officer, and six vice presidents as outlined below. Together with the president of the Faculty Senate, they form the **President's Cabinet**.[7,657]

Every administrative division at Baruch College is represented on the **cabinet** and led by a vice president. These divisions include **Office of the Provost and Academic Affairs, Enrollment Management & Strategic Academic Initiatives, Student Affairs, Library and Information Systems**, all of which engage in the work of facilitating and supporting student learning, faculty teaching and research, and the assessment thereof. These divisions, in conjunction with **Administration and Finance**, College Advancement, and the **Office of Communications, Marketing & Public Affairs**, engage in the work of actualizing attainment of the mission of Baruch College and the effectiveness of the institution. In addition, the **Office of Diversity, Compliance, and Equity Initiatives** facilitates the mission and goals of Baruch College by working across faculty and administrative units.

7.4.c Members with credentials and professional experience

All members of the senior administration have both the credentials and professional experience necessary to lead Baruch College in a manner consistent with the College's mission and their functional roles. The Cabinet webpage provides **short biographies of each of the members of the Baruch College senior administration**. Cabinet position descriptions and the CVs and resumes of all members of the cabinet are organized in the Evidence Inventory section **Standard VII, Criterion 4.c, of the Evidence Inventory**. [7,657]

7.4.d Skills, time, assistance, technology, and information systems

As discussed just above and evidenced by credentials, the senior administration has the skills to perform their functions. In terms of time, the **President's Cabinet meets monthly**. A smaller subset of the cabinet forms the Executive Council, which meets biweekly. [662].

Every cabinet member has at least one administrative support staff member, and the entire college has an array of administrative, human, and technological resources for all faculty and staff. All administrators and faculty have access to a range of **training and development offered by the Office of Human Resources**. [568] All administrators and faculty have access to **Newman Library support services**. [663] The **Baruch Computing and Technology Center** provides access to technology and support services required for all administrators and faculty to perform their duties, including access to hardware, software, the Blackboard learning management system, and the CUNYfirst information system. [351]

Senior leaders across CUNY meet regularly on Councils relevant to their area of supervision. For example, the president meets with his colleagues monthly as part of the **CUNY Council of Presidents**. [664] These system-wide Councils provide an opportunity for discussion, learning, and support across campuses

Additional assistance and support is provided to the Baruch College administration by **CUNY Central's administrative offices**. [665] One primary example is the centralized support for technology and information systems, particularly around the unified enterprise system known as CUNYfirst, which is provided by **CUNY Computing & Information Services**. [666] As another example, CUNY has a **centralized office for institutional research**, which organizes and submits U.S. Department of Education-mandated IPEDS reports annually on behalf of the individual colleges. This assistance ensures a level of central quality control and oversight, as well as efficiency. [667]

7.4.e Regular engagement with faculty and students

The senior administration formally engages with students through interaction with the elected members of the **Undergraduate Student Government** and the **Graduate Student Assembly** (*Graduate Student Assembly About the GSA*, n.d.; *Student government election results 2019-2020*, n.d.; *Undergraduate*

Student Government USG website, n.d.). Less formally, members of the administration and faculty serve as advisors to **student clubs and organizations** as well as work with students as members of the **Campus Intervention Team**. [428,429]

The senior administration engages with faculty through participation in **Faculty Senate meetings** and meetings as appropriate with members of the **Faculty Senate committees**. Faculty Senate meeting minutes are **archived and publicly available**. [255,668,669] **General Faculty meetings** and meetings as appropriate with members of the **General Faculty committees**. All **vice presidents and deans submit a report to the faculty** at each semester's General Faculty meeting, and all **General Faculty meetings are also archived**. [256,670–672]

The deans preside at **meetings of their School faculty** two to four times each semester, and several times a year the provost leads meetings of the department chairs that the deans also attend. [673] Senior administrators worked collaboratively with faculty and student colleagues as members of the **Baruch College Strategic Plan 2018-2023 Steering Committee** as well as on the process of community input on the plan. [37] As the Self-Study team listed earlier in this document indicates, collaboration between administrators and faculty was an integral part of Baruch's Self-Study process. With the anticipated retirement of Baruch's president in June 2020, and a current interim Provost serving through summer 2021, changes are on the horizon for the College. Baruch's current governance, leadership and administration efforts can help facilitate a smooth transition.

7.4.f Systematic procedures for assessment of administrative units and use of data

Administrative operations are regularly assessed and have a clear, systematic process for using results of assessment data to improve operations. These have been discussed throughout this Self-Study, especially in the chapters on Standards III, IV, V, and VI as well as earlier in this chapter. The CUNY Performance Management Process, the CUNY Coordinated Undergraduate Education, and the Baruch College institutional effectiveness process all yield useful, actionable information to enhance operations. Results are reported in the annual **CUNY Performance Management Data Book**, which measure the efforts of most key administrative units at Baruch College. [60] Similarly, **annual assessment reports for the Division of Enrollment Management & Strategic Academic Initiatives**, as well as for the **Division of Student Affairs**, discuss outcomes of their systematic procedures for assessment of administrative units and how data are used to inform change. Administrative units including the Student Academic Consulting Center, the Office of Academic Advisement, the Writing Center, and the Office of Admissions are also annually assessed as part of the **Coordinated Undergraduate Education CUE assessment and planning process**. [29,66,73]

7.5 Periodic assessment of governance, leadership, and administration

Assessment of the effectiveness of governance, leadership, and administration is done periodically through a number of tools listed in the chapter on Standard I as part of the discussion on integrated assessment and planning. Highlights of this list relevant to Standard VI include:

- 1) The CUNY-mandated assessment of college presidents, as described in the **criteria for evaluation of the president, discussed in Section 5.05** of the CUNY Manual of General Policy Article V [110]
- 2) **Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey** [101–105]
- 3) **2016 Faculty Campus Climate Study** [117]
- 4) Student surveys including the
 - a. **CUNY Student Experience Survey**

- b. National Survey of Student Engagement (NSSE) [118–120]**
- 5) Human resources planning and assessment, including the Baruch College **Executive Compensation Plan recruitment plan, Higher Education Officer recruitment plan, and Faculty recruitment plan** [106–109]
- 6) Annual Baruch College Affirmative Action Plans, including **Affirmative Action Plan 2017-2018, Affirmative Action Plan 2018-2019, and Affirmative Action Plan 2019-2020**[2–5]
- 7) Various stages within the five-year cycle of **Baruch College strategic planning** including
 - a. **Baruch College Strategic Plan 2018–2023**[15]
 - b. **Baruch College Strategic Plan 2018-2023 Implementation Plan**.[63]
- 8) Various stages with the five-year cycles of school strategic planning, which include review of mission and goals
 - a. **Marxe School mission statement**
 - b. **Marxe School Strategic Plan 2018-2023**
 - c. **Weissman School mission statement**
 - d. **Weissman School Strategic Plan 2019-2024**
 - e. **Zicklin School mission statement**
 - f. **Zicklin School Strategic Plan 2019-2024**.[21–26]
- 9) Annual Coordinated Undergraduate Education (CUE) reports, including the **Baruch College CUE Report for 2016-17, the Baruch College CUE Report for 2017-2018, and the Baruch College CUE Report for 2018-2019**. [64–66]
- 10) Annual assessment reports from the Division of Student Affairs including
 - a. Division-wide assessment reports including the **Division of Student Affairs 2017-2018 assessment report** and the **Division of Student Affairs 2018-19 assessment report**[73,84]
 - b. General faculty reports from the Division of Student Affairs[85–87]
- 11) Annual assessment reports from the Division of Enrollment Management & Strategic Academic Initiatives, including
 - a. EMSAI Integrated Assessment reports for **2016-2017, 2017-2018, and 2018-2019**[27–30]
 - b. General faculty reports from the Division of Enrollment Management & Strategic Academic Initiatives[11,88,89]
- 12) Academic program review or specialized accreditation reports
 - a. Weissman School APR[98,99]
 - b. Marxe School NASPAA accreditation reports[100]
 - c. Zicklin School AACSB accreditation reports[71,72]
- 13) Assessments within the Division of Information Services, including the **IT Infrastructure Survey of 2017, the Library Master Plan, the library’s Technology Loan survey, and the library’s Circulation Satisfaction Survey**[113–116]

Opportunities for improvement and innovation

Baruch College finds the following opportunities for improvement and innovation relating to this standard:

Increase communication and collaboration between faculty leaders and the College administration

The College should extend current efforts aimed at opening lines of communication between faculty leaders and the administration. While the senior administration has been working collaboratively and more deliberatively with the Faculty Senate for the past few years on increasing transparency and communication, this work merits continued dedication. Baruch College has begun the process of engaging the community with results of the 2019 COACHE survey, and this process offers an ideal opportunity for deepening communication and collaboration between faculty and the administration.

Conclusion

Renewal and reaccreditation

The Self-Study process has been a large-scale, transparent, and highly collaborative community-wide assessment project, and most internal recommendations were immediately relayed to deans and vice presidents for incorporation into the work of their school and division operations, committees, task forces, and cross-border teams. The opportunities for improvement and innovation identified in this Self-Study report direct our collaborative future efforts to these areas; we are proud of our ongoing work in support of maintaining our accreditation.

After Self-Study: Collaboratively writing Baruch's next chapter

The intensive work of a Self-Study unfolds over multiple semesters, drawing from across the College's departments and units, to unite stakeholders who typically do not have occasion to interact. These individuals come together—perhaps for the first time—to achieve the critical task of articulating a shared understanding of who and where we are as an institution. Because the work is inherently social, evolving through conversation and collaborative research, a Self-Study is shaped by the singular personalities and perspectives of the stakeholders in the room and the different institutional mythologies they represent. The Self-Study process, then, presents participants with a unique opportunity to understand the College more fully while challenging them to pull their distinct views and priorities into a coherent story.

The writing develops in a similarly social way. The Self-Study document grows slowly in town halls and working groups, through a combination of deep knowledge, research, aspirational thinking, skepticism, and compromise. It takes shape through negotiation into a study rivaling the scope of any large-scale, academic research project.

By the end of the process, the leaders of the effort may struggle to see the forest for the trees they have helped cultivate for more than two years. A Self-Study, ultimately, will always be imperfect, an incomplete articulation of the act of consensus building and the dynamic nature of institutional life. In this way, a Self-Study is always glancing back while reaching ahead, leaving open space for information still forthcoming: for new strategic plans being drafted, implementation plans in progress, survey results yet to be processed or released, and assessment numbers still being crunched.

Perhaps, then, it is not all that surprising that our conclusion circles back to our introduction, where we set out to tell Baruch College's story through the lenses of student access and success, community engagement, and the commitment to teaching and learning—while remaining mindful of the College's history and significant structural changes over time. As we noted in the introduction, the higher education landscape has changed dramatically since Baruch's last Self-Study. Indeed, our local landscape, specifically state funding and undergraduate enrollment, significantly shifted during work on this Self-Study. In Fall 2019, for instance, the College admitted approximately 600 more first-year students than originally anticipated, challenging staff and faculty to quickly find space in courses and classrooms while maintaining the educational excellence and high level of student support that characterize our mission. The effective and creative ways that units responded to this challenge are still unfolding and being absorbed into our story about what we do—what we *can* do—to meet the educational needs of New Yorkers.

As also explained in the introduction, our Self-Study theme, “Reflection and Renewal,” was selected to highlight our foundational intent to evaluate our present within a rich context, informed by our past and future. In selecting this theme, we further vowed to make the Self-Study process meaningful in as many ways as possible. If we were going to spend more than two years deep in the trenches of this work, we would be careful about our methods: We would find ways to harness the resources born of all the collaboration and reflection. We would make use of the intellect and experience of our stakeholders and not squander the opportunities to ask questions of ourselves that we do not regularly take the time to ask. Finally, we would use these resources for renewal, to strategically shape our strategies for success moving forward.

While we never could have predicted how rich the context of our evaluation would become—informed by the multiple and diverse stakeholders whose voices are embedded in this document—we believe we have made good on our commitment to deliberately make the process as broadly meaningful as possible. The relationships that have been born or strengthened across these pages are already building new models for advisement, faculty development, assessment, and cross-departmental capacity building. Undergraduate majors advisement, for example, is poised to evolve in new ways as departments, intrigued by the Department of Psychology’s advancements in advising, have been sharing best practices for meeting the needs of their students. Similarly, academic programs that regularly run their own faculty development, such as the Writing Program, have strengthened ties to other units, including the Center for Teaching and Learning, to expand opportunities for full- and part-time faculty to get support, not only for their teaching but also for their research and writing. Finally, talks have begun to evolve around sharing the strategic planning processes of each school with representatives from the other two schools, which could lead to greater integration of many aspects of our work, from faculty recruitment and retention to assessment of programs, majors and courses.

During our Self-Study, we have seen a large and diverse swath of Baruch’s stakeholders actively engaged in the work of reflection and renewal. The broad engagement of the Baruch community is inscribed across the pages of this Self-Study, tangible proof our commitment to collaborative learning and reflection, followed by collaborative action. We may not always agree, and we sometimes face considerable constraints to achieving our goals, but we are committed to the fight—for excellence, for access, and for equity.

It’s what we do. We tell stories full of promises, which by their nature are not yet fulfilled. These promises make narrative an inherently human enterprise and, in the end, make the story of a Self-Study worth writing and reading.

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