

# BARNARD

## **Periodic Review Report**

presented by

BARNARD COLLEGE  
New York, NY 10027

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Debora Spar, President

Date of the most recent decennial evaluation team's visit: February 2011

Prepared for the Middle States Commission on Higher Education



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## I. EXECUTIVE SUMMARY

Barnard College is a small, highly selective, liberal arts college for women, located across the street from and affiliated with Columbia University in New York City. Founded in 1889, Barnard “aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university” (from the Barnard Mission Statement, see Appendix A).

Barnard is unequivocally dedicated to the success of women. Barnard students are surrounded by women mentors and role models—in the faculty, throughout the College leadership, and among our network of over 35,000 alumnae across the globe who are a resource and source of inspiration to our students. Women make up more than 60 percent of Barnard’s faculty, well above the national average of 46 percent. And women have led Barnard from its beginning.

The partnership between Barnard College and Columbia University is unique in American higher education, and the resources of an Ivy League research university help to attract the finest students and faculty to Barnard. Cross-registration between Barnard and Columbia gives Barnard’s 2,500 undergraduates access to vastly more courses and areas of study than possible at most liberal arts colleges. While the two institutions’ facilities, budgets, endowments, and staffs are completely separate, students benefit from a combined total of 30+ libraries, 500+ student organizations, 16 Division I athletic teams and myriad club sports. Similarly, Barnard faculty have access to the library and many research facilities at Columbia, and tenure-line faculty go through tenure review at both Barnard and Columbia.

Barnard is a small liberal arts college with access to the resources of a world-class research university, situated in one of the most vibrant and exciting cities in the world.

### **Summary of Institutional Events since the Self-Study**

In spring 2011, President Debora Spar led a strategic planning process to help define the ambitions of the College for the next ten years. Reaffirming Barnard’s mission as a women’s college dedicated to the liberal arts, in partnership with Columbia University, the Board of Trustees adopted the Strategic Plan (see Appendix A) in December 2011. At its March 2016 retreat, the Board reviewed progress towards the College’s strategic goals and reaffirmed the present course.

Following adoption of the Strategic Plan, the College began the quiet phase of the most ambitious capital campaign in its history. *The Bold Standard: A Campaign for Barnard*, with a goal of \$400 million, was launched publicly at the Annual Gala on May 3, 2016. The campaign has already raised more than \$100 million towards the construction of a new teaching and learning center which will be the intellectual hub of Barnard’s small campus, increasing the size of the library, adding academic space, and incorporating modern technology in flexible and innovative learning spaces. Additional campaign goals include raising funds for endowed

faculty chairs, financial aid, and support for academic programs, as well as increasing rates of annual and planned/deferred giving.

During the 2013-14 and 2014-15 academic years the faculty completed a comprehensive exploration of curricular goals and mission at Barnard and designed an innovative new curriculum, *Foundations*. The new curriculum refines the College's strategic plan, informs ongoing capital campaign efforts, and establishes academic priorities for the next decade. The first class to experience *Foundations* will enter Barnard this fall.

Undergirding all of the work of the College is its information technology systems, which the 2010 Self-Study found to be altogether inadequate. The College is pursuing an intensive multi-year initiative, and has committed appropriate resources, to modernize administrative systems and business processes. This "Taking Care of Barnard" (TCB) project has already yielded significant gains for the College. This summer will see the initial roll-out of the complex Student Planning component, which will transform advising. Key goals of the TCB initiative include improved access to and use of data for strategic decision-making and long-range planning.

### **The Process of Producing the Periodic Review Report**

Beginning in 2014, the Director of Institutional Research and Assessment (DIRA) Rebecca Friedkin was charged with overall responsibility for coordinating the Periodic Review Report. Working closely with members of President's Council, she developed an outline for the report and delegated responsibility for drafting to appropriate staff throughout the College. DIRA Friedkin then wove together the initial draft and sent portions to members of President's Council for review, as appropriate. The entire draft was reviewed by the President and Senior Staff<sup>1</sup>. The Executive Committee of the Board of Trustees reviewed the penultimate draft at its meeting on April 14 and their feedback was incorporated into the final Report.

### **Narrative Summary of the Periodic Review Report**

The 2010 Self-Study made more than 40 recommendations, concentrating on diversity, community, the physical plant, information technology, institutional assessment, and the faculty and curriculum. The Visiting Team made only four recommendations to Barnard, regarding information technology and institutional assessment, mostly echoing those made by the College in the Self-Study.

The College has made good progress in addressing the recommendations, which were all consistent with our goals and priorities. The main foci of the College over the past five years flow from the Strategic Plan developed in 2011 and have included launching the quiet phase of the capital campaign; planning for the new teaching and learning center; completing a comprehensive academic curriculum review; refining the College's visual identity, strategic

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<sup>1</sup> Senior Staff report directly to the President: Provost and Dean of the Faculty, Chief Operating Officer, Dean of the College, Vice President for Development, Vice President for Communications, President's Chief of Staff/General Counsel, and the Director of Institutional Research and Assessment.

messaging and communications platforms to enhance its reach and reputation; developing a new Office of Institutional Research and Assessment; and continuing implementation of the information technology project. The Self-Study included a wish list of recommendations about the physical plant, most of which have been addressed, at least in part. With a restructured Office of Institutional Funding, sponsored research awards to faculty have increased dramatically and the College has won prestigious institutional grants to support, among other things, interdisciplinary and innovative curricular development and undergraduate research in the natural sciences. In addition, the College has made progress toward diversifying both the student body and the full-time faculty. Recently, as at many colleges, issues of diversity and inclusion have come to the forefront and President Spar accordingly created the President's Task Force on Diversity and Inclusion in the spring of 2016.

The opportunities facing the College at this juncture are momentous. The capital campaign promises to be transformative for Barnard. The campaign has reached 66% of its \$400 million goal, already funding more than 10 endowed faculty chairs and more than two-thirds of the new building budget. The new teaching and learning center will open in August 2018, bringing much-needed and innovative additional academic space to our small campus, in support of the new curriculum, including the cutting-edge technology requirement. The eighth annual Global Symposium was held in Paris this spring and the College is considering how best to continue to evolve this successful signature program.

Financial challenges will require careful and prudent fiscal management but are not insurmountable. The College's financial position is strong, garnering a rating of A1 with a favorable outlook by Moody's. Funding a backlog of deferred maintenance is a perennial problem but we have been able to address the most critical needs. Improvement of our science lab facilities and securing more apartments for faculty housing are two top priorities. And the need to address issues of diversity and inclusion with sensitivity, respect, and resolve will continue into the future.

Applications for admission continue to rise, with more than 7,000 applications received this season and a 16% admit rate, the lowest ever by a significant margin. The academic qualifications of our admitted students are excellent and the Admissions Office has been quite successful in recruiting students from disadvantaged backgrounds who are capable of excelling at Barnard. Supported by our committed faculty and Student Services division, our most recent six-year graduation rate for students receiving Pell Grants is higher than the overall rate for all students at the College. We are at capacity with respect to student housing and most students elect to live on campus. We expect enrollment to remain high over the next five years.

Although we expect to use cash reserves during the periods of greatest debt service for the new building, by FY20 we project a balanced budget without the use of reserves. The endowment, undersized for an institution of Barnard's caliber, is performing well. The capital campaign aims to add \$175 million to the endowment, a level allowing us to fund 30% of our financial aid budget from the endowment.

The College has made significant progress with respect to the assessment of student learning and institutional effectiveness. In May 2013 the first Director of Institutional Research and Assessment joined the College. Barnard reported to the Commission with respect to both Standards 7 and 14 in August 2013 and again with respect to Standard 7 in October 2015. Section V of the PRR updates these reports to the present.

Finally, Barnard is compelled by its financial constraints to carefully allocate resources to activities and new initiatives that align with its strategic goals. The strategic planning process and its assessment and the operating, capital, and long-range budgeting and planning processes are described in Section VI.

Barnard is arguably in the strongest position it has been in its long history—applications for admission are at a record-high, the institution is financially sound, and its outstanding faculty and students continue to flourish and excel.

## **II. RESPONSES TO RECOMMENDATIONS**

Barnard submitted its most recent Self-Study in November 2010, the team visited in February 2011, and Middle States reaffirmed Barnard’s accreditation in June 2011. The visiting team made recommendations in two key areas: improving information technology, then a major administrative constraint at the College, and directing resources to enhance the culture of institutional assessment. Both of these areas were also identified in the Self-Study, which included a great many recommendations. In addition to those made throughout the text, the final chapter identified key recommendations in five areas – diversity, community and identity, physical plant, information technology, and institutional assessment.

We begin with the areas identified in the final chapter of the Self-Study. Recommendations from the Visiting Team and from the rest of the Self-Study text are grouped according to these themes where possible. Throughout, recommendations are italicized and our responses are in plain text.

### **a. DIVERSITY**

Diversity was a recurrent theme in the Self-Study, mentioned in four chapters (*see Appendix B for all the diversity-related recommendations*). The past year has seen issues of diversity and inclusion roil campuses across the nation. As at all colleges, Barnard is wrestling with how best to respond to sometimes urgent calls for action by students, faculty, and staff.

The overarching recommendation from the Self-Study was to establish a working group with representation from across the College to develop a set of goals and strategies that will enable the College to become more diverse. Related recommendations include continuing efforts to diversify the faculty and student body, assessing the campus climate for the College’s diverse populations, and including diversity initiatives in the capital campaign.



The College has taken important steps to increase faculty and student diversity and to create and support an inclusive campus climate. Needless to say, this work is very much still on-going, and will be a continued focus in the coming years.

### **Recruiting, Supporting, and Graduating a Diverse Student Body**

Barnard is committed to recruiting and retaining a diverse student population and has made great progress in doing so. The Office of Admissions has successfully employed a number of strategies to increase the pool of academically qualified applicants from diverse backgrounds, both domestically and internationally, and the Dean of Studies Office and the Office of Student Life, in particular, are continually improving support services for students from disadvantaged backgrounds.

The number of participants in the *Barnard Bound* program, which brings high-achieving, low-income students of color to campus for a fall weekend in their senior year, has doubled since 2010. The weekend program now includes mock admissions case studies, college essay writing workshops, sessions on financial aid, a personal admissions interview, and a dinner discussing underrepresented student issues. In the 2014 and 2015 admissions cycles, about 75% of participants applied to Barnard, 60% to 70% of applicants were admitted, and almost one-half of those admitted chose to enroll.

With funding from the Sherman Fairchild Foundation, Barnard recently launched the Science Pathways Scholars Program, known as (SP)<sup>2</sup>, for exceptional underrepresented minority and first-generation students interested in the natural sciences. Prospective students apply in conjunction with their application to Barnard and competitive selections are made by a committee of science faculty. Among other benefits, scholars will be matched with a mentor and funded to participate in hands-on research with Barnard faculty during each of their three summers in college. The first cohort of six to eight (SP)<sup>2</sup> Scholars will enroll this fall.

Barnard has also strategically increased international recruitment efforts. The proportion of international students in each first-year class has more than doubled, from 4% in fall 2008 to 9% in fall 2015. Strategies to increase Barnard's visibility among international students include:

- increasing alumnae involvement in international recruiting;
- using Skype for interviews and information sessions;
- creating and distributing via digital channels engaging visual content that brings the Barnard experience to life;
- cultivating key feeder schools and in-country organizations; and
- promoting Barnard to our pre-college program population, specifically the Oxbridge summer program, which brings hundreds of international students to campus each summer.

As described in the Self-Study, the College also increases student body diversity through the Visiting International Students Program (VISP). Each spring, partner institutions send cohorts of three to 12 students to Barnard as full-time visiting students. VISP students describe their

experiences as extremely positive and the program gives Barnard students who do not study abroad the opportunity to interact with international students in their classes, clubs and residence halls. VISP has grown from 15 students in 2009 to approximately 80 students annually, representing 17 institutions in 11 countries. The program is at peak capacity in terms of housing but we are considering adjusting some cohort sizes to allow for new partnerships, with the aim of further expanding the mix of nationalities of VISP students on campus.

The results of these various efforts are evident in Table 1, which shows demographic characteristics of incoming first-year classes since fall 2010. The proportions of students who are students of color and international citizens have increased since the Self-Study. Roughly 45% of our students receive need-based financial aid and about 20% receive Pell Grants.

**Table 1. Characteristics of Barnard First-Year Students**

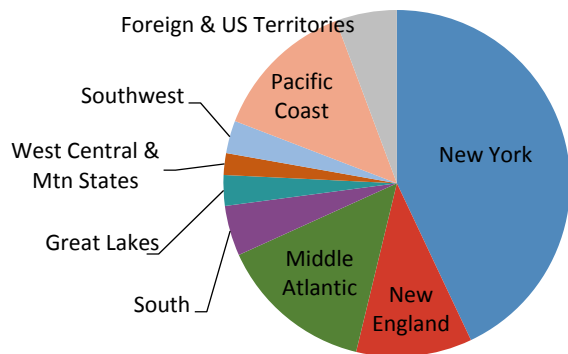
	Entering in Fall					
	2010	2011	2012	2013	2014	2015
Students of color	37%	42%	41%	44%	47%	47%
Black, Latina, and Native students	15%	20%	18%	24%	25%	25%
First-generation college students	15%	13%	13%	17%	15%	15%
Awarded need-based aid	42%	45%	40%	44%	46%	45%
Pell Grant recipients	22%	20%	18%	21%	20%	20%
International citizens	5%	7%	8%	6%	7%	9%

Source: Offices of Institutional Research and Admissions

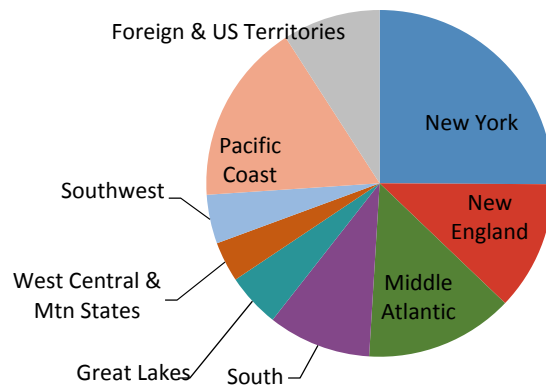
Students of color include Asian/APIDA, Black, Latina, and Native students, including international students. Black, Latina, and Native students are also enumerated separately because they are numerically underrepresented in Barnard’s student body.

Geographically, Barnard now draws less heavily from New York, with greater representation from the rest of the country, particularly the South and West. Figures 1 and 2 illustrate these changes since the 2010 Self-Study.

**Figure 1. Geographic Distribution Entering Class, 2010**



**Figure 2. Geographic Distribution Entering Class, 2015**



Barnard has an exceptionally strong and diverse applicant pool of promising students with the intellect, ability, and drive to succeed. However, using three key indicators (family income less than \$60,000, first-generation college student, and/or New York State guidelines for low verbal test scores), about one-third of our first-year students can be considered disadvantaged. These students are more likely to face financial, social, and family-related challenges than are students from more affluent families with college-educated parents.

Providing academic and social support to all students enrolled at Barnard is a priority for the College. Barnard has a strong administrative infrastructure to provide this support, as evidenced by the most recent six-year graduation rates for students of color and Pell Grant recipients that are on par with or exceed those of the entire student body (see Table 2).

**Table 2. Six-Year Graduation Rates**

	Cohort Entering in Fall:		
	2007	2008	2009
All students	90%	89%	91%
Students of color	91%	88%	93%
Black, Latina, and Native students	88%	85%	91%
Pell Grant recipients	86%	89%	96%

Source: Offices of Institutional Research and Admissions

Students of color include Asian/APIDA, Black, Latina, and Native students, including international students. Black, Latina, and Native students are also enumerated separately because they are numerically underrepresented in Barnard's student body.

A number of recent initiatives seek to further strengthen support for all students and especially those from disadvantaged backgrounds. The Dean of Studies Office is developing a comprehensive peer-to-peer learning program, including walk-in subject-based help rooms and individual and small-group tutoring. As of academic year 2014-15, peer tutoring is offered free of charge to all students, helping to further a supportive learning environment and reduce the stigma sometimes associated with seeking academic assistance. These services supplement the long-standing Writing Center and Speaking Center, which offer appointments for one-hour conferences throughout the semester to work on specific writing or speaking assignments.

In spring 2015, the Offices of the Dean of Studies and Student Life created the First-Generation Student Advisory Board to discuss and take actions to better engage and support first generation students. Beginning in fall 2015, twice monthly workshops, on topics such as managing finances, how to study in the sciences, and engaging with faculty, have been offered to increase student interactions with peers, staff, and especially faculty.

The Office of Academic Success and Enrichment (ASEP) developed the ASEP Scholars expansion in AY16 to extend support services to hundreds of disadvantaged students not eligible for the New York Higher Education Opportunity Program (HEOP). The ASEP Scholars program increased the number of students served through mentoring, access to a textbook lending library, targeted workshops, and funding for travel to conferences.

In spring 2016, the Dean for Academic Enrichment and Community Initiatives sponsored two focus groups with first-generation and low-income students. Findings from these groups (see Appendix B) informed a grant proposal (currently pending) to further develop the capacity of the College's administrative staff and faculty to advise and support students from disadvantaged backgrounds.

As discussed in the 2015 progress report, during the 2014-15 academic year the Campus Life Committee of the Board led an inclusive process to examine whether and how to consider transgender and gender-nonconforming students for admission. This process raised the profile of these often-marginalized students at Barnard<sup>2</sup> and Columbia and included education, information-sharing and debate of issues facing this population. In June 2015 the Board adopted a policy explicitly declaring all students who identify and consistently live as women eligible for admission to the College. Although these conversations were focused on students, their inclusive nature spread awareness throughout the community, presumably also improving the climate for transgender and gender-nonconforming staff and faculty.

The Office of Student Life holds inclusion and equity at the center of its programs, advising, and events. Its recently developed mission and vision statement (see Appendix B) extends the understanding of diversity towards one of inclusion, equity, and social justice. A broad array of programs engage students in exploration of multiple and intersecting identities, including but not limited to race, ethnicity, gender and gender identity, sexuality, class and socio-economic status, ability, and religion.

Student Life staff members advise student organizations centered around identity and culture, which provide important community spaces, avenues for social action, and opportunities to address institutional climate and culture. Student Life staff have leadership development skills that support students in their identity development and in recognizing ways in which inequity and discrimination impact student of marginalized identities.

Student Life and the Furman Counseling Center co-facilitate the Women of Color Support Group, which engages students in weekly dialogue around identity exploration, developing resilience, and strategies for academic success and self-care in addition to providing a community of support. Student Life also sponsors community gathering spaces for faculty, staff, and students of color and for LGBTQIA faculty, staff, and students, helping to develop relationships outside of the formal classroom and workspace and developing networks of support and resources.

Finally, Barnard Student Health and Wellness provides targeted support to students from under-resourced backgrounds who tend to face additional financial, emotional, and psychological stresses. A social work intern at the Furman Counseling Center works individually with students in the New York and Barnard opportunity programs and develops

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<sup>2</sup> For a number of years, a small number of Barnard students have identified as trans men and an unknown number have identified as gender non-conforming. All of these students applied and were admitted as women.

workshops directed to this population, e.g., adjusting to being away from home and dealing with family stress while at college. Two related efforts began in 2012. Income from an endowed fund pays for ongoing mental health services outside of Barnard for students who would otherwise not be able to afford treatment, and the fees, deductibles, and co-pays for mandatory health insurance for financial aid students whose out-of-state Medicaid coverage is not recognized in New York are waived or paid for by the College.

### Recruiting, Supporting, and Retaining a Diverse Faculty

Barnard’s 2010 Self-Study noted that the full-time faculty was less racially diverse than at peer institutions and that women were heavily concentrated in the off-ladder and Assistant Professor ranks. The last five years have seen significant progress in the recruitment, retention, and promotion of non-white and women faculty. Table 3 shows the gender and race/ethnicity composition of the full-time faculty in fall 2015.

**Table 3. Fall 2015 Full-Time Faculty by Rank, Gender, and Race/Ethnicity**

<b>Faculty Rank</b>	<b>Total #</b>	<b>Women</b>	<b>Men</b>	<b>White</b>	<b>Asian</b>	<b>Black and Latino</b>
Professor	81	51%	49%	83%	7%	10%
Associate Professor	28	68%	32%	68%	11%	21%
Tenured faculty	109	55%	45%	79%	8%	13%
Assistant Professor	34	62%	38%	74%	9%	18%
Tenure-line faculty	143	57%	43%	78%	8%	14%
Professors (at all ranks) of Professional Practice	8	88%	13%	75%	13%	13%
Lecturers and Senior Lecturers	10	70%	30%	60%	10%	30%
Associates and Senior Associates	20	80%	20%	75%	15%	10%
Reviewed and Renewable	38	79%	21%	71%	13%	16%
<b>Total full-time faculty</b>	<b>181</b>	<b>61%</b>	<b>39%</b>	<b>76%</b>	<b>9%</b>	<b>14%</b>

(Excludes term and visiting faculty)

Women continue to make up more than 60% of the full-time faculty and continue to be over-represented in the reviewed and renewable (off-ladder) ranks, but significant progress has been made in the tenure-line ranks. More than two-thirds of Associate Professors are now women and 55% of tenured faculty are women.

At every rank except full professor, more than 20% of our full-time faculty are now faculty of color (including Asian faculty). Among the tenure-line faculty, non-white representation is greatest (32%) in the Associate Professor rank, and lowest in the Full Professor rank. Given the size of the faculty, the absolute number of Black and Latino faculty is not large, especially in light of the College’s increased effectiveness at recruiting and retaining students from underrepresented groups.

At the time of the 2010 Self-Study, the position of Dean for Faculty Diversity and Development (FDD) and the Committee on Faculty Diversity and Development had only recently been created. The FDD Committee embraces a philosophy affirming the positive value of diversity so as to provide a better education for our students and a richer intellectual environment for our faculty. The Committee works to address social structural biases and exclusions that have led to inequities in access to resources and promotion within academic rank. More generally, the Dean and Committee support programs that promote an open and inclusive campus climate for all faculty. The FDD is now finishing its seventh full year of operation and the third under the current Dean, Professor Debra Minkoff of the Sociology Department. Their work over the past five years has included the following.

The Committee and the Dean work with departments authorized to conduct searches for full-time faculty to ensure that they follow best practices for recruiting faculty from diverse backgrounds. Three key elements of yielding a diverse pool of candidates in academic searches are (1) authorizing searches in curricular areas likely to generate a large number of diverse applicants, (2) using comprehensive strategies for increasing the diversity of the applicant pool, including proactive outreach and distribution of the advertisement and (3) educating search committee members about unconscious bias to help create a consensus on appropriate applicable evaluation criteria that value diversifying the faculty and curriculum. The FDD Dean also meets with department and program chairs prior to inviting finalists to campus to ensure that the efforts put into diversifying the applicant pool are reflected in the candidates who are being considered in final-round interviews. The Dean sends a report to the Provost on final selection criteria in all active searches, essentially signing off on the departmental plan to invite finalists to campus.

The FDD Dean also serves as a resource for Assistant Professors as they are reviewed for reappointment and, to a lesser extent, for promotion with tenure. The Dean sits in on the third year review meetings of the Appointments, Tenure, and Promotion (ATP) Committee with the department chair and Provost and subsequently meets with reviewed junior faculty to make sure they understand departmental expectations moving towards tenure.

A key component of successful faculty diversity and development initiatives is mentoring. The previous practice was to have department chairs serve as mentors for new faculty, with a faculty mentor from another department assigned in the second year. In AY16, the FDD Committee updated and revised the Mentoring Handbook (see Appendix B). The Committee also began assigning mentors to all first year faculty and re-confirmed existing mentor assignments to include active mentoring of all junior faculty through promotion to tenure. The FDD sends out regular reminders to mentors to consult with their mentees, and the Provost and the FDD Committee host an annual cocktail reception for all junior faculty (tenure track and off-ladder) and their mentors. An additional objective of both of these recent initiatives is to create more interaction and community among faculty across the College.

In AY15 the committee implemented two faculty development initiatives. A Professional Development Workshop series offers seminars on academic publishing and applying for grants

and fellowships. The Junior Faculty Research Talks series (see Appendix B) provides an opportunity for junior faculty returning from research leave to present their work to colleagues from across the College, and also creates an opportunity for social interaction over drinks and dinner.

The FDD Committee also administers the Willen Faculty Seminar series (see Appendix B), which supports two to three year-long seminars organized by groups of faculty, either within departments and programs or across disciplinary boundaries. Proposals that engage aspects of diversity and collaboration between junior and senior faculty are given priority for funding. One such seminar has, since spring 2014, focused on inclusive pedagogy. In AY15, the Student Government Association (SGA) Committee on Diversity and Inclusion worked with faculty conveners of the Willen pedagogy seminar and Associate Dean of Student Life Alina Wong to organize four sessions on Diversity in the Classroom, at which faculty and students addressed issues around identity and intersectionality. This series continued in AY16.

The College is currently planning a series of facilitator-led seminars for faculty about diversity, identity, and inclusion in the classroom, to be held in AY17 and AY18. Each day-long seminar will focus on “inclusive pedagogy,” presenting current pedagogical research and best practices. The seminars will engage faculty with new and tested approaches to discussion of difficult topics through tolerant and respectful exchange. A faculty committee will help shape these seminars and all faculty will be expected to attend.

In December 2014 the FDD Committee conducted a survey of faculty on their views of recent efforts to diversify the faculty. The response of the faculty was excellent, with a 75% response rate. The survey results were generally positive, but analysis revealed significant differences in the way women, faculty of color, and LGBTQ faculty viewed the College’s commitment to inclusion and the recruitment and retention of a diverse faculty. The Committee continues to use the results to guide its work with faculty and the administration (see Appendix B for the Executive Summary from the final report).

Finally, at the May 2, 2016 Faculty Meeting, the faculty endorsed a Plan of Action submitted by the FDD Committee (see Appendix B). The FDD Committee has presented the Action Plan to President Spar and distributed it to members of the Task Force on Diversity and Inclusion (see below). The committee will meet with President Spar to discuss how to prioritize the suggested actions and the Task Force will use the Action Plan to inform its own proposals.

### **Issues of Diversity and Inclusion across the College**

In the fall of 2015 the FDD Committee initiated conversations with President Spar and Provost Bell about the need for a more comprehensive and integrated look at diversity issues on campus, beyond those affecting just faculty. Based on these conversations the President’s Task Force on Diversity and Inclusion was established early in 2016 to further enhance and support diversity efforts at Barnard. (See Appendix B for the Task Force membership, which includes representation from key constituencies across campus.) Co-chaired by the President and the Dean for Faculty Diversity and Development, the Task Force’s primary objective is to

coordinate, evaluate, and establish campus-wide diversity initiatives that, by 2020, will: increase the representation of students, faculty, and staff from historically underrepresented and socially distinctive backgrounds; ensure the equitable treatment of, and respect for, all members of the Barnard community; and create a campus-wide culture and commitment that values diversity in promoting academic excellence.

The Task Force met five times during the spring 2016 semester. The initial meetings were focused on creating a common foundation for the task force. Representatives of the FDD, Human Resources, the Dean's Office and Student Life reported on available institutional data. A subcommittee structure was instituted to identify key faculty, student, and staff issues of concern and to make group-specific recommendations while also identifying campus-wide challenges/goals. In addition, the task force began discussions on revising Barnard's diversity statement (see Appendix B) which will be finalized over the summer; the revised statement will be made available for community comments early in the fall semester.

The goal is to complete subcommittee work this fall, with a draft of overarching recommendations to be completed in December 2016. After a period of revisions and opportunities for community-wide discussions and input, the final recommendations will be presented to the Board of Trustees at the March 2017 annual retreat.

The College continues other efforts concurrently with the Task Force's work. In early April, the Office of Human Resources sponsored workshops for all staff (see Appendix B) on diversity and inclusion, presented by the Cornell Interactive Theater Ensemble (CITE). Discussion and reactions to the presentation followed, focusing on respectful communication. Staff response was generally positive; some units followed up with conversations about the experience, and there have been requests for more training.

In November 2015, when racially based incidents at the University of Missouri and Yale sparked student protests across the country, President Spar, Provost Bell, Dean of the College Avis Hinkson, and Associate Dean for Student Life Alina Wong hosted a college-wide Town Hall on the National Day for Solidarity. Nearly 100 students and a dozen or so faculty gathered to discuss issues of concern to students and the general climate of our campus and classrooms. Students spoke freely with administrators and professors about their frustrations and fears. This initial meeting led to several smaller meetings of students with President Spar and Dean Hinkson and, in no small way, to the recognition that the campus community would benefit from the creation of a Presidential Task Force on Diversity. The Office of Student Life also formed an advisory group, comprised of students who attended the Town Hall, student government representatives, and leaders of identity-based student organizations. The advisory board continues to work with Dean Wong on program ideas for the coming year.

Looking ahead, a major effort of the capital campaign is to raise annual and endowed funds for financial aid, including for international students, which will further enhance efforts to bring a diverse student population to campus each year. With respect to further diversifying the faculty, the campaign has already exceeded its initial goal of 10 fully endowed faculty chairs,



providing increased budgetary flexibility for faculty lines and resources, should that be a recommendation of the Task Force on Diversity and Inclusion.

In January 2016 President Spar was invited by the Mellon Foundation to apply for a Mid-Career Presidential Grant of up to \$150,000. She chose to seek funds to support efforts on diversity and inclusion, specifically to support the work of the Task Force, faculty development on inclusive pedagogy, and curricular innovation relating to diversity and inclusion. The Mellon board will make its decisions this summer, but the President and Provost are committed to undertaking this work regardless of the outcome. The College expects to maintain a heightened focus on diversity and inclusion and will allocate resources to the same for the foreseeable future.

## **b. COMMUNITY AND IDENTITY**

The Self-Study noted that “the issue of ‘community’ has also been a perennial focus of debate at Barnard, especially with respect to the student body.” Unlike at many of our peer liberal arts colleges with self-contained campuses, Barnard students experience much of their curricular and co-curricular life on Columbia’s campus and in the broader community of New York City. While uniquely enriching the undergraduate experience, these connections also complicate students’ relationships with Barnard. The Self-Study made the following recommendations:

*All constituencies at the College should join in an effort to define the “Barnard Community” and address a series of important questions. Can the College foster an overarching sense of community through the diversity of smaller, self-assembling communities, each of which has a specific academic or extra-curricular focus? How can the College make students of color, those from disadvantaged socio-economic backgrounds, LGBT students, and students with disabilities feel more included and valued at Barnard? How can offices that work with under-represented minorities better share their knowledge and resources with each other and with the faculty and staff at large?*

*The Vice President for Community Development should develop a mechanism by which representatives from all constituencies at the College can assist in planning for greater engagement with the New York City communities in close proximity to the campus.*

*Barnard should continue its focus on how to help students develop their Barnard identity from pre-admissions through graduation and beyond.*

*The College should continue its efforts to better define and foster a sense of community on campus.*

### **Responses to community- and identity-related recommendations**

Offices across the College offer programs to support the sense of community at Barnard and a number of campus-wide events<sup>3</sup> throughout the year, provide opportunities for all members of the community to come together to celebrate significant events and milestones

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<sup>3</sup> Recent examples include an all-community launch celebration of the capital campaign; a magnolia-watch party to observe the moving of Barnard’s beloved magnolia tree in preparation for construction; the opening of the LeFrak Center; and an inaugural reception for recipients of the Barnard Medal of Distinction.

The Office of Communications bolsters the efforts of all departments and offices to foster community and identity by creating stories, videos, events, social media posts, and direct communications that enhance pride in the institution and keep all members informed and connected to one another and to Barnard.

The year-long celebration of Barnard's 125<sup>th</sup> anniversary in 2014-15 elevated many regular events to bring the community together and especially to raise Barnard's profile in the neighborhood and city. The year began with a special all-community Convocation service in Riverside Church which welcomed alumnae from as far back as 1938. In October, the campus gates opened to all of New York City for Founder's Day, a day-long celebration and educational festival in honor of Barnard's 125<sup>th</sup> and its legacy of excellence. Throughout the year, there were public events dedicated to the theme of women's leadership and education, including Barnard's Seventh Annual Global Symposium, held in New York City in honor of the 125<sup>th</sup>. The year culminated with Commencement and Reunion. The festivities were tied together with a dedicated website that includes an interactive historic timeline and a repository for memories and stories.

The Office of Student Life was restructured to give greater attention to community building. These efforts are effected both through Student Life programming and through support of recognized student organizations. The Office developed new curricula for programs during New Student Orientation week, student leader training, the Women of Color Support Group and many others to establish campus-wide expectations for inclusive and respectful communities, and to establish and support smaller communities in which students may develop a sense of belonging. Identity-based socials connect faculty, staff, and students around experiences as people of color, LGBTQIA people, and first-generation college students. The new Barnard Bold recognition program honors students and student groups (formal and informal) who have helped to create and contribute a sense of community on campus.

The New York City Civic Engagement Program (NYCCEP) provides students with training and education about social justice issues, methods of engagement, and models for change, as well as numerous opportunities to participate in service and partner with local communities.

Currently, NYCCEP engages with communities in close proximity to Barnard College through nearly all of its programs. NYCCEP co-hosts the Barnard Bike-A-Thon, an annual fundraiser which benefits nonprofit organizations based in Morningside Heights and Harlem. It partners with local service organizations during Barnard Reach Out and MLK Legacy Week to send groups of student volunteers to neighborhood sites to engage in direct service. Through America Reads/America Counts, roughly 40 students each semester take part in long-term tutoring relationships at schools in the vicinity of Barnard. NYCCEP also organizes the Extended Barnard Reach Out program, which brings local community leaders to Barnard campus to lead discussions about current social issues, and reciprocates by coordinating day-long service learning trips to organizational partners throughout New York City.

Alumnae Relations programs begin the summer prior to students' first year with regionally based "Summer Send Off" receptions where committed students from various regions gather with fellow new students from that region and alumnae who live in the area. Programming continues throughout the student experience as the Alumnae Relations Office partners with student special interest groups, especially identity-based groups, to connect students with alumnae. Annual alumnae programs range from Reunions to professional networking groups with approximately 50 programs each year engaging over 2,500 alumnae. New and improved initiatives are refocused on mission driven programming in support of institutional goals and priorities with a strong tie to the need for alumnae to support the College philanthropically. Recent years have seen an increase in the proportion of seniors who give to the College, with nearly 80% of the class of 2015 making gifts.

The Vice President for Community Development retired at the end of 2012 but Barnard continues to serve and engage the Morningside Heights and greater New York City communities. More than 60 events each year, including readings, screenings, panels, and performances, are free and open to the public. Many of them are highlighted in the weekly Morningside Events Digest email distributed by the Morningside Area Alliance. Barnard regularly partners with New York City organizations. Some recent initiatives include an annual gathering of women leaders during the United Nations General Assembly; *Mentor it Forward*, a speed mentoring program with former NYC Mayor Michael Bloomberg's Commission on Women's Issues; an annual women's music concert with Riverside Park (*Make Some Noise*); and *Raising the Bar*, a partnership that brings faculty lectures to bars across the city.

Many faculty leverage the resources of New York City in their classes, taking students to museums and other cultural institutions across the city. As noted in Section III, the new general education *Thinking Locally* requirement asks students to examine the community and environment in which they find themselves as residents of New York City. A generous grant from the Mellon Foundation is supporting development of courses in partnership with New York arts and cultural organizations. And ongoing development of courses grounded in Harlem culminated this spring with *The Harlem Semester* – a cluster of courses each with a connection to Harlem and a non-profit organization (see Appendix C).

### **c. PHYSICAL PLANT**

Based on the expectation of an imminent capital campaign, the Self-Study included a series of recommendations about improving the College's physical plant as funding became available. The most significant of these recommendations concerned the limitations of Lehman Hall, which housed the College's Library, classrooms, study spaces, and technological infrastructure. The planning process to address these issues was comprehensive, thoughtful, and methodical and the College is now in the process of constructing a new teaching and learning center, scheduled to open in August 2018. Although funds for deferred maintenance and capital improvements are in short supply (see Section III, page 38), the College has made progress in addressing most physical plant recommendations as well. Following are the recommendations and our responses:

*Under the leadership of the Dean of the Barnard Library and Academic Information Services and working with the Capital Planning office, a newly formed Task Force on Library and Learning Space Planning should develop a master plan for Lehman Hall. The plan should include a Teaching and Learning Support Center that has the flexibility to accommodate the various needs of diverse academic departments and programs; assess the right numbers and types of study spaces for students; create a central point of arrival and public services for Wollman Library that reflects the special resources available to students and faculty; and recommend general improvements to building access and operations. The Office of Capital Planning should continue to study the possibility of adding additional stories to Lehman Hall to increase available space without the construction of new buildings.*

*The same Task Force (or a sub-committee) should develop specific recommendations about how the layout of classrooms and other learning spaces could be used more flexibly by faculty who employ a variety of pedagogical styles and methods. It should also develop a technology plan that can be adapted to and implemented in all classroom spaces. Media equipment in classrooms should be standardized to the extent possible to facilitate its use by faculty, students, and staff as well as its repair and replacement when necessary.*

In January 2012, Barnard issued a Request for Proposal (RFP) for a masterplan to address the options regarding Lehman Hall. Ennead Architects was hired in April and developed three scenarios for review by the Board of Trustees:

- Renovate the existing structure
- Add additional floors to the existing structure
- Demolish the existing structure and build a new building that would increase square footage to allow for the College's strategic plan for new teaching and learning spaces

Cost analyses did not support the buildup of additional floors and renovation would not provide the College with additional and much-needed space to pursue other institutional goals. In December 2012, the Board therefore approved a plan to proceed with the option to demolish Lehman Hall and construct a new building. By adding significant square footage, Barnard will be able to realize its goal of additional and multi-faceted study spaces to accommodate the changing ways in which our students both study and learn.

An RFP for Architectural Services was issued and Skidmore, Owings and Merrill was selected and contracted in April 2014. Turner Construction was hired in December 2014 as the construction management firm to oversee demolition of Lehman Hall and construction of the new building.

The faculty and library management team have been heavily involved at every stage of planning for the new building. Based on faculty input the building will include flexible teaching and learning spaces, permitting more hands-on learning in the classroom. The building will also incorporate raised flooring in certain classrooms to allow for future reconfiguration of innovative technology.

In related work, Instructional Media and Technology Services (IMATS) has partnered with Campus Services to establish a plan for the cyclical upgrade of media in existing classrooms and a number of significant improvements have been implemented.

*The College should continue to make the renovation of science teaching and research laboratories a high priority as it assists faculty in the grant application process and raises funds for the improvement of the physical plant*

Upgrading the science facilities in Altschul Hall is one of the next key priorities for the College now that the teaching and learning center is under construction. Some progress has been made but significant funding and further planning will be required to complete this project.

With the help of external grant funding renovations of the Environmental Science lab and a Chemistry lab were completed by the end of 2012. Since then we have completed needs analyses for a Biology teaching lab and for a portion of a Chemistry department floor, but funds are not presently available to complete the needed work. In addition, a retro-commissioning report was done for Altschul Hall, and the College has taken steps to evaluate the recommendations regarding fume hood operation and other steps to implement best practices.

The College recognizes that prior to any further renovation, a masterplan is required to address Altschul's structural integrity. Such a plan will identify appropriate mechanisms for ensuring mechanical, electrical, and plumbing vulnerabilities are addressed so as to allow this building to function effectively for the next 60 years. Work on developing this masterplan has begun and will continue into FY17.

*The College should continue to invest in its residence halls and in the creation of ADA compliant suites. Planned improvements to the hallways, elevators and lobbies should be funded through the capital budget process and investments should be made in upgrading the building's life safety systems. The College should seek additional residential space for faculty and students through the acquisition or rental of additional space, preferably within walking distance of the campus*

The College has invested in an ADA-compliant suite on the 7<sup>th</sup> floor of Sulzberger Hall. Additional improvements (bed shakers, etc.) are put in place when requested by the Offices of Residential Life and Disability Services. The elevators and other cyclical required and aesthetic upgrades have been prioritized on a capital schedule and are completed as funds and time are available. Completed residence hall renovations and updates include:

- elevators in Sulzberger Hall;
- kitchens and bathrooms in Reid Hall, and parts of Sulzberger and 600 W. 116<sup>th</sup> St.;
- common spaces in Sulzberger Hall lobby, Hewitt Hall, and Elliott Hall;
- chiller or boiler upgrades in Plimpton, Sulzberger, and 600 and 620 W. 116<sup>th</sup> St.; and
- conversion from gas to electric stoves in 600 W. 116<sup>th</sup> St. (a risk mitigation based on results of a recent fire at the location).

The College invested in a fire alarm master plan, which outlines a five-year implementation and will require an investment of approximately \$5 million. This has been placed on the capital plan, but funding is required.

The acquisition of additional residential space for faculty and students has not been achieved at this time. However, the College has been able to convert space within its existing residential halls to meet the needs of our student population to date. Currently, we are carrying four empty suites at 600 West 116<sup>th</sup> Street that are targeted for both faculty and student conversion, as renovation funds become available. Issues of faculty housing are discussed in greater detail in Section III, page 38.

*The College should continue its campus planning efforts to improve departmental co-locations, improve lighting and environmental control systems, and investigate the best uses of public and back office spaces*

At the time of the Self-Study, many administrative departments were housed in multiple locations across campus. Most of these situations have been rectified with the leasing of 13,000 square feet of office space in the Interchurch Center on Claremont Avenue (directly across the street from Milbank Hall). The Offices of Development, Alumnae Relations, Human Resources, Finance, Events Management, Disability Services, General Counsel, IMATS, and the Athena Center for Leadership Studies have all been moved into improved and/or co-located situations in the past five years.

As a consequence of the new building project, the College has created an additional 10,000 square feet of office space in Barnard Hall. To provide “swing space” for Lehman Hall activities displaced during construction, the underused LeFrak Gymnasium was converted into two stories of offices, classrooms, and temporary library space. When the new building opens, Information Technology will come together from four locations across campus to the second floor of the LeFrak Center (which will yield additional office space beyond IT) and the first floor will be repurposed for general assembly space.

In accordance with the College’s energy master plan (completed in 2013), the College has made good progress on environmental conditions. A steady conversion to LED lighting has proceeded across campus and ongoing efforts are in place to maintain building systems.

*Barnard should continue to improve accessibility in all buildings and throughout the grounds, with a special focus on providing equal access and social integration for people who deal with physical and mental differences of all kinds.*

In 2013, the College recognized that the hallway in Milbank Hall, through the tunnels, was not fully wheelchair compliant, a situation that has been rectified. Additionally, assistive listening systems are now available in both theaters, the James Room, and the Event Oval.

Although the tunnel is Barnard’s wheelchair-accessible route, a section of the tunnel is offline during construction and an above-ground, covered, wheelchair-accessible walkway was created to ensure continued access.

A key component in the new building design is that the lawn will be raised to create an accessible level from the main gate to the stairs leading downwards from the Diana Center. This will ensure easy accessibility from the south to north end of campus, only requiring an elevator to get from Altschul Hall or the Diana Center to Milbank.

*Barnard should continue to develop a long-term technology plan so that all renovated and newly constructed spaces are equipped with the infrastructure necessary for the addition and expansion of state-of-the-art technology.*

As previously noted, the new building will be equipped with necessary infrastructure to allow for developing technologies. All renovated spaces have been outfitted with flexibility for growth and emerging technology needs.

#### **d. INFORMATION TECHNOLOGY**

The Self-Study and the Visiting Team made related recommendations about information technology. The purpose, structure, and accomplishments regarding a major information technology project have been reported on extensively in the College's two most recent (2013 and 2015) follow-up reports to Middle States and additional updates are provided in Section V of the PRR (institutional effectiveness). The specific recommendations made in the Self-Study and by the Visiting Team, and our responses, follow here:

*The Vice President for Information Technology should develop a plan and be provided with the staff and resources necessary to implement technology that will streamline the workload for both administrators and faculty (especially department chairs and program directors), facilitate the sharing of information electronically, and provide up-to-date technology for teaching and research. The greater availability of videoconferencing would enable Barnard faculty, students, and staff to interact with individuals in remote locations (Self-Study recommendation)*

*The College should create a detailed plan, including priorities and cost estimates, to implement information technology issues identified by the Vice President for Information Technology. A system-wide gap analysis and work plan regarding technology needs and work processes will provide direction to the College's inevitable and significant investment in its administrative software. The College could consider using an external consultant to facilitate the process. It is important for the College to address the widely perceived inadequacies of the present technological infrastructure and prioritize the implementation of a database capable of supporting the planned capital campaign. (Visiting Team)*

An external consultant (then-Harvard Business School CIO Stephen Laster) was engaged in the summer of 2011 to follow up on Middle States recommendations and review the new Barnard College Information Technology (BCIT) strategic plan. Subsequent to the consultant's recommendations, BCIT went through a full re-organization from a Vice President with two Directors to an expansion with five Directors: Enterprise Applications, Infrastructure, User Services, IT Security and the Project Management Office. The size of the IT staff did not increase significantly as some positions were eliminated and some staff moved into newly developed areas of BCIT.

In June 2012 Barnard launched *Taking Care of Barnard*, or *TCB*, a comprehensive and systematic multi-year initiative to upgrade Colleague (the enterprise administrative system) and improve administrative efficiency, transparency, and effective sharing and use of college information. The project is supported by a significant increase in resources for staff, equipment, and consultant services.

In order to effectively support the capital campaign, the Office of Development was the initial focus of the *TCB* project. Development continues to enhance and improve its use of Colleague, and plays a key role in college-wide data governance efforts. In addition, Admissions, Student Services (Registrar and Dean of Studies), Finance, and Human Resources have participated in major projects to improve their internal workflow, access to data, and expanded use of Colleague.

#### **e. INSTITUTIONAL ASSESSMENT**

The 2013 monitoring report updated the Commission on Barnard's progress in meeting Standards 7 and 14. The 2015 progress report provided further information on Barnard's institutional effectiveness efforts (Standard 7). Most of the recommendations regarding institutional assessment are addressed by the follow-up reports and further updates are provided in Section V of the PRR. The recommendations and brief responses follow here.

#### **Recommendations from the Visiting Team Report on Standard 7: Institutional Assessment**

*Barnard has established the foundation for a culture of institutional assessment and has structures in place to guide the process. However, resources need to be directed to support systematic and sustained assessment practices, better coordination and dissemination of findings, and most importantly, the development of direct measures to evaluate student learning across the institution, not simply in academic departments and select programs.*

*As recommended in the self-study, expertise in assessment methods and statistical analysis would be a valuable addition to the Institutional Research Office. The position should be given responsibility for synthesizing and maintaining current assessment efforts by making maximum use of existing data, as well as for supporting programs and departments as they develop and refine assessment plans.*

At the time of the Self-Study, Barnard did not have administrative expertise in assessment and the former Institutional Research Coordinator was a low-level position. In 2013, the Office of Institutional Research and Assessment was created and its first Director, reporting directly to the President, was hired. As reported in our follow-up reports and updated in Section V of the PRR, significant progress has been made in the area of assessment.

*Moreover, the new strategic plan should be accompanied by an implementation plan that outlines information on key strategic metrics and the manner in which they will be assessed.*

Assessment of the strategic plan is discussed in Section VI of the PRR.



## Recommendations from the Self-Study

*Although numerous metrics exist about the use of services provided by administrative units, the College should require these units to collect feedback and satisfaction data from the broader community (of users and non-users alike) to inform decision-making about the units' operations.*

As reported in the 2015 progress report, the College has undertaken two surveys, one of staff in spring 2015 and one of faculty in AY16, specifically about administrative effectiveness. In addition to providing useful feedback to administrative departments, results from these surveys will provide benchmarks from which to measure change when the surveys are re-administered in several years. (See Section V for additional information.)

Additionally, Information Technology has begun using the *Service Now* system to randomly survey users about resolution to specific IT problems. The Director of User Services is refining the system to yield useful information but preliminary results are positive. Facilities Services plans to implement a similar process when necessary upgrades of its repair ticketing system are completed.

*Barnard should build upon existing strengths in its gathering, aggregation, and analysis of assessment evidence. Data gathering and integration across units should be coordinated so that evidence can be checked for its accuracy, more easily shared, and more effectively used throughout the College. Expertise in assessment methods and statistical analysis should be added to Barnard's institutional research capabilities, allowing more effective collection and analysis of data to guide assessment, planning, and decision making.*

The Office of Institutional Research and Assessment has established strong relationships with administrative and academic offices across the College and has become the “go-to” source for data and analysis about the College. The office's website (<http://barnard.edu/opir>) includes longitudinal College data arranged in easily accessed and understood tables, replacing the previous single-document Data Book (see Appendix D).

The Director has worked with faculty, the Office of the Provost, and the Registrar to standardize and routinize provision of relevant historical data (e.g., individual and aggregate course enrollments, graduated majors and minors, currently declared majors) to chairs. These data, including plots of various college-wide metrics, inform the deliberations of the Faculty Budget and Planning Committee (FBPC) when considering requests for additional faculty lines (see Appendix D for sample data). Department-specific data are provided to departments preparing their Self-Studies for external Academic Program Reviews. This fall the office will develop standardized reports to send all departments on a regular basis to better inform their planning processes.

*The College should assess the surveys in which it is currently participating, close the loop by feeding the results back to the constituents more intentionally, and stop participating in surveys that do not yield useful data.*

The Dean of the College and the Director of Institutional Research and Assessment (DIRA) have collaborated to reduce the number of student surveys conducted in the Student Services division and to improve the usefulness of those surveys that are conducted. All surveys conducted by Student Services offices must be approved by the Dean and the DIRA.

Results of recent faculty surveys on the curriculum review and on faculty diversity have been shared transparently with the faculty. Results from a faculty survey on administrative effectiveness (see Appendix D for instrument) are still being analyzed; summary results will be shared with the faculty in the fall.

Results of the staff survey on administrative effectiveness were shared at a high level with the staff, at a more fine-grained level with President's Council, and in detail with relevant VPs and department heads (see the 2015 Progress Report). Results of the 2016 staff quality of life survey were shared at the May 11 All Staff Meeting (see Appendix D).

Results of annual student surveys on campus sexual climate are reviewed with the Student Government Association, shared at student Town Halls and other forums, and summary reports are posted on the Title IX and Equity website (<http://barnard.edu/titleix/reporting>).

#### **f. MISSION AND GOALS**

The 2010 Self-Study noted that the Steering Committee had “looked closely at the Mission Statement— and decided that it still reflects Barnard’s essential characteristics and the educational goals. Indeed, the statement...was, in many ways, ahead of its time: although it was written when the College was largely focused on internal matters, it anticipated the global outreach and vision the College has since come to embrace. The three paragraphs of the Mission Statement so richly capture the multi-faceted Barnard experience that the working group assigned to examine the mission concurred with the Steering Committee’s belief that it should continue to serve as the primary guide for the next decade” (p. 17).

Leaving open the possibility that the strategic planning process would result in new directions for the College, the Self-Study recommended a review of the mission statement as part of that process. Some faculty had expressed concern that the mission statement did not explicitly mention their role in creating knowledge. The Self-Study also recommended further efforts to increase Barnard’s visibility. Each recommendation and our response follow.

*Barnard should take the opportunity, occasioned by the completion of this Self-Study and with the prospect of developing the next strategic plan, to reevaluate the mission, especially given that the President’s priorities will foster an expansion of some endeavors.*

The Board of Trustees reviewed the mission statement during the 2011 strategic planning process and found it to be consistent with President Spar’s priorities.

*The College should explore the observation made by faculty at two of the open discussions of the Self-Study that the current Mission Statement omits reference to the faculty’s role in generating new knowledge (i.e., research and creative activity). As the Mission Statement is re-examined in the upcoming*

*strategic planning process, the College should recognize the central importance of the faculty's intellectual work, and the faculty's commitment to the generation of new knowledge*

While not explicitly mentioned in the mission statement, the intellectual work of the faculty is central to the College's mission and success. The recruitment and retention of top-tier faculty and the recruitment and intellectual nourishment of top-tier students are inextricably linked. The first goal of the Strategic Plan is built around the nexus of teaching and scholarship. As a liberal arts college, Barnard has a unique relationship with Columbia University, a world-class research institution. Our faculty and students have full access to library resources and many research facilities, our tenure candidates must be approved by both Barnard and Columbia, and many Barnard faculty participate fully in Columbia graduate programs, including supervision of doctoral students. This rich intellectual environment contributes significantly to the vibrant nature of scholarship and teaching, which form the backbone of a Barnard education.

*The College should continue efforts to increase Barnard's visibility, both locally and globally. For financial and educational reasons, Barnard should become better known for all of its strengths, complexities, and distinctive programs.*

A key goal in the strategic plan is to enhance the College's reach and reputation, both in the United States and around the world. To this end, the Office of Communications has focused on strengthening Barnard's brand identity and on strategic messaging.

The College now has a strong visual identity, as reflected in all printed, multimedia, and digital collateral, as well as environmental signage and Barnard-themed merchandise. Environmental signage, including a then-recently-installed inlaid "B" medallion just inside the main gates, was the subject of a *New York Times* article in September 2014, during the College's 125<sup>th</sup> anniversary celebration.

Strategic messaging has been sharpened to reflect the core attributes and identity of Barnard in all major communications across all platforms. In addition to producing content about President Spar, faculty research, programmatic initiatives, and student stories, the Communications Office strategically highlights the institution and its role in the advancement of women's education and leadership.

The College is also investing time and resources dedicated to student, alumnae, and public engagement via social media platforms. Barnard College has over 38,000 social media followers across Facebook, Twitter, Instagram, Pinterest, YouTube, and Flickr, and our posts reach nearly 100,000 users per week. Social media is also integrated into our larger digital strategy, contributing to our efforts to increase the College's organic search visibility and driving digital mentions of Barnard. Mentions of the college in any context averaged nearly 5,000 per month over the last year, with a 31% increase in volume since the beginning of 2015.

These efforts have paid off with increased media coverage (from more than 2,000 hits three years ago to nearly 5,000 this year) and more reporting in prominent outlets, including the *New York Times*, *Wall Street Journal*, NPR, CNN, CBS, and Bloomberg. Part of the College's increased ability to make news is the fact that it has become a destination of choice for high-profile

individuals who want to speak to and engage with young women. Recent Commencement speakers have included President Barack Obama, U.S. Ambassador to the United Nations Samantha Power, Facebook COO Sheryl Sandberg, President of Planned Parenthood Cecile Richards, and Anne-Marie Slaughter, President and CEO of New America. These and many other distinguished guests provide tremendous learning experiences for students while also raising the profile of the College.

The Global Symposia series is another key element in Barnard's efforts to become better known around the world. The series was launched in 2009 with four main goals:

- to provide a dynamic forum for discussion of women's issues, especially in regions where such opportunities do not readily exist;
- to create a network of women leaders from around the world;
- to inspire young women about their own leadership potential; and
- to provide an opportunity for Barnard, as an American college, to learn from women in other parts of the world and bring their stories back to our students.

Each year's conference brings together preeminent women and men of a particular region to discuss their roles as leaders in their fields and in their countries and to debate the opportunities and challenges that define those roles. The event is free and open to the public, and people from all sectors and of all ages are invited to attend. Since 2011, the Symposium has also offered fellowships to Barnard faculty, who design research projects relevant to the region, and to Barnard students, who create and facilitate leadership workshops for young women both in New York City and in the Symposium location.

Barnard has hosted Global Symposia in Beijing, Dubai, Johannesburg, Mumbai, São Paulo, Shanghai, Paris, and, as part of the 125<sup>th</sup> anniversary celebration, in New York City. These events generate a good deal of press coverage of, and attention to, Barnard, and after each of the events there has been a noticeable uptick in the number of applications for admission from students in the region, as well as increased opportunities for fundraising from people in the region. The events have also enriched the dialogue on campus, as faculty and students have returned to campus with new conversations and new colleagues.

#### **g. FACULTY, SHARED GOVERNANCE, AND CURRICULUM**

Soon after submission of the Self-Study, Elizabeth Boylan announced that she would be stepping down as Provost at the end of the 2010-11 academic year to direct the Alfred P. Sloan Foundation's programs on STEM in higher education. Professor Paul Hertz, co-chair of the Self-Study process, assumed the role of Interim Provost in July 2011 and Linda Bell joined Barnard as Provost and Dean of the Faculty in fall 2012.

In the almost four years since her arrival at Barnard Provost Bell has led a comprehensive review of the academic curriculum, worked to clarify expectations for the review and promotion of faculty, won significant institutional grants to support curriculum development

and faculty and student research, and increased support from the Provost's budget for faculty scholarship and faculty-student research.

**Recommendations and responses concerning the faculty:**

*Barnard should be vigilant about the balance of tenured, tenure-eligible, and off-ladder faculty, recognizing the various governance, budgetary, and workload issues that are related to the current distribution of faculty across these categories. The progress made toward a more favorable proportion of tenured faculty should be recognized as a major achievement, and this higher ratio should be maintained through active management of both the search and tenuring processes.*

In AY14 the Board voted to remove a cap on the proportion of full-time faculty who could be tenured at any point in time. The proportion of the full-time faculty with tenure has risen from 48% in AY10 to 52% in AY16. The absolute number of tenured faculty has risen from 93 to 109 during the same period.

The Faculty Budget and Planning Committee, chaired by the Provost, carefully considers the overall composition of the faculty and makes recommendations for allocating faculty lines across the College. With the help of the DIRA, comprehensive longitudinal data are shared with the Committee to direct decision-making around the allocation of new faculty lines across departments.

*The College should continue, and where possible improve, its support for research-active faculty through pre- and post-award services pertaining to external grants.*

In July 2013, a new Executive Director of Institutional Funding and a new Director of Sponsored Research joined Barnard. Together, and working in close consultation with the Provost, they have shaped a strong and service-oriented department focused on supporting research-active faculty and increasing the number of proposals for both faculty research and other institutional priorities. Examples of departmental changes include:

- systematic outreach to faculty across the College to identify their research interests and funding needs;
- the hiring of a Research Officer to gather information about external available grants;
- creation and distribution of a new series of bi-weekly newsletters highlighting government, foundation, and other funding opportunities;
- improved coordination with other departments (Office of the Provost, Finance, General Counsel, Human Resources, Purchasing) on pre- and post-award services;
- clarification of policies and processes that relate to grants, including the re-writing and distribution of a new Faculty Grants Handbook (see Appendix E for table of contents);
- revised website highlighting available resources and grant opportunities; and
- regular faculty small group sessions and workshops on issues of interest.

The number of sponsored research proposals submitted by faculty and the funds received has increased dramatically. The dollar amount awarded in FY14 (\$3.3 million) was more than double that of the previous year. In FY15, 70 proposals were submitted requesting more than

\$13 million, with 26 awarded and \$4.2 million received (see Table 4). In the current fiscal year, as of April 30, 70 sponsored research proposals have been submitted with 25 awards totaling over \$2 million. Key sponsored research funders include the National Science Foundation, National Institutes of Health, American Council of Learned Societies, U.S. Department of State, John Simon Guggenheim Foundation, and NASA.

**Table 4. Sponsored Research Proposals and Awards, FY11-15**

<b>Fiscal Year</b>	<b># Proposals Submitted</b>	<b># Grants Awarded</b>	<b>Dollar Value Submitted</b>	<b>Dollar Value Awarded</b>
FY11	66	19	\$12,189,128	\$2,089,348
FY12	47	16	\$12,339,520	\$1,794,949
FY13	44	11	\$8,613,909	\$1,497,569
FY14	55	32	\$10,837,113	\$3,728,458
FY15	70	26	\$13,757,597	\$4,203,608

Source: Office of Institutional Funding

With the active involvement of faculty and the coordinated oversight of the Provost and Office of Institutional Funding, funding for institutional priorities increased to over \$3 million in FY15, including a major \$800,000 grant from the Mellon Foundation for curriculum development.

In FY16 as of April 30, 53 institutional proposals, requesting more than \$3.7 million, have been submitted and \$1.5 million has been received, including grants from new sources for the College’s new Teaching and Learning Center, the Global Symposium, and the “Reacting to the Past” program. In recent years, substantial institutional and individual funding has launched Barnard’s Summer Research Institute serving over 120 students annually conducting science research with faculty. Other new institutional grants have established a bridge program for underrepresented minority students in the sciences (funded by the Sherman Fairchild Foundation) and established major research awards for students conducting science research (with prestigious grants from both the Henry Luce and Arnold and Mabel Beckman Foundations).

*Faculty salaries, benefits, and support costs should remain a high priority in the allocation of resources so that the gains made in the competition for faculty recruitment, tenuring, and retention can be preserved.*

Maintaining appropriate compensation for top-tier faculty is both an ongoing challenge in New York City and a key priority for the Provost and the College. Average faculty salaries at Barnard are fairly comparable to those at liberal arts and small universities in high cost areas (see Appendix E), except for Assistant Professors. When total compensation is considered, Barnard tends to rank more favorably, but the cost of housing remains a challenging issue. (See Section III, page 38 for more discussion of faculty housing.)

Provostial support for faculty research has increased considerably since Provost Bell’s arrival in 2013. The Provost Discretionary Fund allows the Provost to meet critical but unbudgeted and

unplanned needs. Provost funding for the Summer Research Institute provides subsidized housing and summer stipends for all qualified students working with faculty who are not funded by other sources. The Faculty Travel Policy has recently been enhanced by combining funds available for international travel only to supplement the annual cap on faculty conference travel, regardless of destination. And a more generous top-off policy provides full support for junior faculty and up to one-half salary support (in an amount not to exceed the dollar amount of the grant) for tenured faculty who earn outside fellowships.

In addition to the direct support described above, the College recently revised its policy regarding Special Assistant Professor Leaves (SAPLs), which are available to assistant professors in their fourth year at Barnard after a successful third-year review. Effective in AY17, the SAPL will provide a full year of research leave at full pay, instead of one semester at full pay. The previous policy permitted faculty who could afford to do so to take a full year at half-pay, building significant inequities into the system of research support and, implicitly, into prospects for later promotion to Associate Professor with tenure.

And finally, the Board will soon consider a proposal put forward by the FBPC to enhance the College's sabbatical policy for tenured faculty.

*Barnard should be sensitive to the stresses that many faculty face balancing the demands of their work lives and their private lives, providing strategic support for faculty at key points in their life cycles (e.g., caring for children and with aging family members).*

The Provost is sensitive to issues related to care giving and other personal and family emergencies and offers support in various forms as individual issues arise. The addition of a back-up child care program and an Employee Assistance Program are recent institutional enhancements to benefits that help address these issues.

#### **Recommendations and responses concerning shared governance:**

*The College should continue to work closely with faculty through shared governance on issues such as benefits, overall health of the College, and other important issues as they arise*

*Given the variable and changing needs and circumstances of faculty and staff, the Joint Faculty and Administrative Benefits Committee (JFAB) should continue working to develop a flexible package of affordable benefits for its non-unionized employees (including, but not limited to subsidies for parking and child care, and for faculty access to Columbia housing, Barnard-owned apartments, and The School at Columbia).*

The JFAB continues to work with the Chief Operating Officer and the Vice President for Human Resources to improve benefits for administrative staff and faculty and to manage the costs to the College. The College offers Flexible Spending Plans for dependent child care and out-of-pocket medical expenses, as well as tax-sheltered transportation accounts for transportation and parking expenses. Faculty housing continues to be a challenging issue and is discussed in detail in Section III, page 38. The experimental subsidy for children of faculty enrolled at The School at

Columbia expired in FY12 and was not renewed by the Trustees, as it was an expensive benefit that accrued to very few faculty.

In the last few years, JFAB has been involved in the following benefit improvements and proposals:

- Change of health plan provider, making this benefit more affordable for the College, staff, and faculty, while also increasing flexibility by adding a high-deductible plan with College contributions to Health Savings Accounts (HSAs).
- Adjustment of the pension contribution structure to be more equitable. The college is also considering elimination of a waiting period for some faculty and staff.
- Addition of a back-up child care program offered by Bright Horizons.
- Implementation of an Employee Assistance Program (EAP).

*The College should continue to examine its committee and governance system, and make adjustments when desirable, balancing the committee size and time requirements with the benefits associated with an engaged sense of community.*

The need for shared governance committees over the last two to three years has been greater than usual due to the comprehensive curriculum review and revision and planning for the new building, each of which involved participation from many faculty on multiple committees. The work undertaken by these special committees was productive and valuable, but also intense. Fortunately, these committees were short-term. Most of the building-related committees have completed their work, although faculty and staff are consulted as needed. The curriculum implementation committee also completed its work this academic year. With record-keeping of prior faculty service in the Provost's Office and the accelerated timing of faculty committee elections and appointments, committee participation is more equitably spread across the faculty in ways that benefit faculty self-governance.

*The College should continue to examine workload parameters beyond teaching responsibilities to assess the time that faculty devote to committee service, advising, and other service activities. Where possible, the College should identify ways to reassign or change administrative functions that do not require faculty involvement or academic judgment. The Vice President for Information Technology should be given the staff and resources necessary to implement technology that will streamline the administrative workload for faculty and, specifically, for chairs.*

The largest and most complex IT project is the multi-year Registration project, which comprises several interlocking and integrated modules that support curriculum management, student course registration, and faculty advising. The Curriculum Information Management (CIM) project has already streamlined and consolidated the process of updating the course catalog. The previous system was disjointed, requiring multiple updates of the same information and sometimes resulting in conflicting information from various online sources.

This summer will mark the initial roll-out of Student Planning and Degree Audit, Colleague modules that will allow students and advisors to more easily consider alternative majors and pathways to graduation and will, for the first time, include online audit of major requirements.



(Currently, department chairs must examine paper transcripts to confirm that graduating seniors have completed all requirements for the major.) These enhancements will significantly reduce the administrative burden on advisors and department chairs, as well as on departmental support staff.

The Office of the Provost is implementing a new faculty information system, which will consolidate in one database all information about faculty, including progress toward review and promotion, leaves taken and leave eligibility, clock stoppages, committee and other service to the College, courses taught, course releases, and other pertinent personnel data. This will improve the flow of information to and from the Provost's Office and reduce the reporting burden on faculty.

### **Recommendations and responses concerning curriculum:**

*The faculty should continue to discuss and make plans for the further "internationalization" of the curriculum. This effort could take many forms: revision of on-campus courses, the adoption of new technologies enabling connections to courses taught in other parts of the world (either asynchronous or simultaneous), and further development of domestic or international travel opportunities.*

During the recent Academic Curriculum Review, a subcommittee was established to consider Global and International Curriculum and Programs. It was charged to make a series of recommendations concerning Barnard's existing resources, policies and practices and its aims and ambitions for making Barnard a premier liberal arts college in a globalized environment. The subcommittee collaborated with another subcommittee considering the general education requirements, to propose a new Global requirement for all students at Barnard. The subcommittee also acknowledged the positive work of individual faculty who have taken students abroad for special extracurricular opportunities, and recommended that a stronger infrastructure— including financial resources and staffing support— be put into place to build credit-bearing faculty-led programs abroad. Recommendations were also made to assess our study-abroad advising across different departments, to look for fundraising opportunities for study trips abroad, to bring to campus even more visiting scholars to enhance international dialogue among faculty, and to create a database that tracks faculty travel for research and teaching in order to facilitate stronger connections among our faculty's efforts.

Since 2010, two important committees have been organized to think strategically about Barnard's international efforts and goals. The Faculty Advisory Committee on Internationalization (FACI) was dormant during the period of the curriculum review but has been revived and expanded in order to advise the Dean for International and Global Strategy— and thereby advise the Provost— on the implementation of curriculum review recommendations regarding global education. The FACI group also discusses current policies and practices with members of the staff who work with international student exchanges (i.e., students studying at foreign programs and foreign students attending Barnard). The Administrative Internationalization Group brings together administrators from across the College to discuss and develop policies, procedures and protocols for our international

education programs (i.e., full-degree international students, visiting international students, and study abroad students).

*The College should develop funding to meet the growing needs of faculty and students who are committed to short-term study and research experiences, both abroad and in important research sites domestically as well. Funding should enable more students to accompany faculty on research or conference travel and allow faculty to lead small groups of students on study trips relating to specific courses or their majors*

Funding in this area continues to be limited but is a priority for the Provost. Several recurring Barnard courses involve faculty-led trips that take students abroad as part of the course. Among these courses are a course on South African culture, in which students travel to Cape Town in the summer; a course in Art History in which students spend spring break studying art in Berlin; a course in global architecture in which students spend winter holiday in cities around the globe that have included Amman, San Paolo, and Istanbul. And, as discussed above, faculty and student fellows are funded to participate in the Global Symposia. The reinvigorated *Centennial Scholars* program will enable close student-faculty collaboration, including research internships that will likely occur in varied international locations where faculty conduct their research.

*The College should continue to implement new learning technologies as appropriate, including the development of an e-portfolio system for the collection and longitudinal study of student work.*

Instructional Media and Technology Services (IMATS) staff worked with Professor Paul Hertz in the Biological Sciences department to create an e-portfolio (see Appendix E). Professor Hertz asks his students to use the e-portfolio to document their academic trajectories, including courses, research experiences, and volunteer work, but other faculty have not yet adopted it.

Through the former Committee on Online and On-Campus Learning (COOL) and now through the Provost's Grants Committee, the College has funded a variety of innovative projects, many supported by the Instructional Media and Technology Services team. Recently, President Spar has raised approximately \$100,000 per year to support these projects.

As discussed previously, the new teaching and learning center will incorporate modern technology in flexible learning spaces. It will also include a Digital Commons with five innovative teaching labs and a Computational Science Center, all of which support innovative pedagogy and which will support the new technology/digital requirement in the *Foundations* curriculum. (See Section III, page 33 for more information.)

*The College should find a way to incorporate the funding for the Speaking Fellows Program into the operating budget, and seek more funding so that the demand for Writing and Speaking Fellows can be fully met.*

These programs are now funded in the operating budget but owing in large part to the success of the programs, demand continues to outpace available resources.

*Staff in the Provost's Office and the Office of Institutional Support should continue to devote substantial efforts to identify and obtain external funds to support faculty and curriculum development activities. They should also continue to forge connections among faculty in different departments and programs to advance pedagogical and curriculum development opportunities.*

The Institutional Funding Office, in collaboration with the Provost and the faculty, has been very successful in securing major grants for curricular innovation in the sciences, digital humanities, translations, empirical reasoning/data analysis, and urban studies. These institutional efforts are multi-disciplinary, creating and supporting connections across departments and programs.

#### **h. INTERNAL COMMUNICATION**

Similar recommendations in two chapters called for greater internal transparency, especially in communications between the administration and the Barnard community.

*The College administration should strive for even greater transparency in its communications to the community (e.g., changes in staffing, structure, divisional missions, and reporting relationships within the administration; an interactive organizational chart; clear communications about the President's long and short term goals; and having college data widely accessible and searchable).*

*The College administration has made great strides in providing regular and transparent communications with constituents; it should continue to strive for an even greater level of transparency going forward.*

The College and President Spar are committed to striving for transparency in all decision-making processes, as appropriate. The administration uses email, meetings, the Barnard website, the myBarnard web portal, digital signage, and social media to keep campus constituencies informed about important issues and events.

Email messages are used judiciously to inform the campus community about important developments (e.g., significant organizational changes or staff transitions and local, national, or world events with significant ramifications to the campus). President Spar also opens each academic year with an email update to faculty and staff, recapping important events and staff transitions from the summer and previewing expectations for the coming year.

The College has not been able to invest in an online interactive organization chart, given the great number of higher priority technology projects in the queue.

As noted earlier, the Office of Institutional Research and Assessment maintains historical data about the College on its website, replacing the previous and cumbersome Databook.

During the major construction project currently ongoing, weekly emails, regular community presentations, environmental signage, a dedicated website, and a lighthearted Twitter handle keep the community informed about the construction progress and schedule and what to expect in terms of noise and other disruptions. A Campus and Community Committee, comprised of faculty, staff and students, meets monthly to discuss issues affecting or caused by the

construction. The group also brainstorms ways to use the construction project for learning or community-building purposes.

President Spar and Provost Bell each speak and take questions at monthly faculty meetings. President Spar hosts regular office hours for faculty and students. Provost Bell did the same for students during the curriculum review process and continues to hold student office hours as a regular practice.

Vice President for Human Resources Catherine Geddis hosts an All Staff meeting each semester, providing staff at all levels the opportunity to hear from the President and senior administrators about the life of the College. Meetings include updates on progress towards strategic goals (e.g., the capital campaign, new building funding, design, and construction, curriculum review and implementation, recruitment of diverse students) and information about staff-related matters. Regular emails from Vice President Geddis also keep staff informed about important events, dates, and deadlines (e.g., open benefit enrollment, performance review process and timeline, contingencies for inclement weather).

The web portal myBarnard is a comprehensive source of information for staff, faculty, and students. The portal is the access point to numerous resources, including Barnard email, and showcases news about the community. The construction communications referenced above are also easily available through the portal.

The College prides itself on being inclusive and transparent wherever possible. The year-long, inclusive process to consider a transgender and gender nonconforming admissions policy is exemplary of this commitment. In addition to Board research and discussion, the process included town halls and an online survey to gather input from all campus constituencies, and the administration responded to every email received about the topic (see Section II, page 8).

#### **i. DEBT AND THE CAPITAL CAMPAIGN**

The following recommendations are addressed in greater detail later in this report.

*As Barnard prepares for the upcoming capital campaign, it should focus on increasing its endowment for all aspects of the academic enterprise*

All three major goals of the capital campaign directly support the academic enterprise. The campaign is discussed in detail in the following section on Challenges and Opportunities.

*A previous recommendation from the 2000 Self-Study was to increase Barnard's debt burden; moving forward Barnard should think strategically when taking on more debt, given the construction projects — and subsequent debt obligations — undertaken in the past ten years.*

This recommendation is addressed in Section IV on financial trends and projections.

### III. MAJOR CHALLENGES AND OPPORTUNITIES

Now midway through the current 10-year Strategic Plan, Barnard has made significant progress towards each of the key goals and an ambitious and transformative capital campaign to fund these initiatives is well underway. The next five years will present both financial challenges, as we construct the last major building project on the four-block campus, and a wealth of opportunities, including the implementation of a new curriculum beginning in fall 2016, and opening the new teaching and learning center, scheduled for August 2018.

#### a. OPPORTUNITIES

##### i. An innovative new curriculum

During academic years 2013-14 and 2014-15 the faculty undertook a comprehensive review of the curriculum with the goal of identifying strengths and weaknesses and designing a modern and aspirational curriculum. More than 60 faculty, administrators, and students served on seven sub-committees, led by the Provost and Dean of the Faculty with the goal of modernizing the curriculum in key areas. Each sub-committee was charged with evaluating a major aspect of the curriculum and with making recommendations for changes that would position Barnard for the future. Curriculum review sub-committees were directed to consider the Barnard mission and context, the unique experiences of students and faculty, and importantly, to embed the core philosophy of the faculty about undergraduate education in their recommendations for curricular innovation and change.

The curriculum review process identified three major weaknesses with the *Nine Ways of Knowing*, Barnard's existing general education curriculum, which had been in place since 2000. Innovative when adopted, the Nine Ways had become outdated, rigid (and therefore difficult for some students to satisfy), and inequitable in a variety of ways, with students from disadvantaged backgrounds often having to take more general education courses than their peers to fulfill the requirements.

In spring 2015 the faculty overwhelmingly voted to adopt a new general education curriculum, *Foundations*. *Foundations* is intentionally framed to value the dynamic and synthetic process of *thinking* over the certainty and closure of *knowing*. In addition to fulfilling distribution requirements (Languages, Arts & Humanities, Social Sciences, and Natural Sciences), students will be required to take classes in each of six "Modes of Thinking," which are framed around Barnard's mission and unique institutional identity. With *Foundations*, we require our students to think theoretically, empirically, and technologically; to engage intellectually with both New York City and global interconnections; and to bring historical perspective and consideration of social structure and differences to their work. *Foundations* is constructed to provide flexibility for students and to be adaptive to continuing social change, as it is our intention to review and update the "Modes of Thinking" requirements every five years.

A key opportunity for the College is the *Thinking Technologically and Digitally* requirement. Barnard is the first of its peers to implement a pure technology requirement – one that requires

students to engage with contemporary and emerging fields such as computational sciences and coding, digital arts and humanities, geographic information systems, or digital design. In order to implement the *Thinking Technologically and Digitally* requirement, Barnard is committed to bringing new courses into the curriculum. To this effect, we have secured funds for an endowed chair in Computer Science and Applied Math as well as for three post-doctoral positions, and have begun the process of searching for a senior appointment to grow courses and eventually a new program or department in Computer Science. In this endeavor we are partnering with Columbia University's School of Engineering and Applied Science (SEAS) to help create a program that will complement the already strong opportunities available to our students who choose to study computer science at SEAS.

This academic year, 2015-16, the faculty has been deeply engaged in the implementation of the new curriculum and in the assignment of specific courses to the six modes of thinking, generating a renewed energy and enthusiasm around general education. We expect to devote targeted resources over the next four years to support the development of new courses and additional faculty in key areas as required to support the new curriculum, including the technology requirement, the revamped First-Year sequence consisting of First-Year Writing and First-Year Seminar, and in expanding the reach of the Senior Experience, and to continuously engage faculty in the creation of a cutting-edge general education curriculum within the liberal arts.

## **ii. An ambitious and transformative capital campaign**

In FY13 the College began the quiet phase of the most ambitious fundraising effort in its history, a \$400 million capital campaign. The campaign addresses three critical priorities for the College:

- Substantially fortify the endowment to maintain levels of financial aid to deserving students, attract and retain a world-renowned faculty, and support academic programs;
- Replace Lehman Hall with a major new teaching and learning facility that will serve as the college's academic and intellectual hub; and
- Strengthen and expand annual giving from a broad, and steadily growing, base of alumnae, parents, and friends.

As of April 30, 2016, the campaign had raised \$265 million, passing the 66% mark. Pledges and donations to date include \$100 million for the new building, \$62 million for the endowment, \$58 million in annual giving, and \$45 million in planned/deferred gifts. The public phase of *The Bold Standard: A Campaign for Barnard* was launched on May 3, 2016 at Barnard's Annual Gala.

Funds raised through *The Bold Standard: A Campaign for Barnard* will be used to promote deserving faculty into prestigious named chairs; to nearly double the amount of endowed financial aid; to underwrite signature programs such as the Barnard Center for Research on Women and the Athena Center for Leadership Studies; to bolster academic research programs; and to construct a new academic building that will provide much-needed classroom space and house a re-imagined library for the 21<sup>st</sup> century.

Specifically, the campaign will allow us to:

- Raise \$100 million for endowed financial aid thereby increasing income from endowed funds to cover 30% of our annual financial aid budget—a level more on par with our peers.
- Endow multiple faculty chairs of which 11 have been funded to date.
- Reinvest in our campus with the construction of a new building that will create sufficient space for the College to grow for several decades; embrace the latest in technology and thought in library design; and create learning spaces based around digital media, virtual learning environments, and collaboration.
- Encourage participation from every member of the Barnard community, including alumnae, parents, and friends, in order to grow annual giving.

### **iii. A new teaching and learning center**

The College is in the process of constructing a 128,000 square foot center for teaching and learning, doubling the size of Lehman Hall, which it replaces. The new academic building will strengthen the nexus of teaching and scholarship that is at the heart of Barnard's mission, while also fulfilling a key strategic goal of providing more academic space on campus. The new building will serve as the College's intellectual and academic hub, housing a modern Library, innovative Digital Commons, flexible classrooms, a Computational Science Center for analyzing and teaching big-data, the Barnard Center for Research on Women, the Athena Center, and faculty offices. Spaces in the new building have been designed to accommodate a variety of uses, to facilitate close student and faculty interaction, and to leverage new technologies, all in service of a strong and vibrant liberal arts education.

The new library will be 30% larger than the previous library, providing expanded space for special collections and archives, and more than doubling the number of study seats, configured for both groups and individuals. A Digital Commons will house five innovative teaching labs – the Empirical Reasoning Center, Digital Humanities Lab, Creativity Lab, Multimedia Lab, and Movement Lab. The Digital Commons, along with the Computational Science Center, will provide critical support for the new *Thinking Technologically and Digitally* general education requirement.

The new building will also have nine much-needed flexible classrooms, incorporating new technology and increasing classroom seats by more than 80% over Lehman Hall's capacity. Faculty offices for the departments of economics, history, political science, and urban studies and homes for two signature programs – the Barnard Center for Research on Women and the Athena Center for Leadership Studies – will be housed in a tower, which will connect physically to neighboring Altschul Hall. Growth offices for Barnard's mathematics and computer science program will be located in the tower in proximity to the Computational Science Center. Additionally, the lower level will provide conference facilities connected to existing meeting spaces in the Diana Center, expanding our ability to host campus and external events.

The Teaching and Learning Center is slated to open in August 2018 and will position Barnard for continued success in a rapidly changing environment. However, in the intervening years of the new building's construction, the College faces a number of challenges related to the disruption of construction on a very compact campus.

Managing the schedule and finances of this complex construction project, the responsibility for which falls primarily on the Chief Operating Officer and the Vice President for Campus Services, will be a key priority until the building opens in August 2018. To assist with this, a durational full-time financial analyst position, to terminate when the building is complete, is funded by the capital budget.

We are in regular communication not only with campus constituencies but with community groups in the area, local politicians and government agencies, and key counterparts at Columbia University, seeking to be as transparent and responsive as possible. All communications regarding the new building are led by the Vice President for Communications, and a dedicated position for communications is funded by the capital budget for the duration of the construction. The Campus and Community Committee meets monthly to review and consider issues of community being affected by the construction.

Although the new building will increase the amount of green space on campus through several open terraces, much of the current open green space on the small campus will be inaccessible through AY18. In the short term, this is likely to impact the sense of community on campus, especially among students.

During the last major construction project (the Diana Center), applications for admission dipped by 1% to 7% for each of three years. The disruptive phase of construction will be shorter for the current building but we anticipate a potential decline in applications and yield during the next two years. Nonetheless, our applicant pool is now 50% larger than when construction on the Diana Center began and our yield rate is approaching 50%. Although we expect some short-term unpredictability in our admissions process, we anticipate being able to shape excellent classes to enter in fall 2017 and 2018.

#### **iv. Internationalization and Barnard's global reach**

In her inaugural address, President Spar laid out her vision for creating a more international campus in New York and further developing Barnard's reach and reputation around the world. These goals were articulated further in the Strategic Plan, which calls for increasing recruitment of international students, growing the nascent Visiting International Students Program (VISP), and developing the Global Symposia series to place Barnard at the center of women's learning around the world.

Barnard has seen great progress on each of these fronts. Full-degree international student enrollment is up, the VISP program is at capacity, the Global Symposia Series has hosted events in seven cities around the world and in New York and one of the six Modes of Thinking in the



new general education curriculum is *Thinking Through Global Inquiry*, which encourages students to expand their perspectives on the world and their place in it.

At this half-way point in the life of the Strategic Plan, it is appropriate to step back, assess progress, and consider possible course corrections. The Board did just that at its March 2016 retreat (see Section VI for more information). Trustees were explicitly asked to consider whether we should scale back our global ambitions and declined to do so.

After circling the globe, the Global Symposia series is moving forward by focusing its discussions on more specific topics—e.g., social trends, political movements, industry changes—that have an impact on women’s experiences and/or that are driven by the efforts of women leaders. For example, the 2016 Global Symposium in Paris focused on gender parity on corporate boards and in senior leadership positions, social policies that affect the work/life balance and gender roles of families, and the fashion industry’s opportunities for women and messages about women. At the event, we had an audience of over 350 people, including alumnae from Europe and other parts of the world, women and men from a variety of business environments, and groups of students (college and high school) from schools in the region.

## **b. CHALLENGES**

### **i. Financial challenges**

Unlike most of our peer institutions, Barnard was founded solely on an idea – that women deserved equal education and opportunity – rather than on a large financial endowment. As a result, Barnard’s endowment today is comparatively small (\$283.4 million as of March 30, 2016) and quite insufficient for an institution of Barnard’s caliber. It follows, therefore, that our operating budget is heavily tuition-dependent, with roughly 80% of revenue derived from tuition and required fees, room, and board. Additionally, due to limited and relatively fixed student housing capacity and classroom space we do not have the option to significantly increase enrollment. On a positive note, our applicant pool and enrolling student body are exceptionally strong (see Section IV, page 39) and we do not anticipate enrollment shortfalls.

Financial challenges are amplified by operating a complex institution in the heart of New York City, one of the most expensive cities in the country, and by our commitment to being need-blind with respect to admission of first-year domestic students – a tenet that is central to Barnard’s identity and mission. Following the economic downturn of 2008, the College trimmed its operating budget and staffing levels and is now operating with a lean administrative and operations staff.

Careful planning, prudent financial management, and increasing the size of Barnard’s endowment through the \$400 million capital campaign are key to meeting Barnard’s financial challenges.

Section IV presents more detailed financial analysis and projections through FY21.

## **ii. Physical infrastructure**

Barnard's campus is small, confined to four city blocks with additional residence halls on adjacent streets and nearby. There is limited opportunity to grow the physical plant as the new teaching and learning center will likely be the last major construction project available to the College for the foreseeable future.

Nonetheless, we have increased our gross square footage through several means. In 2013 we leased 13,000 square feet for administrative space in the Interchurch Center, directly across from the campus on Claremont Avenue (reference discussion in section II.) The construction of the second floor in the LeFrak Center has yielded 10,000 additional square feet of office space. We recently leased gymnasium space at St. Hilda's and St. Hugh's School on West 114<sup>th</sup> Street, just a few blocks south of campus, for sports recreation activities, needed due to the renovation of LeFrak Gymnasium. We will continue to explore opportunities in the neighborhood to expand programs.

Barnard's physical plant is aging and there is a backlog of deferred maintenance in buildings across campus. Nearly 2.8% of our operating budget is devoted to Direct Facilities Expenses that support the maintenance and repair of our physical plant. In addition, the Vice President for Campus Services has identified routine capital needs and deferred capital needs. While the College is able to repair and upgrade facilities on a priority basis, we are continually reviewing longer term financial solutions to fund maintenance and repair on a more sustainable basis. The Board Committee on Buildings, Environment, and Technology regularly reviews and approves the proposals for maintenance and capital improvements.

Even as Barnard has made great strides in recruiting and retaining students interested in the natural sciences and has won prestigious grants to support students in scientific research with faculty, improving our science facilities remains a financial challenge. As discussed in Section II), further renovations in Altschul Hall cannot proceed without an infrastructure masterplan. Work has begun on this masterplan and the Development Office is seeking to raise funds to improve our science facilities, but realistically work on this front will be unlikely to commence in earnest until the teaching and learning center is completed in 2018.

Finally, providing affordable housing options to faculty is a critical recruitment and retention tool. The issue continues to be a challenge and is a proverbial theme in discussions between faculty, the administration, and the Board of Trustees. We are constantly scanning the market for opportunities to enhance our faculty and student housing, although options in the Morningside Heights neighborhood remain limited. In February 2016 the Faculty Finance and Resources Committee surveyed the full-time faculty to measure unmet demand for College housing and to gather information on the perceived advantages and disadvantages of Barnard and Columbia housing. The response rate was 78%, indicating its importance to faculty, and the results provided some clarity about the level of demand, other housing-related concerns, and faculty preferences with regard to their living situations.

In spring 2016, the President invited two representatives from the Faculty Finance and Resources Committee to join her Real Estate Advisory Group, an informal but high-level group that advises her and the College on real estate and building issues. Working together, this group will begin to consider long-term options to increase the inventory of housing available for faculty and/or to establish other financial programs to help faculty cope with the high cost of living in New York City.

### **iii. Issues of diversity and inclusion**

As discussed at length in Section II, issues of diversity and inclusion are at the forefront of discussions and concerns across the College, as they are at most colleges and universities. Work in this area is never concluded and the College is focusing considerable effort on addressing concerns, educating all constituencies, and allocating appropriate resources to foster and support a diverse and inclusive environment for students, faculty, and staff.

Recently, socioeconomic issues among our diverse student body have come to the forefront. Student concerns include access to campus housing during winter and summer breaks, food insecurity, and free access to feminine hygiene products, in addition to social and cultural challenges often faced by low-income and first-generation students. In response to student concerns the College has negotiated enhanced meal plan options with our dining vendor, including access to dining during most College breaks, will open housing earlier in January, and has expanded eligibility to live on campus over winter break. The College will continue to wrestle with our ability and responsibility to address economic issues such as these.

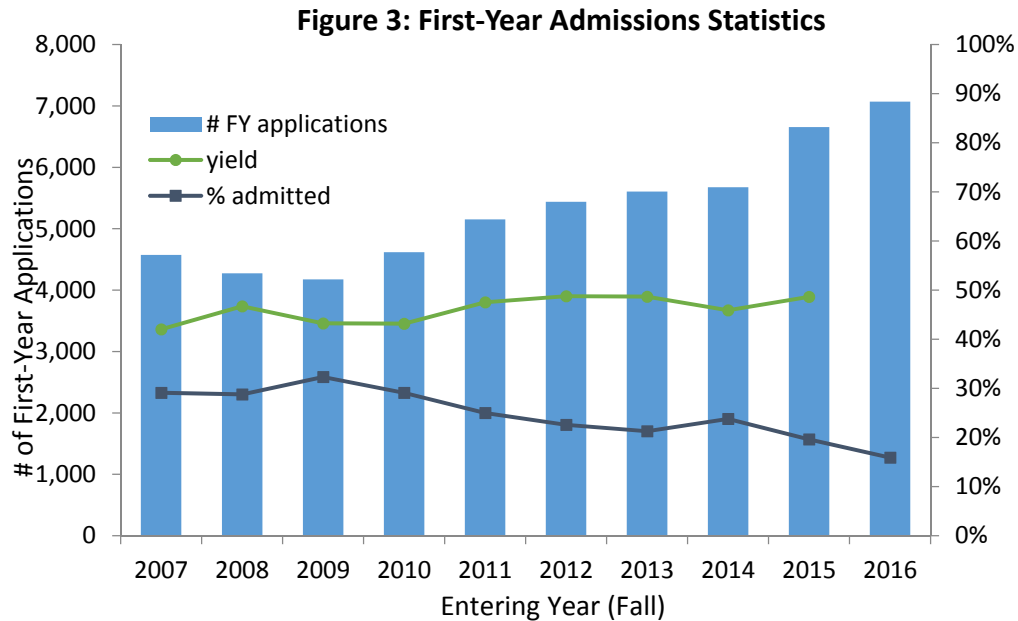
## **IV. ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS**

### **a. ENROLLMENT TRENDS AND PROJECTIONS**

Barnard's admissions and enrollment activity has been exceptionally strong over the past five years. Figure 3 (next page) shows the number of applicants for first-year admission, admit rate, and yield rate for entering classes since 2007, including preliminary yield for the class of 2020.

The academic preparation of our admitted students is consistently strong. For the past five years the middle 50% (the interquartile range) of SAT scores has been about 630 to 730 for critical reading and about 620 to 710 for math. The comparable range of ACT scores is 28 to 32. Of students reporting high school rank, 80% have ranked in the top 10% of their class. Strategic recruiting internationally and in areas of the U.S. less-represented among our students have also increased the geographic diversity of our students (see Section II, page 6).

The overall six-year graduation rate for the most recent cohort (students entering in fall 2009) is 91%. We are proud that the graduation rates for students of color (93%), blacks, Latinas, and Native peoples (92%), and students receiving Pell Grants (96%) are comparable to or higher than the 91% overall rate.



Our fall full-time enrollment has grown by 5% over the past five years, as shown in Table 5. Due to limited campus housing, we are currently fully enrolled and expect to be for the foreseeable future with stable enrollment of approximately 2,500 full-time students.

**Table 5. Fall Student Enrollment**

	2011	2012	2013	2014	2015
Full-time	2,388	2,465	2,466	2,544	2,510
Part-time	57	44	44	33	38
Total	2,445	2,509	2,510	2,577	2,548

Source: Offices of Institutional Research and Registrar

## **b. FINANCE TRENDS AND PROJECTIONS**

Barnard College has a long history of fiscal prudence with respect to its financial operations. Its consistent adherence to a strong internal control environment has resulted in minimal or no financial-related management letter comments for the past five years. For FY15, Grant Thornton, the College’s external auditors, did not issue a management letter at all. In addition, the auditors issued unmodified (“clean”) opinions on the College’s audited financial statements.

Barnard’s strong fiscal operations are also evident in the following areas:

### **Operating Budget**

Both from a pure operating basis and a U.S. GAAP basis (exclusive of depreciation and amortization expense), the College experienced positive operating results in the past five fiscal years. In FY14 and FY15, the Board of Trustees designated the positive operating results of \$3.2

million and \$3.8 million, respectively, for future debt service payments and other operating needs. These reserves, along with a \$2.5 million reserve established by the Board more than twenty years ago and \$1.4 million in Diana Center pledge payments, resulted in a total cash reserve on June 30, 2015 of approximately \$11.0 million (see Appendix F for additional details.) In addition, the College has a strong financial position with total net assets of \$398.2 million as of June 30, 2015, an increase of 47% compared to June 30, 2010.

As discussed in Section III, the College remains heavily tuition-dependent. From FY11 to FY15 the annual endowment draw has averaged 4% percent of the year end market value and has represented approximately 6% of the College's gross operating budget. On the positive side, periodic declines in the value of the endowment have a relatively insignificant effect on the annual operating budget.

### **Debt Management**

The College has judiciously utilized debt, issuing tax-exempt bonds for construction only five times in the last thirty years: 1985, 1996, 2004, 2007/2008, and the recently-issued bonds to finance the new teaching and learning center.

The College also aggressively seeks to reduce its debt burden over time. Although the College's debt spikes in years in which the debt is issued, the College quickly brings the outstanding debt down to a reasonable level. For example, in FY08, the College issued \$28.0 million of debt through the Dormitory of the State of New York (DASNY) to pay for a portion of the construction costs for the Diana Center and for other capital projects. Since FY08, the College has made accelerated payments on this debt of \$18.5 million, positioning us to be able to take on additional debt for the teaching and learning center.

### **Credit Rating**

In March 2015 Moody's issued the College's first credit rating of A1 with a favorable outlook. This rating was based on the following significant factors:

- The benefits Barnard obtains from its unique relationship with Columbia University, including faculty and student access to library and other resources of an Ivy League research university;
- Barnard's steadily increasing number of applications for admission and its strong yield of admitted applicants; and
- The College's room to increase tuition and fees relative to its peer institutions.<sup>4</sup>

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<sup>4</sup> Although Barnard is among the 100 most expensive four-year institutions in the country, its FY16 tuition and required fees rank 71<sup>st</sup>, significantly below most of its peer institutions and more than \$5,300 per year below that of Columbia University.

## Endowment Management and Growth

Barnard's endowment has been prudently managed by the Investment Committee of the Board and Investure, the College's outsourced Chief Investment Office. Investure works with a small group of mid-sized non-profits and foundations, including several of our peer liberal arts colleges, to establish portfolios that fit each organization's risk profile. It utilizes pooled investment vehicles within its client consortium to create efficiencies and scale. Barnard's endowment has performed well under Investure's management, as shown in Table 6, which compares the Barnard endowment average rate of return over three periods with those for similar institutions, as compiled by the National Association of College and University Business Officers (NACUBO).<sup>5</sup>

**Table 6. Average Investment Performance**

<b>Period</b>	<b>Barnard endowment</b>	<b>Similar institutions (NACUBO)</b>
1-year	7.3%	2.0%
3-years	11.7%	9.7%
5-years	11.2%	9.5%

As noted previously, the College is in the midst of a \$400 million capital campaign with a goal of adding \$175 million to the endowment. As of April 30, 2016 approximately \$62 million has been committed toward the College's endowment. This significant endowment growth is reflected in the actual cash gifts received by the endowment on an annual basis. See Appendix F for the endowment's recent historical activity.

## Financial Projections

As part of the College's overall budget cycle, it maintains a detailed multi-year financial projection to determine the future impact of current decisions and the viability of future operating budgets. Appendix F presents financial projections for FY17 through FY21. The projections are based on a consistent level of enrollment of approximately 2,500 full-time undergraduates. As noted above, the Board of Trustees has designated approximately \$11.0 million of reserves for future operating budget needs. In FY17, FY18 and FY19, these Board-designated reserves are projected to be used as follows: \$2.6 million, \$2.0 million and \$1.4 million, respectively. Based on these projections, the College will not need to use cash reserves to balance the operating budget for FY20 and FY21.

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<sup>5</sup> 2015 NACUBO-Commonfund Study of Endowments

## **V. ORGANIZED AND SUSTAINED PROCESSES TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING**

Barnard is committed to a culture of assessment in which goals are clearly articulated, strategies for achieving those goals are developed, results are assessed against clear criteria, and information derived from those assessments are used for program improvement.

Barnard hired its first Director of Institutional Research and Assessment (DIRA) in May 2013. Prior to this hire the College had no centralized administrative expertise in assessment. The Director coordinates and supports assessment across administrative departments and, in collaboration with the Provost, coordinates and supports assessment of student learning in academic departments and programs.

Barnard has most recently reported to the Commission on its progress with respect to Standard 14 in a monitoring report submitted on August 31, 2013 and on its progress with respect to Standard 7 in a progress report submitted on October 1, 2015. This section of the PRR will update progress since those follow-up reports.

### **a. ASSESSMENT OF STUDENT LEARNING (STANDARD 14)**

#### **Assessment within the major**

Responsibility for the curriculum, including assessment of student learning, rests with the faculty. Coordination of a systematic program of assessment rests with the Provost and the Director of Institutional Research and Assessment. At the time of the 2010 Self-Study Barnard had recently implemented a systematic program of assessment of student learning. Departments and programs had developed mission statements and student learning outcomes, had mapped their curricula to those outcomes, and were conducting annual assessment exercises. As demonstrated in the 2013 monitoring report, a strong culture of assessment had developed among the faculty, as evidenced by robust compliance and the use of findings to improve curriculum and pedagogy.

During her first two years at Barnard, Provost and Dean of the Faculty Linda Bell evaluated the effectiveness of the assessment process within the context of a fairly small faculty with service responsibilities to two institutions (both Barnard and Columbia University). She found that the requirement for annual assessment exercises, each year on a different student learning outcome, did not always support ambitious projects and was not amenable to iterative assessments.

As discussed in the 2013 monitoring report, the Provost and DIRA then planned to modify the assessment plan and cycle, which they have done. The current plan was designed with three goals in mind:

- To use faculty time and energy most efficiently and effectively
- To encourage and support more ambitious assessment projects, including multi-year assessment exercises and interdisciplinary-thematic assessment exercises.
- To generate synergies across departments and programs

To engage faculty in assessment across disciplines, and to address key general education learning outcomes, two multidisciplinary groups of faculty were formed in AY15, with volunteers from across the College. One group is focusing on assessment and improvement of writing and one on assessment and improvement of empirical reasoning. Each group meets several times during the academic year to discuss pedagogical approaches to the respective outcome and to develop and share assessment strategies and results. These thematic exercises were chosen because both writing and empirical reasoning are core to our general education requirements.

To use faculty energy more effectively and to allow the DIRA to support more ambitious projects, the new model does not require annual exercises by every department but engages departments in rotating multi-year engagements, followed by a several year hiatus. Departments can elect to engage in assessment either as a stand-alone department or as part of a multi-disciplinary group.

Departments and programs engaged in assessment over the past two years (since submission of the 2013 monitoring report) are shown in Table 7. Almost 70% of graduates in AY14 and AY15 majored in one or more of these areas.

**Table 7. Departments and Programs Engaged in Cyclical Assessment**

Humanities departments	Social Science departments
Classics and Ancient Studies	Anthropology
English	Economics
French	Education
Religion	History
Spanish and Latin American Cultures	
Arts departments	Natural Science departments
Art History	Biological Sciences
Music	Chemistry
Theatre	Environmental Science
	Neuroscience and Behavior
	Physics
Special programs	Psychology
Athena Center for Leadership Studies	
First-Year Seminar	

The variety of methodologies and the quality of the projects undertaken under this model are impressive. Appendix G presents a summary of each assessment exercise begun in the last two years. Projects completed or underway include:

- reviews of senior theses against rubrics (see a rubric from the Economics department and an excerpt from the report submitted by the Religion department in Appendix G) to



assess achievement of student learning outcomes, both in the discipline and with respect to writing skills;

- pre- and post- assessments of students' ability to understand and interpret study results and to apply appropriate statistical tests for the study design (see Neuroscience and Behavior tool in Appendix G).
- analysis of syllabi to explore instructors' goals with respect to developing students' writing abilities;
- analysis of instructors' written comments on drafts and final versions to improve the quality of written feedback in a core first-year course taught by about twenty different instructors each term (see the complete First-Year Seminar assessment report and the Best Practices document developed as a result of this assessment, in Appendix G);
- scoring of Physics and Chemistry lab reports against rubrics (see Appendix G) to assess the effectiveness of an Empirical Reasoning Center workshop; and
- administration of foreign language proficiency tests to assess the effectiveness of Spanish language instruction through the Intermediate II level.

The level of faculty enthusiasm to date has been strong and we expect that this more intense, sustained engagement with assessment will contribute to ongoing, if somewhat less-formal assessment between scheduled periods of reporting, as most departments are consistently evaluating their curricula and student achievement within the context of developing their annual budget and staffing plans. The Provost and DIRA will continue to evaluate the success of this model, making adjustments where appropriate.

### **Assessment of general education**

As discussed in the October 2015 progress report, during academic years 2014 and 2015, the faculty undertook a two-year, comprehensive review of all elements of the Barnard curriculum. A culture of assessment permeated the way the faculty approached the review, which was grounded in analysis, including the following:

- patterns of students' majors and minors, including the percentage of students completing double or combined majors;
- courses used most often to satisfy general education requirements;
- course-taking patterns in the foreign languages;
- the use of AP and IB credits to satisfy general education requirements;
- course evaluations for First-Year English, with a focus on comments about writing;
- relevant data (e.g., about the senior capstone project, First-Year English and First-Year Seminar) from recent student surveys;
- a survey of faculty to understand the commitment to and concerns with the Nine Ways of Knowing and the degree of support for a wholesale re-imagining of the general education curriculum; and
- a comprehensive assessment of relevant peer-institution data to help gauge best practices.

The review culminated in adoption by the faculty in spring 2015 of a new curriculum entitled *Foundations*. The Foundations Implementation Steering Committee (FISC) was charged this academic year with guiding the implementation of the new general education requirements, which will go into effect this fall with the class entering in 2016.

The FISC committee worked from the Academic Curriculum Review final report to develop goals and discrete learning outcomes for each of the six Modes of Thinking, and the divisional GERs in the new curriculum. Drafts were shared with the faculty, both in writing and in group discussions (including during a “Modes of Thinking Fair”), and revised in response to feedback. Appendix G presents the Modes of Thinking requirements and the aims and student learning outcomes for each.

Departments and programs were asked to analyze currently offered courses and to propose GER designations to FISC, which reviewed them and made determinations on the appropriateness of the designations. Some proposals were referred to the Committee on Instruction (COI), which has and will continue to have ongoing responsibility to approve new GER designations. The first round of GER designations (completed in fall 2015) focused on introductory and intermediate-level courses most likely to be taken by first-year students, while the second round of GER designations (completed in spring 2016) moved on to upper-level courses, as well as courses open to Barnard students at Columbia University courses. Both FISC and the COI require that the learning outcomes on individual syllabi align with the learning outcomes for any general education requirements attached to the course. (See Appendix G for the course proposal form.)

Built into the *Foundations* curriculum is a commitment to reassess the Modes of Thinking every five years to ensure that they remain aligned with our values and mission and ever relevant to the dynamic and changing world in which we live.

Over the next two academic years as we implement *Foundations*, the Provost and DIRA, in collaboration with the faculty, will develop a plan for the ongoing assessment of the new general education learning outcomes in *Foundations*.

### **Additional assessment of student learning**

Assessment of student learning happens in a variety of other settings across the College.

The Barnard Summer Research Institute (SRI), about to launch its third year, funds students to conduct research in faculty labs at Barnard, Columbia, and selected other sites in New York City for 10 weeks in the summer. The Institute brings students together across scientific disciplines in the shared experience of an active research community. In the SRI, students are expected to attend four faculty seminars in diverse scientific disciplines, to participate in general thematic seminars on topics such as laboratory safety, data handling and presentation, grant application, and resume preparation; and to present their work in a forum open to the entire Barnard community. In order to assess the impact of the SRI, participating students are surveyed in June (at the beginning of their 10 week internship) about their goals for the summer

and then re-surveyed at the end of the program about the degree to which the experience helped them meet these goals, the nature of the mentor-student relationship, and the value of SRI-wide events and training. The capstone experience for the Institute is a poster session at which students present their work for each other, faculty, administrators, and guests. Concerned centrally with assessing the students' learning experience, the faculty developed a rubric against which to evaluate the posters (see Appendix G). Students and mentors are supplied with the rubric in advance to help focus students' work on their posters. For this summer, the SRI faculty steering committee is considering making the poster evaluation a peer-to-peer learning experience.

With funding from the Andrew W. Mellon Foundation, Barnard faculty are developing exciting new courses that partner with arts and cultural institutions in New York City and incorporate a significant digital component. Entitled *Barnard Teaches: Real Place + Digital Access*, the grant celebrates place-based education (Barnard College in New York City), while acknowledging and embedding the changing way in which information is learned, compiled, and shared. The stated goals of the new courses are to develop prototypes for bringing the cultural institutions and museums of New York City into the classroom and to create a final digital project that is readily accessible outside of the classroom, and to repeat each course at least once following a cycle of careful assessment of student learning goals before repetition. Three new courses have been offered since fall 2015 and each will undergo a careful assessment of learning goals and outcomes before being refined and offered again.

The Office of Academic Support and Enrichment (ASEP) administers the New York State Higher Education Opportunity Program (HEOP) and the smaller Barnard Opportunity Program (BOP) for non-New York State residents. These programs offer a wealth of support services to students from under-resourced communities. Students begin their Barnard experience with a six-week residential summer program to give them experience with college-level coursework, acclimate them to the campus and New York City, and develop a supportive community. The ASEP office regularly assesses its programs by soliciting feedback from students, monitoring GPA and progress towards degree, and by interviews with students. Additionally, the six-year graduation rate for HEOP/BOP students is generally comparable to that of the overall Barnard cohort.

Since 1992, 353 promising LaGuardia Community College students have lived on campus during the summer and taken two science courses at Barnard as part of the Intercollegiate Partnership (ICP). Because the program is offered to only 16 students who interact with 11 program staff, formative assessment takes place informally on a daily basis and at weekly staff meetings. Student applications include an essay about their academic and professional aspirations, serving as a pre-survey of all participants. During the final days of the summer program, students complete an exhaustive narrative evaluation of their experience and its impact on their plans. The results of that evaluation also inform changes in practice in subsequent summers. The Internship and Assessment Administrator for the program also tracks student outcomes, including their completion of the Associates degree at LaGuardia; their transfer to, program of study at, and graduation from a four-year college; their entry into

and completion of graduate programs; and their subsequent careers. The program has an excellent record of success in terms of students transferring to four-year colleges or health professional programs (see Appendix G). Roughly 20% of ICP alumni have gone on to enroll in master's or doctoral level graduate programs.

In sum, a strong culture of academic and student-learning assessment pervades Barnard, with our academic departments, Centers, and student programs structured in ways that mandate articulated and discrete student learning goals and their ongoing evaluation.

## **b. INSTITUTIONAL EFFECTIVENESS (STANDARD 7)**

As demonstrated in the comprehensive 2015 progress report on Standard 7, Barnard has a strong culture of shared goals, institutional effectiveness, and willingness to undertake assessment to reveal both shortcomings and strengths.

### **Annual reporting on institutional effectiveness**

In June 2015 the Director of Institutional Research and Assessment (DIRA) piloted annual reporting about institutional effectiveness with 22 offices across the College, in order to institutionalize a systematic process for tracking assessment in this area. The reporting process was developed in collaboration with members of the Operations and Management Group (OMG), a group of direct reports to the Senior Staff. Earlier this year, DIRA Friedkin met with OMG to review the reporting template. Based on this discussion the template was revised, shared again with OMG, and revisions were finalized (see Appendix H) for the second round of reporting, to occur this summer. Reporting will be extended to include additional offices, identified by members of Senior Staff and OMG.

### **Surveys on administrative effectiveness**

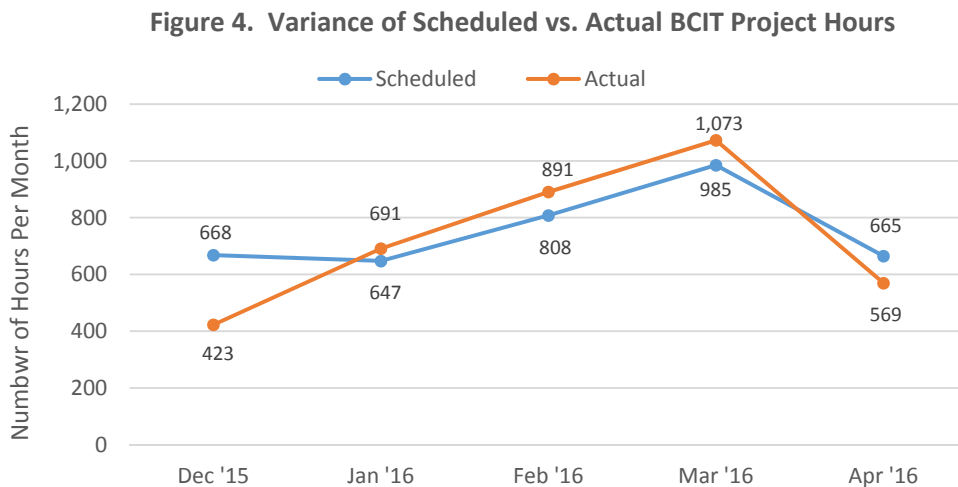
As discussed in the 2015 progress report, and following up on a recommendation from the 2010 Self-Study, Barnard administered a survey of staff about the administrative effectiveness of various offices with which most staff interact. Sample reports from offices evaluated are included in Appendix H. Actions taken as a result of the survey include improved training in a number of areas, requests for additional staff, and improvements to websites.

In AY16 a similar survey was developed for faculty to assess the offices with which they regularly interact. (See Appendix H for the survey instrument.) More than 60% of invited faculty completed the survey. Detailed results will be shared with senior staff and department heads over the summer and a summary will be shared with the faculty in the fall.

### **Information technology**

As discussed in Section II (page 19) and the 2015 progress report, Barnard continues to invest significant resources in a multi-year information technology project to improve administrative efficiency, transparency, and effective sharing and use of college information. Fundamental to this project is assessment and improvement of business processes across the College.

As discussed in the progress report, the BCIT Project Management Office, in cooperation with other BCIT departments and staff, uses data from the project portfolio tool, TeamDynamix, to project and allocate resources. Beginning in late 2015, BCIT began aligning resources to prioritized projects on a monthly basis, “locking in” specific staff resources to specific projects for the coming month. The combination of clear priorities and projected resource distribution represents further maturation of the project management blueprint, helping to prevent resource over-allocation and to manage client expectations. Figure 4 plots the estimates of BCIT hours to be spent on projects (as opposed to operational work) versus the actual hours logged. The improvement in estimations is evident as actuals are now quite close to projections.



Additionally, the project management process is keeping a complex, mission- and time-critical project on schedule in spite of the departure of a key staff member in January and temporary leaves for a number of other BCIT staff.

### Data governance

The Data Governance Group (DGG) was created in early 2012 to take responsibility for the strategic framework to ensure the quality and integrity of the College’s data as stored within the enterprise application, Colleague. During 2015, DGG leadership undertook an assessment of the structure and functioning of the DGG. The team had grown in size and scope of responsibility, including a range of staff with various roles and relationships to data – both senior administrators and staff who used data on a daily basis. This change in membership probably contributed to some loss of focus, and the group had become less productive and members less engaged. This assessment resulted in a reorganization of the data governance team into two groups so as to focus staff resources more effectively.

Effective in 2016, the Stewardship Team comprises the four data stewards (senior administrators with responsibility for the four data modules within Colleague: Finance, Human Resources, Student, and Advancement), the Director of Institutional Research and Assessment, and the Director of BCIT Enterprise Applications. The Stewardship Team has responsibility for

policy decisions affecting the integrity of and access to College data and oversees the work of the newly created Data Governance Working Team (DGWT).

The DGWT is comprised of representatives from each of the four application areas and from Institutional Research, all of whom access and use data from Colleague on a regular basis. They are intimately familiar with the data problems that need addressing. The DGWT is supported by a member of the project management staff, who is also the liaison to BCIT resources.

The Data Governance Working Team has a dual charge:

- Undertaking preliminary research into the scope, impact, effort, resources needed, and timeframe to address various data governance initiatives and recommending priorities to the Stewardship Team; and
- Once approved by the Stewardship Team, undertaking the work required, with appropriate resources committed by the Stewardship Team, to deliver the desired outcomes.

Since its first meeting in early February, the DGWT chair has reported a renewed energy and enthusiasm among its participants and the team has made significant progress on a number of fronts.

### **Staff climate survey**

As noted in Section II, Barnard administered its first Quality of Work-Life Survey of all staff in January 2015. The main goal of the survey was to “take the temperature” of the staff, seeking to better understand areas of satisfaction and of discontent. Response to the survey was good, with an overall response rate of 65%. Overall results have been shared with senior administrators, with the Diversity Task Force, and at the May 11, 2016 All Staff Meeting (see presentation slides in Appendix D). Human Resources and the wider administration will use these results over the next several years to address areas of concern and continue to improve the work environment for Barnard staff.

### **Analysis of academic support services**

Finally, the Office of Institutional Research and Assessment is conducting an analysis of academic support programs across the College, with a focus on their success in retaining students from disadvantaged backgrounds. The first analytic task was purely descriptive – how can we best understand our student populations and the intersecting characteristics of potential disadvantage at an academically demanding institution such as Barnard. Data on usage of services was gathered from across the College, cleaned, and standardized. Using three key indicators (family income less than \$60,000, first generation college student, and HEOP guidelines for low verbal test scores) roughly one-third of our incoming first-year students can be considered disadvantaged.

Some early findings are that disadvantaged populations tend to request tutoring at a higher rate than do other students, even now that peer tutoring is offered free to all students. They also take

leaves of absence at about the same rate as do other students. This is consistent with the strong graduation rates for students across a variety of categories (see Section IV, page 7).

Some preliminary analysis on factors supporting continuing in the sciences beyond the first introductory course indicates that receiving Barnard credit for Advanced Placement test scores in a science field may be critical. Interestingly, however, controlling for receipt of that credit and first-semester science GPA, students receiving Pell Grants who are underrepresented minorities are more likely to persist in the sciences to graduation. Additional analysis regarding the sciences will focus on students with low verbal test scores, who are also less likely to receive Barnard credit for AP scores.

## **VI. LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES**

### **Strategic Planning**

In 2011, Barnard adopted its 10-year strategic plan, which set out three aspirational goals:

- Leveraging the College's unique position as a nexus of teaching and scholarship; theory and practice;
- Sustaining a distinctive community that takes smart women seriously; and
- Enhancing the college's reach and reputation.

These aspirational goals are supported by more specific plans that set priorities governing Barnard's budget and operations. These include constructing a new facility, expanding recruitment efforts across the U.S. and internationally, growing the endowment, and enhancing Barnard's role and visibility in New York City, across the country, and around the world.

The Board of Trustees undertook a comprehensive review of the strategic plan at its meeting in March 2016, the halfway point in the 10-year timeframe. In preparation for the meeting, information on progress towards each of the three key goals was compiled and distributed to the Trustees. At the retreat, Trustees and members of President's Council met in three groups, each facilitated by a trustee and an administrator. Each group assessed progress against one of the goals, considered whether or not course corrections were needed, and explored possible new strategies. The groups then came together to share and integrate findings. Overall, the Board determined that the College is on the right track in terms of implementation and meeting specific goals, particularly in a resource-constrained environment.

Over the last five years, the College has secured and invested the resources necessary to give life to its priorities:

- The College increased the budget for the Development Office enabling it to launch and carry out the most ambitious capital campaign in Barnard's history, which will secure the College's financial future.
- The capital campaign has surpassed its initial goal for endowed faculty chairs and the College is investing in implementing its new curriculum.

- Through donor support and the issuance of tax-free bonds, construction of the new teaching and learning center is fully funded and proceeding on schedule.
- The College has successfully completed a two-year review of its curriculum and will launch a new general education curriculum – *Foundations* – for the class entering Barnard this fall.
- Barnard has hosted eight annual Global Symposia around the world and is considering modifications to the model to further leverage our established networks.
- The College continues to invest in its information technology infrastructure, enhancing efficient administrative operations and more effective use of data to inform planning and decision making.

## Operating Budget

Barnard's budget is designed to allocate sufficient resources to carry out its mission and its strategic priorities. The Director of Budget and Planning, reporting to the Vice President for Finance, is charged with managing both the annual budget formulation process and long-term budget planning.

The annual budget process begins each fall with a discussion between the Director of Budget and Planning, the Vice President for Finance, and the Chief Operating Officer (COO) to set the top-level guidance that will both govern the formulation process and document new or emerging priorities. Generally, the baseline budget plan assumes that non-personnel expenses will be at or below current levels, with targeted areas of growth to accommodate new priorities, consistent with the strategic plan.

In early January, the Budget & Planning Office issues a detailed budget call (see Appendix I) to all offices and departments, requesting comprehensive and detailed budget submissions, including justifications of the non-personnel budget with emphasis on any requested changes from the prior year. To encourage and support planning at the departmental and divisional levels, the annual budget submission also must include requests for any of the following for the upcoming year:

- New staff positions;
- One-time salary or grade adjustments for current staff;
- Other-than-routine repair and maintenance projects;
- Furniture and computers;
- Information technology projects.

Members of the President's Senior Staff must approve all requests for their areas, before offices and departments provide them to the Budget & Planning Office. Importantly, Senior Staff are asked to ensure that all budget requests support, and are linked to, strategic priorities.

Because Barnard depends on the term bill (tuition, fees, room, and board) for roughly 80% of its operating revenues, setting the term bill charges for the coming year is a key input to the overall budget process. Because the Board of Trustees approves rates for the coming academic year in



the March timeframe but does not approve the annual operating budget until June, the Board has historically considered term bill rates without a good understanding of likely budgetary needs. Over the past two years, therefore, Barnard has strengthened the linkage between revenue needs, term bill rates, and estimated expenses. In advance of the Board's March meeting, the Budget & Planning Office develops a detailed projection of likely budget needs for the coming fiscal year, along with a five-year look-ahead estimate. The team also estimates likely revenue from all sources, including the endowment and annual gifts, assesses the financial impact of various term bill rates, and estimates anticipated financial aid expenses. These projections are used to develop term bill options for Board consideration.

In developing an early and detailed budget projection the College accomplishes a number of goals that strengthen the budget process as a whole. It enables the Budget & Planning Office to engage early with Senior Staff on emerging priorities and tradeoffs, ensures that the College will collect sufficient revenue to fund key priorities in the coming year, and sets a cap on expenses that the Budget & Planning Office will use to formulate the detailed budget.

Between March and May, the Budget & Planning Office reviews the detailed requests made by offices and departments and determines centralized expenses including salaries and benefits, debt service, etc. During this process, the Director of Budget and Planning, the Vice President for Finance, and the Chief Operating Officer engage in more detailed discussions with the Senior Staff about priorities, focusing both on critical new needs and ways to improve efficiency and cut costs where possible. The budget is then presented to the Board at its June meeting for implementation beginning July 1.

Several other committees contribute to the budget process. Throughout the year, the COO engages with four standing committees:

- The Faculty Budget and Planning Committee (FBPC) is chaired by the Provost and advises the President and the Provost about matters related to the budget in the academic program, including recommendations for allocating full-time faculty lines.
- The Faculty Finance and Resource Committee (FFRC) reviews faculty salary data for Barnard and for peer schools and makes recommendations about faculty salaries and benefits. Most recently, the FFRC has focused on faculty housing issues (see page 38).
- The Joint Faculty and Administrator Benefits Committee (JFAB) is chaired by the COO, with faculty and administrator participation, and reviews and recommends benefit policies for both populations.
- The Executive Governance Group for Information Technology meets regularly to prioritize IT project requests, providing oversight and guidance on critical enterprise-wide projects and strategies to ensure that they are effective and completed on-time, on-quality, and on-budget.

### **Long-Range Budget Planning**

For purposes of long-range budget planning, Barnard analyzes projected revenues and expenses over a rolling five-year period. This planning is particularly important for determining

term bill rates, helps to capture likely needs over multiple years, and aids the finance and budget teams in understanding the tradeoffs necessary to meet likely future demands.

For example, a key pillar of Barnard's strategic plan is the construction of a new teaching and learning center. To help finance construction Barnard issued tax-exempt bonds through the Dormitory Authority of the State of New York (DASNY) thereby increasing annual debt service. Through its long-range planning effort, the finance team is in the process of evaluating alternative ways to accommodate the increase in debt service.

Estimating financial aid costs with a need-blind admissions policy presents a challenge to the budget. Since the College does not set a budget for financial aid, the Budget & Planning Office relies on the Dean of Enrollment Management and the Director of Financial Aid to estimate likely financial aid costs for the coming year. While the College will fully fund the financial aid needs of the student population, the need for accurate estimates or ranges of costs is becoming increasingly imperative as students require greater financial resources and the College wrestles with other financial demands.

A recent initiative involves collaboration among Budget & Planning, Enrollment Management, Financial Aid, and Institutional Research to analyze and improve our enrollment and financial aid modeling to enable the Budget & Planning Office to more accurately predict enrollment and financial aid costs in its annual budget and long-range planning processes. These efforts paid off in the FY17 budget formulation process. In developing the budget we calibrated our financial aid projection based on historical trends, average parental contributions, and the running costs of aid packages offered to the admitted class. From this analysis we developed a high-low range and developed the budget with the most conservative financial aid assumptions. Near final financial aid estimates (as of early May) were consistent with our projections and thus confirmed our budget assumptions.

### **Capital Budget**

Barnard's capital budgeting process is separate from but linked to the operating budget. (See Appendix I for the FY16 Capital Budget.) The Vice President for Campus Services has developed a facilities master plan documenting needed repairs and upgrades to Barnard's facilities. Given the scarcity of resources, Barnard has financed the most urgent projects through a combination of Board-designated funds (from prior-year excess revenues), unrestricted bequests, and targeted gifts to the College. Given the unpredictability of these sources, Barnard does not yet have a stable capital budget line, but has garnered sufficient resources to cover the most pressing needs.

In April 2015, Barnard issued tax-exempt bonds to finance construction of the new teaching and learning center and other capital needs. Given the success Barnard has had in raising funds for the new building, there will potentially be financing available to kick-start some additional capital projects. A number of projects are in the planning stages, including:

- Local Law 11 work required by law to repair and upgrade building facades;

- A master Infrastructure Plan for Altschul Hall to support renovation of science labs (see Section II for more information);
- Replacing elevators in the residence hall at 600 W. 116th Street;
- Implementing the fire alarm master plan to replace and upgrade fire alarms in buildings across campus; and
- Repairing the roof of Plimpton Hall.

### **Budget Monitoring and Board Oversight**

The Board of Trustees has a very active Budget and Finance Committee. Members of this Committee are financially savvy and work closely with the finance team on the budget and other financial challenges. At each of the Committee's four meetings, the Vice President for Finance briefs the Board on the status of the current budget, explaining budget variances in great detail. The Budget & Planning Office also uses Quarterly Budget Variance Reports to check on spending patterns and make course corrections with offices and departments during the year. This is particularly true for such things as spending on travel, catering, and use of temporary hires.

The College is improving the systems associated with budget monitoring and formulation. Offices and departments have access in real time to the status of spending through Web Advisor. The Budget & Planning Office has adopted a new software solution for budget formulation and planning that makes it easier to set budgetary parameters, run cross-cutting reports to analyze budgetary trends, and to assist in running "what if" drills as necessary.

This robust monitoring and improved software applications are enabling the Budget & Planning Office to improve processes to ensure better budget controls. For example, based on analysis of financial trends and to combat the proliferation of the use of temporary hires, the College is centralizing funding for temporary administrative employees thus setting a higher bar for offices and departments in accounting for need in bringing on such temporary staff.