

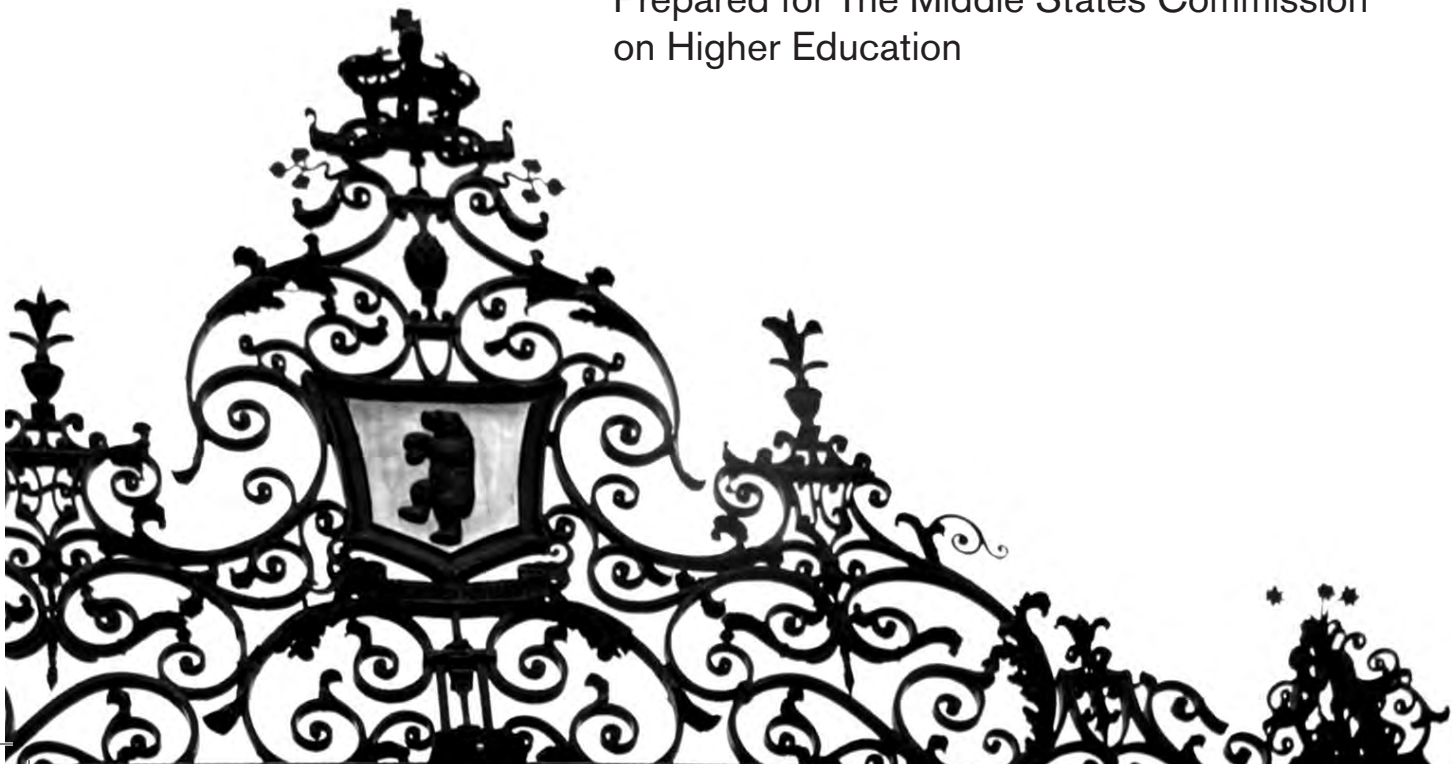
THE BARNARD COLLEGE SELF-STUDY

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Debora L. Spar, President

Prepared for The Middle States Commission
on Higher Education



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**PREPARED FOR
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ON HIGHER EDUCATION**

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Executive Summary

Overview

Barnard College has four defining attributes which have served as the organizing principles of its 2002 Strategic Plan and remain salient today: Barnard is a residential liberal arts college, for women, located in New York City, and affiliated with Columbia University. The intersection and interaction among these characteristics represent both the Barnard advantage and some of its most enduring challenges. The mission and the fortunes of the College are still tethered to the conditions of its founding in 1889, as told by Marian Churchill White in her 1954 *History of Barnard College*:

Most colleges start with something tangible: a gift of buildings, an endowment, or at least a tract of land. Barnard College started with nothing except that most irresistible and indestructible thing, an idea. It was not a wholly popular idea, either.

Many colleges bear the names of their early benefactors, who were in most cases good people, men of wealth and vision, but not necessarily great intellectual forces in the world. Barnard carries the name of a man who drew the patterns from which much of our American education is still cut. He gave the College nothing but ideas. He never had anything to do with its administration; indeed he died before its doors were opened. But so relentless is an idea that now, sixty-five years later [in 1954], his dream of equal education for women has clothed itself in stone and brick spread out over many blocks on Morningside Heights. It has grown into a college that has stimulated, disciplined, and fed ten thousand young women, and it is still growing upon its first food – ideas.¹

The College is named for Frederick A. P. Barnard, the tenth president of Columbia College, who tried vigorously and repeatedly to persuade his trustees to admit women. Columbia's trustees rejected all attempts, until agreeing to the establishment of a separate college where instruction would be "given by Columbia teachers under independent arrangements which would not interfere with their regular duties."² The story of the College propels its complex identity today as "The Liberal Arts College for Women in New York City" which remains "In partnership with Columbia University."

The 2005 Positioning Initiative undertaken following the last Self-Study led to a fuller understanding of some of the tensions that contribute to Barnard's complex identity: a liberal arts college *and* part of a major research university; a student body that is all women *and* (in many respects) co-ed; a campus that is a quiet oasis *and* in the middle of New York City. The final Task Force report spoke about these defining paradoxes, and posited that they should not be seen as obstacles to be overcome but should be "embraced for their ability to generate an array of choices that teach the young women who must navigate them self-confidence, strategic decision-making, and the satisfaction of self-determination."³

¹ Marian Churchill White, *A History of Barnard College* (New York: Columbia UP, 1954) 3.

² White 15.

³ Barnard College Positioning SourceBook, October 2005, 19

Major Changes Since the Last Self-Study

Identified in the 2000 Self-Study as major objectives were construction of a “signature building” on campus and provision of more student and faculty housing. The “signature building” is the new Diana Center which opened in January 2010, fulfilling many needs. This vibrant, aesthetically exciting building now serves as the campus’ nexus, housing academic programs in the arts, student gathering spaces, a computer center and reading room, the Student Life offices, public dining services, and event and theatrical/ gallery spaces for the community to enjoy. The College’s decision to incur \$25 million in debt to build an apartment building (Cathedral Gardens) that contains suites for 91 students and 24 faculty apartments permitted another prime goal to be realized in 2006.

Beyond the two major building projects cited above, other plant improvements and renovations were also funded. Notable laboratory renovations included the organic chemistry laboratory and the digital microscopy laboratory. The Mellon Foundation awarded the College a \$3 million Center of Excellence grant in 2007 as a 3:1 challenge towards a total project of \$12 million for faculty and curriculum support and for major laboratory renovations for the departments of Biological Sciences, Chemistry and Environmental Science. College fund-raising and Mellon matching funds accumulated to date have allowed construction to begin on major portions of the Chemistry and Environmental Science components of the project.

Programmatic initiatives since the last Self-Study have included two awards from the Ford Foundation’s Difficult Dialogues project that supported faculty seminars and several curriculum development projects. Work done under the auspices of these grants led to the formulation of a new position of Dean for Faculty Diversity and Development, the appointment of a faculty committee, and a successful effort for a cluster hire of faculty in the area of gender and Africana Studies.

Continued attention was paid to the needs of pre-tenure faculty. The Harvard School of Education’s COACHE survey was administered in fall 2005 to all tenure-track faculty who had been at the College for at least a year; results were used to fund areas of highest need (e.g. faculty grant support) and to clarify tenure processes. The percentage of tenured faculty has increased from 38% of the full-time faculty in 1999-2000 to 49% in 2009-2010, and women account for almost 50% of the tenured faculty, up from 41% in 2000.

Strategic planning, institutional assessment, and the assessment of student learning have all been the foci of College-wide efforts over the past decade. Substantial progress has been made since the last Periodic Review Report in formulating student learning outcomes, now articulated for all components of academic departments, programs, and general education requirements. Academic departments now report annually on assessment activities they define. Where departmental mission statements were lacking, they have been developed or revised.

The relationship with Columbia has grown stronger in the past decade, as evidenced by improving rates of tenure, collaboration in academic and administrative programs, the constant flow of cross-registrations, and the 15-year amendment to the intercorporate agreement negotiated in 2008.

New Beginnings

July 2008 represented the beginning of an exciting new chapter in Barnard's history and culture with the arrival of a new president, Debora L. Spar. Succeeding President Judith R. Shapiro, who had served for fourteen years, President Spar brought perspectives to her leadership of the College from her almost twenty years of experience as faculty member and then as Senior Associate Dean of the Harvard Business School. In her inaugural speech, President Spar highlighted three priorities for her tenure at Barnard: further increasing faculty support, especially for research efforts; increasing and enhancing Barnard's reach both domestically and globally; and creating a top-flight center for the study of women's leadership. In the three years in which she has led the College, President Spar and her leadership team have already made advances in all three areas. New presidential research awards have been made available on a highly competitive basis to faculty, and the College has enhanced its support of faculty development and diversity through the appointment of a new dean and the formation of a new faculty committee devoted to improving the climate for all faculty, especially junior faculty and faculty of color. The College's international programs have grown substantially, and serious discussion has occurred about the objectives and priorities related to shaping the further internationalization of Barnard. Finally, the Barnard Leadership Initiative, which had existed in a loosely-structured manner prior to President Spar's arrival, has evolved into the Athena Center for Leadership Studies, claiming a new way to advance a core element of the College's mission, and teaching leadership skills to students, alumnae and community members within a liberal arts context.

By most measures—applications and student quality, physical plant, faculty achievement, and more—Barnard is stronger than ever. Its modest endowment suffered through the recent financial crisis, as did those of its peers. The endowment losses were certainly felt, but were less consequential in the short-term for Barnard because endowment returns constitute only 6-7% of revenue in the College's operating budget. While much work remains to be done to raise funds for the endowment and for further capital renovations to provide all faculty and students with the support and resources necessary to allow them to excel, and while priorities must be established as part of the development of a new strategic plan, Barnard will be moving forward from a position of relative stability. The task, then, for the next decade is not to transform the College, but to elevate it – in its aspirations, its performance, its visibility and its impact.

The Self-Study Process and Report

Unlike the past two Self-Studies which focused on selected topics, the College chose a comprehensive model for this Self-Study. The Self-Study process began in fall 2008; the co-chairs, Professor of Biological Sciences Paul E. Hertz and Associate Provost and Dean for International Programs Hilary L. Link, were selected by the Provost to lead the process in late 2008. The Steering Committee, comprised of the co-chairs, two student representatives, two members of the Board of Trustees (one of whom is also an alumna of the College), the chairs of five working groups, a recorder, and, *ex officio*, the President, Provost and Chair of the Board of Trustees, began to meet in spring 2009.

In late spring 2009, the complete membership lists of the five working groups were created, with each group being assigned three or four standards on which to focus. The working groups met frequently (in most cases weekly or bi-weekly) throughout the academic year 2009-2010, and in spring 2010 submitted their findings to the co-chairs, who then integrated the reports into a single draft document throughout the summer and early fall of 2010. Throughout fall 2010, the co-chairs shared the draft Self-Study with the entire Barnard community by posting it on the College's secure web-based application system (eBear), and through hosting a large number of discussions with faculty, staff, students, trustees, and all the major College committees. In this way, all College constituencies were offered the opportunity to give feedback on the document, as well as to debate and weigh in on the major themes and issues that came out of the Self-Study process. From these many productive discussions, the co-chairs edited the document extensively and composed a final concluding chapter, highlighting the themes which emerged from the reports of more than one of the working groups and through the energized discussions that occurred throughout the fall.

Recommendations to Guide the Next Strategic Plan and Concluding Themes

The Self-Study provides the raw material and informed recommendations for the College's next two key steps in analysis and planning: development of the new strategic plan, and a prospectus and timeline for the next capital campaign.

Besides introductory and concluding chapters, the Self-Study is divided into six chapters which map back to the five working groups and to the Middle States standards assigned to each:

- Chapter 2: Mission and Goals (standard 1)
- Chapter 3: Institutional Resources (standard 3);
Planning, Resource Allocation and Institutional Renewal (standard 2);
Institutional Assessment (standard 7)
- Chapter 4: Leadership and Governance (standard 4);
Administration (standard 5);
Integrity (standard 6)
- Chapter 5: The Barnard Faculty (standard 10)
- Chapter 6: Student Admissions, Retention, and Support Services (standards 8, 9)
- Chapter 7: A Barnard Education (standards 11, 12, 13, 14)

As noted above, discussion of the Self-Study throughout the fall 2010 semester brought some issues and recommendations raised in chapters 2 through 7 into even sharper relief and into conversation with one another. Therefore, a new chapter 8 was written. Sections include Diversity, Community and Identity, Physical Plant, Operations Management and Communications Systems, and Institutional Assessment.

These themes and the related recommendations have already begun to inform the process by which the College's next strategic plan will be developed. Three such themes/issues highlighted in the Self-Study include the following:

- 1) ***Diversity***. Perhaps the most frequently discussed topic throughout the past several years at Barnard has been diversity. It is clear that, despite tremendous effort over the

past several decades and some demonstrable progress, the Barnard community believes its promise to be unfilled and wishes to commit itself to addressing the many complex issues relating to “diversity” as one of the highest priorities for the coming decade. The College plans to devote additional finances and resources toward increasing diversity on campus, and is poised to undergo a major planning effort involving trustees, faculty, students and staff to better define and address the complicated issues of diversity in the most comprehensive way possible.

- 2) ***Mission and Curriculum.*** Throughout the Self-Study process, a Working Group examined the College’s current Mission Statement—created during the last Self-Study—and determined that it continues to serve as an appropriate guiding force on campus. However, the Steering Committee has recommended consistent, periodic assessment of the Mission Statement to continually evaluate its relevance to an evolving institution. Similarly, another Working Group evaluated the College’s current curriculum and general education requirements—structured through *Nine Ways of Knowing*. While recognizing the ongoing value of its structure, the College also looks forward to a comprehensive assessment of the curriculum and the *Nine Ways of Knowing*, which is scheduled to be undertaken by its Committee on Instruction in the coming year.
- 3) ***Assessment.*** Since its Periodic Planning Report submitted five years ago, the College has made significant advances in its articulation and evaluation of student learning outcomes, and in its inventory and coordination of institutional assessment. While institutional assessment remains, as it must, a process of continuing improvement, the College is proud of the methods it has implemented to evaluate and improve institutional functioning, and intends to redouble its efforts to institute more best practices to achieve institutional excellence and efficiency.

Barnard now sets its sights on 2014, the 125th anniversary of the founding of the College, and on its establishment of strategic objectives to guide planning and resource allocation in the next decade. The foundation from which the College can build is stronger and more stable than in many previous periods of the College’s history. Barnard’s small endowment and complex relationship with Columbia require constant vigilance to assure that planning assumptions hold true, and are modified as circumstances dictate. Barnard College today remains true to the vision and commitment of Frederick A.P. Barnard and to the many women and men who have helped this institution provide the transforming educational experience of a liberal arts education to young women at the highest standards of excellence.



Middle States Commission on Higher Education

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**Certification Statement:
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An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Barnard College
(Name of Institution)

is seeking (Check one): Initial Accreditation Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

Exceptions are noted in the attached memorandum (Check if applicable)

Dwight L. Spool
(Chief Executive Officer)

December 18, 2010
(Date)

Julie Curuso Fitz Gerald
(Chair, Board of Trustees or Directors)

December 21, 2010
(Date)

Chapter 1: Introduction

I. Institutional Overview

Barnard College is a highly selective, independent college of liberal arts for women that awards the Bachelor of Arts degree. Although Barnard is partnered with Columbia University through an Intercorporate Agreement, the College has its own faculty, administration, trustees, endowment, and operating budget, and it admits its own students. It has been accredited by the Middle States Association since 1921.

Barnard is located in New York City, adjacent to Columbia University, on its own four-acre campus. The core campus has nine academic, residential, and faculty/student service buildings, containing more than 1,060,000 gross square feet. The College has an enrollment of approximately 2,370 students. The entering class of 2014 hails from 38 different states, Washington D.C., the U.S. Virgin Islands, and 24 nations.

Barnard offers its students [61 different major tracks and 36 minors](#) as well as the opportunity to study abroad (for a semester or a year) at one of 146 approved programs in [53 countries](#). In conjunction with Columbia University's Fu Foundation School of Engineering and Applied Sciences, Barnard offers a 3+2 joint B.A./B.S. degree in Engineering; in conjunction with the Jewish Theological Seminary of America, Barnard offers a dual-degree (B.A.) program to a select group of young women each year. Barnard also participates in a new B.A./M.A. program with the Institut d'Etudes Politiques ("Sciences Po," in Paris), and in several undergraduate/graduate joint degree programs with Columbia's Law School, Dental School, and School of International and Public Affairs. Barnard students may also apply for a joint degree program with The Julliard School of Music and take courses at the nearby Manhattan School of Music.

A. The College for Women in Partnership with Columbia University

Barnard was founded in 1889 as a college for women after Columbia trustees rejected the recommendations of President Frederick A. P. Barnard that the University admit women undergraduates. Barnard remains committed to educating women in the finest tradition of a liberal education. Its position within the University was challenged in 1983 when Columbia College decided to admit women undergraduates for the first time in its history. At that time Barnard chose to remain independent of, but affiliated with, Columbia University. During the next decade, Barnard faced a number of significant challenges. It needed to redefine its identity within the University, reaffirm its mission under changing conditions, continue to attract a qualified applicant pool, and remain financially stable. Although the College accomplished all of these goals, it suffered erosion in several areas: the applicant pool declined both in quantity and quality; the endowment did not grow at the rate enjoyed by peer institutions; and the physical plant deteriorated because of deferred maintenance and the inability to finance major new facilities other than residential space for students.

In the past 20 years, however, Barnard has solidified its fiscal stability, attracted a world-class faculty, engaged in curricular reform, provided a coherent and compelling rationale

for its continued existence within the University, and greatly enhanced its relationship with Columbia through two re-negotiations of the Intercorporate Agreement that governs relations between the two institutions. Even as Columbia celebrated the 25th anniversary of co-education in 2008-2009, the relationship between the two institutions has never been stronger or more mutually advantageous. Columbia's President, Lee Bollinger, recently described Barnard and Columbia as "two separate, inseparable institutions," capturing the complicated inter-dependence that affects long-term planning and the tenor of everyday life on both sides of Broadway.

Through its own efforts and because of improved local and national economic conditions as well as the rising quality of life in New York City, the College's profile and performance have also improved over the past two decades. The applicant pool increased dramatically in both quantity and quality, raising faculty expectations about student performance and inspiring curriculum reform. Accelerated fundraising efforts and a strong economic climate enabled the College to complete a capital campaign in 2000, ultimately raising \$162.9 million. With prudent management since that time, Barnard's endowment reached an all-time high of \$212 million in 2008. Although the financial crisis subsequently caused a precipitous drop, the endowment has since recovered to a relatively stable \$195.6 million as of October 31, 2010 and continues to recover ([Appendix I 2010 Data Book](#), page 53).

B. The Intercorporate Agreement with Columbia University

This Self-Study—as with all prior Self-Studies—occurs in the context of the complex inter-institutional relationship between Barnard College and Columbia University, most recently specified in the 2008 Intercorporate Agreement. Although Barnard is an independent college, its degrees are granted by the University Corporation. Since the College's founding in 1889, Barnard students have participated in the Columbia graduation ceremony, which takes place after the Barnard ceremony, with all the other undergraduate, graduate, and professional schools of the University.

Barnard maintains its own faculty, but tenure is awarded at Barnard only after a University *ad hoc* committee—which includes substantial, but not majority, Barnard representation—recommends it to the University Provost. If the Provost accepts the recommendation, he forwards it to the University President for approval prior to the final votes by the Barnard and Columbia Boards of Trustees. The current system is being reviewed by Columbia's new Provost, Claude Steele, and changes are likely to be implemented in the 2011-2012 academic year. Provost Steele has engaged the Barnard community openly about changes to the University tenure process. Barnard faculty have voiced their concerns about the possible loss of hard-won Barnard representation on *ad hoc* committees, and Provost Steele has acknowledged these concerns (as well as the necessity of revising the Intercorporate Agreement if changes are made). If the *ad hoc* system is replaced by a set of standing committees charged only with ensuring that the tenure process at the school and division level is sufficiently rigorous, the proposed change may actually increase Barnard's control of tenure for its faculty because more decision-making power will reside with Barnard's tenure review committee, the Advisory Committee on Appointments, Tenure, and Promotion (ATP).

Barnard and Columbia students may cross-register for courses (graduate and undergraduate) offered at the partner institution, and course offerings are—in many instances—coordinated between corresponding Barnard and University departments. Barnard faculty may also teach graduate courses and supervise dissertations, subject to the approval of Columbia departments. The academic calendar and the scheduling of course days and hours are determined by the University calendar. The process of coordinating the components of the Intercorporate Agreement to ensure that its benefits are commensurate with its costs is central to Barnard's institutional concerns.

The Intercorporate Agreement was re-negotiated most recently in 2008 and extended for the next fifteen years (through 2023). The only substantial change (other than cost) at the latest signing was a simplification of how Barnard's annual payments to Columbia are calculated: the formerly separate payments for digital library services and the 1983 Athletic Consortium agreement (through which Barnard students play on Columbia varsity athletic teams) are now folded into the annual overall payment (Exhibit: Intercorporate Agreement).

C. The Barnard/Columbia Relationship

The College's Mission Statement (the long version) defines Barnard as a, "research college," an unusual term for a small liberal arts institution. The extent of interactions between the departments and faculties of Barnard and Columbia, however, affirms this description; and research for this portion of the Self-Study has revealed a pedagogical and scholarly interdependence between the two institutions that is surprising, even to those who know them well (Exhibit: Departmental Snapshots).

Barnard's legal and fiscal relationship with Columbia University, as well as the institutions' mutual teaching and staffing arrangements, are efficiently outlined in the Provost's White Paper of 2008, prepared for then President-Designate Debora Spar (Exhibit: White Paper). While Columbia University's most recent Self-Study, from 2005, only mentioned Barnard five times in its 136 pages, the Self-Study focused on the University's graduate programs, in which Barnard plays a relatively small role. (Exhibit: Columbia's 2005 Self-Study). It is clear from the Columbia Self-Study and other evidence that Barnard—much the smaller partner in this interchange—spends a lot more time thinking about Columbia than *vice versa*. The Columbia document does, however, include an important if passing remark: "More than 70 faculty at Barnard College are active participants in the programs in the Arts and Sciences"⁴. Given Barnard's full-time faculty of 216, only 145 of them "on ladder," this number reflects a remarkably high level of participation (nearly 50%) by Barnard scholars in Columbia's graduate program in Arts and Sciences (Exhibit: Current Faculty Statistics). Moreover, this statistic only hints at the depth and variety of the Barnard faculty's presence in the scholarly and intellectual life of Columbia.

Pedagogy "owned" by one institution

Recognizing particular strengths at one institution or the other, Barnard and Columbia have made mutual decisions to concentrate undergraduate instruction in some fields at only one

⁴ Columbia University 2005 Self-Study, p. 54

of the institutions; students from the other institution who are majoring or concentrating in these fields take all or most their major courses “on the other side of the street.” At present, Barnard College supplies curricular design and virtually all undergraduate teaching in the Architecture, Dance, and Theatre Departments as well as the Education and Urban Studies Programs. Columbia takes primary responsibility for undergraduate instruction and majors in Computer Science and Statistics as well as leadership for Music, and Visual Arts, and for coursework in all non-western foreign languages.⁵ Two of the five Barnard science departments, Environmental Science and Physics & Astronomy, rely heavily on the faculty and laboratory resources of Columbia for advanced undergraduate courses.

The “ownership” of some fields by either Barnard or Columbia certainly benefits from the historical strengths of staff or facilities on either side of Broadway. However, these strengths also link both institutions, Barnard especially, to fields that have had traditionally gendered associations—Dance and Education at Barnard *versus* Computer Science and Statistics at Columbia. Although concentrating resources has undeniable advantages, the partitioning of the curriculum may, in fact, model outdated notions of men’s and women’s fields of study, possibly discouraging some Barnard women from pursuing certain areas of study. The same concerns have been noted about the decision to “house” Barnard’s Mathematics faculty on the Columbia campus. Nevertheless, in 2009-10 Barnard had a total of 5 majors in Dance and 6 in Mathematics (Exhibit: Major Information).

Scholarship and interaction beyond departmental structures

Despite the attention and energy devoted to structured departmental relationships between the institutions, they reflect neither the depth of scholarly engagement by Barnard faculty with Columbia University nor the benefits (in terms of resources and interaction) they receive.

Barnard faculty play a disproportionately large role in the University Seminars and Research Institutes and Centers (Exhibit: Faculty in University Seminars, Institutes, and Centers). The University Seminars, begun in 1945 and now totaling 75, draw together faculty and scholars from the New York metropolitan area. Seminar members and visitors present current research, and the continuity of membership creates important ongoing dialogues. Three of the eleven members of the University Seminars Advisory Committee are Barnard faculty. Seven other Barnard faculty chair or co-chair specific seminars. Even more Barnard faculty are involved in Columbia Institutes and Centers, and some have served as the directors or associate directors of these entities (e.g., Harriman Institute, Weatherhead Institute, and the Global Center in Beijing (Exhibit: Faculty in University Seminars, Institutes, and Centers)).

⁵ This partnerships gives Barnard an extraordinary advantage over our liberal arts college peers, providing students with a huge range of language courses in the following languages: Akkadian, Arabic, Aramaic, Armenian, Bengali, Cantonese, Catalan, Chinese, Czech, Dutch, Egyptian, Finnish, Georgian, Greek, Hausa, Hebrew, Hindi-Urdu, Hungarian, Indonesian, Irish, Japanese, Korean, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian-Croatian-Bosnian, Sanskrit, Swahili, Swedish, Tamil, Tibetan, Turkish, Ukrainian, Uzbek, Vietnamese, Wolof, Yiddish and Zulu.

Access to campus-wide University library collections greatly enriches research by Barnard faculty and students. Columbia has extensive subscriptions to large and costly databases, many of which are financially out of reach for small colleges like Barnard. Barnard faculty also have full access to the Columbia Rare Book and Manuscript Library (RBML), which has extensive archival and literary holdings, ranging from an eighth-century Irish manuscript fragment to milestones in the history of print, and individual archives from John Jay to Barnard alumna Erica Jong (a recent addition that inaugurated a collection of Barnard women writers and alumnae). In addition, Barnard faculty in the sciences profit from some laboratory facilities at Columbia as well as major centers such as the Lamont-Doherty Earth Observatory.

D. A Residential College

In the late 1980s Barnard transformed itself into a fully residential college, drawing fewer students from the New York City metropolitan area and more from across the nation. The College accomplished this feat by building Sulzberger Hall, which opened in 1988, completing a residential quadrangle on the central campus. Although this venture was highly successful from several strategic perspectives, debt service on the building strained the College's annual budgets significantly for many years. With the addition of Sulzberger Hall—a risky decision at the time—more than 90% of Barnard's students (and 98% of entering first-years) now live on campus.

Despite the opening of Sulzberger Hall, space studies completed in the 1990s identified an ongoing shortage of student living spaces. The College completed a Residence Hall Master Plan in 2002, hoping to take advantage of any real estate opportunities, through rental or purchase, that arose. The plan also outlined a re-design of existing residence hall space to create more lounge/living room areas and reduce the density of multiple-occupancy rooms or suites (Exhibit: Residence Hall Master Plan).

In 2003, the College moved rapidly to acquire, from Columbia, the design and financing of a ten-story building on 110th Street and Manhattan Avenue. The project, Cathedral Gardens, resulted in apartment-style suites for 91 students and 24 units of much-needed faculty housing. Since it opened in 2006, crowding in other residence halls has been reduced, and cosmetic and service upgrades to several buildings have been completed. The College now has ten residence halls and leases apartments for students in a building at 110th Street and Broadway.

E. A New President, a Transformed Campus

In July 2008, Debora Spar assumed the presidency of Barnard, succeeding Judith Shapiro, who had served for 14 years. The transition signaled a new phase of planning for Barnard. In her inaugural address, President Spar identified three areas on which she would focus attention and resources: support for faculty research; the expansion of the reach and scope of Barnard, both globally and locally; and the transformation of the Barnard Leadership Initiative into the Athena Center for Leadership Studies, for the study and application of women's leadership in a liberal arts context.

In January 2010 Barnard opened a new building, the Diana Center—in planning since Barnard’s last Self-Study in 2000—on the former site of McIntosh Hall. The Diana Center is a prize-winning, dynamic, multi-use seven-story building. It contains a large multi-function event space, a black-box theatre, offices for student organizations and college activities, a variety of dining and social spaces, the main student computer center, a reading room, classrooms and seminar rooms, and the offices and studio spaces for the departments of Architecture and Art History. The building continues to receive praise from the architectural community⁶ and has already, in its first-year, infused a sense of excitement, community-building, and pride into the Barnard campus.

Barnard began the 21st century poised for growth. A decade later it finds itself—despite the recent national economic crisis—in a position of relative strength. The past decade has brought enhancements in curriculum, financial positioning, facilities, and name-recognition. The College continues to develop and refine measurements of what it provides to its students, what they accomplish while they are students and after they graduate, and what a Barnard education represents. As it was ten years ago, Barnard remains the most selective college for women in the country, and the student body continues to diversify in terms of geography, ethnicity, and nationality.

Recent construction costs have increased Barnard’s long-term debt obligations dramatically, from approximately \$54 million in FY 2006 to more than \$100 million in FY 2010. With a debt to asset ratio of 42%, Barnard has reached its capacity for debt and will manage its debt payments in the coming years very carefully ([Appendix I 2010 Data Book](#), page 50). Barnard began the self-study process in spring 2009 facing difficult financial circumstances, as did many institutions of higher learning at this time. Collective efforts from all divisions of the College allowed it to maintain a balanced budget for the 2008-2009 and 2009-2010 academic years; the Chief Operating Officer (COO) of the College led an ambitious process of reducing expenses and thoroughly revamping several costly programs in an effort to streamline functions in all divisions.

Barnard's endowment has long been considered small compared to those of its peers, but with successful management of the endowment by Investure, LLC since late 2006, the fund had grown considerably. Barnard's endowment suffered losses of approximately 19 percent in the recent downturn, but the economic picture continues to improve ([Appendix I 2010 Data Book](#), page 53). Barnard relies much less extensively on the endowment income for operating expenses than do its peers, a phenomenon that has benefitted the College in the recent economic downturn. With conservative spending planned for the coming fiscal years, Barnard's COO is cautiously optimistic about containing losses and keeping the College's finances balanced.

F. A Unique Institution

⁶ <http://nymag.com/arts/architecture/reviews/64478/#ixzz0hbbcVnjC>
<http://www.bloomberg.com/news/2010-02-08/barnard-college-s-bunker-replaced-by-elegant-student-center.html>
<http://www.architectmagazine.com/education-projects/diana-center.aspx>
<http://www.metropolismag.com/story/20100616/broadway-opening>

Barnard students are ambitious, independent, and adept at negotiating—and mastering—the intricacies of a sophisticated curriculum, the attractions of a major research university, and the rich, occasionally gritty rewards of a dynamic urban scene. Moreover, Barnard itself is a complex institution—autonomous, yet partnered with Columbia, in both academic and co-curricular endeavors; a women's college where a significant number of men study; a liberal arts undergraduate college whose faculty participate in graduate programs; and an institution that foregrounds complexity in educating its students.

One dimension of that complexity is the way four elements of life at Barnard—a residential liberal arts college, for women, in partnership with Columbia, and in New York—provide a map necessary to understand the intellectual, social, cultural, civic, and conceptual landscape of the College. Nevertheless, these four elements are insufficient to capture the lived experience of individual students, members of the faculty, and administrators.

As follow-up to a recommendation from the last Self-Study regarding the need to boost Barnard's visibility and better clarify what defines the College, Barnard undertook a positioning initiative that concluded in 2005. From this positioning project, undertaken with Verge, a brand strategy group, over a period of eight months, a new campus identity emerged, designed to define Barnard more strategically and to increase its visibility nationally and internationally. As the positioning task force noted in its final report, the College is one of multiple paradoxes that should be celebrated and not qualified: "...we are a liberal arts college and part of a major research university; our environment is both all-women and co-ed; our campus is a quiet oasis in the middle of the most cosmopolitan city in the world." Given these paradoxes, to paraphrase several administrators interviewed throughout this process, the most interesting things at Barnard happen at the intersection of the quadrants. In other words, the challenge for defining Barnard moving forward, as it has been in the past, "is one of accepting that something can be 'this' *and* 'that'—*at the same time*." The challenges posed, particularly to students, by having to navigate these paradoxes create a sense of, "self-confidence, strategic decision-making, and the satisfaction of self-determination,"⁷ which requires each student to create her own individual and unique experience of Barnard. Thus, in many ways, the Barnard experience, with its inherent challenges and paradoxes, is excellent preparation for the complex world students will encounter beyond the Barnard gates, one that prepares them to, "become agile, resilient, responsible, and creative, prepared to lead and serve their society" ([Mission Statement](#)).

Beyond the "quadrants"

Although these four dimensions, reaffirmed through the positioning initiative in 2005, help to characterize how Barnard fulfills its mission, they do not capture all the defining elements of the College.

In financial terms, for example, Barnard's faces a distinctly different set of constraints than do its peer institutions. Barnard has significantly fewer financial resources than many comparably elite liberal arts colleges; yet it has not only managed to deliver its mission to a demanding student body, but to expand its facilities and faculty as well. Opening the Diana Center, efforts to increase diversity and the College's international reach, the transformation to a

⁷ Positioning Sourcebook, 19

fully residential campus, the hiring of new faculty, and the expansion of academic programs are all strong signs that the College has worked to accomplish its mission despite very challenging financial restrictions.

Barnard's small endowment produced a curious and ironic benefit during the recent financial downturn. Because the College has never relied extensively on endowment income to cover operating costs (instead relying on tuition, fees, and donations), Barnard suffered a smaller downturn in income than did its wealthier peers. Nonetheless, the College's financial situation affects all aspects of life at the College dramatically, and raising the endowment will be one of the top priorities of the upcoming capital campaign. Student research opportunities, a foundational element of the liberal arts education, are often limited by the size of grants available from the College, which contributes to a sense of inequity with Columbia; many opportunities available in New York—such as internships—require a substantial financial commitment from students. While Barnard is extraordinarily successful in delivering an excellent education, the College is also aware that the resources required to compete with its peers—in terms of financial support to students, facilities, and faculty development—are not adequate to the College's ambitions.

Just as the specifics of Barnard's identity vary among members of the University community, different administrative offices of the College communicate that identity in somewhat different terms. The Admissions Office, for example, has recently developed new literature for prospective students. This literature appropriately foregrounds Barnard's status as the preeminent liberal arts college for women, framing its location in New York and its association with Columbia as important, but subordinate, elements of a student's choice to study here. The imagery of the campaign artfully represents the range of educational and social experiences that characterize College life, at once capturing the intensity of inquiry and the grittiness of the environment (Exhibit: Admissions Pieces). The Communications Office, concerned with marketing Barnard's image in the media (rather than to the narrower audience of prospective applicants), has identified a set of specific themes characterizing the Barnard student, Barnard as a cultural center on the Upper West Side, and Barnard as an institution distinct from Columbia (Exhibit: Communication Pieces).

Several themes emerged from a recent survey in which Barnard faculty and students were asked to comment on what brought them to Barnard; their sense of the College's "uniqueness" and its special challenges; and what they would consider changing about the institution. Positive perceptions included the attraction of the student body, the relationship with Columbia, and the richness of the New York environment as a place to work and study. However, the relationship with Columbia—in terms of the tenure structure, and academic relations more generally—was a persistent concern that bears considerably on the lives and careers of Barnard faculty and students (Exhibit: Responses from these interviews).

II. Nature and Scope of the Self-Study

Since the last Self-Study issued in 2000, considerable investments have been made to address the strongest recommendations of the 2001 visiting team. These include:

- more fully articulating and strengthening the College’s unique relationship with Columbia University;
- resolving space constraints on campus in an effort to improve students’ and the faculty’s sense of campus community;
- continuing to engage faculty in College-wide planning and encouraging leadership to be more open with all constituencies about College plans, issues and strategies;
- planning for and completing the extensive capital improvements needed at the College and in the physical plant; and
- better articulating the unique educational advantages Barnard offers through the special circumstances that define Barnard.

The Barnard Mission Statement, a product of the last Self-Study, continues to resonate within and beyond the community, guiding the principles under which Barnard educates its students. As the community seeks to raise the College’s international profile—as part of efforts to infuse a greater international presence into the curriculum and the experiences of students—the clear articulation of the values that Barnard College and a Barnard education represent becomes increasingly important. While the College continues to work on many of the 2001 visiting team’s recommendations and the Strategic Plan that followed, it has made important progress on many fronts. The focus now is to look forward and to continue preparing students to be responsible, educated citizens of the interconnected world they enter upon graduating.

Barnard’s last two Self-Study reports for reaccreditation through Middle States focused on Selected Topics, because the College faced some particularly pressing issues at each of those moments. The 1989-1991 process—the first Self-Study following the tumultuous decade of the 1980’s during which the College’s status as an independent institution was questioned—focused on its two main constituencies, the students and the faculty. Ten years later, the College chose to articulate three of the highest priorities at the time—the College’s mission and goals, long-term capital planning, and financial equilibrium—as the central foci of its self-study and planning. Both of these studies reflected an internal focus and a desire to strengthen core components of the College to showcase it better beyond the gates.

The focus of the current Self-Study process is two-fold: to reflect upon and thoroughly evaluate the College through both a broad lens and a detail-oriented approach; and to examine the ways in which Barnard engages with the fourteen *Standards of Excellence* defined by the Middle States Commission of Higher Education (MSCHE). Given MSCHE’s focus on assessing learning outcomes and institutional effectiveness, this Self-Study will highlight the ways in which assessment of the institution and of students’ learning outcomes have become embedded into life at the College, as well as the ways Barnard will continue to assess all aspects of life at Barnard in the years to come. The Self-Study is organized according to the standards, with recommendations listed at the end of each chapter and summarized at the end of the document.

Barnard’s last Self-Study provided the springboard for the creation of a Strategic Plan that defined Barnard’s path for the past decade; while the College continues to be guided by that plan, Barnard’s expanded vision, programs, reputation, and outreach clearly set the tone for a new strategic plan that will be informed by recommendations in this document and from the visiting team.

A. Recommendations from the Last Self-Study

As part of the research for the current Self-Study, the Steering Committee reviewed the major recommendations from the last Self-Study to measure progress and evaluate continuing and changing priorities for the College. The Steering Committee has been pleased to note that the vast majority of the concluding recommendations from the 2000 Self-Study have been accomplished; others continue as ongoing priorities for the College. The last Self-Study divided major recommendations into a variety of categories to match the Special Topics examined in the document: *Mission, Goals, and Objectives*; *Students*; *Faculty*; *Barnard-Columbia Relationship*; *Long-Range Capital Planning*; and *Financial Equilibrium* (Appendix G).

The recommendation for mission, goals and objectives was a focus of the Positioning Task Force mentioned above, whose work continues to resonate at the College. Describing Barnard to the outside world is a challenge that will continue to evolve over time; but the Task Force provided faculty, students, and staff with a useful framework for defining the institution's identity.

Several of the long-term recommendations for students have been met. With the construction of Cathedral Gardens and the Diana Center, as well as renovations of the existing residence halls undertaken in the past decade, the College has acquired both, "additional residential space...to reduce the need for doubles and triples, possibly in combination with providing more space for faculty housing," and a, "dazzling common area...that draws students together for intellectual, cultural, social pursuits..."⁸.

Over the past ten years, many recommendations for faculty have also been met, and in some cases exceeded. The College has increased the ratio of tenured to non-tenured faculty by providing development programs for junior faculty and by hiring senior and mid-career faculty; moreover, the cap on tenured faculty has been raised by the Board of Trustees to increase the numbers of tenured faculty at the College. Each year the Faculty Budget and Planning Committee examines tenure targets and goals and makes necessary adjustments. In the past year, the teaching responsibilities for all tenure-line faculty in the humanities and social sciences has been reduced from a 3-2 load to a 2-2 load; salaries and benefits packages have increased; and support for faculty research, initially funded by a Mellon grant, has been solidified in the College budget, now guaranteeing a research grant of \$6,000 to all newly-tenured faculty. Finally, while faculty housing remains a pressing need, the construction of Cathedral Gardens, with 24 faculty apartments, allows the College to recruit and retain faculty more easily.

The Barnard-Columbia relationship remains complex, but, as described earlier, has reached what is broadly considered to be a high point in the long-shared history of the two institutions. This important relationship still needs work, but the Steering Committee feels strongly that gains on both sides of the street have enhanced it enormously.

⁸ 2000 Barnard College Self-Study, p. 84

In terms of long-range capital planning, a master plan, developed early in the past decade, has provided an architectural vision for the College. The Diana Center is indeed the College's signature building, and the administration continues to re-imagine and renovate existing space on campus to best accommodate the College's changing needs. The Diana Center provides communal areas that are already strengthening the sense of community on campus; it also functions as a "Center for the Arts," including a gallery, signature spaces for the Art History and the University-wide undergraduate Architecture program, and the University's only fully-equipped black-box theatre. Modernization of the residence halls remains an ongoing project (see Chapter 8).

The last set of recommendations highlighted the need for an, "information and learning resource center;" Barnard has refined this recommendation (see Chapter 8 and other passages throughout this document) into one that calls for the creation of a Teaching and Learning Center (the TLC) in a re-visioned Barnard College Library. The TLC will enhance the College's sense of academic community while providing much-needed group-learning spaces. It will also serve as a creative space for student and faculty collaboration while reshaping and modernizing the College's technology and library resources.

Finally, the College has met a major recommendation for Financial Equilibrium in taking on additional debt to finance construction of the Diana and Cathedral Gardens. While the ongoing debt service will strain Barnard's budget for the next decade, the College is pleased to have increased the debt to complete two signature construction projects that will remain hallmarks of the campus for years to come. As discussed in Chapter 3, increased fundraising and endowment support remains a huge challenge for Barnard. The College is optimistic that the first major capital campaign in more than a decade, likely to begin in 2014, will raise the \$300 million envisioned in the last Self-Study.

B. Barnard Today: A Snapshot

Faculty

Ten years ago, recommendations from the Self-Study highlighted the need for increased faculty support: the addition of tenured faculty, an increase in salaries, the expansion of faculty housing, the maintenance of equity, where possible, among faculty teaching loads, and the expansion of broad support of faculty research and scholarship at different points in faculty careers. Ten years later, the situation for faculty has improved: tenure-line teaching load in the humanities and social sciences has been reduced from 3-2 to 2-2 beginning in fall 2010; faculty salaries have increased; College-funded grants for faculty research have increased; additional staff support faculty applying for extramural funding; and additional faculty housing has been acquired.

In 2009 the position of Dean for Faculty Diversity and Development was created to increase diversity among the faculty and also to expand the College's support for faculty throughout their careers. The new Dean's portfolio includes revamping the New Faculty Orientation, revising guidelines for third-year reviews, improving mentoring, guiding

departments through searches, and generally supporting the faculty through the scholarly life cycle (Exhibit: Announcement of Position).

Perhaps most importantly, tenure success rates continue to rise, attributed to a combination of factors, including more competitive salaries and start-up funds, changes in the practice of assigning tenure lines, and greater clarity about expectations in the pre-tenure period. In addition, the College approved a number of searches at the senior level to help raise the percentage of faculty who are tenured. Chapter 5 provides further information on the Barnard faculty.

Students

At the time of Barnard's last Self-Study, the College expressed excitement over the decade-long trend of increasing numbers of applications, as well as the improved academic achievements of applicants and matriculating students. Nevertheless, many at the College bemoaned the difficulty of creating a sense of community among students. Ten years later, the admissions picture is even rosier: applications rose another 6.4% between 2001 and 2010; the median SAT score rose from 1320 to 1380 between 2000 and 2006; and, since the structural change in the SAT in 2006, Barnard's median SAT score has been 2050 ([Appendix I 2010 Data Book](#), page 7). The "community" issue remains a persistent concern.

The construction of the Diana Center lasted two and a half years. Students expressed genuine frustration about the loss of informal gathering spaces and the resultant erosion of a sense of community on campus. With the opening of the Diana Center, a sense of excitement and community spirit is returning, because the building provides community spaces that the College has long needed. The College, however, recognizes that the creation of community—given Barnard's paradoxes, relationship with Columbia, and New York City location—continues to be a challenge; it further recognizes the need to define "Community" at Barnard clearly before trying to enhance it (see Chapter 8).

Barnard students receive Fulbright fellowships in record numbers (average of 4.5 per year from 2005 to 2009); they are admitted to top graduate and professional schools; and they graduate into rewarding adventures and careers. Unfortunately, Barnard has not yet met its own goals on diversifying the student body. A statement quoted from the 2000 Self-Study could, in fact, be included in the current report:

One key area where there has been less success than desired has been in the enrollment of under-represented minorities. The number of enrolling Asian-American students has remained consistently strong; Asian-American students comprised approximately 23% of the class of 2003. The numbers of African-American (4.5% in 1990 and 6% in 1999) and Latina (4.9% in 1990 and 5.4% in 1999) students have shown some modest increases in some years, but viewed over the longer term, have remained lower than expected. This is a source of frustration as the Office of Admissions has been successful in increasing the number of applications from students of color; it is the yield that remains low, particularly among African-American students.

In 2009, when the most recent comparative study was completed, Barnard's percentages of African-American and Latina students were 4.6% and 8.7% respectively, putting the College in the middle of the pack among the colleges and small universities that are members of the Consortium on High Achievement and Success (CHAS). Extensive efforts by the Admissions staff, the deans, the Vice President for Community Development, and the committees for Academic Success and Enrichment Programs (ASEP) and Faculty Diversity and Development (FDD) continue, but much work remains to be done. Chief among the recommendations arising from this Self-Study is the need to better define diversity at Barnard in the broadest of terms, and to set objectives and metrics that will allow the College to measure progress and reach its goals. Chapter 6 provides further information on Barnard students, and Chapter 8 offers a summary of the diversity efforts that the College intends to pursue moving forward.

Curriculum

Prior to the last Self-Study, Barnard's Committee on Instruction (COI) oversaw a three-year review of its General Education Requirements (GERs), the "Nine Ways of Knowing" that the College had adopted in February 1999. The Nine Ways of Knowing still provide the structure for a Barnard education, though the College has recently undertaken a review of parts of the requirement that students found confusing. As a result, "Reason and Value" has been renamed "Ethics & Values;" the description of Social Analysis has been revised; and Cultures in Comparison will remain unchanged, at least until the next broad review of all GERs, scheduled to begin in 2011-12.

Since September 2000, new majors, concentrations, or minors have been created in Race & Ethnicity; Film Studies; Human Rights Studies; Mathematics-Computer Science; Slavic and East European Culture; and Slavic and East European Regional Studies; Environmental Policy; the Barnard Leadership Initiative, now the Athena Center for Leadership Studies; Archaeology; and Africana Studies. In the past ten years opportunities for Barnard students to study abroad have multiplied, and study abroad has grown into a College priority.

Since the last Self-Study, Barnard has invested heavily in enhancing its facilities for research and teaching in the sciences. Over the last five years, the College has raised more than \$16 million in grant support—from a combination of foundation, corporate, government, and individual donors—to enhance the College's science enterprise. In 2006 Barnard won an unprecedented \$3 million challenge grant from the Andrew W. Mellon Foundation; the grant was one of only seven made under the Foundation's "Centers for Excellence" program and the only one that had science at its core. Under the terms of the award, Barnard has pledged a three-to-one match, bringing the total investment to \$12 million. The Mellon grant represents a singular opportunity to modernize Barnard's science facilities; add new faculty lines with start-up funds; finance student scholarship, internship, and research support; develop curriculum and pedagogical innovations; and enhance enrichment activities. Most significantly, the grant provides the impetus for major renovations of laboratory, classroom, and office spaces in Altschul Hall, where four of the five science departments are housed.

Complementing this award, in 2008 the College won a \$1.5 million renewal grant from the Howard Hughes Medical Institute (HHMI), the fifth consecutive award from HHMI since 1992. Furthermore, Barnard was one of only two liberal arts colleges asked to participate in the prestigious four-year Amgen Scholars program that funds summer research for biology students. In 2011 the College will receive a second round of Amgen funding, extending the program until 2014. In 2010 Barnard received nearly \$2 million from National Science Foundation programs funded under the American Recovery and Reinvestment Act of 2009 for Chemistry renovations, applicable to the Mellon challenge grant.

Finances

At the time of the last reaccreditation visit in 2001, Barnard's endowment was \$150 million; it currently stands at \$195.6 million (as of October 31, 2010), after reaching a high of \$212 million prior to the financial crisis. Barnard's small resource base, in comparison to those of its peers, affects all aspects of the College ([Appendix I 2010 Data Book](#), page 53). The COO nonetheless continues to balance Barnard's budget; the College plans to begin a capital campaign in 2014. In the past ten years, tuition and fees have increased 63.5%; but financial aid remains a high priority for the College, with its need-blind admissions policy facilitating the enrollment of a more diverse student body than would otherwise be possible. Ten years ago, the visiting team provided the following cautionary remarks:

The need-blind admissions policy is important in maintaining the diversity of the student body and in presenting a valued image of the College to the world. However, the cost of the policy may have an effect on the ability to provide aid to international students and full funding to some students who live within commuting distance of campus. Also, other priorities of the College may not be able to be realized because of the cost of the financial aid program. These issues are worthy of examination.

Despite the concern expressed, the College has in the past ten years maintained its need-blind admissions policy for students admitted in the regular early decision and April admissions cycles, and has been able to fund fully the financial aid packages of students living within commuting distance. A few more scholarships have been funded for international students, though the number remains very small. However, Barnard simply cannot afford to match the recent efforts of its academic, but much wealthier, peers in offering no-loan packages to low-income students. Nevertheless, the effort to sustain the need-blind practice remains a priority.

Assessment

As Provost Elizabeth Boylan noted in a follow-up to the Periodic Program Review of 2006 (quoting MSCHE itself), the faculty and staff at Barnard have long viewed assessment as, "part of the life of the institution." Even so, the collective focus of institutions and accrediting agencies on how an institution knows how well its students are doing has led Barnard to redouble its efforts. The College is constantly implementing new instruments and approaches to assess program offerings, student learning outcomes, faculty teaching, and many other aspects of College life. Barnard has made great strides in assessing student learning over the last decade.

Assessment at Barnard touches all levels of College operations. Barnard has chosen to make assessment a broadly shared, community-wide responsibility. Each vice-president is responsible for assessment practices in her/his own division, and coordination of these efforts is done through the work of the President's Council. Several committees are most centrally involved in the assessment of student learning: the Faculty Budget and Planning Committee (FBPC), responsible for advising the President and Provost on staffing and the quality of the College's academic programs; the Committee on Instruction (COI), which is the College's principal formulator of educational policy; and the individual academic departments and programs and their faculty chairs. Indirect student outcomes are also monitored by other administrative offices and committees (e.g., Registrar, Study Abroad, Pre-Health Professions and other pre-professional advising, Career Development, Senior Class Dean and Fellowship Advisor, and Alumnae Affairs).

C. The Self-Study Process

In April 2009, the Provost and Dean of the Faculty invited the fourteen-person Self-Study Steering Committee to guide the entire reaccreditation process on campus. Volunteers for the Steering Committee and its five working groups were solicited from the faculty and administrative staff, and recommendations on membership were sought from the Faculty Governance and Procedures Committee and from President's Council. The Steering Committee began meeting in spring 2009 to discuss its mission and goals and continued meeting throughout the accreditation process (Exhibit: Minutes).

The Steering Committee has been co-chaired by Professor of Biological Sciences Paul E. Hertz and Associate Provost and Dean for International Programs Hilary L. Link. Five separate working groups were established early in the process to address clusters of inter-related standards; these groups each comprised a mix of the diverse constituencies that make up the College community, including faculty, staff, students (selected by the Dean of the College), trustees, and alumnae. The recommendations and analyses of the working groups have been interwoven into this Self-Study, and reflect a wide range of opinions from across the campus.

A draft of the Self-Study report was widely circulated to all constituencies in the Barnard community early in the autumn 2010 semester. After the community had the chance to digest its findings and the specific recommendations included in each chapter, all constituencies had the opportunity to discuss the report and suggest potential modifications. Extensive discussions took place within all major College committees; at meetings of the Board of Trustees, faculty, non-instructional staff, and students; and at four faculty/staff forums that focused on specific themes that had emerged from the analysis (Barnard's sense of community and identity, Barnard's relationship with Columbia, Technology, and Diversity and Internationalization). Representatives of the Steering Committee facilitated and participated in all of the meetings.

In addition to co-chairs Hertz and Link, the Steering Committee has been staffed by Anja Santiago, Manager for Academic Information and Curriculum Support in the Provost's Office, as Recorder. The Committee also includes: chairs of each of the five working groups; two members of the Board of Trustees (one of whom is an alumna of the College); two current Barnard students; and the following *ex-officio* members:

- President Debora L. Spar
- Provost and Dean of the Faculty Elizabeth S. Boylan
- Anna Quindlen, Chair of the Board of Trustees (2009-2010)
- Jolyne Caruso-FitzGerald, Chair of the Board of Trustees (2010-2011)

The membership of the Steering Committee and working groups is in Appendix E.

III. Conclusion

While Barnard stands at an important and exciting moment in its 121-year history, it is clear that financial challenges continue to be an issue as the College attempts to reach its full potential. The College also recognizes that—from the many recommendations emerging from this Self-Study—there is work to be done in strengthening key programs and expanding its reach and recognition. Additionally, Barnard should increase transparency in its communication, procedures, and structure throughout the College; expand assessment of the institution’s effectiveness; and continue to apply the knowledge gained from that assessment to continuous improvement. The College also needs to focus on financial management, raising the endowment, and supporting faculty and students in their endeavors.

Despite these concerns, the College is immensely proud of how far it has come since the last Self-Study. Faculty are on surer footing, students continue to impress, and there is more support, better nurturing and improved showcasing of Barnard’s amazing faculty and students, both locally and globally. With creativity and ingenuity, hard work and determination, Barnard is on the road to being recognized for what all that those on the inside know it has to offer. Barnard is indeed the school of paradoxes, the school of “and”—both local and global; both Barnard and Columbia; faculty who are both teachers and scholars; students who are academically-minded and service-oriented. Barnard is, in the words of the positioning statement, *the* liberal arts college for women, in New York, in partnership with Columbia University, and yet it is so much more than each of these separate dimensions. As the Positioning Task Force wrote five years ago, Barnard is the, “Best of *all* worlds...not like any other elite liberal arts college; rather, it exists somewhere in the intersection of a liberal arts college and a major research university as no other institution of higher learning does...or can.”⁹

⁹ Positioning SourceBook, p. 18.

Chapter 2: Mission and Goals (standard 1)

During Barnard's last Self-Study, the College's Mission Statement was one of the topics selected for review. A previous Mission Statement, developed ten years earlier, had never been approved by the Board of Trustees. Beginning in early 1999, the Steering Committee introduced discussion of the College mission among many different College constituencies, including the Board, faculty, administrators, students, alumnae, department chairs, and academic departments. Each group participated in a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) and, with the assistance of these consultations, the Steering Committee crafted a Mission Statement, both a [succinct version](#) that is found on the College's website and in other publications and a longer mission used for specific purposes including informing referees of tenure cases about the College's character.

As Barnard undertook the 2010 Self-Study, the current Steering Committee looked closely at the Mission Statement—and decided that it still reflects Barnard's essential characteristics and the educational goals. Indeed, the statement written ten years ago 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.

Interestingly, at two of the open discussions held this past October and November to allow the community to share feedback on the Self-Study document, several faculty members noted with some surprise that the Mission Statement does not explicitly make reference to one of the major roles of the Barnard faculty: the production of new knowledge and creative work. Indeed, the Barnard faculty are hired, tenured and promoted as *scholar-teachers*, actively engaged in and contributing to their professional disciplines and artistic practices. Moreover, the faculty foster the development of the next generation of scholars, that is Barnard students and often Columbia undergraduate and graduate students as well, by collaborating with them through work on senior theses, dissertations and peer-reviewed publications. The strategic planning process that will follow the completion of the MSCHE review in 2011 will provide a further opportunity for the College to review and amend the Mission Statement; adding an explicit reference to the mission of the College regarding the production of new knowledge and creative activity appears to be a worthy and timely modification.

The Barnard Mission Statement mirrors the paradoxes and the concept of “*and*” that were articulated in Chapter 1. It reflects the multidimensionality that gives Barnard its unique identity as an institution: a residential, liberal arts college for women; a partnership with a large research university; a campus in New York City—committed to its local community and to more global outreach; a high-achieving student body; a faculty of committed teacher-scholars; support for its graduates in finding personal fulfillment and a path toward leadership and service. Barnard is all of these things, and the mission is the first roadmap students and faculty encounter to assist them in navigating this complex and inter-connected network of institutional identities.

Barnard's [mission](#) is widely cited within the community. It sets the tone for the departmental and program mission statements and guides the faculty, administration, and trustees in decision-making processes. A major recommendation from the last Self-Study was that, "the College should continue to concentrate on elaboration of its distinctive position as the liberal arts college for women partnered with Columbia University, and located in New York City".¹⁰ Following this recommendation, in 2005, then-President Shapiro convened the Positioning Task Force, charged with helping the College understand, articulate, and champion its most deeply held values and character. In a thumbnail sketch, the analysis suggested that the core values of the College included independent-mindedness; the teacher-scholar model; the city-as-crucible; and a culture of openness. The analysis also suggested that Barnard women were original, audacious/resolute, hungry for experience, and "in-the-know." And, as mentioned in Chapter 1, the College's self-definition through four quadrants was reinforced: (1) a liberal arts college (2) for women (3) in New York City (4) in partnership with a world-class research university (Exhibit: Verge documents). Five years later, the quadrants still provide a useful framework for a re-examination of the Mission Statement.

I. The Four Quadrants

A. Liberal arts education for women (quadrants 1 and 2)

Barnard is committed to a demanding liberal arts education, emphasizing the pursuit of critical inquiry across a range of humanities, arts, social science, and science disciplines. The College attracts unusually gifted and ambitious students, a fact which—in conjunction with its location in New York and partnership with Columbia's graduate and undergraduate programs—provides a crucial incentive for attracting a distinguished faculty committed to undergraduate education and to scholarly research. Barnard's emphasis on critical sophistication and independent inquiry fosters a vibrant intellectual community for students and faculty alike.

Barnard's unique position as a liberal arts institution connected to a research university is reflected in several of its distinctive arts programs. Barnard's Dance Department, for example, not only offers a demanding major in dance technique and choreography, but combines that work with an emphasis on the history and theory of dance as an aspect of the humanities; many students are attracted to Barnard precisely for this combination of artistic and intellectual rigor. The dual emphasis on artistic and critical inquiry—enabled in part by the availability of distinguished artistic faculty in the New York area—extends to the Theatre major as well, which requires students to pursue both the development of artistic abilities and an unusually wide range of critical theatre studies coursework. Like Dance and Theatre, Architecture combines a commitment to studio work with an intense engagement in the traditions and practices of architectural history and theory. These departments provide the undergraduate majors in their fields not only for Barnard students, but also for those enrolled at Columbia College and the School of General Studies.

In many respects, these elements of the liberal arts education are embodied in the recently completed Diana Center: the building's design not only provides space for students, faculty, and members of the community to meet and exchange ideas, but it also brings the arts programs into

¹⁰ 2000 Barnard Self-Study, p. 84

a more visible position on the campus (Exhibit: Floor Plan). Architecture and Art History (which includes Visual Arts) are housed there, and have significant space for the display of undergraduate work. The Center's green roof will soon be home to a new Ecological Learning Center. The Glicker-Milstein Theatre, which provides classroom space for the Theatre and Dance departments, will be used on some occasions for their productions (part of the curriculum in those departments), but principally as the venue for student-group-generated performances. In addition, the Diana Center is the new hub for Student Life offices and meeting rooms and provides study space and dining facilities for students and faculty. It contributes decisively to the campus's sense of social and intellectual community.

Barnard's commitment to the study of the humanities and social sciences is expressed clearly through six of the nine "Ways of Knowing" requirements, through its broad array of disciplinary majors and minors, and through its various interdisciplinary programs. Examples of recent curricular development projects supporting the humanities and social sciences at Barnard include:

- the Ford Foundation-sponsored Difficult Dialogues project developed several curricular innovations, including a new course in the Religion Department, "Religion vs. the Academy," and a new "game" in the College's longstanding "Reacting to the Past" series, "The Struggle for Palestine."
- the Mellon-sponsored project on Comparative Literature and Translation Studies that is sponsoring scholarly conferences, faculty research projects, and curriculum development.
- a Willen faculty seminar on the future of the humanities beginning in fall 2010 and planned to coincide with public programming that will contribute to AAC&U's LEAP initiative ([Liberal Education and America's Promise](#))

One of the most intriguing challenges in defining Barnard's uniqueness is in some senses the most obvious feature of the College—it is a liberal arts college for women. Despite widely-reported declines in the attraction of single-gender colleges,¹¹ Barnard has enjoyed an increasing number and quality of applications.

¹¹ http://www.usatoday.com/news/education/2008-06-10-womenscolleges_N.htm and http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/1/2/9/pages21296/p21296-1.php

Table 1: Ten Year Comparative Statistics 2000-2010, Admissions

	2000	2010	Notes
Applications	3910	4617	18% increase over 10 years
Number Admitted	1429	1225	
Percentage Admitted	36.5%	26.5%	27% increase in selectivity over 10 years
Enrolled	562	580	
Yield (% admitted who enrolled)	39%	45%	
Average GPA	3.84/94.1	3.89/95.41	
Ranked in 1st decile	80%	88%	
Median SATs	670 verbal 660 math = 1330	700 verbal 680 math 720 writing = 2100	*test now includes three sections
Enrolled students: countries/states represented	13 countries, 33 states	25 countries, 38 states	
Enrolled Students of Color	38%	38%	

Although most entering students report that Barnard's status as a women's college was not a primary reason for their decision to attend, a majority of graduating seniors report, through the bi-annual COFHE¹² Senior Survey, that it is one of the most formative aspects of their college experience.¹³

Barnard is committed to the study of women and gender at a significantly higher level than is typical at most liberal arts colleges. At Barnard, Women's Studies has historically been cutting edge and continues to be so. It was institutionalized as a Department, which is more consistent with the practice at Research I universities, well in advance of both Columbia and Ivy League peers. Faculty appointments in the department have broadened the interdisciplinarity of the curriculum with a range of methods and foci that are at the forefront of gender studies (e.g., science studies, sexuality, transnational and diaspora studies). The expanding breadth and depth of the program is both reflected in and enhanced by the Department's participation—along with Africana Studies and American Studies—in the new Consortium for Critical Interdisciplinary Studies (CCIS). CCIS sponsors a new concentration and minor in Race and Ethnicity. This collaboration has resulted in a broad rethinking of the Women's Studies curriculum and a re-consideration of the department's name, which will signal the continued relevance of Women's Studies' contributions to the Barnard curriculum and the intellectual mission of the campus.

The Barnard Center for Research on Women (BCRW), founded in 1971 as one of the first feminist research institutes in the country, is home to the nationally-recognized The Scholar & the Feminist Conference, which promotes gender analysis as an issue of major importance in both academic and public circles. *S&F Online*, a triennial, multimedia, peer-reviewed, online

¹² The Consortium on Financing Higher Education (COFHE) is a voluntary association of thirty-one highly selective, private liberal arts colleges and universities which collect and share institutional data for assessment and research activities.

¹³ Admitted Student Questionnaires and Senior Surveys.

journal of feminist theory and women's movements, provides public access to the BCRW's most innovative programming by providing written transcripts, audio and visual recordings, and links to relevant intellectual and social action networks. The Center also offers lectures and courses and houses a collection of research material that includes periodicals, ephemera (conference papers, government reports, manifestoes, and other non-book materials), non-profit organizations' newsletters, and archives of defunct publications from early second-wave feminism. In spring 2006, the Center launched "From the Collection," a series of online exhibits making these valuable materials more widely available (Exhibit: Documentation of the BCRW's publications, mission, and work).

Building scientific literacy has always been a bedrock value at Barnard. Since its founding in 1889, the College has also played a pivotal role in educating successive generations of women leaders in the sciences. Since 2005, about 25% of Barnard's graduating classes have majored in science, with more than 700 students participating in substantive mentored research. Students with undergraduate research experience are strong candidates for graduate or medical school, and many Barnard graduates pursue science doctorates and medical degrees (Exhibit: Graduate school records). Alumnae consistently describe how important their research as undergraduates has been to their success in graduate school, citing particularly their ability to "hit the ground running" in the lab and start making research contributions right away.

In addition to the sciences, Barnard also prides itself on educating women to assume leadership positions in the arts: for example, women at Barnard have full access to aspects of artistic training—technical theatre, stage directing—still commonly understood as men's fields. Barnard has also established specific programs designed to advance the position of women as leaders in the social, intellectual, and professional world through initiatives such as the Athena Center for Leadership Studies, with its component Leadership Labs.

The Athena Center for Leadership Studies at Barnard, launched as a special initiative of President Spar in fall 2009, investigates ideas at the forefront of women's leadership—what it means to excel, to collaborate, and to lead—from the distinctive platform of a liberal arts college for women. The Athena Center has created a unique educational program that combines rigorous academic and experiential studies to enable Barnard women to excel at the highest levels; it includes an academic curriculum, mentoring programs, and social action projects in off-campus settings. A new Leadership Lab is bringing hands-on leadership skills education to students and professional women from across the region. The Center sponsors numerous events each year, showcasing women leaders and exploring how women leaders are treated and perceived in popular culture. When additional resources are available, the Center will work with other colleges and universities to establish a research agenda that will help discover what factors contribute to leadership, how gender affects leadership styles and outcomes, and the best practices for teaching leadership to women (Exhibit: Athena Center Information).

The College has, in the past ten years, begun to develop programs to create networks between current undergraduate students and alumnae mentors in a range of fields, both in New York and elsewhere, as a means of supporting students in their current academic work and providing them with a step into their lives after college. These efforts relate directly to programs developed by Alumnae Affairs for young mothers (Alma Maters), women in transition (Project

Continuum), and the Barnard Professional Business Women program (Exhibit: Alumnae Affairs Materials). In Spring 2010 Barnard partnered with the Mayor's Office to host Mentor it Forward, a "speed mentoring" program that provided students with access to executive-level professional women (Exhibit: Mentor it Forward). These initiatives confirm the portrait of a Barnard woman: someone who not only flourishes within the intensity and complexity of the College, but whose critical curiosity and intellectual resilience remain visible elements of her life thereafter.

B. New York (quadrant 3)

Barnard's New York setting informs virtually every aspect of the undergraduate experience. Dozens of courses across the curriculum avail themselves of the resources of the City: museums and galleries, the City's architecture and music, the theatre, dance performances, and the City's specific social and cultural history both extend the resources supporting study and sustain many of the directions undergraduate research can take (Exhibit: Survey on NYC Outreach and Student Faculty Research). In addition to offering countless options for sending students off campus, New York also provides a community for the classroom: writers and artists, designers and architects, theologians and musicians, lawyers and scientists all bring cutting-edge professional work to campus as instructors and lecturers. Many of these people reside in New York; others are passing through, drawn to the city and to Columbia, in the course of their own scholarly research.

The College's successful transformation from what was a heavily-commuter college to a residential college (going from 60% to 90% residential) is also highly integrated into the City: students are assured of a secure and lively home base from which to study and to explore the City, an attraction to students and parents, both nationally and internationally. Since the last Self-Study, the College began offering financial aid that allows students who live within commuting distance to live on campus. New York is not so much the background of the College as it is a partner. Barnard students experience adulthood as citizens of the City, not only sampling its art and culture, but also using New York as the place where they develop their identities. They do so through fieldwork and research in the social sciences, archival research in the arts and humanities, analyses of exhibitions at natural history museums and botanical gardens, and through a wide range of internship and employment activities.

More than two-thirds of all Barnard students take advantage of the College's New York City location by undertaking internships in settings that include research laboratories, hospitals, museums, NGOs, brokerage houses, arts organizations, media outlets, social service organizations, community centers, and government offices. Students from all majors take advantage of the chance to work in a professional setting, confirm the direction of their studies, explore how they might take a different direction, or develop experience and connections for the future. These programs are part of the College's effort to use its physical and social geography to prepare students for success in the next steps of their lives. The Office of Career Development maintains a database that includes 1,750 internship opportunities, both paid and unpaid (Exhibit: Internships available to Barnard students). From summer 2009 to spring 2010, 143 students received financial support from 44 donor-designated funds, enabling them to take advantage of otherwise unpaid internships.

The New York setting is an attractive recruiting tool for faculty, although it also presents financial obstacles: the high cost of living, educational opportunities for faculty children, and housing. Although Barnard has some access to Columbia University housing, the College recently developed the Cathedral Gardens apartments, which provide suite-style apartments for undergraduates as well as faculty apartments. The apartments provide either long-term housing or a transitional home while faculty search for permanent housing (or until a Columbia apartment becomes available). Developing Cathedral Gardens has been crucial to the College's ability to recruit students and faculty to New York.

The design of the Diana Center, with its open, well-lit, airy space, is visible and accessible to Broadway (on which it faces) in ways that its predecessor, the McIntosh Center, never was. The light and warmth that emanates from the building as seen from Columbia's campus and Broadway reflect Barnard's embrace of its neighborhood. In July 2009, Barnard strengthened that embrace with the creation of a new senior administrative position, Vice President for Community Development, who works to connect students, faculty, and the campus with the local community.

Among Barnard's most active current partnerships is its relationship with Friends of Morningside Park. The College participates in the annual Common Ground Festival and NYC KidsFest, both held in the Park, and sponsors a Clean-up Morningside Park Day. Morningside Area Alliance (MAA), which includes educational, social service, religious, and cultural institutions within the Morningside area, has been a long-standing partner. Barnard also provides tutoring, SAT and college readiness preparation to residents of the neighborhood, and grant writing workshops for the Grant Houses, a neighboring public housing community, and public school teachers. Barnard partners with Columbia Community Service to provide direct funds and services that assist the elderly, help homeless individuals and families, provide scholarships for day care and after-school programs, clean parks, and assist with critical health needs of community members, including its neighbors with HIV/AIDS (Exhibit: Columbia Community Service brochures). The College is a member of the Harlem Arts Alliance and through this organization helps to support the work of artists in visual, media, and performance arts. Until the fall of 2010, the College also sponsored two educational community outreach programs on campus, providing academic enrichment to 7th-12th grade students through the Liberty Partnerships and Science and Technology Entry Program (STEP). Unfortunately, because of the uncertainty of state funding for Liberty, the College is now able to support only the STEP program (Exhibit: Information about STEP and Liberty); current Liberty students are being placed in other local academic support programs.

The Vice President for Community Development has helped to promote and facilitate further collaboration between Barnard College and the community. She focuses on building relationships with neighboring organizations and institutions and on strengthening Barnard-initiated programs in conjunction with community groups and individuals. President Spar recently charged the Vice President for Community Development with chairing a multi-constituency committee of students, staff, and faculty to review the relationships between the College and these various community groups and agencies. An inventory and report from this group is expected by spring 2011.

Barnard's New York City Civic Engagement Program (NYCCEP), now in its sixth year, offers students many ways to pursue field work and community service (Exhibit: Information about NYCCEP). Students may explore this topic in an academic context through "Theorizing Civic Engagement," an Urban Studies course supported by NYCCEP. A number of faculty weave community service activities into their courses. In all of these courses, students observe and participate in work at a large number of community-based organizations and institutions, then share their experiences with peers in the classroom. For these Barnard students, community-based work is integral to their studies; it affords them the kind of "real-life" experiences that add much to their theoretical and academic work (Exhibit: Barnard College Service Portfolio). This program grew directly from the last Self-Study and strategic plan, and represents an excellent example of cooperation between academic and student services offices.

Students in Barnard's education program (more than 100 annually) are among Barnard's most active volunteers: no fewer than five courses include community service in their curricula, sending students to do fieldwork in the New York City public schools. Activities include tutoring and working with small groups of students, as well as assisting in teaching two specially-developed curricula that use the City of New York as a key pedagogical element: Science in the City and Math in the City. Furthermore, education students seeking certification complete a minimum of [40 hours of fieldwork](#) with children through such organizations as America Reads, Community Youth, East Harlem Tutorial, Mott Hall Tutoring, Peace Games, Asian Youth, Big Brother/Big Sister, Double Discovery Center, GED/Reality House, Urban Adventures, Let's Get Ready, and Jump Start.

A vibrant and diverse campus culture cannot be disconnected from the local community. Barnard College has a tradition of reaching out to the community and involving it in campus life (Exhibit: Barnard College Service Portfolio). In their teaching, research, and service, Barnard scholars thrive on the richness and diversity of New York. Barnard's programs in dance, theatre, architecture, urban studies, creative writing, biology, and environmental science all capitalize on the College's unique location. Faculty work is often centered on the City, as exemplified by the following examples: English Professor William Sharpe's award-winning book *New York Nocturne*, which explores the changing New York nightscape in art, literature, and history; Environmental Science faculty's use of the Hudson River as an integral part of the laboratory in such classes as Environmental Measurements, which includes a day-long field trip aboard the research vessel Seawolf; and Art History professor Anne Higonnet's various courses on museum exhibits and collecting, focusing on local institutions such as the Frick Collection.

C. In Partnership with Columbia University (quadrant 4)

Barnard's mission is enhanced by its relationship with Columbia University. Barnard avails itself of the resources of a major research university—the extraordinary library, specialized courses that augment those offered at Barnard, the presence of graduate students and graduate-level courses, and the professional schools—to enlarge the educational opportunities of its students in ways that are simply not possible at most liberal arts colleges. The proximity of Columbia allows these interactions to occur with regularity and geographical ease. These opportunities flow in both directions: several distinguished undergraduate programs available to Columbia students are housed only at Barnard. Barnard also offers Columbia students the chance

to study in a more intimate setting, typically with closer relationships to faculty. Annually, there are approximately 6,900 Barnard student course registrations at Columbia and 6,300 Columbia student course registrations at Barnard (Exhibit: Cross Registration Data). In academic terms, the partnership is expressed formally in ways that also contribute to the unique experience of Barnard undergraduates: some study in Barnard departments that invite majors from Columbia (which does not offer study in those fields), while other choose majors that are only offered at Columbia; some study in departments that are complemented by a similar, freestanding department at Columbia; and some study in departments that are effectively unified with their counterpart department at Columbia.

D. Integrating the Quadrants

Beyond the four quadrants, Barnard’s official mission highlights several elements of its educational culture and what it provides to its students. The balance created between posing challenges and offering support is integral to the Barnard experience. From the very first contact Barnard students have with the First-Year Class Dean, they are introduced to a personalized and caring advising system and a culture that allows students to interact with accessible faculty and administrators (Exhibits: First-Year Dean website, advising questionnaire, etc.). At the same time, Barnard students are challenged from their first days on campus to find their own definition of the Barnard experience, to take rigorous coursework, and to take both academic and professional risks. The Barnard mission points to this dichotomy: “Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery... By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities.” In other words, Barnard provides extensive support services to its students in an effort to help them grow intellectually and personally; with this support as a background, it encourages each student to discover the world and her place within it and to push herself to excellence in the classroom and beyond.

II. Diversity and Internationalization

A. Diversity

A commitment to diversity in the student body, faculty and staff is one of Barnard’s core values, as articulated in its mission: the College aims to prepare, “graduates to flourish in different cultural surroundings in an increasingly inter-connected world.” As such, the current Mission Statement has provided guidance to the senior leadership of the College in the allocation of resources to support efforts that increase the diversity of campus. The College’s “Diversity Statement” maintains that, “a college is a democracy of ideas—a democracy embracing all members of the campus community. Students, faculty, and administrators all have the right to be heard and the responsibility to put forward informed opinions, and all must be prepared to be challenged” (Appendix B Diversity Statement). The College sees the ability and desire to engage profoundly with radically different ways of analyzing the world as a key value in the women it takes pride in graduating: engaged world citizens possessed of a discerning intelligence, an understanding of inequality and power, and moral courage.

Barnard has made some progress in increasing diversity among faculty and students but it has not yet achieved its goals. The College is committed to devoting additional resources and creative energy to these efforts. From extensive community-wide conversations held throughout the Self-Study process, the suggestion has emerged, notably from the President of the Barnard Alumnae Association (and a member of the Board of Trustees), to better define diversity, in the broadest terms possible, for the entire campus community. The College is beginning to assess which committee should undertake crafting such a definition, one that will enable the College to address any perceived lack of diversity and, moving forward, to measure progress made on a variety of levels.

B. Internationalization

Recognizing the importance of internationalization to a diverse intellectual environment, the College is committed to exploring various facets of internationalization within its broader commitment to diversity. To that end, the College should continue to refine its current internationalization mission (Appendix B) as its internationalization efforts mature. Since 2000, Barnard Provost Elizabeth Boylan has participated in the American Council on Education (ACE)'s Leadership Network on International Education, and from 2006-2008 she was one of fifty provosts and deans who were members of the ACE's Luce-funded CAO (Chief Academic Officer) Forum on Internationalization. Inspired by this work, Provost Boylan created the Provost's Advisory Committee on Internationalization (PACI). Meeting several times each semester with a rotating membership of senior faculty experienced with and interested in this issue, the group studies the College's policies and practices, and advises the Provost on internationalization efforts related to faculty, curriculum, and programs (Exhibit: Minutes).

In her inaugural speech on October 23, 2008, President Spar highlighted her vision to expand Barnard's international presence and, "to play a more active role in a world increasingly dominated by the international exchange of capital, technology, people, and ideas." The College has since taken steps to strengthen internationalization on campus. In spring 2008, it established the position of Assistant (now Associate) Provost and Dean for International Programs, charged with providing institutional and leadership support and overseeing the College's international efforts (Exhibit: Position Announcement). The Associate Provost has since created an administrative group to bring together all constituencies at the College with a commitment to issues of internationalization. In fall 2009, President Spar also created an International Advisory Committee, comprising parents, friends, and alumnae of Barnard, to serve in an advisory role to these efforts.

In the past two years, the College has launched two international initiatives. One is a series of global symposia to address issues of pressing concern to women in strategically important cities outside the United States. Two global conferences on women and leadership have been held, in [Beijing](#) (2009) and [Dubai](#) (2010); the next will be held in March 2011 in [Johannesburg](#), South Africa. The other major initiative is the Visiting International Students Program (VISIP, described further in Chapter 6).

The Barnard community has devoted substantial time to discussions of issues of diversity and internationalization and is mindful of the need to create clear definitions of each, so that

internationalization can be incorporated within the College's larger efforts to diversify. The community recognizes the need for adequate resources and programming on diversity as a clearly defined goal of the College moving forward (Exhibit: Minutes from Faculty Meeting).

III. Leadership in a Liberal Arts Curriculum

The final paragraph of Barnard's mission states that, through academic challenge and support, "Barnard enables [students] to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society" (Appendix A Mission Statement). Through a rigorous curriculum, internship and volunteer opportunities, and the chance to interact with other global citizens, Barnard students train to lead and serve in all fields and careers—or at home should they so choose—upon graduating. Four years ago (approved May 2006), to further respond to the needs of young women to learn leadership skills in all realms and fields, Barnard began the Barnard Leadership Initiative, which offered students a program of six courses that were pursued in addition to a major. With President Spar's arrival, the BLI has evolved into the aforementioned Athena Center for Leadership Studies, which is fast growing into a premier center for the study of leadership within the liberal arts context.

IV. Conclusion

Since Barnard's last Self-Study, using the College's Mission Statement as a guide, each division of the College (and each program within each division) has developed a mission statement consistent with the overall objectives of the College (Exhibit: Divisional and Programmatic Missions). In June 2005, the College developed a vision statement on scientific literacy for all students; in fall 2008, several committees collaborated on producing an Internationalization Vision Statement that has guided the creation of the [Office of International Programs](#) and the College's internationalization initiatives. Furthermore, during the past two years, all academic departments and programs have developed interconnected mission statements, student learning outcomes, and curriculum maps.

The Barnard Mission Statement continues to resonate with the community. It upholds the "quadrants" of its formal positioning as well as additional foci that include diversity, internationalization, civic engagement, and leadership. As Barnard nears the end of another Self-Study cycle, the College looks forward to using the recommendations from this re-accreditation to put forward new goals and strategies—aligned with its Mission Statement—for the coming decade. It would be useful for the College to revisit the Mission Statement regularly, to ensure that the goals, direction, and resource allocation of the institution remain well-aligned with the College's mission.

Recommendations:

1. 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.

2. 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.
3. The College should embrace a broader view of "diversity" that incorporates both international populations, as well as the many different domestic populations represented in the United States. The College should also continue to review and refine its Diversity and Internationalization mission statements to further delineate the College's definition and objectives for each. Moreover, ongoing assessment of the campus climate for all of the College's diverse populations is essential.
4. 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.

Chapter 3: Institutional Resources (standard 3); Planning, Resource Allocation, and Institutional Renewal (standard 2); Institutional Assessment (standard 7)

I. Financial Equilibrium

Financial equilibrium was a major focus of the Middle States visiting team in 2001. In recognizing Barnard's comparatively weak financial position, the team made several suggestions: that Barnard reexamine its need-blind financial aid policy alongside other College priorities; that the College consider a flexible spending rule for endowment payout; and that the campus community be educated about financial equilibrium so that all constituencies understand the College's financial priorities.

Although the College cannot describe itself as wealthy, especially since the recent economic downturn, Barnard's financial picture has stabilized and solidified over the past ten years. The College has not abandoned its need-blind financial aid policy (indeed, it has expanded it to include housing support for students whose families live relatively close to campus); the endowment is rising; and the College continues to balance its budget. A new CFO (now the COO) joined Barnard in 2005, and he has since standardized the institution's budgeting, planning and resource allocation systems and aligned them more closely with the College's mission.

A. The College's Financial Picture

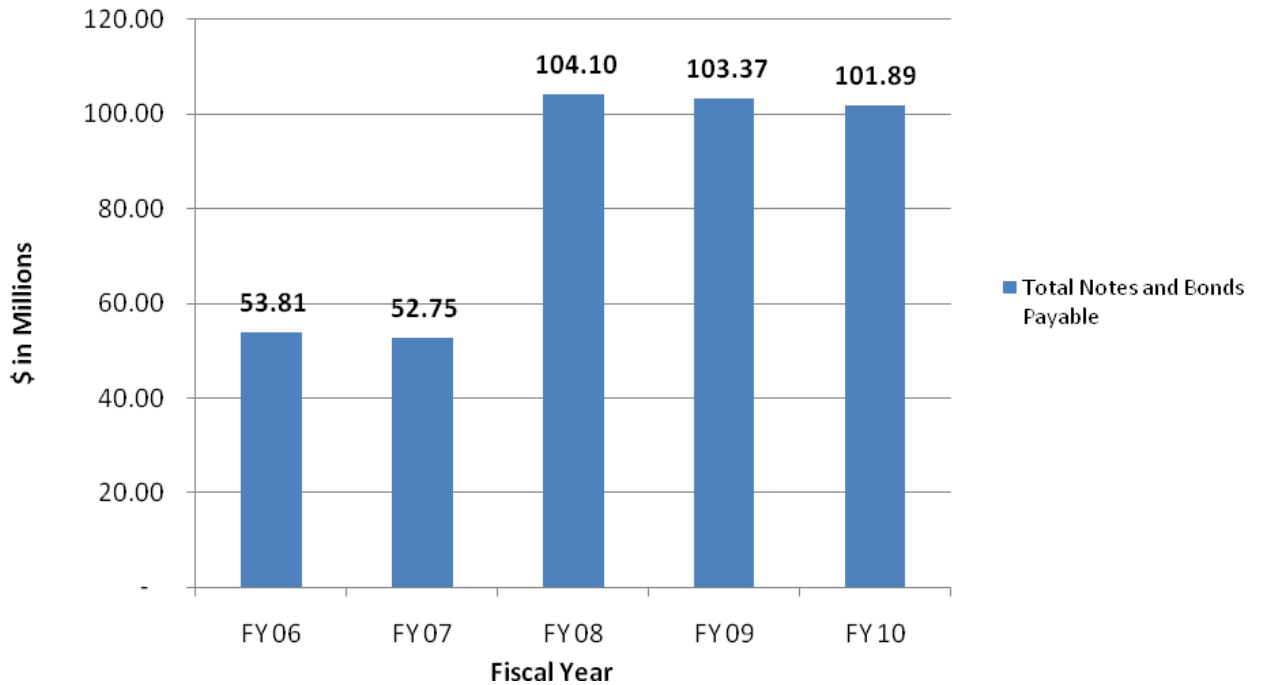
Although the recent financial crisis has had an impact on daily life at Barnard, in some ways the College has weathered the recession better than many of its wealthier peers. Because of its small endowment, Barnard has always used less revenue from endowment income for operating expenses (only 6% in 2009-2010) than have many of its peers. Thus, belt-tightening and relatively small sacrifices allowed Barnard to balance its budget and survive the economic crisis without having to make large programmatic cuts. That being said, the crisis hit Barnard particularly hard because many of the College's students, parents, alumnae, and potential donors who live and work in the greater New York Metro area experienced significant reductions in their resources. Barnard froze salaries for staff and faculty (except for faculty promotions) in 2009-2010. Staff salaries increased by only one percent in 2010-2011 (with additional merit increases of up to 2% possible in October 2010), while the faculty pool was 3.5% with separate allocation for promotions (\$115,000) and for special retention needs (\$100,000).

Barnard's operating revenues and expenses have each increased by about 20% since 2005, with tuition and fees currently generating nearly 43% percent of revenue in 2009-2010. Barnard's commitment to financial aid for its students has not only remained strong but has grown, so that in 2009-2010 almost 18% of the College's operating expenses were devoted to aid. While the amount spent on faculty salaries (Instruction) increased 18% and the amount spent on staff salaries increased 26% from 2005-2010, the percentage of the entire operating expenses spent on faculty salaries has remained constant since 2005, at about 30% of expenditures; similarly, the percentage spent on staff salaries has also remained the same (5%) over this time period ([Appendix I Data Book](#), page 49).

At the time of the last Self-Study, the Trustees felt that the College had sufficient debt-capacity to undertake capital investment that would advance its mission as a residential college with pressing needs for academic and social spaces. Thus, a key recommendation of that report was to consider one or more high-priority capital projects. Barnard's addition of two new buildings to its campus in the past five years has almost doubled its long-term debt obligations, from nearly \$54 Million in FY2006 to over \$100 Million in FY2010.

Figure 1

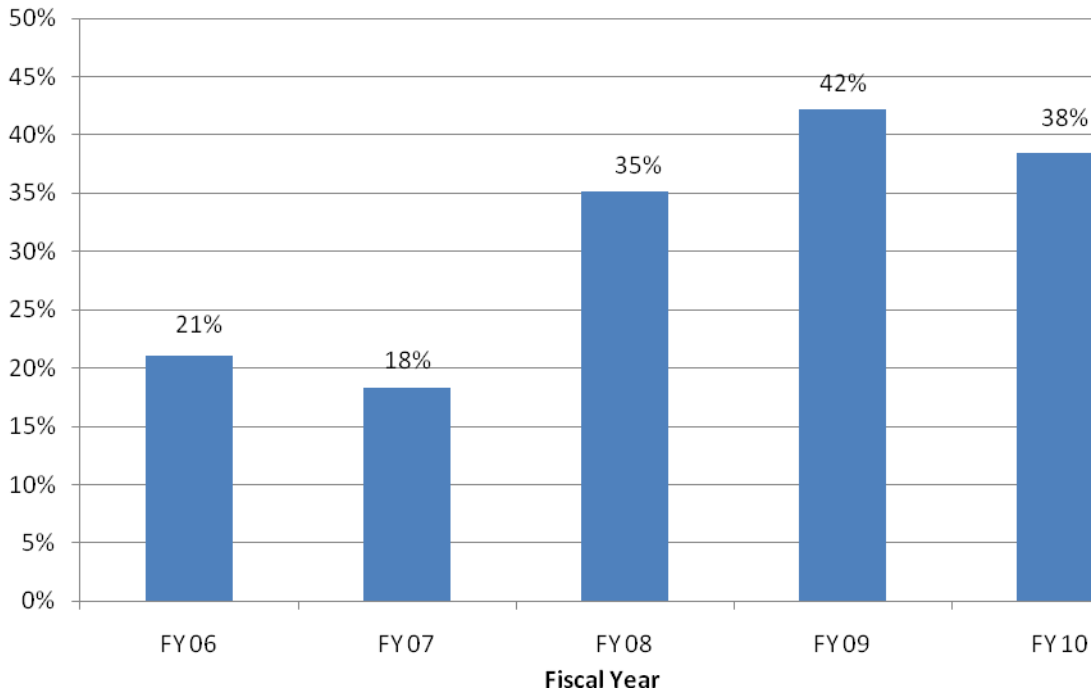
Long-term Debt Obligations, 5-year History



Similarly, the College's debt-to-net-assets ratio has also roughly doubled, from 23% in FY2005 to 38% in FY2010. Given these daunting figures, the College recognizes that it will not assume any additional debt burden to finance new construction for many years; instead it is developing creative ways to renovate existing buildings to make them as efficient and useful as possible.

Figure 2

Debt to Net Assets Ratio, 5-year History



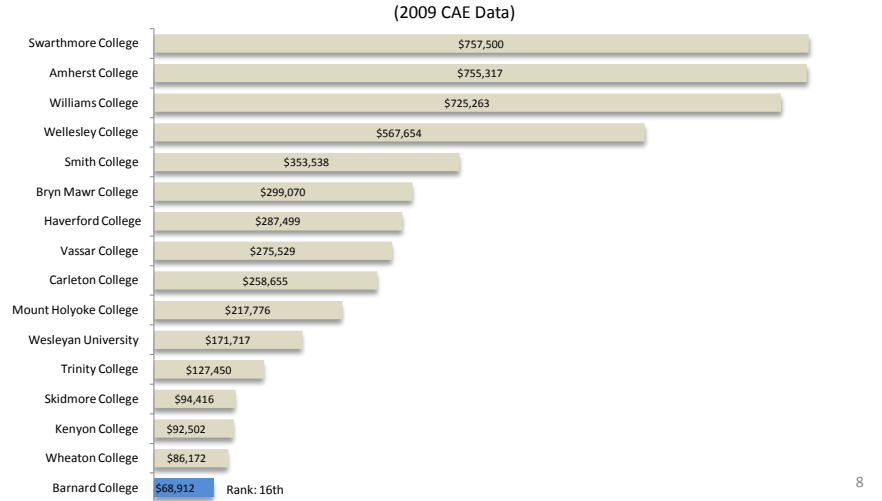
As noted elsewhere in this report, Barnard’s endowment is quite small, particularly in comparison to those of its COFHE peers. Barnard’s endowment is the smallest among the 31 COFHE institutions, and the only one below \$200 million. Moreover, the College’s “Endowment Assets per FTE Student” is the second smallest in that group, ahead only of Georgetown ([Appendix I 2010 Data Book](#), page 52). After reaching a record high of \$212 million in 2008, the market value of the endowment fell to just under \$165 million at June 30, 2010; it has since rebounded to \$195.6 million as of October 31, 2010.

Because of the strategic importance of the Diana Center, most of the College’s major gift efforts from 2005-2009 focused on raising gifts for plant improvements rather than on new gifts to the endowment. The original target for Diana Center gifts was initially \$40 million, but was subsequently increased to \$45 million. The total amount pledged for the project is \$45.7 million, of which \$38 million has been received to date. The single largest gift in the College’s history, a \$15 million naming gift from Roy and Diana Vagelos, was raised during this period.

Despite the focus on plant improvements, the College added six new endowed chairs between 2000-01 and 2009-10. [Three limited-term expendable professorships were also added in this time frame.]

Figure 3: Comparative Data on Endowment Dollars Per Student

Barnard’s endowment per student ranks at the bottom of the peer list, primarily due to a lag in large gifts



Raising the endowment must continue to be a top priority in the upcoming strategic plan and capital campaign.

B. Development Efforts

Since its founding, Barnard has been substantially less successful than its peer highly-selective liberal arts colleges in developing philanthropic enthusiasm on the part of its alumnae. A snapshot of the gift history for the past decade can be found in the table below.

Table 2: Barnard College Gift History

	Unrestricted Private Gifts & Grants	Restricted Private Gifts & Grants	Permanent Endowment Gifts	Life Income Gifts	Gifts for Plant Improvements	Total
2001	\$ 7,245,252	4,701,340	4,618,403	222,089	2,398,495	\$ 19,185,579
2002	\$ 4,512,586	2,597,459	3,055,444	383,999	2,265,118	\$ 12,814,606
2003	\$ 8,360,506	3,791,033	4,249,529	720,462	6,881,839	\$ 24,003,369
2004	\$ 8,415,577	5,504,821	5,152,814	590,566	5,538,325	\$ 25,202,103
2005	\$ 7,548,194	5,356,273	6,129,707	796,926	9,757,632	\$ 29,588,732
2006	\$ 7,968,081	10,579,153	5,218,202	214,253	6,831,993	\$ 30,811,682
2007	\$ 6,416,909	4,018,454	7,234,139	631,643	5,249,892	\$ 23,551,037
2008	\$ 8,923,988	5,653,742	4,149,579	541,744	8,538,615	\$ 27,807,668
2009	\$ 7,827,368	4,364,690	877,617	604,214	4,103,194	\$ 17,777,083
2010	\$ 7,623,003	7,064,876	1,379,020	125,446	1,011,194	\$ 17,203,539

In anticipation of the College's 125th anniversary in 2014, Barnard will plan a comprehensive capital campaign over the next few years to energize the Board of Trustees, alumnae, and parent volunteers; identify and engage those alumnae and friends whose gifts will be crucial to the success of the campaign; and create, refine, and disseminate the case for Barnard. The College hopes that the 125th anniversary celebration can be coupled with a public announcement of the campaign and several transformational gifts.

The comparison of donation statistics for Barnard with those of its peers reveals that the College's performance is near the bottom in most categories: total giving (flat at about \$20 million during each of the last five years); the number and size of "large gifts," which drive total giving; and level of participation. A team of consultants conducted a Campaign Feasibility Study for Barnard in 2010 to explore whether something about Barnard limited its ability to raise funds. Their analysis identified the following problems and constraints:

- Until the early 1980's, many students (almost 40%) commuted to Barnard and thus did not develop the bonds that residential students invariably do.
- Many alumnae do not understand the financial relationship between Barnard and Columbia, thinking that Barnard shares Columbia's multi-billion dollar endowment.
- While the many Barnard-Columbia couples often give to both schools, Columbia usually receives more support.
- Barnard is described as needing more school spirit (the pull of New York City, enticing students away from campus is acknowledged as a factor).
- Until recently, the development operation at Barnard has not been as professional and extensive as those of its peers; there has not been adequate alumnae outreach or follow-up, and thus, gift revenue has suffered because of an uncultivated gift culture.

The Barnard donor database includes an extraordinarily wealthy population with the capacity to support a \$350 million campaign. Yet giving to Barnard over the past ten years, whether measured by cash or commitments, has been stagnant, even though – prior to the economic crash in 2008 – philanthropic giving at most colleges and universities hit all-time records. Compounding the issue is that the disinclination of these wealthy prospects to give to Barnard is sobering:

- More than two-thirds of the potential prospects are characterized as having low affinity.
- Nearly 50% of all potential prospects (and 52% of Barnard alumnae) are non-donors.

Thus Barnard needs to spend a great deal of time initiating and building relationships with prospects. The President and her senior staff will devote much time and energy to the quiet phase of the campaign in the next few years.

C. Financial Aid

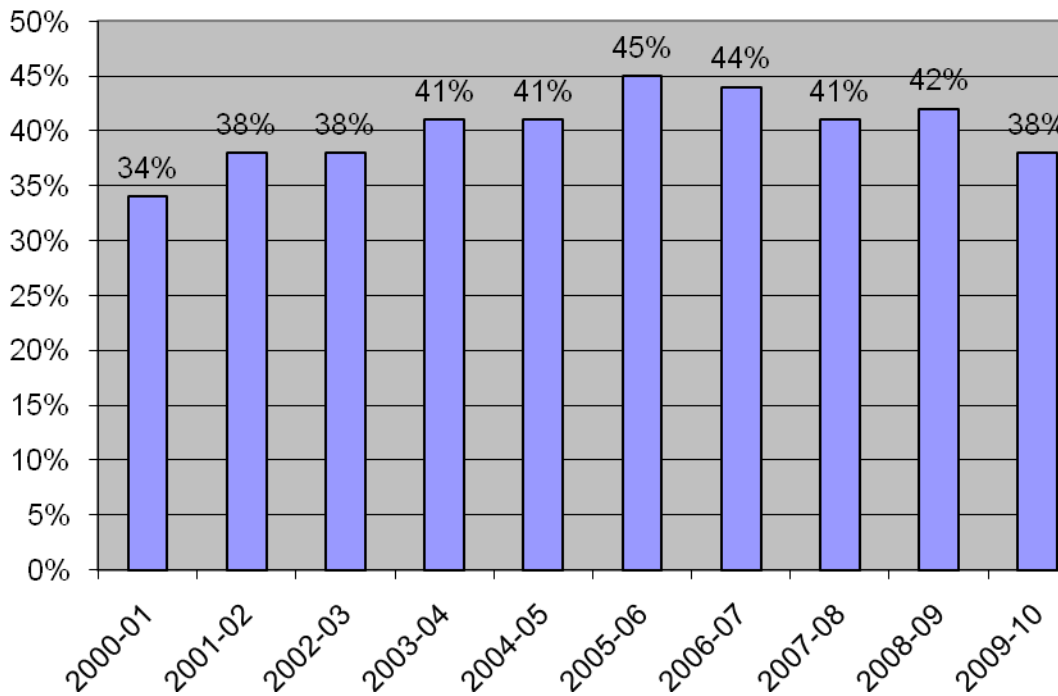
Barnard prides itself—especially given the recent financial crisis—on being fully need-blind for all admitted U.S. students. In 2009-2010 Barnard awarded more than \$25.2 million in aid, including both grants and loans; most of the aid (75%) was derived from the operating

budget and gifts, with the endowment providing 10%, the federal and state governments 12% and other outside sources 3%.

Since the last Self-Study, the percentage of students receiving aid from Barnard has hovered around 40%, while the percentage of entering first-year students receiving aid has varied more widely, from 34% in 2000-2001 to 45% in 2005-2006; the percentage for the entering class of 2009-2010 was 38%.

Figure 4

First-Year Students Receiving Aid from Barnard



Of students receiving aid in 2009-2010, almost 66% were white, about 16% were Asian, almost 9% were Latina, just over 4% were African-American, about 4.5% were international and 0.2% were Native American.

Table 3: 2009-10 All Undergraduates

Ethnicity	Barnard Aid Recipients	All Others	Total
African-American	3.0%	1.3%	4.3%
Latina	5.6%	3.3%	8.9%
Asian	9.4%	6.8%	16.2%
Native American	0.1%	0.1%	0.2%
White	22.5%	43.3%	65.8%
Other (94 International)	0.5%	4.1%	4.6%
Total	41.1%	58.9%	100.0%

The average Barnard grant has grown substantially, from \$21,006 in 2005-2006 to \$27,060 in 2008-2009; the estimate for 2009-2010 fell slightly to \$26,030. The average total grant (Barnard aid plus Federal and State aid) rose from \$24,738 in 2005-2006 to \$31,776 in 2009-2010.

As Barnard’s international outreach expands and its student population grows, the College recognizes the pressing need to award more financial aid to international students while still making aid for U.S. students, particularly minority students and those from less privileged backgrounds, a priority. Several recent gifts have allowed the College to fund two additional international students (one partially, one fully) in 2010-2011, and the College hopes to continue to find additional funding for this growing student population, for whom there is currently little aid available. A goal for the future, especially given President Spar’s focus on Barnard’s global outreach and diversity efforts, will be to make more Barnard aid available to international students, while also increasing financial aid across the board.

Barnard has two programs that offer discounted tuition and fees to visiting international students. The Visiting International Student Program (VISP) waives almost all Barnard tuition to students from [VISP partners](#) coming to Barnard for the spring semester, charging half of what students would normally pay in tuition to their home institution (or a minimum fee of approximately \$1,000 for students who pay no home tuition at all). This equation allows Barnard to welcome students from under-represented geographic areas who would not otherwise be able to study here. Barnard also partners with two U.S. State Department-funded programs, IREX and UGRAD, which provide partial funding to year-long visiting international students from countries that are underrepresented in Barnard’s applicant pool. Until Barnard is able to fund more international students for the full degree, these shorter-term visiting programs allow the College to expand the international character of the community and to introduce Barnard students to different and broader perspectives.

D. Human Resources Investments, Salary-Setting Practices, and Allocation

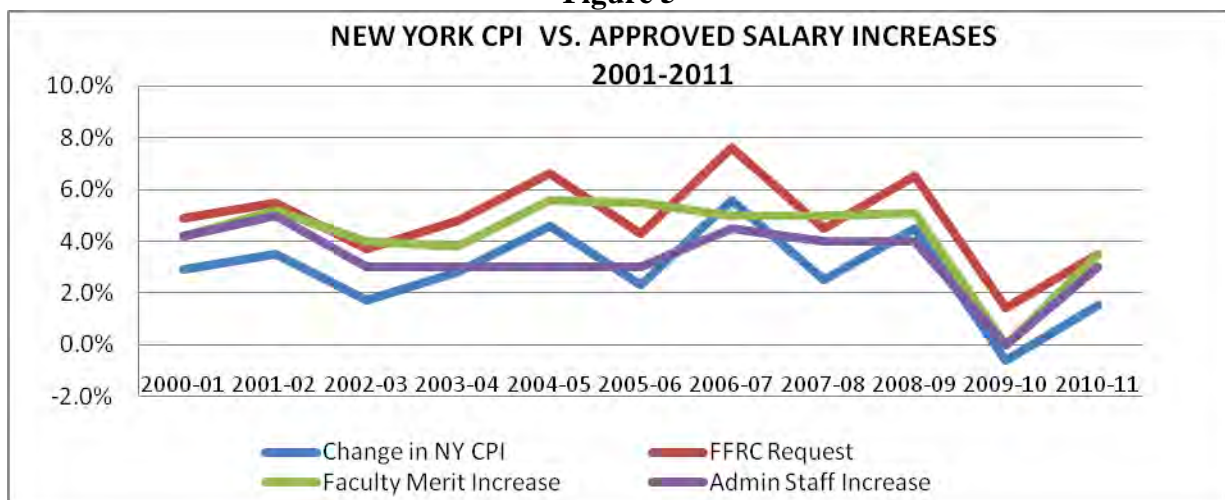
Salary Setting Practices for Non-Union Employees

The Trustees establish the size of compensation pools for faculty and non-unionized staff as part of its budget process. Given the College's commitment to recruiting and retaining faculty, considerable resources have been devoted to increasing faculty salaries over the past several years. The Provost allocates funds from the Trustee-approved raise pool based on merit as well as strategic objectives, such as enhancing the salary level of certain ranks of faculty. Non-unionized staff increases are determined on merit, and each Vice President has the authority to allocate his or her portion of the merit pool based on employee performance reviews.

The Trustee Committee on Budget and Finance meets annually with representatives from the Faculty Finance and Resource Committee (FFRC) as part of its budget process. This meeting provides an opportunity for the FFRC to present its concerns and levels of satisfaction directly to members of the Board and for Board members to gain a clearer understanding of the FFRC's priorities. From these discussions, the College has advanced initiatives to provide back-up child and elder care and to place a higher priority on expanding housing options for faculty through the purchase of Cathedral Gardens, the rental of units at 246 Manhattan Avenue, and the conversion of apartments from outside tenants to faculty at 600 West 116th Street.

A significant portion of the annual FFRC discussion pertains to salary levels. For the past several years, the College has used benchmark data from an AAUP annual survey to evaluate how well Barnard is doing relative to its competition. The survey includes data from a select group of 31 schools, ranging from peer liberal arts colleges and Ivy League institutions to local universities. Resources permitting, the College tries to maintain a faculty salary pool that exceeds the rate of inflation, measured by the New York City Regional Consumer Price Index (see Figure 5). Typically, the FFRC and the Board strive to achieve increases in the faculty pool that are 2% above the regional CPI for the year. The regional CPI is also used to review the rate of increase for administrative salaries, but without using explicit target percentages.

Figure 5

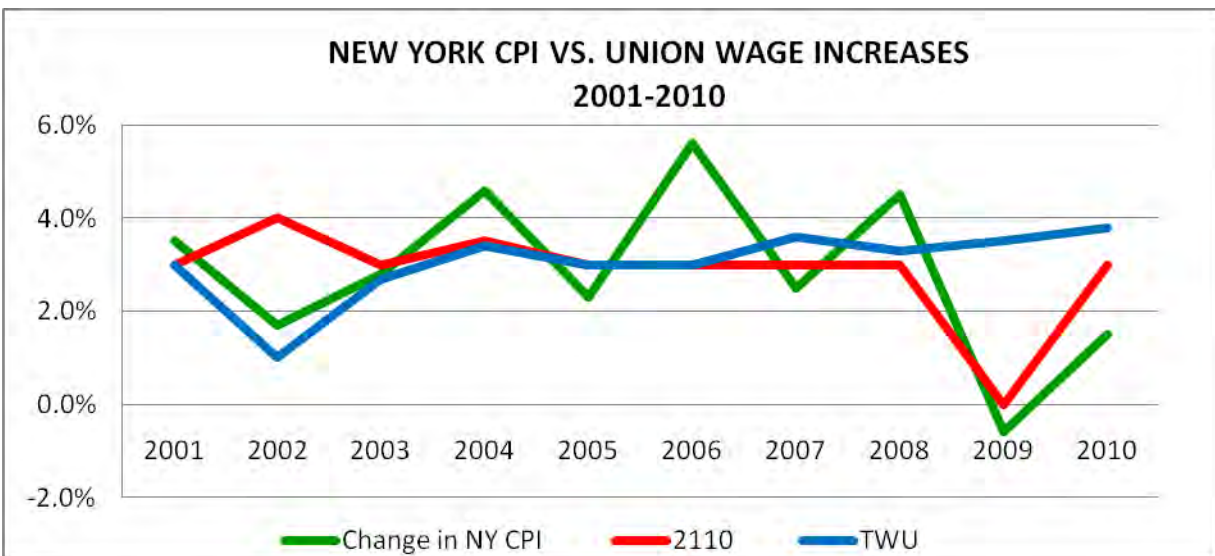


Wages for Unionized Employees

The College's non-exempt (unionized) staff is represented by three separate collective bargaining units: 161 clerical and technical employees are represented by Local 2110 of the United Automobile, Aerospace and Agricultural Implement Workers of America; 99 public safety, maintenance, and custodial staff are represented by the Transportation Workers Union (New York chapter); and 8 employees working as doormen, porters, or superintendents of certain off-campus residential buildings are covered by city-wide agreements with Local 32BJ of the Service Employees International Union (SEIU). The College has no direct control over the negotiation process with the Local 32BJ employees.

Relations with Local 2110 and TWU are often contentious, but the College has not experienced a strike since the mid-1990s. Negotiated salary increases have generally lagged those of faculty and administrators, although an existing contract with the TWU specifies increases for 2009-10 (3.5%) and 2010-11 (3.75%) that exceed raises for other staff in these years (see chart below). In contract negotiations, the provision of health care with no employee contribution to the premium has been a significant priority for the unions. As a result, the unions typically agree to wage increases that are less than those of other non-unionized employee groups.

Figure 6



Staffing Levels

Over the past five years, the headcount of Barnard's staff has remained fairly constant, although there has been a gradual shift from part-time employees to full-time (see charts below). The decision to increase the job grade level and the related training for Access Attendants in residential buildings, implemented in 2009-2010, accounts for a considerable portion of this shift.

Figure 7

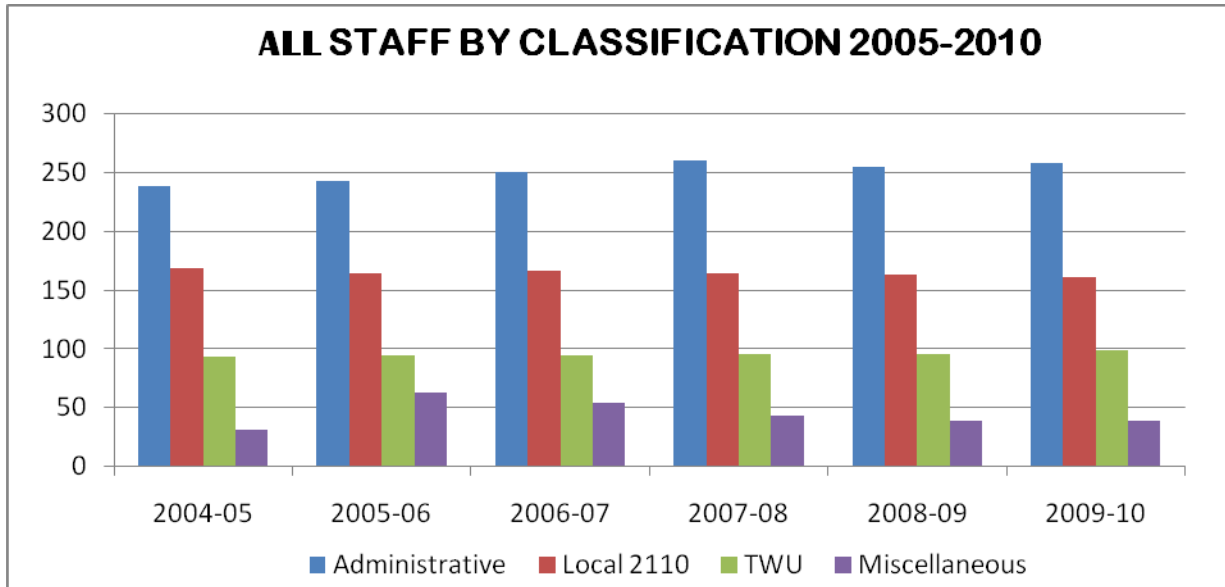
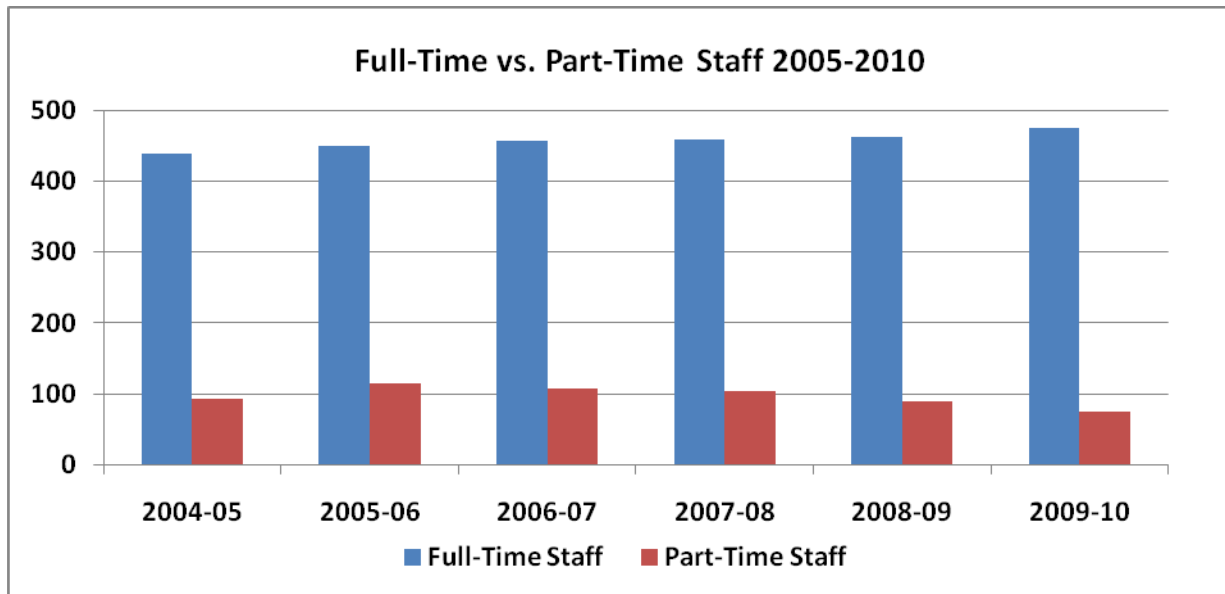


Figure 8



E. Budgets

Since the arrival of the current COO the College's budget process has been organized around assessment rather than the automatic renewal of budget lines; it references the College's [Mission Statement](#), particularly its opening paragraph:

Barnard College 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. With a dedicated

faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery.

Specifically, the Trustees maintain a focus on two issues: providing access to promising and high achieving young women through the College's commitment to meeting the full financial need of its students, and increasing the resources devoted to the curriculum and to merit-based compensation for its faculty.

The College's budget process begins with a general "call" from the Budget Director and/or the Provost to individual department heads (Exhibit: Email). Although the Budget Call focuses primarily on financial information, spending guidelines, and general limits on expenditures, it asks department heads to justify their requests for significant changes in relation to the department's immediate objectives or the College's broader mission. Requests are submitted to the respective vice presidents. The vice presidents summarize, review, and adjust the departmental requests into a larger submission for discussion at President's Council, a group comprising President Spar's senior staff. Most vice president-level budgets include a statement of objectives for the coming year. Typically these reflect the broader mission of the College but also drill down to the more micro aspects of individual departments and programs.

Once departmental and vice-presidential budgets have been submitted and reviewed in Finance, a formal budget proposal is prepared for consideration by the College's Trustees. This document focuses on the broader themes of the year and how they affect decisions on resource allocation. Once the budget has been adopted, the College prepares regular budget monitoring reports for the Trustees to provide them with information about whether the College is adhering to its approved financial plans (Exhibit: Examples).

Because of the perpetual scarcity of resources at Barnard, the budget process is a balancing act between competing requests. Individual vice presidents, more through management processes (senior staff meetings and other groupings of senior management) than through governance structure, engage their teams in planning for their areas of responsibility. These discussions inform the deliberations of the President's Council.

Faculty and staff periodically receive information about the College's financial position and its budget process. Typically, these communications are provided either in person at meetings or in general email communications (Exhibit: 6/29 email from HR). Through annual presentations at Leadership Council and reunion, alumnae also receive briefings about the College's priorities and how they are reflected in its resource allocation. Students receive the least amount of regular information about Barnard's finances, leading to occasional misperceptions about the College and some of its business decisions. Whenever issues of particular relevance to students—such as changes in financial aid policy or meal plan design—emerge, the administration reaches out to them through direct e-mail communication, community meetings, and the formation of *ad hoc* working groups. Students have little direct role in the allocation of resources, although the Dean of the College in particular advocates actively on their behalf. Two students serve as representatives to the Board of Trustees, and they bring issues of cost and financing to the attention of the Trustees through these regular meetings. Employees

represented by collective bargaining agreements also have no formal role in the College's budget and planning processes.

The faculty governance structure, particularly the Faculty Budget and Planning Committee (FBPC) and the Faculty Finance and Resource Committee (FFRC), plays a key role in the budget and planning processes. The FFRC meets annually with the Trustee Committee on Budget and Finance to discuss their concerns and make recommendations for budget priorities. The FBPC, which generally meets twice per month, recommends line authorizations for faculty searches and advises on budget matters. The COO is an *ex officio* member of this committee, and provides regular briefings on the status of the current budget and budget trends. Another standing committee at the College is actively engaged in College planning processes: the Joint Faculty and Administrative Benefits Committee (JFAB) advises the COO on matters pertaining to faculty and administrator benefits. The Committee includes members of the FBPC and FFRC as well as administrators across all areas of the College. In recent years, given the volatility of benefits costs, this group has taken an increasingly active role in the College's decision-making processes as they pertain to faculty and administrative benefit programs.

From the perspective of academic departments, current practices are relatively well accepted. Department chairs prepare their budgets each year in consultation with other members of their departments. They rely heavily on data (provided to chairs) that track current fiscal year spending, which allows them to adjust their requests for specific budget lines. For example, some departments now request far less for photocopying expenses, now that most faculty post course material online. The Provost also provides feedback on budget requests.

The Provost routinely provides an overview of the College's budget as part of her annual letter to faculty about salaries and merit pay and gives updates on the budget review process to chairs at their monthly meetings. The Budget Director also provides summary information about the upcoming year's budget to all department heads after the budget has been adopted by the Trustees. At the height of the financial crisis in 2008-09, the COO sent regular updates to the campus community regarding the state of the College's finances. He also invited all members of the Barnard community to offer suggestions about possible cost-saving measures. That small gesture fostered a sense of inclusion in the entire community, created a feeling of empowerment for many people, and furthered the spirit of community at Barnard. Overall, the frequency and depth of budget communications seem sufficient, although even more comprehensive consultation with faculty might be useful to assure a broader level of engagement in the budget process, as was suggested during the last Self-Study and team visit.

In the past two years, the College established several *ad hoc* working groups of faculty and administrative staff to support its new "zero-based" budgeting efforts. The working groups reviewed issues of resource allocation for electronic communications, student summer housing, printing and publications, state-funded programs, special events management, and opportunities for summer revenue enhancements. These groups have played an increasingly visible role in the planning process, in an advisory governance capacity (Exhibit: Reports).

The College has a longstanding practice of modeling multi-year operating budgets. The Board of Trustees is the primary audience for the planning model, which is developed in a top-

down manner. The model incorporates assumptions about line-item changes, but does not drill down to division or department levels. The current version of the model, developed by the COO and initially piloted in 2006, has been an excellent educational tool for the Trustees, giving them a clearer understanding about the effects of broad and incremental changes on key components of the College's budget base. Several zero-based budget studies, including the review of printing and publications, arose from the trends seen in the multi-year model.

A multiyear capital budget and plan is also reviewed and approved by the Trustees and presented to the community through forums and town hall meetings. Capital planning at Barnard is focused on maintaining and enhancing facilities to support the institution's existing programs and to respond to initiatives that are developed as part of its Strategic Plan. Barnard's current capital budget covers the period through 2010; a new multi-year planning effort was approved by the Board in June, 2010 (Exhibit: Budget).

The financial and budgetary aspects of the partnership with Columbia are based on formulae specified in the 2008 amendment to the Intercorporate Agreement. The financial underpinnings of this relationship are not subject to renegotiation until 2018 (with the possibility of a five-year extension). Barnard and Columbia both pay close attention to the student cross-registration traffic, as the numbers determine the size of payments that Barnard must make to Columbia. The most recent agreement represented a continuation of long-standing commitments for course and library access. For the first time, it also included certain digital library services as well as the full costs of Barnard's share of the Intercollegiate Athletics Consortium. Both of these issues had been particularly volatile and contentious, and by folding them into the broader agreement, Barnard and Columbia were able to work through differences in perspectives (particularly about athletics participation) and create a predictable revenue and expense model for this complex relationship.

Barnard and Teacher's College (another independent affiliate of Columbia) have recently approached Columbia about the possibility of creating a shared pool for employee health benefits. Having a larger risk pool should benefit all three institutions by lowering the cost of health insurance. Although the likelihood of a successful collaboration cannot yet be predicted, this effort represents an example of how the College seeks to share resources and infrastructure. If this consortium idea were adopted, Barnard's benefits programs might change substantially. Clearly, the College community would have to engage in extended and detailed discussions about the relative costs and benefits of joining such a consortium.

II. Planning

Ultimately, the responsibility for long-term planning for the College resides with the President, in consultation with the Board of Trustees. In the coming year, as the College fulfills remaining initiatives from the last Strategic Plan, the President will establish committees to develop a new Strategic Plan derived from the major recommendations that emerge from this Self-Study. The new Strategic Plan will, in turn, serve as the foundation for the Capital Campaign that will be launched in 2014. The College's current Strategic Plan, developed in the wake of the last Self-Study, continues to provide a strong foundation for guiding the faculty, staff, and senior management in its programming for the College. The Board's most recent full

review of the existing Strategic Plan occurred in a retreat on April 2008, in advance of President Spar's appointment on July 1, 2008. Recommendations were advanced to guide the president and her senior staff towards the successful conclusion of the plan and to highlight goals and priorities for the future.

The Faculty Budget and Planning Committee (FBPC), an elected committee of the faculty with several administrative members, plays a strong role in advising the Provost about long- and short-range faculty planning issues. Although primarily concerned with issues pertaining to academics, the committee has regular discussions with the COO about broader resource and strategic issues that the College faces.

The President's Council and the Trustee Committee on Budget and Finance, staffed by members of the Finance and Planning Office, are the other main facilitators of planning discussions for the College. Barnard's current Capital Plan has four project categories: Life Safety and Code Compliance (fire and environmental), Buildings & Grounds (including deferred maintenance), New Construction and Renovation for Academic and Administrative areas, and Residential Life. Projects included in the plan are proposed by the academic, administrative and residential life units of the college (Exhibit: Capital Plan). The President, Provost, Dean of the College, other Vice Presidents and Capital Planning and Management Staff review the project requests with attention to the demonstrated need for space and/or quality improvements. The Board revisits the plan annually as part of its budget process and makes any necessary adjustments. Until 2008-09, the Board, through its Buildings, Grounds, and Campus Environment Committee had extensive oversight of capital plans. Following a consolidation of Board committees in 2009-10, the Committee on Budget and Finance has taken on the role of adjusting and approving capital budgets. Discussions of facilities needs take place at other standing committees of the Board and through several of the advisory committees recently established by the President, the Real Estate Advisory Committee and the Art and Design Advisory Committee.

Over the years, the College has conducted needs assessments and facilities master planning efforts. These processes resulted in decisions to build the Diana Center, to develop the faculty and student housing units at Cathedral Gardens, and to invest a significant portion of the capital budget in upgrading dining facilities, residence halls, science labs, and social spaces. Through these projects, the College made significant progress toward its strategic capital planning goals. At this time, the College is re-examining its needs assessment to determine whether prior decisions mirror current needs and trends. The evaluation process involves interviews and questionnaires with faculty and students and regular meetings with College leadership. Given the College's very high debt to net asset ratio, its ability to pursue new large-scale projects will be limited for at least several years. Thus, for the foreseeable future, the funding source for capital improvements will be a combination of operating funds, new gifts, and bequests. Because these are all potentially volatile sources of funds, the College has a good opportunity to plan—but not expend.

A. Facilities Investments

Since 2002, when the College crafted a Master Plan for the physical plant following the last Self-Study, it has invested more than \$28 million in capital projects on campus, not including the Diana Center and Cathedral Gardens. The College's Capital Plan has invested those funds across the four spending categories: Life Safety and Code Compliance (> \$2 million), Buildings and Grounds (> \$5 million), New Construction and Renovation for Academic and Administrative Areas (> \$9 million), and Residential Life (> \$10 million).

The College differentiates between two categories of funding for capital investments: the "Annual Renewal and Replacement Fund," derived from the annual budget (about \$1 million) to fund projects costing \$200,000 or less; and a "Capital Budget" derived from gifts, grants or other Board-approved funds that pay for major or multi-year capital projects with a useful life span of more than five years. The latter projects do not flow through the College's annual operating budget and are recorded as additions to property, plant, and equipment; reports on these projects are made regularly to the Board.

B. Audits Accounting, and Business Office Procedures

The Controller's Office is responsible for the College's accounting and financial activity, supervising all payments into or out of the College's funds. The financial activities of the College are assessed in multiple ways. The annual audit, conducted by KPMG, is routine. Some activities require additional audit activity; for example, all federally-granted contracts undergo an A-133 audit. Given the need for uniformity of grant policies among departments and the fact that non-compliance with federal regulations leads to a loss of funding, the A-133 audit is a key assessment tool for the activities of the Controller's office. All audits are publicized on the [College's website](#). Within the Controller's Office, one staff member monitors all federal grants and polices the conditions attached to private grants. The Controller's Office also monitors financial activity by conducting spot audits of departments, programs, and grants.

The Bursar's Office is charged with monitoring an important source of income: student accounts receivable. The College's financial health depends upon maintaining the smallest possible amount of receivables outstanding; for the past five years (FY 2005 to 2009) 99% of funds due the College from students were collected.

The Bursar's office is also responsible for processing and distributing the College's payroll. Although automation has improved the administration of payroll, the College's administrative software does not allow electronic communication between the three offices that do most hiring—Human Resources, Office of Career Development, and the Provost's Office—and the Payroll Department. All necessary information is transferred on paper, increasing the clerical burden and allowing the possibility of errors. A substantial change to these processes began in 2010.

Moreover, the processes through which departments or faculty with grant funds hire and pay employees are cumbersome at best. For example, current Barnard and Columbia students are hired through the Office of Career Development, but students from other colleges are hired

through Human Resources. Faculty stipends for special projects and assignments are processed through the Provost's Office, whereas those for administrative employees are processed through Human Resources. Finally, payments to people who are not formally employed by the College are handled through Accounts Payable. Thus, a professor or administrator who hires students, administrators, and people who don't work or study at Barnard must complete one of four entirely different forms, processed through one of four offices, to complete the necessary paperwork for each hire. Furthermore, FICA payments and fringe benefits on stipends paid from grants are not necessarily charged to the grant automatically, so faculty must prepare memos about these separate charges to ensure that they are made. The COO and new Vice President for IT are well aware of these problems, and they are developing business practice audits to guide the College in a systematic review of its management software and processes.

Finally, assessment of the activities of the Controller's and Bursar's offices includes oversight by the Trustees' Audit and Compliance Committee, which hires the outside auditors. The Committee also monitors the College's [990 tax filing](#), which, as a public document, is available for inspection. In all of this activity, the Chief Operating Officer works closely with the Committee.

C. Planning—Faculty and Staff

The Provost's Office maintains the faculty planning profile, which includes extensive data on tenured and tenure-eligible faculty. The profile is used for long-range planning purposes. Information from this database is provided to the FBPC to help them evaluate requests from departments to fill open lines or establish new ones for academic departments and programs.

The College does not have a formal succession plan for staff. Supervisors complete annual evaluations of all administrators and confidential staff, which are reviewed by department and/or division heads to facilitate planning for staff needs. In the past year, the College has undertaken evaluations of several departments to determine functional roles and necessary staffing for the future.

Human Resources is the main player in planning for appropriate staff and support for the College's programs. HR focuses on benefits, recruitment, and employee and labor relations. The broad goal of the department is, "to support employees in other departments" in whatever ways they can in achieving their goals. The office often assists the College and departments in training, either through online training or by bringing trainers to campus. The Human Resources department itself strives to stay updated in the technologies that drive employment and recruitment and to keep benefits competitive and reasonable. The Director strives to improve the recruiting system, which now includes the use of testing software. The department also pursues Barnard's ongoing goal of maintaining and increasing diversity in the recruitment of new staff. It is involved in settling contracts and working with grievances with the Local 2110 and TWU. Once a semester or year, the Director of Human Resources communicates the work of her department in the "all-staff" meetings, which are parallel to the all-faculty meetings that Barnard has every month.

III. Institutional Research

During the College's last Self-Study, the visiting team recommended increased transparency in the sharing of data and information across the College. In 2001, the Office of Finance and Planning, which currently houses Barnard's one-person Office of Institutional Research (IR), began preparing a Data Book that measures the College's long-term performance in such areas as admissions, financial aid, faculty salaries, general finances, and fund-raising. The Data Book also includes comparative data from peer institutions when they are available, providing context for the performance measures included in the document. Beginning in 2009-10, the College is also providing the Trustees with regularly updated strategic indicators in twenty-four different areas to convey a sense of how the College is performing relative to its goals.

The working group that studied this aspect of the College recommended that Barnard continue enhancing the transparency of storage and access to assessment information. Current practice posts assessment information at the website of the office that collects and manages the information. For example, the Data Book is [posted at the website](#) for Finance and Planning, but is not currently posted at the site for [Assessment Resources](#).

The Coordinator of Institutional Research and Planning, who works without any additional staff, is responsible for gathering, distilling, and distributing information to decision-makers. Much of these data are in the Data Book, which presents statistical information and trends in a way that may be easily digested by a non-technical audience. The Coordinator of IR produces these reports, and the COO evaluates them in terms of their accuracy, relevance, timeliness, and clarity. Some analyses are staples in these reports, allowing for longitudinal comparisons. Other analyses change over time, and the COO directs these changes based on the perceived information needs of decision-makers, such as the Board of Trustees, Provost's Office, and President's Council.

In addition to the Data Book, the Coordinator of IR provides critical information for specific offices. Some of this information is disseminated in periodic reports, such as regular reports to Human Resources about trends in staffing, reports to the Institutional Support Office about grant applications, and an annual report to the Dean of the College based on results from the COFHE "Perceptions of Undergraduate Life and Student Experience (PULSE)" survey (Exhibit: Survey). Other data are provided to committees and working groups on an as-needed basis, such as a report on applications, admissions, and financial aid for review by a Financial Aid Working Group. The Coordinator of IR also collaborates with some departments to assist with their own data collection, such as assisting Health Services with their surveys of students.

Finally, the Coordinator of IR is responsible for providing information for inclusion in various college guidebooks and reports to the federal government, such as the Institutions of Post-secondary Education Survey (IPEDS). The IR Coordinator also provides reports on financial statistics and student survey results to the Consortium on Financing Higher Education (COFHE), a member organization that in turn produces reports on cross-institutional trends (Appendix H: Institutions List). COFHE reports are Barnard's primary source of comparative data from other colleges and universities.

IV. Institutional Resources and Renewal—the Library and Technology

In the past two years, both the library and technology services have been reorganized into two units, the Barnard Library and Academic Information Services (BLAIS) and Barnard College Information Technology (BCIT). New staff hires in these areas and a redirection of institutional priorities led to the reorganization.

BLAIS now has responsibility for Collections, Archiving, Reference Services, Media Services, and Educational Technology. In 2010, the College hired a new Dean of BLAIS, who reports to the Provost, to lead the smaller and more focused unit. The new Dean, in collaboration with the library's department heads, developed a new mission and assessment plan for BLAIS. The "Assessment Plan for the Barnard Library and Academic Information Services" was finalized in Spring 2010 and subsequently shared with the library staff and the Provost's Division (Exhibit: BLAIS Plan).

The BLAIS mission is directly linked to the College's mission, which commits to providing students the support they need to meet the College's rigorous academic standards. The unit's mission and goal to, "collaborate with the Barnard faculty to promote and support the effective integration of information, media, and technology into the academic, administrative, and co-curricular activities of the College" coincide with the mission of the Provost's Division to enable the "Barnard faculty to excel in teaching and research." The other goals specified in the unit's plan reflect its obligation to maintain high-quality services and resources and to continue the College's collaborative relationship with Columbia.

BLAIS has historically engaged in regular assessment. The former Dean prepared a detailed statistical report of the unit's major activities each year, which was included as an Appendix in the Division's Annual Report and was reviewed by the Provost. In September of 2006, the Library participated in the First Year Information Literacy in the Liberal Arts Assessment (FYILLAA), a multi-institutional survey aimed at assessing the information literacy of first year students. In total, 11 colleges participated in pre- and post-test surveys to measure students' information literacy at the start and end of their first semester of college. In 2006, the College participated in the Merged Information Services Organizations survey (MISO). The survey, administered by Bryn Mawr College, is a comprehensive assessment of undergraduate colleges' library and computing units (For the *PowerPoint* presentation of MISO, see Exhibit). A report on the study results was prepared and shared with the Library staff, and a formal presentation of the results was made at a BLAIS Committee meeting (Exhibit: Excerpts of BLAIS meeting minutes).

Barnard College Information Technology (BCIT) is a new department at Barnard, created in September 2009 with the hiring of the new Vice President for Information Technology. Since 2002, Information Technology had been a function of the Provost's area, reporting to the Dean of the Library. Under the new organizational structure, BCIT is responsible for all activities relating to technology, except for a small team in Educational Technologies (within BLAIS); the VP in charge of BCIT reports to the COO. The purpose of this change in organizational structure is to improve communication and planning across several departments that focus on related issues,

such as Barnard's Help Desk (for technology trouble-shooting) and other divisions of BCIT that are directly responsible for networking and administrative data management.

The Vice President for Information Technology, having been at the College for just over a year, is in the process of developing a College-wide, long-term plan for technology. This plan will include networking, the College's intranet, and administrative systems. Although the College has a four-year replacement cycle plan for all computers, it is still working on a live inventory system.

An evaluation that will guide organizational reform has been at the forefront of BCIT's activities for the past year. The head of BCIT spent her first five months receiving input from various administrative, faculty, and student groups to assess technology problems and needs. She is currently devising a work plan for the most pressing priorities in these areas: online calendar automation, expanding wireless connectivity, an audit of administrative systems (connectivity), and revision of the layout and functionality of eBear (the College's secure web-based application system). BCIT has also been an excellent example of good practices in terms of disseminating the results of evaluations and meetings to interested parties. The new Vice President has revisited the groups with which she initially met to provide them with "outtake," describing what her office had learned from their previous input and what they planned to do to address their concerns and needs.

The COO monitors the performance of the BCIT office along several dimensions. These include customer support standards (e.g., tracking response times and resolution times for Help Desk inquiries), monitoring copyright rules, and assessing the management of the College's relationship with the Columbia University Information Technologies Department. The COO and President's Council also monitor the frequency of major problems encountered in the technology domain, such as network crashes, server outages, and security breaches. This monitoring helps to keep the various sectors of BCIT focused on their compliance and consistency in providing technology services.

V. Resource Allocation

Throughout the discussions that generated this Self-Study, three themes emerged regarding resource allocation in the College's latest chapter: diversity, community wellness, and environmental sustainability. All three pertain to the character and identity of the campus community, and all three must continue to emerge as priorities for attention and resource allocation in the next decade.

A. Diversity

Enhancing diversity is a long-standing institutional commitment at Barnard, but it is not reflected consistently in the budget and planning process. The College maintains detailed statistics on ethnic diversity and socioeconomic diversity as it pertains to admissions and financial aid. Faculty and staff tracking include data on ethnic, gender, and age diversity; many of these data are included in the Data Book, and administrators monitor them closely for emerging trends. The College targets many of its student and faculty recruitment efforts to

enhance diversity. For example, Barnard funds “Target of Opportunity” faculty recruitment, and Admissions schedules visits to several regions and schools that have a high concentration of under-represented minorities.

During its review of financial aid policies in 2008-09, the Board briefly touched on the need to broaden the College’s strategy to increase ethnic diversity. Although inconclusive, the discussion touched upon concerns of “critical mass”—should additional resources be devoted to recruiting minority faculty, thereby helping to establish a broader sense of inclusion for students, or should more resources go into student recruiting?

The College has recently increased the number of staff working on diversity issues among students and faculty. Previously, the College’s Dean for Multicultural Affairs supported diversity efforts for faculty, staff, and students. As part of President Spar’s administrative restructuring during her first year in office, a newly-created position, Dean for Faculty Diversity and Development, who reports to the Provost, now supports efforts to increase faculty diversity and assists faculty through the academic life cycle. Simultaneously, the newly-created position of Director of Diversity Initiatives within Student Life has already, in one year, created a [broad range of dynamic events](#) that have succeeded in reaching many different—and formerly disenfranchised—groups of students.

B. Wellness and Benefits

The College’s approach to the allocation of resources for health and wellness has focused primarily on students. The College sponsors a Well-Woman program and has allocated additional financial resources for counseling services, based on a documented increase in demand.

In 2009-10, a College-wide health and wellness team was formed to address the H1N1 flu epidemic. A cross-functional team, comprised primarily of the emergency management group, developed strategies, protocols and marketing materials in response to concerns about the H1N1 epidemic. Through their efforts, the College publicized basic health practices and developed plans to handle the health needs of those most at risk in the Barnard community.

The Joint Faculty and Administrative Benefits Committee (JFAB) evaluates the core benefits offerings and makes recommendations that dovetail with general College wellness initiatives. The health insurance plans that Barnard offers its employees provide assistance with smoking cessation, disease management, discounts to Weight Watchers, and discounted gym memberships.

The College participates in GlobalFit, a program offering discounted gym membership independent of insurers. Additionally, through the Barnard-sponsored Fit Bear program, employees may use exercise facilities and participate in fitness programs that include exercise classes and a massage program at a discounted rate. New employees receive information about gym discounts and Fit Bear at their orientation. The Wellness Committee promotes wellness programs and provides healthful living information to the community, particularly faculty and

staff, through events jointly sponsored by Health Services, Disability Services, Well-Women, Physical Education and Human Resources.

In offering a benefits program that embraces wellness, making exercise facilities and stress-reducing programs available to faculty and staff, and promoting wellness programs and information through the Wellness Committee, the College encourages healthy lifestyles as part of its culture.

C. Environmental Sustainability

Environmental sustainability and stewardship are integral parts of the College's planning processes. They have informed daily operating practices through the use of sustainable purchasing criteria and the incorporation of "green" products and technologies in all capital renovations and facilities maintenance plans. Through its Committee on Administrative Services and Sustainable Practices, the College has committed to the NYC "Challenge" to lower the institution's carbon footprint by 30% by the year 2020; to date, Barnard has successfully reduced energy consumption, storm runoff, and pollutants (the latter through the purchase of clean fossil fuels). The College measures its carbon footprint progress on a quarterly basis and posts annual results on its [website](#). Barnard also supports student efforts in the form of a funded "[Eco-Rep](#)" program; the College is also developing a multidisciplinary curriculum around the themes of conservation, recycling, and sustainability. The operating budget for this initiative supports a student sustainable practice coordinator, a [website](#), and an annual awareness campaign. In the past year, the College banned bottled water at catered events and its coffee bar and installed filtered water "bottle filling stations" across the campus. It has also partnered with Con Edison to monitor student energy use in the residence halls.

On the capital planning side, environmental considerations play a larger and more formal role in the decision-making process. The new Diana Center has LEED Gold certification, as it incorporated sustainable construction practices, technologies, and products into its design and operations. Other capital projects that are smaller in scale do not seek LEED certification but are designed under similar criteria. The College has received funding through multiple NYSERDA grants to pursue a variety of energy-savings initiatives, several of which are now complete and ready for evaluation. All renewal and replacement projects in existing buildings are designed with green product criteria and enhanced energy efficiency, with substantial investments having been made in high-efficiency mechanical systems and controls, replacement windows, and lighting retrofits. The commissioning process provides a short-term confirmation of the green technology's efficacy. However, a reduction in consumption through technology and behavioral changes will be the longer term test of the College's success.

VI. Assessment of Institutional Effectiveness

Assessment of Institutional Effectiveness at Barnard begins at the top of the institution and works its way down to the individual level: executive assessment; divisional assessment; programmatic/departmental assessment; and individual assessment.

The Office of the President has shared specific objectives with the College's constituents about the President's goals for diversity and internationalization, leadership studies, and professional advancement of faculty (Exhibits: Minutes of the Faculty Meetings, President's Inaugural Address). As noted in Barnard's Roadmap for Institutional Assessment, all divisions and units have established or are in the process of developing a mission statement and specific goals to guide and assess their activities (Exhibit: Roadmap). The annual reports prepared by all division heads at the request of the President as well as the reports presented by Development to the Board of Trustees and the Faculty confirm that within most divisions, multiple indicators are typically used to gauge progress toward the fulfillment of the mission and goals. The specific missions and goals across differing units are diverse, but united in their furtherance of the College's overall mission.

The performance of College personnel is evaluated against specific goals developed for each employee. Each position has an associated set of responsibilities and goals, and annual reports evaluate success in fulfilling those responsibilities. These reports typically serve as the basis of yearly formal review with a direct supervisor, although more frequent informal review is common. In recent years, these reviews have emphasized the definition of new objectives relative to the progress made toward previously outlined goals. In spring 2010, the College adopted a new Administrative/Confidential Employee Performance Evaluation Form that systematizes the definition of specific measurable goals for all employees. The adoption of this new evaluation form institutionalizes the expectation that administrative and confidential employees at all levels will be accountable for meeting specific goals. Under President Spar's administration, the practice of annual review also has been regularized at the highest levels of the administration. All individuals who report to the President submit an annual report for evaluation and are reviewed by her; the President's performance is evaluated by the Board of Trustees. The overarching aim of the assessment of personnel is to encourage all Barnard employees to be thoughtful in modifying goals in response to progress and to develop new knowledge, skills, and competencies to further the mission of the College.

Regular assessment of faculty is also the norm. On-ladder¹⁴ and full-time off-ladder¹⁵ faculty submit an annual Faculty Personnel Form to their department chairs and the Provost. Along with data from teaching evaluations, course syllabi, and scholarly work, these assessments serve as the basis for decisions about reappointment and salary. The details of faculty assessment practices are provided in Chapter 5 of this report.

The College uses data from certain external surveys to examine levels of satisfaction with College services, policies, and practices. For example, the COFHE surveys assess student satisfaction with advising and the quality of instruction (Exhibit: COFHE Surveys). In 2005, the COACHE (Collaborative on Careers in Higher Education) survey assessed the satisfaction of untenured on-ladder faculty with a variety of work factors; the COACHE survey was re-administered in fall 2010, allowing an analysis of recent efforts to improve faculty work-life (Exhibit: COACHE Survey).

¹⁴ On ladder = tenured and tenure-track faculty.

¹⁵ Off ladder = full and part-time faculty who are not eligible for a tenured appointment.

Although Barnard has very strong mechanisms for ongoing institutional assessment, the working group that studied these practices has provided several suggestions, both for improving them and for disseminating the data from such assessment processes. Those recommendations are included at the end of this chapter.

A. Assessment at the Executive Level

The organizational chart of the executive level demonstrates that the President receives direct reports from the heads of seven administrative offices: Provost, Communications, Finance and Planning (under the COO), Development, Dean of the College, Community Development (under the Chief of Staff), and College Relations. The most regular reporting is provided by the COO (administrative issues), the Provost (faculty issues), and the Dean of the College (student concerns) (Appendix D). In addition to meeting individually with these administrators, the President also convenes bi-weekly meetings of President's Council, which comprises the heads of the units noted above. These meetings facilitate decision-making about College policies and daily operations as well as discussions of emerging issues. These meetings also allow the unit heads to share assessment evidence from across the College and plan additional assessment as necessary. The Coordinator of Institutional Research and Planning (who reports to the COO) is often asked to generate assessment evidence when required in decision making.

President's Council is the primary venue for sharing and integrating the assessment information that informs policy decisions. Unit heads are responsible for managing information within their divisions, and they take the initiative for gathering additional evidence when needed. In addition, the President's Council and the Office of the COO generate and maintain an up-to-date collection of Strategic Indicators, including critical data regarding the student body, admissions, globalization, faculty and instruction, college finances, development, and Board of Trustees. These data are also tracked over time so that changes in these indicators can be noted. The Strategic Indicators are used both within the President's Council and by the Board of Trustees for informing and guiding decision making.

B. Divisional Assessment

Each major division reporting to the President has its own mission, assessment plan, and system for sharing results and implementing feedback to improve divisional effectiveness. A brief overview of each division's assessment structure provides a useful guide to the broad array of assessment practices at the College, and the approach that each division uses to assess its progress and implement strategies that allow it to achieve its articulated goals more effectively (Exhibit: Complete Assessment Plans).

C. Department and Program Assessment

The Office of the Provost has established procedures for the assessment of academic programs, including development and implementation guidelines for Academic Program Reviews (APRs) and Academic Assessment Plans. Both policies are published in the [Chair's Manual](#). New *Guidelines for Academic Assessment Plans* were established in consultation with faculty at numerous meetings through the fall 2009 semester and were implemented the following spring (Exhibits: Chair's Meeting Agenda for September 30, 2009; November 4, 2009;

February 24, 2001; Faculty Meeting Agenda and Minutes, November 9, 2009). The Office of the Provost's web site provides resources and tools to assist faculty with their assessment responsibilities. The Associate Provost and the Manager for Academic Information and Curriculum Support provide individualized guidance to department chairs and program directors who request assistance with their assessment plans. The data on compliance with the College's Policy on Assessment indicates that 100% of academic departments and programs have developed and published a mission statement; 93% have developed student learning outcomes, a curriculum map, and assessment plan; and 79% have submitted year-end Assessment Reports summarizing the results of their annual assessment activities. In fall 2010, the Associate Provost presented a written report to the COI summarizing the previous year's assessment activities and conclusions.

For College-sponsored Academic Program Reviews, the Associate Provost and Dean for International Programs works with department chairs and program directors, assisting them with the collection and presentation of relevant data, guiding them in the crafting of the departmental Self-Study, and formalizing all arrangements for the external review. Every department and program is reviewed on a 10-12 year cycle; data-driven discussions also take place within departments every three years between APRs. In 2010, the Departments of Anthropology and Architecture completed their Academic Program Reviews. At the end of the process, the President, Provost and Associate Provost and Dean for International Programs met with the tenured faculty of the department to discuss the external reviewers' report and the program's response. In the autumn 2010 semester, the Provost presented an oral report of these meetings to the FBPC. In 2010-2011, First-Year English, Art History, and Asian and Middle Eastern Cultures are undergoing their reviews.

For some departments and programs, external reviews by local and national organizations provide additional useful feedback. For example, the Dance department is fully accredited and a member in good standing of the National Association of Schools of Dance (NASD). The Education Program is registered by the New York State Department of Education and accredited by the New York State Regents. Finally, the undergraduate curriculum offered by the Chemistry Department is consistent with guidelines and recommendations of the American Chemical Society. Additionally, Barnard's Primary Care Health Service and the Well-Woman Health Promotion Program were initially accredited in 2007 by the Accreditation Association for Ambulatory Health Care—and reaccredited in 2010—and the Furman Counseling Center was accredited in August 2010 by the International Association of Counseling Services.

Assessment has also been fundamental to Barnard's internationalization efforts. Although all students returning from Study Abroad are asked to complete an evaluation of their experience, participation rates are not as high as they could be; the Dean for Study Abroad is considering ways to increase the rate at which students provide feedback. The Associate Provost and Dean for International Programs has undertaken extensive assessment of the VISIP program in its first two years (see chapter 6 for program information). She will continue to survey the students during and at the end of their semester at Barnard to collect information that will guide future program improvements. She also surveys students six months after their return home to learn about their perceptions of the long-term benefits of their participation. Assessment results from the past year's VISIP program demonstrated that overall, students who participated in VISIP

in spring 2010 were extremely positive about their semester at Barnard. Students cited coursework and extracurricular/social involvement as the most challenging aspects of their time at Barnard, yet these were also the experiences with which they were most satisfied. Whether they lived by themselves in single rooms in a residence hall, with another VISP student, or with a full-time Barnard student, VISP students felt that they were well-integrated into the Barnard community (mean = 3.71 on a scale of 1-5), and 100% would recommend being a visiting student at Barnard to others. Suggestions for improvement mostly concerned re-tooling the student buddy system and taking orientation at a more leisurely pace.

Recommendations:

1. 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.
2. As Barnard prepares for the upcoming Capital Campaign, it should focus on increasing its endowment for all aspects of the academic enterprise.
3. 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.
4. The College should continue to work closely with the faculty through the governance system on issues such as benefits, the overall health of the institution, and other important issues as they arise.
5. Communicating the mission and goals of each administrative unit is critical for the community's assessment of the effectiveness of each unit's practices. The regular collection of user (and non-user) feedback and satisfaction data should be integrated more regularly into normal operating practices to inform decisions about policy changes and administrative restructuring.
6. The College should expand its integration of assessment practices, data, and feedback mechanisms into institutional operations in ways that improve the College's functioning.
7. 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.
8. Barnard should build upon existing strengths in its collection, aggregation, and analysis of assessment evidence. Data gathering and integration across units should be coordinated so that evidence can be shared and effectively used across the College. Expertise in methods and statistical analysis should be added to the College's institutional research capabilities, allowing more effective collection and analysis of data to guide assessment, planning, and decision making.

Chapter 4: Leadership and Governance (standard 4); Administration (standard 5); Integrity (standard 6)

The governance, leadership, and administrative structures of Barnard follow from rules and practices specified in the College's Charter, By-Laws, [Faculty Guide](#), [Employee Handbook](#), [various union contracts](#), and the Intercorporate Agreement with Columbia. Many of these documents are accessible to the community through the Human Resources and Provost's websites. The By-Laws and Charter are given to all Board members at the start of their terms, and the By-Laws were revised in 2009 (Exhibit: Charter and By-Laws). Governance at Barnard is a shared enterprise: all major committees include faculty and administrative members; several include student members as well. Faculty, administrators, and students also sit on Board committees as non-voting members. The Student Government Association funnels student concerns on a wide array of issues to faculty, the administration, and the Board through membership on committees, bi-weekly meetings with the Dean of the College, four to six community-wide Town Hall meetings each year, and other formal and informal channels (Exhibit: Town Halls).

I. Leadership, Governance, and Administration

A. Board of Trustees

As specified in the By-Laws, The Board is the governing body of the College: "A Board of Trustees of the College ("Board") shall have all the powers permitted by law unless expressly limited by these By-Laws, and shall be responsible for the governance of the College." Moreover, "the President shall be appointed by the Board with the advice and consent of the President of Columbia University..."¹⁶ The Board has a maximum of 40 members, one of whom is, *ex officio*, the President of Columbia; four are elected by the Alumnae Association for four-year terms; and the remaining members are elected by the Board for five-year terms. The Board now has six Standing Committees (Executive, Budget & Finance, Investments, Governance, Compensation, and Audits & Compliance) and four Committees of the College (Development, Campus Life, Academic Affairs, and Diversity).

The Board of Trustees is responsible for hiring a president who takes leadership in carrying out the mission and goals of the institution. Debora L. Spar became Barnard's seventh president in July, 2008 with a charge to elevate the College's profile nationally and internationally, while maintaining the high selectivity in the student body and an excellent faculty dedicated to the teacher-scholar model. The Board of Trustees allows the President to establish a senior leadership team which oversees the day-to-day operations of the College; the hiring, orientation, promotion, and governance processes for faculty and staff; the recruitment, admission and retention of new students; the campus life needs of enrolled students; and infrastructure, facilities and general plant needs, among other areas. Since 2008-09, the agenda package distributed before each Board meeting includes a snapshot of the state of the College: metrics allow Trustees to review key data and monitor emerging trends at a glance. The indicators focus on the student body, admissions, globalization, faculty and instruction, College finances and development (Exhibit: Trustee Indicators).

¹⁶ The Board of Trustee By-Laws, p. 6

Changes in Board Governance

In August 2009, after studying best practices at other colleges and universities, then-Board Chair Anna Quindlen proposed several changes to the Board committee structure. These changes were made largely in response to the observation that many Trustees learned more about the authentic and central concerns of students and faculty at the annual dinners that Board members have with these constituencies than they did at various meetings throughout the year. Quindlen sought revisions that would allow such freewheeling exchanges to be incorporated into committee work. The following specific changes were adopted by the Board at their October 7, 2009 meeting:

- Replace the Committee on Student Life with a Committee on Campus Life. The new committee considers student concerns in the broadest possible way (that is, with topics including residence halls, orientation, student-faculty relations, career development, the University, and financial aid). In addition to the leaders of SGA (who have traditionally been the liaisons between the students and the Committee), rotating groups of students (e.g., Resident Assistants) now provide a range of viewpoints on the issues facing students.
- Replace the Educational Policy Committee with a Committee on Academic Affairs. Although the new committee is still concerned with educational policy, it also considers such issues as office and classroom space, faculty family concerns, tenure rates and teaching load. In addition to the elected faculty representatives to the Board, the committee also invites a broad array of faculty members to attend meetings and share concerns. The two student representatives to the Board have been added to this Committee.
- Because facilities issues are now integrated into the newly constituted committees described above, the Committee on Buildings, Grounds and Environment was disbanded.
- Because the relationship with Columbia University is now considered strong relative to the past, the standing committee on the Barnard-Columbia relationship was disbanded.
- The Committee on Audits became the Committee on Audits & Compliance, and now has oversight over issues such as conflicts of interest and the college's 990 filing.
- The number of board meetings was reduced from five to four, as is common practice with other institutions of higher education. Meeting structure was changed to reduce "show and tell" and to make discussions more free-ranging. To facilitate this approach, the Board adopted the process of consent agendas: the routine business of the College (e.g., approval of the firm to be hired to conduct the College's audit) can be efficiently carried out without taking up too much meeting time; any item can be removed from the consent agenda process and brought forward for discussion by any Trustee.

At the end of her seventh year as Board Chair, Anna Quindlen stepped down in June

2010 and Jolyne Caruso-FitzGerald, former Vice-Chair, was elected Chair. Ms. Caruso-FitzGerald graduated from Barnard in 1981 and has been on the Board since 2000.

B. Advisory Boards

Since her arrival at Barnard, President Spar has created four advisory boards—some of which include Trustees, but all of which include alumnae, parents, friends of Barnard, and community and national leaders in their fields—to support key presidential initiatives:

- Art and Design Advisory Board (10+ members)
- Athena Center Advisory Council (24 members) and Athena Center Leadership Council (36 members)
- International Advisory Committee (30+ members)
- Real Estate Advisory Committee (10 members)

While each committee has its own meeting and organizational structure, all offer support for and guidance on President Spar’s vision for Barnard, as well as connections between Barnard and its many interlinked constituencies beyond the gates.

C. Senior Leadership

After serving for fourteen years as Barnard’s President, Judith R. Shapiro stepped down in June 2008. When President Shapiro announced her impending retirement from Barnard in fall 2007, the Board established a search committee comprising faculty, administrators, students, trustees, and alumnae to seek a new President (Exhibit: Membership of Search Committee). The search was overseen by the recruitment firm Spencer Stuart. After focus groups, meetings, and reviewing applications, the search committee selected Debora L. Spar, Spangler Family Professor and Senior Associate Dean at Harvard Business School, as its seventh president. In making this choice, as opposed to choosing a candidate from a liberal arts institution or a women’s college, the search committee signaled a new direction in the College’s long history. And indeed, President Spar’s leadership of Barnard has already had both wide and deep effects: in two and a half years she has overseen the creation of a variety of programs and outreach efforts that have the potential to change the face of the College in the coming decade. In her [inaugural speech](#) President Spar introduced three priorities for her tenure at Barnard: enhancing support for faculty research; increasing the College’s reach and recognition globally and locally; and creating a top-flight institute for leadership studies within a liberal arts context to inspire students at Barnard and beyond its gates.

From the moment of her arrival, President Spar has made the Office of the President highly accessible to all constituencies. She holds regular office hours for students each month for 2.5 to 3 hours, as her schedule allows. These are announced via e-mail weeks in advance, allowing students to schedule 15-minute appointments. President Spar reports that these office hours are invaluable for maintaining her connection to the student body and awareness of issues of student concern.

In addition, President Spar visited every academic department within her first year, and also asked all members of the campus community to write to her with any suggestions they had.

Several suggestions have since been addressed: examining (and subsequently reducing) the teaching load for faculty in the Humanities and Social Sciences; working with the Faculty Governance and Procedures committee to make faculty meetings more interactive; reviewing facilities operations, with an eye toward addressing faculty concerns about housekeeping policies and procedures; reviewing study abroad options to ensure that all programs are academically sound; expanding the College's fellowship program; and rewarding both teaching and publishing success more visibly. This process created a sense of access to the top leadership of the institution.

Recent Changes in Administrative Structure

With new leadership, changes in administration inevitably follow. In her two years on campus, President Spar has taken the opportunity to study the broader organizational structure of the College, from her senior staff down, and has made a variety of changes that have altered various functions of the College (Exhibit: A full list of these changes).

In addition to designating a new Vice President for Community Relations (discussed in chapter 2), President Spar asked the long-standing Dean of the College, Dorothy Denburg, to assume a newly-defined position, Vice President for College Relations. Denburg will focus on cultivating relationships with the Barnard alumnae, many of whom knew her in her role as Dean. She will also oversee the Office of Career Development, which networks with many Barnard alumnae, as well as the Pre-College Program, and will participate in various international initiatives.

One of the new Vice President's priorities is to improve Barnard's record-keeping of alumnae outcomes. In the past few years the College has made several efforts to approach alumnae and incorporate feedback on their experiences into planning and assessment efforts. In 2008, in collaboration with Barnard's Development Office, the Office of Institutional Research and Planning developed and distributed an expanded survey of Barnard alumnae. The intent of the survey was to assess the benefits of a Barnard education and document how the alumnae felt about their Barnard education, how it served them after graduation, and their sense of connection to the College. This survey replaced more limited efforts that had been conducted independently by Career Development and Alumnae Affairs. The new instrument also includes many more questions that will facilitate longitudinal analysis of alumnae outcomes (Exhibit: Alumnae Survey). In summer 2010, Barnard received approval to participate in the Strategic National Arts Alumni Project (SNAAP) through Indiana University. Through SNAAP, Barnard is surveying alumnae in the visual arts to measure the impact of their Barnard education on their careers and plans. By participating in this national survey, the College will have comparison groups against which to measure results. Moving forward, the College plans to use feedback from these two surveys to inform planning and decision-making.

Within President's Council, the Vice Presidents make recommendations to the President relevant to their respective areas of responsibility. Each office has divisions and committee structures that allow the upward flow of informed policy recommendations or nominations for appointments from all constituents. Many committees have tripartite membership that includes faculty, students, and administrative staff. (Appendix F: description and membership of

committees with acronyms).

Seven key committees facilitate critical decision-making under the Provost:

- Advisory Committee on Appointments, Tenure, and Promotion (ATP)
- Faculty Budget and Planning Committee (FBPC)
- Faculty Governance and Procedures Committee (FGP)
- Committee on Instruction (COI)
- Faculty Finance and Resource Committee (FFRC)
- Faculty Diversity and Development Committee (FDD)
- Grants Committee

Eight key committees facilitate decision-making under the Dean of the College:

- The Evaluation Committee
- Dean's Accommodation Committee
- Honor Board
- Commencement Committee
- Committee on Programs and Academic Standing (CPAS)
- Committee on Honors
- Judicial Council
- Academic Success and Enrichment Programs (ASEP) Advisory Committee

One key committee advises the Chief Operating Officer:

- Joint Faculty and Administrative Benefits Committee

D. Student Government Association

By definition, all Barnard students are members of the Student Government Association (SGA); their student activities fees fund more than 80 SGA-recognized clubs and student programming. The SGA Representative Council, elected each spring by the student body, is the primary liaison between students and the administration. Each year, the SGA elects an Executive Board; they, along with the President and Vice President of each class (who share a vote) represent the leadership of SGA.

The SGA advises on policy issues, coordinates student involvement in tri-partite committees, and co-sponsors student programming. As both a funding and governing board, SGA works in collaboration with student groups to enhance campus life, effect change, instill a sense of Barnard pride, and promote community. An SGA member serves as a non-voting member of the Board of Trustees, and the SGA Executive Board meets every other week with the Dean of the College.

E. Faculty Governance

All members of the Barnard faculty are expected to participate in the governance of the College through service on its faculty and College committees. Committee voting takes place each spring through electronic ballot: faculty are grouped by division (Humanities and Arts,

Social Sciences, Natural Sciences, and Languages and Culture), and committee membership is divided among the divisions to ensure a balanced representation of faculty interests. Faculty generally serve two- or three-year terms, depending on the Committee by-laws. The elected committees of the College include: ATP, FBPC, COI, FFRC, FGP, Grants Committee, Off-ladder Faculty Advisory Committee (OLFAC), Faculty Advisory Committee (FAC), Representatives to the Board of Trustees, and Representatives to the Columbia University Senate. The College also hosts 15 Standing Appointive Committees (Appendix F Committee Meeting and Membership List).

Barnard's last Self-Study recommended streamlining the faculty committee structure, and in 2001 the following recommendations were enacted, yielding a net reduction of fifteen faculty seats on various committees:

- The replacement of several appointed tripartite committees with two umbrella committees: Committee on Student Life and Committee on Administrative Services (both of which have since been phased out).
- The number of faculty on the Faculty Budget and Planning Committee was reduced from eight to six.
- The Faculty Admissions Advisory Committee was abolished and its charge added to the Committee on Instruction.
- The Gildersleeve Professor Committee was abolished and its charge was given to the Grants Committee.
- A budget advisory role was added to the charge of the Faculty Planning Committee and its name changed to Faculty Budget and Planning Committee.
- The Faculty Finance Committee changed to the Committee on Faculty Finances and Resources.
- Term of the Faculty Representatives to the Board of Trustees increased from two to three years.
- At least one of Barnard's two University Senators must now be a tenured member of the faculty.

All faculty regulations, policies, and procedures are available on the [Provost's website](#). The Faculty meets monthly; the agenda, attachments, and minutes for each meeting are available to all members of the Barnard faculty through the College's secure web-based application system, eBear. Barnard does not have a College senate, although two faculty represent Barnard at the Columbia University Senate.

Any member of the faculty may bring issues or concerns to the full faculty meeting or to a relevant committee for discussion and resolution. Student and faculty representatives to the

Board ensure that discussions at Board meetings are communicated to their constituencies. In addition the Board hosts, at least once per year, small group dinners with students and faculty. Trustees often mention these dinners as a highlight of their service, and students in particular appreciate the opportunity to bring issues directly to the attention of the Board.

F. Barnard and Columbia Administrative Relationship

Barnard's current governance structure has remained essentially unchanged since the College was founded in 1889. Formally, it is an affiliate of Columbia University by the permission of the Columbia Board of Trustees, but governed by a separate and independent Board of Trustees. Under the terms of the Intercorporate Agreement, Columbia University must approve Barnard faculty tenure appointments, and the University awards degrees to Barnard graduates. As detailed in the By-Laws, Barnard's President is charged with management of the College and appoints all senior officers of the College (with Board approval).

In recent years, with some personnel changes on the Columbia side, several Barnard administrators have found their counterparts at the University to be more receptive to collaboration. Columbia is reconsidering the policy that generally excludes Barnard students from courses offered by the professional schools (a change that coincides with Barnard's revision of how many "non-liberal arts" courses a student may count toward the degree). For the past ten years, Barnard has used CourseWorks, Columbia's online course management system, and it now uses it for online course evaluations as well. Barnard also now uses UNIFY, the Columbia course catalogue database, for its online catalogue. Friendly relationships prevail across Broadway in most areas, though they are often neither official nor institutionalized, tending to be relationship-driven.

II. Communication between Senior Leadership, Faculty and Administration: Some Examples

A. Faculty Workload

A major shift in faculty workload took place during the 2009-2010 academic year. Shortly after President Spar arrived at Barnard, she became aware that the longstanding 3/2 teaching load was a source of unusual burden for faculty in the Humanities and Social Sciences. Faculty felt that the load inhibited excellence in teaching in the semester when they were teaching three courses; that it put Barnard faculty at a disadvantage to Columbia faculty when being evaluated for tenure; and that it put Barnard at a competitive disadvantage when recruiting faculty because the teaching loads at many other first-rate liberal arts colleges and research universities are customarily 2/2.¹⁷

Having heard the faculty consensus on this point, President Spar worked with Provost Boylan to develop a plan for reducing the number of courses taught by Humanities and Social Science faculty; faculty in the sciences and math already had a 2/2 load. Each department was asked to develop its own plan for achieving the 2/2 load, under the logic that a one-size-fits-all

¹⁷ E.g., Williams, Wesleyan, Wellesley, Pomona, and others we consider our peers all have 2/2 teaching loads and have for some time.

plan would not work effectively. All plans had to achieve the course reduction without altering the overall number of students taught or reducing the department's participation in interdisciplinary programs or graduate-level instruction at Columbia (Exhibit: Summary of the parameters and expectations for the change-over).

Departments submitted their plans during the autumn 2009 semester, and the Provost consulted at length with the Faculty Budget and Planning Committee before preparing a summary report on a plan. This plan was then discussed at meetings of the COI and department chairs. The decision to go forward with the course load reduction was announced by President Spar at the April 12, 2010 faculty meeting; it went into effect in the fall 2010 semester. As this example demonstrates, governance at Barnard takes place through a combination of top-down decision-making (i.e., the President's decision to pursue the 2/2 teaching load after hearing faculty views) and from-the-ground-up implementation (i.e., the departmental responsibility for developing plans that adhere to the parameters defined by the President and the Provost).

B. Faculty and Staff Benefits

Faculty and staff benefits provide another example of collaborative governance at Barnard. Barnard's COO works closely with the Joint Faculty and Administration Benefits Committee (JFAB) on decision-making about faculty and administrative staff benefits. The faculty representatives on the JFAB include all four members of the FFRC and two representatives from the FBPC,¹⁸ who are chosen by the members of that committee. In addition, one member of the Economics department, who has special expertise in this area, also participates in the JFAB meetings. Six administrators also serve on the JFAB; the COO appoints administrative members of the committee, making sure that they collectively represent different areas within the College and different circumstances and stages in their work lives.

All faculty interviewed for this case study praised the COO for setting an overall tone of collaboration, openness, and transparency in discussions of benefits and other financial issues, especially during the recent financial crisis. The community generally senses that, "we are all in this together." Members of the FFRC noted that they have easy access to information about the College's financial situation (provided by the COO), and faculty from both committees broadly praise the COO's presentations to the faculty in terms of their substance, clarity, and tone of openness. Because many committee members have long institutional memories, there has been nearly universal praise for the recent evolution of the College's relationship to the faculty around issues of compensation. At earlier points in the College's history, one faculty member observed, "it was pretty much, 'Take it or leave it,' when it came to an offer [of employment or salary adjustment], but now there's a recognition that you can't do it that way. It's a new place in that regard."¹⁹

In general, the College's approach to the sharing of information on health care and other benefits has oriented decision-making around shared values or, in the words of the COO, "who we are as an institution" and, "a general commitment to principles of fairness." As a

¹⁸ FBPC members are tenured members of the faculty, elected by their colleagues both divisionally (according to disciplinary area) and at-large by faculty as a whole.

¹⁹ From Working Group 1 report.

consequence, the crisis over health-insurance premiums in FY2009 (in which Oxford, Barnard's insurer, initially demanded a 21.1% increase in premiums) was addressed by a strategy of stepped-up cost-sharing for premiums: faculty and staff contributions were matched to four salary "bands;" employees with higher salaries now pay somewhat higher premiums for their coverage.

C. Retirement Benefits

Retirement benefits are an issue that has not been handled with as much transparency and openness. In mid-summer 2009, a memo addressing the College's financial situation arrived in faculty e-mail inboxes (Exhibit: Memo). A short reference to future discussions about the amount of the College's contributions to TIAA-CREF and other retirement savings vehicles was tucked into the middle of the document. Numerous faculty flagged this memo as a notable low point in the administration's policy of openness and transparency. The spike in rumors and suspicions that the memo inspired suggests that potentially radical changes in the College's benefit structure should be addressed more straightforwardly, especially if the College intends to include faculty in deliberations about addressing the long-term financial challenges the College faces. Indeed, members of the FFRC and JFAB note that retirement benefits were and will continue to be a major item on the agendas for committee discussions.

Many faculty and administrators at Barnard have a long history at the College, and some carry scars about a lack of openness and transparency in the past. It is therefore particularly important that the current administration continue its practice of informing the Barnard community about the financial health of the institution and any possible changes in benefits that may be considered. A path of openness and dialogue will enhance the shared sense of commitment and community that already exists at the College.

The matter of retirement benefits has now been placed within the context of "total compensation". The COO has scheduled several additional meetings of JFAB for the 2010-11 academic year to establish shared principles. The Budget and Finance Committee of the Board will also be devoting a substantial amount of their time in spring 2011 to the College's salary and benefits programs as a whole.

III. Integrity at Barnard

As the above examples demonstrate, Barnard is an institution that is strongly committed to the principles of academic freedom and to maintaining clear and transparent policies for the entire College community. The College is non-sectarian, promotes no creed or ideology, and is committed to freedom of inquiry, which is the hallmark of the liberal arts. The College has written policies about conflicts of interest and academic misconduct, the sexual harassment of students and employees, consensual sexual relations between students and College personnel, drug and alcohol abuse, anti-discrimination in hiring and admissions, disability, smoking, and a statement on racial and ethnic discriminatory harassment in student academic and campus life (Exhibit: College Policies). Barnard also has a clearly-stated policy on intellectual property and copyright, posted on the [website of the Provost's Office](#).

A. Institutional Integrity—Some Examples

One of the first major administrative changes that President Spar made after her arrival was the creation of a new position: Chief of Staff and Vice President for Community Development, who also serves as the College Ombudsperson. The position was established, “to provide a confidential feedback outlet for students, faculty, and staff.” The Chief of Staff also serves as one of the President’s top advisors, providing an example of the transparency and integrity the new administration has worked to instill.

Another recent policy change at Barnard is reflective of the institutional commitment to consistency and integrity in evaluating student programs and credit. In 2000, just before the last team visit, a new, full-time position in the Dean of Studies office was created to oversee study abroad; the responsibilities had been fulfilled previously on a part-time basis by another dean or a member of the faculty. This change was instituted when the College moved to a home-school tuition policy, whereby students pay tuition to Barnard (which then pays tuition to the host institution), making financial aid portable even for the neediest of students. With a full-time dean devoted to the program, the list of approved programs expanded over time, periodically reviewed by the Committee on Instruction.

Over the past decade, as the study abroad position changed hands, the list of approved programs had become unwieldy. Therefore, in the summer of 2009 the current Dean for Study Abroad, in coordination with her predecessor (then the Assistant Provost and Dean for International Programs), assessed the list of more than 250 “approved programs.” Using student feedback, cost analysis, recommendations from faculty and colleagues in the field, and assessment of the quality of academic and support services provided, the Dean winnowed the approved list to 146 programs while still maintaining the integrity of the list, a wide range of geographical and academic options, and the possibility for a student to petition to add a program that is particularly appropriate for her academic needs.

A further example of integrity in the approval of credit for courses taken elsewhere was initiated in the fall 2010 semester. Study abroad and summer courses (which Barnard does not offer) had always been approved by the chair of the department corresponding to the course being approved, regardless of the “home” department of the student; by contrast, courses taken by transfer students prior to their matriculation at Barnard were evaluated by a staff member in the Registrar’s office. Having department chairs—who turn over relatively frequently—approve summer and study abroad credit created many discrepancies across departments and even within departments whenever a new chair took the reins. To make the entire credit-approval process more consistent for students and faculty and to maintain consistently high academic standards for courses taken outside Barnard, the Provost and the Dean of the College (to whom the Registrar reports) decided to offer departments the opportunity to transfer the authority to approve credit for summer and study abroad courses to a dedicated staff person in the Registrar’s Office; that staff member now uses detailed instructions on course standards from each department Chair to guide decision-making. As a result of this change, beginning in fall 2010, the College has consistent processes for the approval of transfer credit, summer credit, and study abroad credit with the added advantage of having courses evaluated by one “gatekeeper” who works under

specific guidance from relevant faculty. The College's guidelines for transfer credit are available in the [course catalogue](#).

Another example of institutional integrity at the College is the existence of the Barnard College Evaluation Committee, composed of representatives from the offices of Disability Services, Residential Life, Health Services, Counseling Services, and the Dean of Studies. The committee meets weekly to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies students in need and assists them in accessing available support services on and off-campus. The Committee also considers the advisability of a student's withdrawal from the College for non-academic reasons.

B. Board of Trustees

An independent Board of Trustees with specified terms governs Barnard. The Board also includes elected, non-voting faculty and student representatives. Trustees work with faculty and students on several of the Board's standing committees, including the committees on Academic Affairs, Campus Life, and Diversity (Appendix F: Membership Lists). Board policies are in place regarding conflict of interest and self-dealing, as well as socially responsible investing. Barnard's Trustees have their own Conflict of Interest Policy (Exhibit: Conflict of Interest Policy), separate from that guiding the faculty.

C. Faculty

Each year, departments submit requests for search approvals to the Provost and the Faculty Budget and Planning Committee, which discusses all requests within the broader context of enrollment and curricular needs, current departmental staffing, Columbia staffing resources and overlap, and the potential for finding a candidate from an under-represented background. With the institution of the new position of Dean for Faculty Diversity and Development, the Provost has invited the Dean to serve *ex officio* on the FBPC, allowing her to contribute to discussion on line allocation and to remind departments of the importance of having fully inclusive searches. Once requests are approved by the FBPC, as well as by the President and Provost, the department must submit an approved advertisement, as well as a search plan that includes active recruitment of minority candidates. All final candidates for full-time positions are interviewed by the Provost; those being considered for appointments with tenure are, when possible, also interviewed by the President. All new faculty participate in a New Faculty Orientation program that was revised for fall 2010 by the Committee for Faculty Diversity and Development, in collaboration with colleagues from the Provost's Office.

Faculty are expected to teach in a spirit of open and critical inquiry. Their pedagogy is protected by a Code of Academic Freedom and Tenure; in 2006, the Code's opening statement on academic freedom was amended to make reference to the expectation that faculty will conduct themselves in accordance with the principles of the AAUP's 2001 Statement of Professional Ethics. The Code section on grievance procedures was also revised (Exhibit: Academic Code Changes). The full code is available [online](#).

The academic departments and programs recruit faculty members, subject to the approval of the President and Provost. Senior faculty receive tenure from the College and the University. Academic matters are determined within departments and by committees elected by the faculty, in consultation with, and in an advisory role to, the President and Provost. Degree and major requirements are determined by the faculty, subject to the fiduciary oversight of the Board of Trustees. The curriculum is overseen by the faculty's Committee on Instruction, and by department chairs; a regular cycle of academic program reviews, including internal departmental self-studies and visits from small teams of external reviewers, has long been in place and was recently restructured to ensure efficiency and consistency (Exhibit: guidelines in Appendix N of the [Chair's Manual](#)).

Faculty involved in research are guided by several policies posted on the Provost's website. Those whose research involves Human Subjects must submit a protocol for Institutional Review Board review and approval prior to beginning their projects. Those working with vertebrate animals require approval from the Institutional Animal Care and Use Committee, which is shared with Columbia University and housed at Columbia. A [Conflict of Interest Policy](#) guides all faculty research as well.

D. Administration

All staff have access to handbooks and contracts that clearly specify [College policies](#), requirements, and resources. For administrative employees, the staff evaluation process is clearly indicated on the Human Resources website; in addition, since the College adopted a new personnel evaluation process in spring 2010, the COO and Director of Human Resources hosted a series of workshops to inform staff about the new forms and how they should be implemented. Supervisors and those who report to them were invited to participate to learn more about the new system. Each year, every staff member is required to take an online harassment training course, offered through Workplace Answers, entitled, "Unlawful Harassment Prevention" to remain in compliance with College policy. The College has a clear policy on [harassment in the workplace](#).

Several administrative divisions host regular divisional meetings, and the entire College administration, including members of all three unions with which Barnard contracts, gathers for a staff meeting at least once each semester to discuss issues of importance to the entire administrative community (e.g., budget updates, the College's Self-Study, benefits updates).

For Administrators and Confidential staff, The "College Policies" section of the Handbook for Administrators and the Handbook for Confidential Employees lists procedures for specific concerns, such as conflict of interest and harassment. The College's grievance policy covers students, faculty and staff (Exhibit: Grievance Policy).

E. Unionized Employees

Since the last self-study, while relations with the unions have at times been contentious, no major strikes or issues have interrupted the College workflow, and there is general agreement that both sides have acted in good faith during the most recent contract negotiations. There is

optimism about continuing good working relations moving forward. For Barnard's unions, the grievance procedures are outlined in the contracts for TWU, Local 2110, and 32 B&J.

F. Students

The Registrar maintains academic transcripts and records; student confidentiality is preserved in accordance with federal and state law. Students govern themselves through the elected Student Government Association (SGA), the Honor Board (which deals with academic infractions), and Judicial Council (which handles non-academic infractions). Honor Board and Judicial Council are governed by due process guarantees, including appeals.

Barnard's catalogue has been [online](#) since Spring 2006. Archives of older versions of the catalogue, from 2007-2008, 2008-2009, and 2009-2010, are posted on the Provost's website. Hard copies of catalogues (dating back to 1900) are available in the Registrar's Office and in the Barnard Archives (dating back to the first course listing in 1888-90). Students receive a Student Handbook at the beginning of each academic year, with College deadlines, policies and resources; the Dean of Studies office also produces an annual Parents Handbook.

Academic honesty is underscored from the beginning of a student's Barnard career. Since 1912, Barnard students have chosen to be governed by an Honor Code that every entering student recites on her first or second day at the College and a copy of which each student receives before arriving at Barnard. The Honor Board, which develops and enforces the Code's rules of procedure and educates the Barnard community about the Code, is advised by the Dean of Studies and includes nine students and three faculty members. The [code](#) states:

“We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.”

Student violations of the Honor Code are reported by faculty to the Dean of Studies, who participates in a discussion about the situation with the accused student and the relevant Class Dean; the Dean of Studies, in consultation with the faculty member who filed the complaint and the Class Dean, then adjudicates an appropriate penalty, ranging from warning, to probation to—in dire circumstances—expulsion. Students have the option to appeal the Dean's decision and present a case to the Honor Board.

Barnard first-year students are introduced to the complexities and consequences of plagiarism during the New Student Orientation Program, and again within the first weeks of the fall semester, when an Honor Board student member visits every section of the required First-Year Foundation courses. Many faculty members also include resources regarding academic honesty and clear explanations of plagiarism on their course syllabi.

Students may appeal (or “grieve”) any grade received in a Barnard or Columbia course. The process is overseen by the Dean of Studies Office.

In summary, Barnard strives to maintain the highest level of integrity in the academic and administrative realms to ensure that all constituencies have access to fair policies, effective administration, and equitable and hospitable work, study, and research environments. Continued monitoring of all of the areas detailed in this chapter remains a priority of the College.

Recommendations:

1. 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).
2. 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.
3. Given the variable and changing needs and circumstances of faculty and staff, the Joint Faculty and Administrative Benefits Committee 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).

Chapter 5: The Barnard Faculty (standard 10)

Barnard prides itself on its outstanding faculty, who are committed to research and teaching, engaged with students in multiple capacities, leaders in their respective scholarly disciplines, deeply involved in College and University governance, and full participants in the intellectual community on Morningside Heights. The Barnard faculty is cited by its peers and by its students for its excellence, accessibility, and commitment to the model of the teacher-scholar.

Virtually all tenure-track and tenured faculty have active research programs through which Barnard undergraduates participate in the acquisition of new knowledge. Many Barnard students receive stipends from institutional or faculty research grants for summer research internships, appear as co-authors on published papers with their faculty mentors, and receive funding to present their work at regional and national meetings. Student participation in research is discussed further in Chapter 7.

I. Faculty Composition

At the start of the 2010-2011 academic year, Barnard employs 212 full-time (including 20 term, post-doc, and visiting professors) and 242 part-time (52 FTEs) faculty. The following chart compares the number of full-time faculty by status and gender over ten year intervals.

Table 4: Barnard Continuing Full-Time Faculty by Tenure Status*

Year	1979-1980	1989-1990	1999-2000	2009-2010
Tenured Faculty	65	63	63	93
Men	26	29	37	50
Women	39	34	26	43
Tenure-eligible Faculty	50	50	67	49
Men	26	23	31	21
Women	24	27	36	28
Total On-Ladder Faculty	115	113	130	142
Men	52	52	68	71
Women	63	61	62	71
Off-Ladder Faculty**	40	41	34	50
Men	9	12	6	13
Women	31	29	28	37
Total Full-Time Faculty	155	154	164	192
Men	61	64	74	84
Women	94	90	90	108
% Tenured of on-ladder faculty	57%	56%	48%	65%
% Tenured of total full-time faculty	42%	41%	38%	48%
% On-Ladder of total full-time faculty	74%	73%	79%	74%

*excludes visiting and term faculty

**off-ladder faculty: continuing faculty who are not eligible for tenure and serve for renewable terms

Full-time off-ladder faculty are generally deployed strategically to teach in courses that require specialized pedagogy (e.g., some large science laboratory courses, foreign languages, and the creative and performing arts). Full-time off-ladder ranks include Associate, Lecturer, Term, and Professional Practice lines. As the size of the instructional faculty has grown over the past 30 years, the proportion of off-ladder faculty has remained relatively stable.

At the time of the last Self-Study, the gender balance among the tenured faculty had dropped to approximately 40% women (from more than 50% ten years earlier). This decrease was a source of considerable dismay, and the faculty began to discuss possible barriers in hiring, tenure, and/or promotion that may have contributed to the gender imbalance. The discussions also focused concerns about the low proportion of tenured faculty overall and the low racial and ethnic diversity of the full-time Barnard faculty compared with peer liberal arts colleges.

A “faculty career enhancement” grant from the Mellon Foundation to Barnard and six other liberal arts colleges (Bryn Mawr, Carleton, Haverford, Macalester, Swarthmore and Wellesley) in the late 1990’s provided an opportunity to share information on faculty staffing patterns and career trajectories among these seven colleges. Barnard’s special emphasis became known as the Faculty Lifecycle Project, with the aim of studying various dimensions of faculty careers so that better, targeted faculty development programs could be developed. One result of these early efforts was production of a report of Faculty Demographics for the 2001-02 academic year, comparing all seven colleges funded by Mellon. (Exhibit: Report).

Barnard’s full-time faculty differed notably from those at the other six colleges:

Table 5: Comparative Faculty Demographics (academic year 2001-02)

Percent of total faculty:	Barnard	Range at Other Six Colleges
Tenured	34.4%	54.1-72.6%
In tenure/tenure-track ranks	75.4%	80.9-94.6%
Women	58.5%	35.3-53.8%
Persons of Color	13.1%	14.5-20.9%

Although the percentage of women on Barnard’s full-time faculty was the highest among the seven colleges (Bryn Mawr and Wellesley also exceeded 50%), a more detailed analysis revealed a worrisome over-representation of women in the assistant professor and off-ladder ranks and an under-representation of women faculty in the tenured (professor and associate professor) ranks:

Table 6: Percent of Women Full-time Faculty by Rank (academic year 2001-02)

Rank	Barnard	Mean of Seven College Cohort
Professor + Associate Professor	17.0	27.9
Assistant Professor	23.0	13.3
All Off-ladder Titles	18.5	2.9
Total % Women	58.5	44.1

Since this comparative study was completed in 2001-02, the percentage of women on full-time faculty appointments at Barnard has changed only negligibly (to 58.2% in 2009-10).

However the number and percent of tenured women have risen steadily since a decade ago, from 39% in 2001-02 to 46% in 2009-10.

II. Faculty Diversity

Despite Barnard's success in increasing the representation of women in the tenured ranks, the College still struggles to increase other forms of faculty diversity. The statistics cited above show that ten years ago Barnard had the lowest percent of faculty of color among the seven colleges; other comparative data also show that Barnard is below the median of peer colleges (Exhibit: Consortium on High Achievement and Success data). Since the last Self-Study, Barnard has made steady progress in the percentage of full-time faculty who self-identify as African-American, Latino, or Asian, from 13% in 2001-02 to 19% in 2009-10. This progress is reflected in the diversity of the tenured and tenure-track ranks since 1990, as shown below:

Figure 9

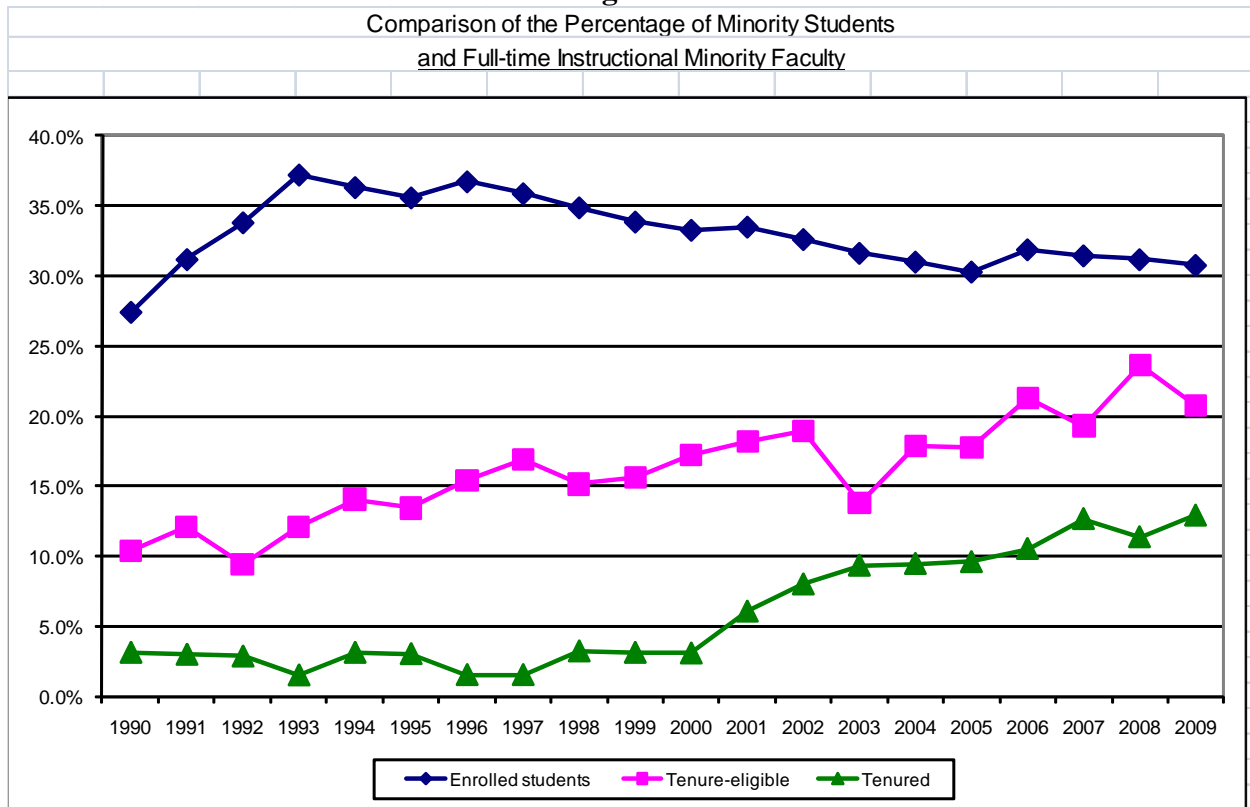
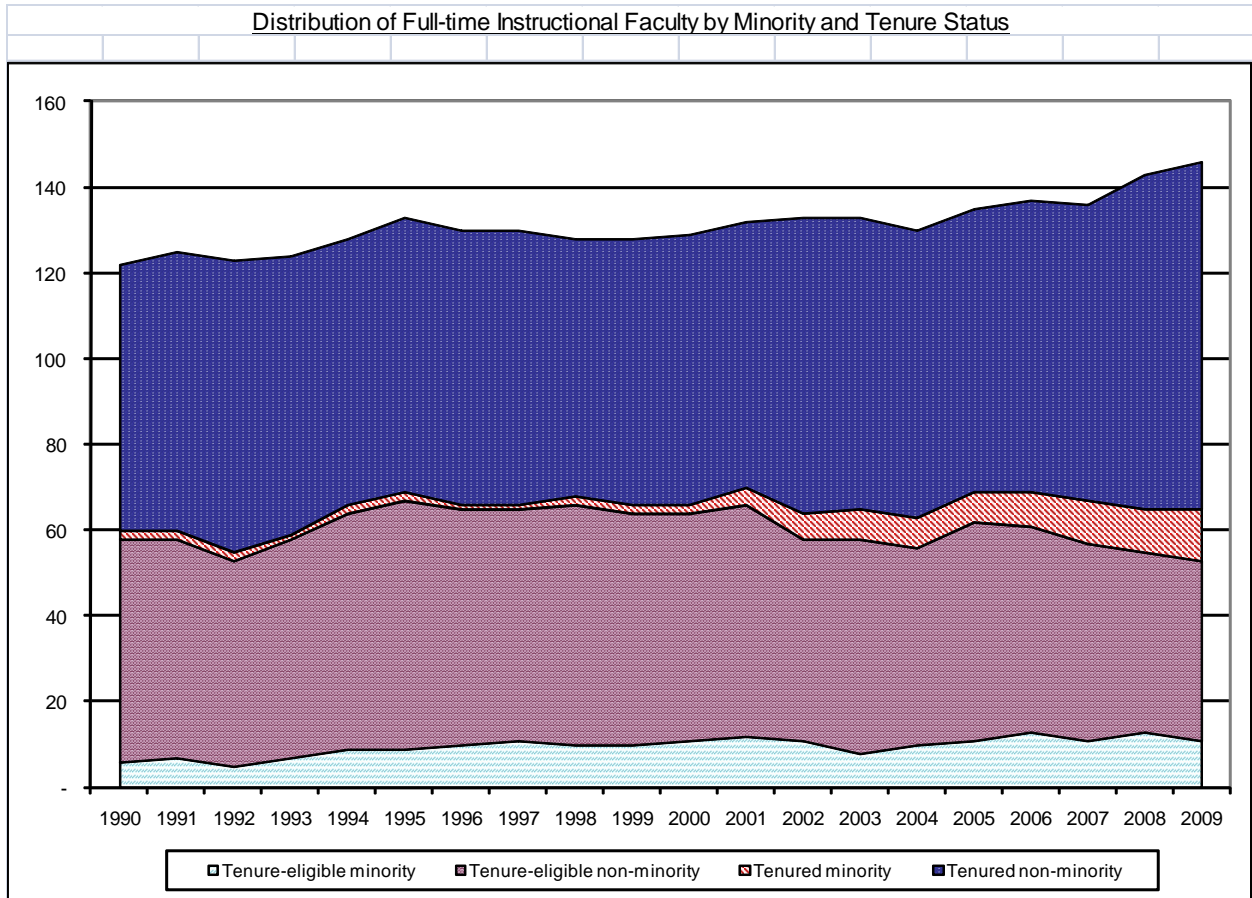


Figure 10



Various Board and faculty committees have attempted to define a desirable target for faculty diversity at Barnard. One suggested goal is to benchmark the ethnic and racial composition of the faculty to the ethnic and racial composition of the student population, which would mean a goal of roughly 30%.

What factors contribute to the modest growth in the racial and ethnic diversity of the Barnard faculty since the last Self-Study? How can Barnard build on what has proven to be successful as plans are developed for the next decade?

In 2006, the Mellon Foundation invited then-President Shapiro to develop a proposal for a program, “to strengthen a college program or programs of future importance for the institution.” She chose a series of inter-related activities to strengthen efforts to diversify the Barnard faculty. This “presidential priority” proposal, funded in the amount of \$200,000 in September 2006, provided discretionary funds that the College devoted to building a more “diverse” faculty (including under-represented minorities, women in fields where they are traditionally under-represented, international faculty, and individuals who bring a unique perspective to their teaching based on their life experience). The Mellon support was instrumental in recruiting and retaining highly-qualified candidates who added to one or more of these dimensions of faculty diversity. President Spar has indicated her commitment to designate

funds from a presidential priority grant she received from the Mellon Foundation soon after her inauguration to continue this important faculty diversity effort.

In 2007-08, with support from the Ford Foundation's Difficult Dialogues Initiative, the College undertook a campus climate assessment, which resulted in a report entitled "Diversity at Barnard College" (Exhibit: Report). The report suggested that Barnard has had only mixed success in recruiting, supporting, and retaining a faculty that reflects the diversity of contemporary American society.

Barnard competes with other institutions trying to diversify their faculties, and the relatively limited number of African-Americans and Latinos receiving doctorates makes the competition fierce.²⁰ Since the last Self-Study, Barnard has invested additional resources in this effort. Indeed, the prospects for diversifying the faculty improved dramatically during the 2009-2010 academic year. Two of the nine full-time tenure-track faculty who self-identify as African-American were promoted to Associate Professor with tenure, effective July 1, 2010. Moreover, a recruitment effort in Africana Gender Studies yielded a very strong applicant pool, and Barnard hired three senior full-time faculty of the African diaspora who specialize in the U.S., Africa, Europe and the Caribbean (with primary appointments in the Departments of History, English, and Women's Studies) beginning in fall 2010.

The College has also sought institution-wide remedies to the issue of diversity. In 2008, the Provost appointed Janet Jakobsen, the Principal Investigator on the Difficult Dialogues grant and Director of the Barnard Center for Research on Women, as Interim Associate Dean for Faculty Diversity, with the charge of identifying how the College might best expand and support the diversity of its faculty. Her analysis resulted in the creation of a new position in the Office of the Provost, the Dean for Faculty Diversity and Development, to be rotated among Barnard faculty in three-year terms. Professor Jakobsen is serving as Dean for the first of these terms. She works with departmental search committees to build institutional capacity to attract and retain a diverse faculty. The new Dean also oversees other faculty support and mentoring programs, such as the New Faculty Orientation, that target junior faculty. Finally, the Dean for Faculty Diversity and Development serves as an intermediary who can identify and address issues of concern, acting on behalf of faculty who for various reasons may not want to approach the Provost directly.

A newly-created Committee on Faculty Diversity and Development (FDD), which currently includes tenure-eligible, tenured, and off-ladder faculty from all four divisions of the College, advises the new Dean. The FDD has thus far focused its discussions on four main topics: tenure issues, ongoing searches, faculty intellectual development (including funding and brainstorming for seminars and other activities), and orientation and mentoring programs for junior faculty. In 2009-10 the Committee revised the new faculty orientation program as well as the mentoring system for junior faculty. In fall 2010, the procedures for searches (as described in the [Chair's Manual](#)) were revised to include more explicit steps for the active recruitment of a diverse faculty. The Committee is likely to expand its discussions to include some additional related topics in the near future: work-life issues, mid- and late-career professional development, how best to contribute to campus-wide conversations about diversity, and the development of a

²⁰ <http://www.nsf.gov/statistics/>

library of mentoring and teaching resources.

III. Faculty Recruitment, Mentoring, Support, And Retention

Since the last Self-Study, Barnard has implemented a series of enhancements and programs to attract and retain the teacher-scholars who are the institution's hallmark.

A. Recruiting

To maintain a distinguished and diverse faculty, the College is committed to embracing the best practices in faculty hiring: defining jobs in a way that attracts a diverse applicant pool, increasing transparency and outreach, and further enhancing Barnard's competitiveness as an intellectually exciting campus.

As mentioned above, one innovative strategy proved successful beyond anyone's expectations. In 2007, the Faculty Budget and Planning Committee (FBPC) approved searches for one senior and one junior line in Africana Gender Studies, with the senior hire to be made in 2008-09. The search committee identified potential candidates and invited them to campus to participate in a Ford Foundation *Difficult Dialogues* faculty seminar, the subject of which was "Gender and Africana Studies." Three strong senior candidates emerged, and the FBPC approved the department's petition to make offers to all of them; all three accepted.

B. Mentoring

For many years, all incoming tenure-track junior faculty were assigned an extra-departmental mentor to provide advice about negotiating the sometimes conflicting demands made on new faculty. As of 2009-2010, *all* incoming faculty are now assigned either a mentor (for new junior faculty) or a "liaison" (for new senior faculty). The system allows junior faculty to seek guidance from senior faculty who are unlikely to be involved in personnel decisions that affect them directly. Anecdotal evidence suggests that the mentoring relationships have proven to be especially useful for new faculty in small departments in which a chair may not have broad experience in preparing junior faculty for an eventual tenure review. The Provost now asks department chairs to recommend possible mentors from related fields.

Within departments, chairs (or a senior-faculty member designated by the chair) are expected to serve as internal department mentors for new faculty members. In addition, chairs are expected to meet annually with pre-tenure faculty to review their accomplishments and progress in scholarly activity, teaching, and service. After the completion of the third-year review (described below), all tenured members of a department offer collective advice to junior faculty at a meeting and in writing. The Dean for Faculty Diversity and Development also meets with junior faculty before and after the third-year review to ensure that the individual under review fully understands the results of the assessment and recommendations made by members of the department.

The College has also developed mechanisms that allow faculty from different departments to share information about best teaching practices. Faculty teaching first-year

seminars meet six times throughout the year to discuss important pedagogical issues. Barnard also sponsors the Fostering Achievement Forum, a round-table for science, mathematics, and education faculty to discuss teaching and advising, with an emphasis on issues particularly important for women and students of color. The forum was launched in 2005 by Stephanie Pfirman (Environmental Science) and Kristin Shepard (Biological Sciences) with support of a grant from the Consortium on High Achievement for Success (CHAS). The series meets over lunch, two to four times per semester.

The Committee on Faculty Diversity and Development has produced a Mentoring Handbook that is distributed to all new faculty mentors and to the new faculty themselves. The Provost's Office also regularly distributes articles about faculty mentoring to senior faculty, and the [Chair's Manual](#) includes some information about best mentoring practices. Currently the Dean for Faculty Development and Diversity is creating a library of information that will assist faculty mentors. Additionally, the Dean of BLAIS is currently chairing a task force that will design a teaching and learning center as it plans for a major renovation of Barnard's library.

C. Research Support and Leave Programs

Barnard provides substantial research support to its faculty in the form of competitive grants and leave time. These opportunities fall into the following categories: grants for full-time faculty; grants and support for newly-hired Assistant Professors; grants and support for tenured faculty; leave programs for tenured faculty; professional development leaves for off-ladder faculty (Exhibit: Research Support Leaves).

D. Faculty Retention

Since the last Self-Study, the College has made substantial progress in improving faculty retention during the pre-tenure period. Understanding what the retention patterns were and analyzing them to discern pertinent variables provided critical information that informed these efforts. The dedicated work of two individuals, Laura Kay, Professor of Physics and Astronomy and Flora Davidson, then-Associate Provost and now Professor of Political Science and Urban Studies, developed the first comprehensive database on faculty hiring and tenure outcomes. Professor Kay became a member of the Tenure Process Review Committee, authorized by the faculty in May 2002, and continued to work collaboratively with then-Associate Provost Davidson as the committee developed its recommendations (see subsequent section on Tenure Evaluation). A second Tenure Process Review Committee was elected by the faculty in 2006, and reported on retention rates in 2007. Professor of Economics Rajiv Sethi designed and prepared the following graphs, based on the data organized and collected by Kay and Davidson.

The key points illustrated by these graphs include:

- Retention in the first seven years since hire has improved substantially for cohorts hired in 1994 and later compared to those hired between 1980 and 1993.
- Although tenure rates by hiring cohort are highly variable, there is a discernible increase in the tenure success rate since the mid-1990s.
- There is gender disparity in retention: tenure-eligible women experience earlier attrition and higher rates of attrition than do tenure-eligible men.

Figure 11

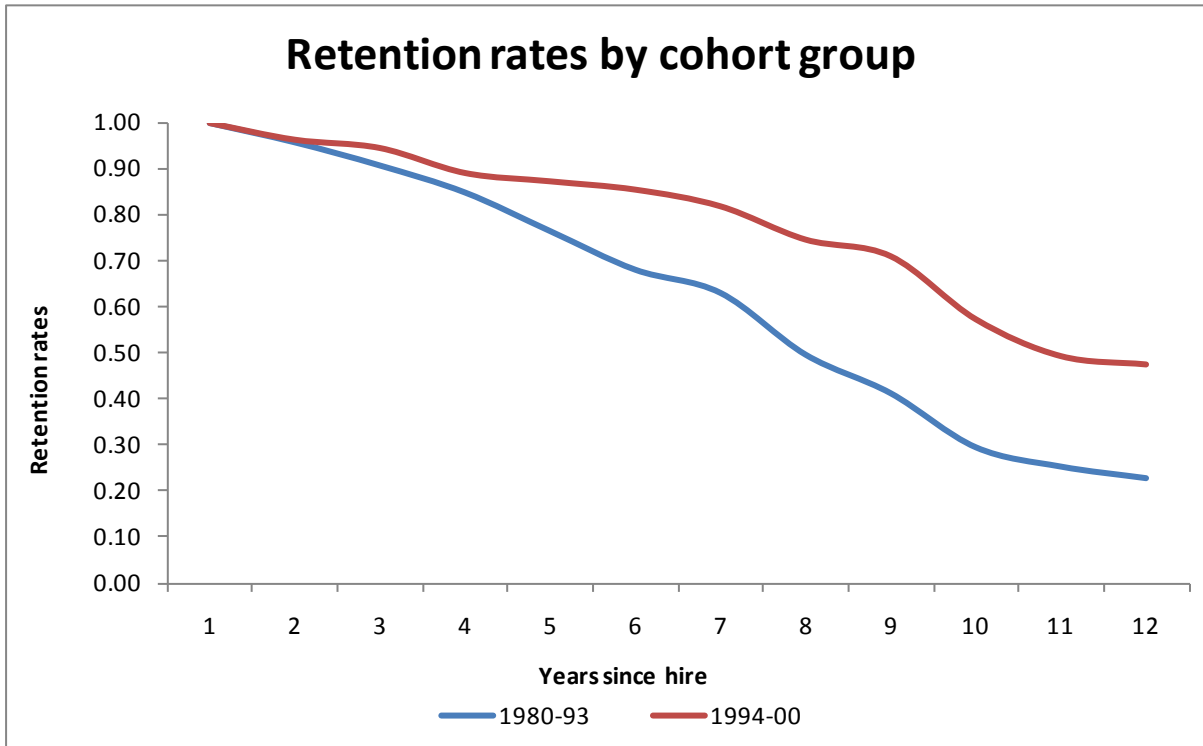


Figure 12

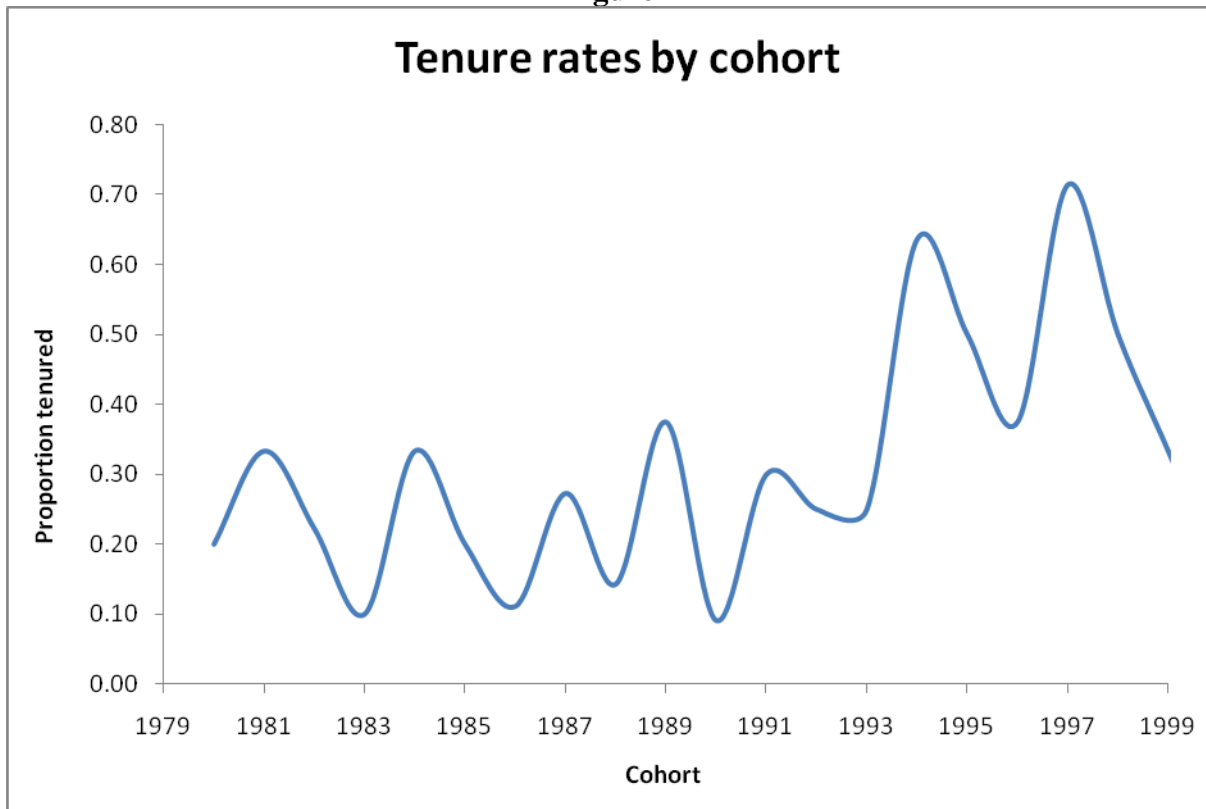
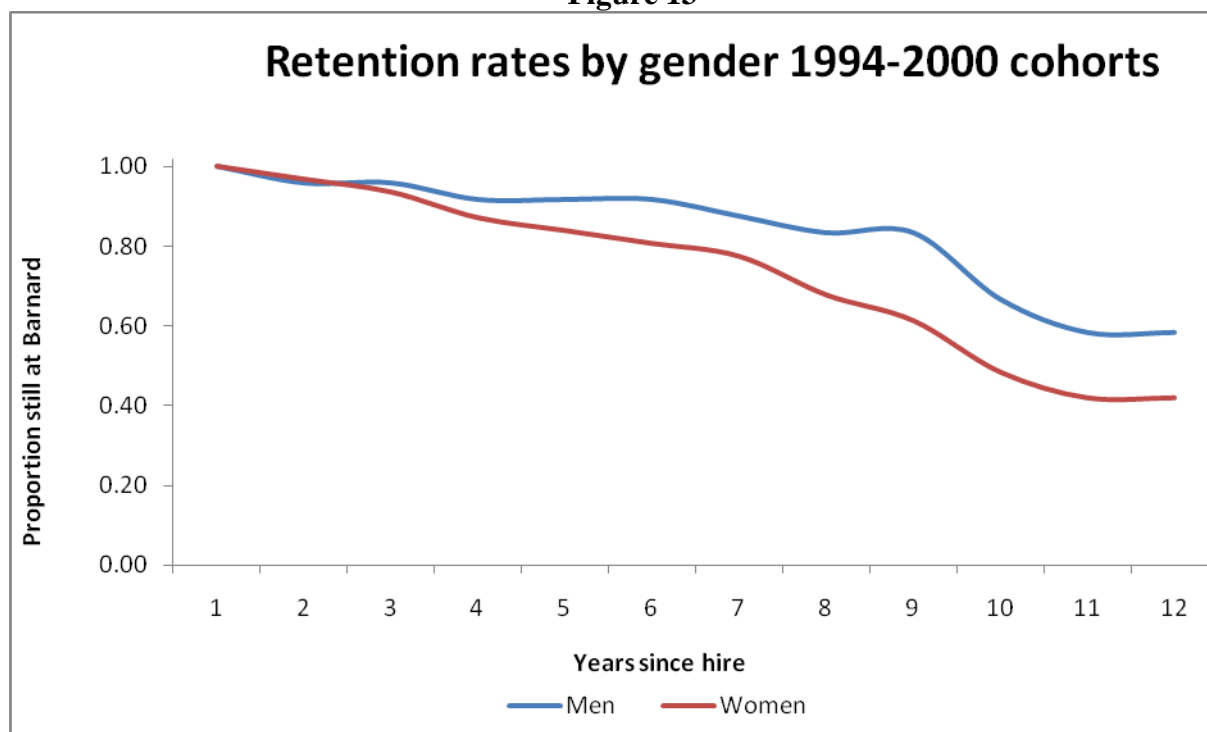


Figure 13



IV. Assessment of Faculty Effectiveness

Maintaining the excellence of its faculty is one of Barnard's highest priorities. To do so, the College has developed numerous mechanisms to assess faculty effectiveness in the areas of research, teaching, advising, and service and self-governance.

A. Annual Self-Reports and Reviews

All full-time faculty submit an annual personnel form and CV in which they provide details of their achievements in scholarship, teaching, and service to Barnard, Columbia, and extramural communities. The department Chair and Provost review these reports, and the Provost uses them to determine merit-based pay increases for tenured faculty; non-tenured faculty receive across-the-board salary increases.

B. Assessing Research Quality and Productivity

Assessment of the faculty's research relies on discipline-specific measures. In the sciences, faculty are expected to publish regularly in high-quality, high-impact, peer-reviewed scientific journals and to receive extramural support for their research; as an indicator of the professor's engagement as a teacher, the inclusion of Barnard undergraduates in the research program is also important. In the humanities and social sciences, depending on the discipline, faculty are expected to publish books through high-profile presses and/or articles in prestigious peer-reviewed journals, have their work reviewed in high-quality journals, and produce other relevant materials that significantly advance scholarship in the field. In the visual and performing

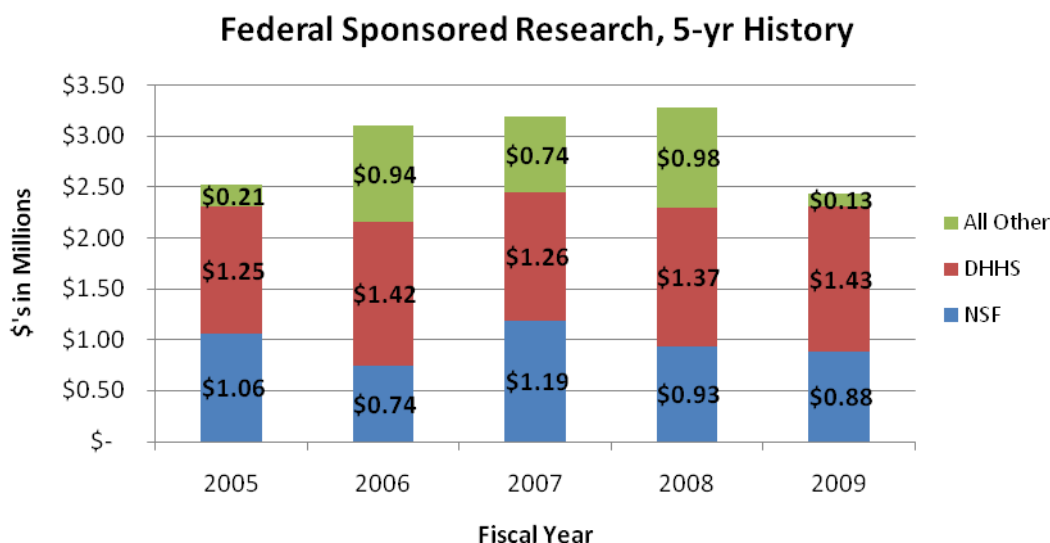
arts, faculty are expected to have their work appear in exhibitions and performances in respected venues. In all disciplines, other measures offer additional evidence of achievement: prizes, awards, and fellowships; election to national societies and associations; leadership positions in professional organizations; and editorial responsibilities for professional journals (Exhibit: Summary of honors and professional achievements).

Extramural funding for faculty-initiated research at Barnard has grown dramatically since 1994, and now regularly total \$2-3 million awarded annually.

Table 7: All Faculty-Initiated Research at Barnard

Year	Applications Submitted	Applications Awarded	Dollars Awarded
2009-10	52	24	\$3,170,000
2008-09	56	18	\$2,112,239
2007-08	53	23	\$1,799,984
2006-07	56	16	\$1,873,330
2005-06	51	26	\$2,547,983
2004-05	96	36	\$2,277,545
2003-04	84	27	\$3,850,866
2002-03	83	32	\$2,034,524
2001-02	68	26	\$3,075,452
2000-01	79	35	\$1,747,928
1999-00	75	24	\$1,688,848
1998-99	82	26	\$1,608,535
1997-98	71	28	\$2,877,556
1996-97	70	28	\$986,487
1995-96	48	15	\$954,216
1994-95	32	11	\$634,882

Figure 14



C. Assessing Teaching Effectiveness

Barnard prides itself on good teaching. The College has developed mechanisms to assess and improve teaching and to encourage pedagogical innovation. All new courses and syllabi, which now include Student Learning Outcomes, are reviewed by the Committee on Instruction (COI) and approved by the faculty at large.

Department chairs and the Provost use end-of-year reports to track faculty enrollments. Teaching by junior and off-ladder faculty is observed by senior faculty on a regular basis, and the resulting reports are used to mentor instructors about best classroom practices. The reports are also included in tenure and promotion dossiers evaluated by the Advisory Committee on Appointments, Tenure, and Promotion (ATP). Guidelines for conducting evaluations are included in the [Chair's Manual](#). The Gladys Brooks Award, the Teaching Excellence Award, and the student-initiated Emily Gregory Award annually honor excellence in teaching. A new award, funded by the Tow family and to be presented in the 2010-11 academic year for the first time, will honor a member of the faculty (generally at the Associate Professor level) who is distinguished in both teaching and scholarship.

At the end of each semester, students have the opportunity to evaluate all courses in which they are enrolled. As of the autumn 2009 semester, virtually all evaluations are conducted online, facilitating the compilation of student narrative comments and numerical ratings. With this shift online, the response rate increased (from 80% in paper evaluations to 86% in online evaluations), perhaps because access to the course final grade is delayed for students who do not complete the evaluation (Exhibit: Sample Course Evaluation). Faculty are encouraged to study the evaluations of their courses, and department chairs review them. Summary statistics from course evaluations and unredacted student comments are included in third-year and tenure reviews of on-ladder junior faculty and in reviews of full-time off-ladder faculty. Although

adjunct faculty are not formally reviewed by a College committee, evaluations serve to flag serious problems for department chairs.

Another, more anecdotal measure of teaching quality comes through external evaluations for tenure cases. Since dossiers sent to external referees contain a candidate's teaching statement and syllabi, external evaluators often comment on the effectiveness of the candidates' teaching materials and pedagogical methods; these observations are objective because most referees have never witnessed the candidates teaching. In an effort to systematize this feedback, starting in spring 2011, letters to evaluators will ask that referees comment on different aspects of the candidate's technique, syllabi, and course breadth, so that consistent assessment can be collected and used throughout the tenure process.

The mentoring of undergraduate scientists in research is an important component of the teaching responsibilities of Barnard's science faculty. The outcomes of that effort reflect its quality. Research students frequently make presentations at professional conferences, write up their research results, and are included as co-authors on papers published in distinguished scientific journals, all representing a direct assessment measure of teaching and learning.

D. Assessment of Tenure-Track Faculty

Untenured, on-ladder faculty are subject to regular, periodic assessment from the time they are hired until they are awarded tenure. The Third-Year Review is the most important pre-tenure assessment, focusing on research productivity and trajectory, teaching, and service. Following detailed guidelines included in the [Chair's Manual](#), the department chair and other senior faculty assess the candidate's progress in relation to departmental expectations and make suggestions for improving performance. The committee's assessment and recommendations are shared with the candidate verbally and in a written report that is reviewed by the Provost, the President and the ATP.

Since the last Self-Study, the process for the Third-Year Review has been refined substantially by the ATP. The Provost meets separately with all third-year review candidates and then chairs to explain the review process and the importance the College places on thorough, constructive reviews. The Dean for Faculty Diversity and Development now meets with departmental representatives in advance of the review to ensure that teaching evaluations are properly documented and evaluated. After the review is completed, the chair now submits a draft report to the ATP and meets with the committee to discuss the review. The ATP may then request modifications to the report—before it is included in the faculty member's personnel file—to ensure that the written review provides a realistic portrayal of the department's assessment as well as specific suggestions for improving performance. Should the case eventually reach a tenure review, the Third-Year Review document provides one of the standards by which the candidate's progress is measured. In addition, as mentioned earlier, the DFDD also meets with the junior faculty member after the review to be certain that the assessment and recommendations of the department are clearly understood. Some departments also conduct a Fifth-Year Review, which is neither mandatory nor standard practice at Barnard (although it is at Columbia).

E. The Tenure Evaluation

Tenure is the fundamental measure of a faculty member's stature as a scholar. Barnard faculty undergo a stringent, two-stage review prior to the granting of tenure at Barnard. Although the review encompasses a candidate's accomplishments in research, teaching, and service, in practice research and teaching receive much greater scrutiny than does service.

Candidates are nominated for initial tenure consideration by the Barnard department. A preliminary dossier is then evaluated by external referees and by the counterpart Columbia department. If, after reviewing the feedback provided by scholars outside Barnard and by the counterpart Columbia faculty, the department votes to move forward with the review, the case is taken up by the ATP. The ATP's role is advisory to the Barnard President. Should she decide affirmatively, the case is forwarded by the Barnard Provost to the Columbia Provost for the scheduling of a Columbia *ad hoc* committee which makes a final tenure recommendation to the University Provost. The voting members of an *ad hoc* committee include two Barnard faculty, two University faculty, and one scholar from outside the University community. (The Columbia Provost is currently reviewing the university's *ad hoc* system and is likely to institute a different mechanism for University-level tenure reviews across all schools of the University.) This thorough-going review ensures a senior faculty of exceptional intellectual quality, with dual citizenship in an elite liberal arts college and a leading research university. Barnard's [Code of Academic Freedom and Tenure](#) describes the timetable and procedures for tenure review.

At the time of the last Self-Study, Barnard's low rate of tenure was a matter of broad concern, especially because the number of women awarded tenure was significantly lower than men. The College has acted vigorously to reverse this trend. As noted earlier in this section, the faculty formed the Tenure Process Review Committee (TPRC), which completed its analysis of the rules and practices pertaining to tenure review in 2003.

The Committee's report suggested a number of remedies, many of which were adopted:

- A [detailed handbook](#) was created for candidates and their chairs.
- Pre-tenure review procedures were re-evaluated, emphasizing the critical role of the Third-Year Review;
- Better coordination with Columbia departments was emphasized, including Columbia involvement with junior hiring.
- Existing grievance procedures were amended.
- A more equitable allocation and distribution of work within and between departments, including teaching, advising, and committee assignments, was established.
- There was an increase in leave time and research support for junior faculty, and a "conclave" for junior faculty to meet with newly-tenured faculty was convened as the cornerstone of an expanded mentoring program.
- Chairs of Barnard departments are now routinely consulted on the outside member of the Columbia *ad hoc* committee, and the ATP now includes a written summary of its findings with each dossier sent to the Columbia *ad hoc* committee.

As noted earlier, over the past decade, Barnard has seen a significant increase in the number of tenured women on the faculty. Since 2000, newly-hired senior women have virtually the same tenure rates as senior men. In addition to restoring something close to gender parity in the tenure ranks, the new practices—coupled with high success rates in Columbia *ad hoc* committees—have improved faculty confidence in the tenure process generally.

Table 8: Ten Year Tenure Pipeline 2000/2001-2009/2010 Outcome Summary as of 7/29/10

		Barnard Outcome			Columbia Outcome			Overall Tenure Success*	
Rank & Gender	Rec for Tenure	No	Yes	Percent	No	Yes	Percent	Number	Percent
Senior Men	12	1	11	92%	1	10	91%	10/11	83%
Senior Women	18	1	17	94%	1	16	94%	16/18	89%
Junior Men	16	1	15	94%	0	15	100%	15/16	94%
Junior Women	27	4	23	85%	2	21	91%	21/27	78%
Total Men	28	2	26		1	25		26/28	
<i>Percent</i>	100%	7%	93%		4%	96%		89%	
Total Women	45	5	40		3	37		37/45	
<i>Percent</i>	100%	11%	89%		8%	93%		82%	
Total All	73	7	66		4	62		62/73	
<i>Percent</i>	100%	10%	90%		6%	94%		85%	

*For those recommended to the ATP by their department.

When the ten-year data shown above are disaggregated into a series of five-year intervals, the upward trend can clearly be seen for those whose departments have nominated them into the tenure process.

Table 9: Cumulative Five-Year Tenure Success Rate for Completed Cases Recommended for Tenure by Departments (as of July 1, 2010)

Five Year Rate Ending in Year	Total Men		Total Women		Total All	
	N	%	N	%	N	%
2009 / 2010	9 / 11	82 %	22 / 22	100%	31 / 33	94%
2008 / 2009	11 / 13	85 %	21 / 21	100%	32 / 34	94%
2007 / 2008	11 / 13	85%	18 / 18	100%	29 / 31	94%
2006 / 2007	15 / 16	93%	18 / 22	82%	33 / 38	87%
2005 / 2006	17 / 18	94%	18 / 24	75%	35 / 42	83%
2004 / 2005	16 / 17	94%	15 / 23	65%	31 / 40	78%
2003 / 2004	16 / 18	89%	13 / 22	59%	29 / 40	73%
2002 / 2003	15 / 18	83%	14 / 24	58%	29 / 42	69%
2001 / 2002	12 / 15	80%	9 / 16	56%	21 / 31	68%
2000 / 2001	9 / 12	75%	4 / 9	45%	13 / 21	62%

Accounting for attrition in the period between initial hire and the award of tenure, the tenure success rate for assistant professors now approximates 50% (See Figure 12).

F. Assessment of Off-Ladder Faculty

Off-ladder faculty, a category that includes lecturers, associates and professors of professional practice, are also subject to periodic review by their departments and the ATP. The procedures for such reviews are described in the [Chair's Manual](#).

For lecturers and associates, the reviews focus primarily on teaching effectiveness and the development of innovative pedagogy, although dossiers often include outside letters and material documenting creative and scholarly achievement. In their seventh year of service, lecturers and associates are either promoted to senior status or, in the case of unsatisfactory performance, notified that their employment will be terminated after the following academic year.

Professors of Practice—a rank restricted to the visual and performing arts, architecture and creative writing—are reviewed for evidence of excellent pedagogy and for achievement in their field. Professors of Practice are rehired for five-year terms after a successful review and can also be promoted.

A recently-established Off Ladder Faculty Advisory Committee is working with the Provost and Associate Provost to update the materials governing the review of off-ladder faculty.

G. Assessment of Part-Time Adjunct Faculty

Apart from the end-of-term student course evaluations, Barnard has no formal mechanisms for evaluating the effectiveness of part-time adjunct faculty. Those departments that

routinely rely on adjunct instructors generally maintain a pool of candidates who have proven themselves to be worthy teachers.

V. Workload, Benefits, and Compensation

Barnard's faculty and administration engage in frequent discussions about faculty workloads, benefits, and compensation. The Faculty Finance and Resource Committee as well as the Faculty Budget and Planning Committee are the primary venues in which these discussions take place.

A. Childcare Issues

The consensus among faculty is that improved childcare benefits are essential to any effort to increase faculty diversity and retention and to foster the promotion of women into the tenured ranks. Although Barnard hires more entry-level women than men, women still leave early—before they come up for tenure—at a higher rate than men. Barnard attempted to establish a daycare facility in Cathedral Gardens, but that effort failed because the necessary corporate partner considered the space inadequate. Nevertheless, since the 2000 Self-Study, the College has established more generous [pregnancy and infant care benefits](#) (effective July 2004), while offering scholarships for a limited number of Barnard faculty children at the Columbia School in an experimental program approved by Barnard's Trustees.²¹ Moreover, as of July 2007, funds from start-up budgets, mini-grants, and conference travel grants can be used to cover expenses related to childcare while performing research or presenting at a conference.

B. Administrative Workload Issues

In recent years, as part of its strategy to increase the number of tenured faculty, the College has introduced course releases, in addition to the existing paid leaves following a successful Third Year Review, that allow junior faculty to meet the stringent research and publication standards for tenure. Nevertheless, many remain overwhelmed with teaching, advising, service, and administrative obligations. Workload, like childcare, is a major stumbling block for junior faculty on the road to tenure. It is also a significant problem for faculty recruitment and retention.

Workload is also a source of enormous frustration for many senior faculty. Indeed, when newly-tenured faculty return from their first sabbatical, they often find themselves chairing departments or directing programs, with what many consider inadequate compensation and little time, energy, or resources to devote to research. Faculty self-governance and other forms of service, including the now-extensive personnel reviews, add to their administrative burden, as do commitments to graduate teaching and advising. It is at this stage that Barnard sometimes loses faculty to other institutions, especially those with a strong commitment to research.

²¹ Following is the resolution approved at the June 7, 2006 Barnard Board of Trustees meeting: **RESOLVED**, that the Trustees approve on a continuing basis for a five-year period, a tuition subsidy for a limited number of children of eligible Barnard faculty at the Columbia School. The total annual tuition subsidy will not exceed \$205,000 by the fifth year (FY 2011-12).

In an effort to develop initiatives to address these issues while raising faculty morale and productivity, President Spar and Provost Boylan met with groups of senior faculty during President Spar's first year to assess their concerns and develop remedies. The President has also invited faculty input on ways to reduce the workload of chairs, especially those of large departments, by reallocating tasks, responsibilities, and obligations. Other suggestions that came out of the meetings with senior faculty include sharing responsibilities with other faculty; delegating appropriate tasks to administrative staff; increasing and systematizing technical support; and exploring the potential of new technology. The appointment of a new Vice President for Information Technology should certainly be helpful in this regard, and she is beginning to implement systems to address some of these workflow issues.

C. Course Load Issues

Shortly after arriving at Barnard, President Spar opened a conversation about reducing faculty workload generally and the five-course teaching load in the humanities and social sciences in particular, with the goal of deploying faculty teaching energies more effectively. (A full description of the recent move to 2-2 course load for tenure-track faculty can be found in Chapter 4.) As a result, Barnard faculty in the humanities and social sciences have achieved parity with colleagues at peer institutions and at Columbia.

The shift to a 2-2 course load may also alleviate the long-term problem of clustering class schedules into popular time slots. However, the lower load may increase the number of students in the classrooms. Therefore, it will be important to monitor course enrollments in relation to course schedules and classroom use patterns going forward.

Off-ladder faculty in the humanities and social sciences, for whom there is no official expectation that they will be active as scholars, continue to teach a six-course load. Some on-ladder faculty have argued that the teaching load of their off-ladder colleagues should also be reduced by one course, but preliminary analyses suggest that the College could not afford to replace the lost courses by hiring additional faculty. The discussion of the growing disparity between on-ladder and off-ladder faculty will surely continue.

For many years, science faculty have taught a four-course load per academic year. For most professors, that load includes a laboratory course, which requires a level of preparation and set-up that is often the equivalent of teaching another course. Virtually all of the science faculty also mentor students in their own laboratories. In their dual role as working scientists and dedicated professors, faculty regularly immerse students in the process of discovery, helping them build the kind of critical thinking and analytical skills that stand them in good stead not only in the laboratory, but in all aspects of their college careers and beyond. Although students often receive academic credit for their laboratory work, these efforts by science faculty are not generally counted as part of their teaching load. Currently the Provost is examining ways to regularize course releases for faculty who have mentored a certain number of students in laboratory research.

D. Faculty Compensation

The means by which faculty salaries are determined was described earlier in this report (see Chapter 3). This section reviews the current status of salaries by faculty rank and provides some comparative data. The table below is representative of the information provided to the faculty annually when they receive their annual re-appointment letters. Note that these data do not include visiting and term faculty, but do represent the College's commitment to the continuing full-time faculty.

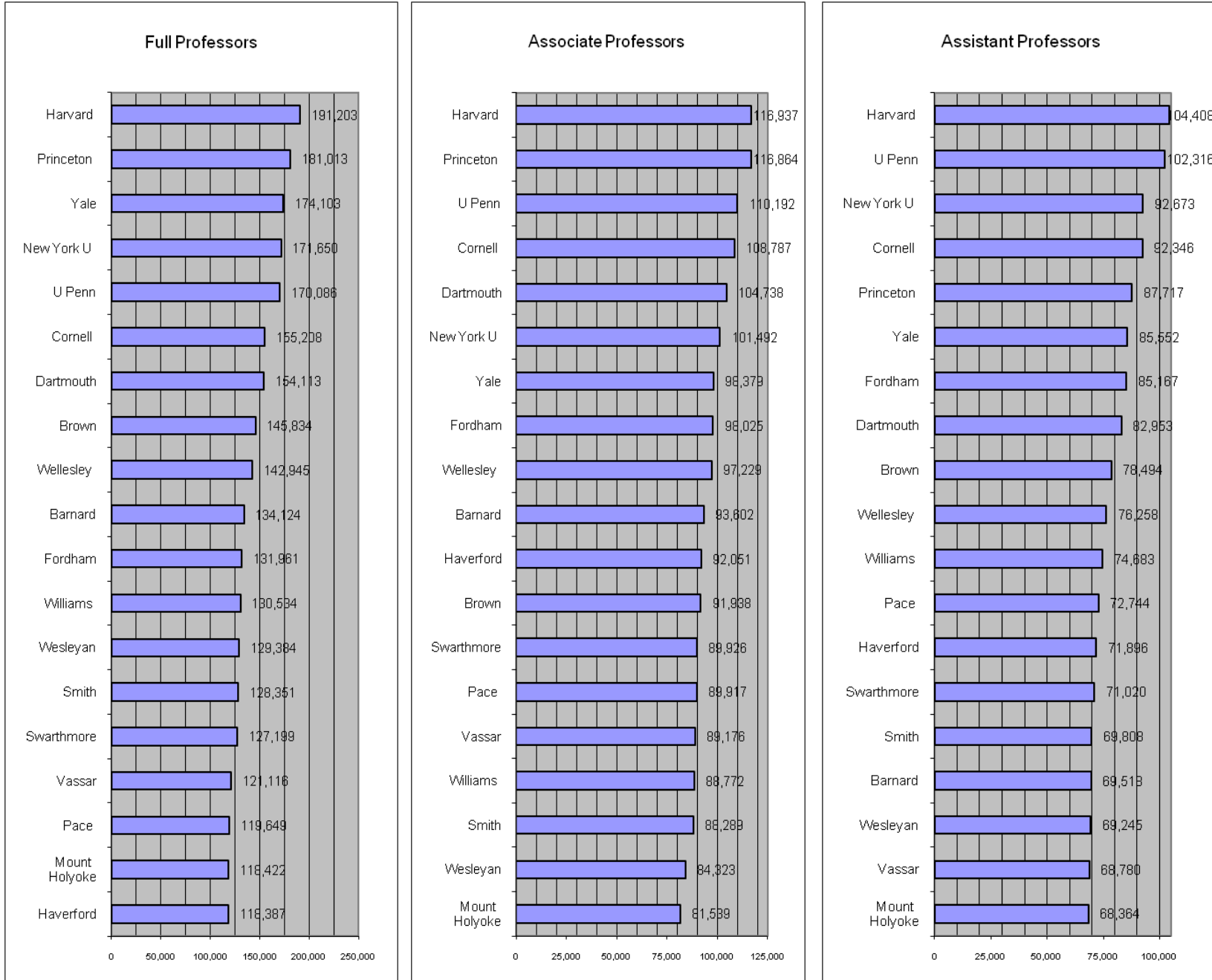
Table 10: Salaries for Full Time Barnard Faculty by Rank for 2010-11²²

Rank	Number	Median Salary	Average Salary
Professor	69	\$ 132,800	\$ 142,113
Associate Professor	32	\$ 98,100	\$ 98,993
Assistant Professor	53	\$ 73,698	\$ 74,529
Lecturer	7	\$ 54,590	\$ 53,905
Senior Lecturer	14	\$ 78,938	\$ 79,643
Associate	1	\$ n/a	\$ n/a
Senior Associate	13	\$ 64,018	\$ 65,817

Other available salary data are reported according to the formulas of the AAUP (Figure 15). Because term and visiting faculty are included in the charts presented below, the salaries will differ somewhat from those included in the table above.

²² Promoted faculty are in their new rank.

Figure 15: Comparative Faculty Salaries by Rank (AAUP)



The AAUP data allow for comparisons among peer colleges and universities over time, and the College has long followed the salary trends of 18 other institutions that include Ivy League universities, peer liberal arts colleges and a few New York-based institutions (as a local urban comparison group). For the 2009-10 academic year, among peer liberal arts colleges, only Wellesley's salaries for full professors and associate professors exceeded Barnard's (by \$8,821 and \$3,627 respectively). At the assistant professor level, after adjustment for the relatively high number of term faculty in this rank at Barnard, only Wellesley and Williams had higher average salaries. While these data reveal that Barnard salaries are very competitive at face value among the highly selective liberal arts college sector, these figures do not take into account the higher cost of living in the New York metropolitan area. Funds for salaries and the availability of affordable housing and high-quality schools remain major recruitment and retention challenges for Barnard.

Recommendations:

1. 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.
2. Barnard should build on recent successes in recruiting and retaining greater numbers of women faculty and faculty of color, and should continue its efforts to diversify its faculty.
3. The College should continue, and where possible improve, its support for research-active faculty through pre- and post-award services pertaining to external grants.
4. The Provost and the Dean for Faculty Diversity and Development, working with department chairs and faculty on relevant committees (the ATP and the FDD in particular), should continue to make the pre-tenure review process as transparent and constructive as it can be. Similar efforts should inform other faculty personnel review processes (e.g., third year reviews and other internal promotions).
5. 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).
6. 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.

7. 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.

Chapter 6: Student Admissions, Retention, and Support Services (standards 8, 9)

While many women’s colleges question their ability to survive as single-sex institutions in the current economic and higher education climate, Barnard College remains the most selective women’s college in the country. The College continues to receive more applications from women than the vast majority of coeducational liberal arts colleges and continues to appeal to a unique group of bold and sophisticated young scholars, especially those with a preference for its distinctive location and setting. Applications (and the diversity of applicants) have increased steadily from ~1800 in 1990, to ~3900 in 2000, and to an all-time high of more than 4600 in 2010.²³ Although the College continues to receive more and more applications each year, it has no plans to increase enrollments in any significant way in the foreseeable future. With the College’s admit rate decreasing from 67% in 1990 to 27% in 2010, its yield rate and demand for financial aid have increased. These developments present specific challenges and opportunities.

Table 11: Barnard College Enrollment, 10-yr History

Academic Year	Full-Time	Part-Time	Total Enrollment	Total FTE ²⁴
2010-11	2,390	66	2,456	2,412
2009-10	2,356	61	2,417	2,376
2008-09	2,302	57	2,359	2,321
2007-08	2,295	51	2,346	2,312
2006-07	2,300	50	2,350	2,317
2005-06	2,296	60	2,356	2,316
2004-05	2,235	52	2,287	2,252
2003-04	2,232	49	2,281	2,248
2002-03	2,244	53	2,297	2,262
2001-02	2,213	48	2,261	2,229

²³ Barnard College Office of Admissions Ten-Year Statistical Comparison 2000-2010

²⁴ Common Data Set Definition of FTE Enrollment - [(1*FT enrollment)+(1/3*PT enrollment)]

I. Student Admissions

A. Recruitment Goals

Barnard's student recruitment goals are based on the aims set forth in the College's Mission Statement: to cultivate the potential and promise in young women with high intellectual aptitude, while ensuring a diverse community in terms of race, religion, ethnicity, sexual orientation, geography, socio-economic background, and perspective to enrich the learning experience for all students. The emphasis that the College places on diversity, broadly defined, promotes increased cultural fluency among our students and alumnae and bolsters their ability to function well in an increasingly interconnected world.

The admissions review process is holistic by design, taking into account not only GPA and standardized test scores, but the context and quality of each student's curriculum, an applicant's individual story, and any related educational advantage or disadvantage. Quality of writing is also important. The result of the process is an entering class of diverse young women who are excited about ideas and who relish taking intellectual risks.

B. Barnard's Position in a Changing Overlap Group

Although Barnard has always attracted academically competitive students, the quality of the applicant pool over the past decade has increased.²⁵ As Barnard raises its visibility among the most selective schools, counselors and alumnae increasingly recommend Barnard as an option for their strongest students. Anecdotal data suggest that many applicants are self-selecting, identifying Barnard—the liberal arts college for women in New York City—as a unique fit for them. Other applicants indicate that Barnard is the *only* women's college to which they applied. Thus, our peer group includes mostly coeducational institutions. Many of the latter students select Barnard College *despite* the fact that it is a women's college (Exhibit: COFHE 2010 survey).

Barnard's "overlap" schools (those colleges and universities where admitted Barnard students have also been admitted) have changed slightly over the last ten years. Barnard applicants also apply to other highly selective and prestigious "brand name" coeducational colleges and universities.

²⁵ 10 year Statistics 2000-2010, Admissions (see chapter 2)

Table 12: Top 20 Cross-Admit Schools (2008 rank order)

	Historical "Win Percentages"				2008 Cross-Admit #'s
	2002	2004	2006	2008	
NYU	73%	81%	75%	84%	257
Wellesley	51%	46%	41%	36%	152
Boston U	97%	98%	92%	100%	144
U Calif Berkely	40%	86%	59%	44%	122
Tufts U	74%	72%	76%	80%	117
SUNY Binghamton	91%	92%	100%	100%	105
Cornell U	-	41%	60%	29%	102
Brandeis U	88%	92%	73%	82%	94
Columbia	17%	33%	22%	14%	90
U Calif Los Angeles	-	72%	76%	85%	85
Smith	49%	80%	68%	79%	84
U Michigan	86%	-	-	84%	84
Vassar	67%	61%	83%	41%	84
Wesleyan	44%	-	47%	74%	79
Northwestern U	60%	42%	64%	50%	77
Fordham	86%	90%	92%	94%	76
Boston C	67%	68%	91%	88%	72
U Calif San Diego	78%	-	-	100%	71
George Washington U	84%	88%	100%	92%	70
Bryn Mawr	-	-	-	71%	66

"Win Percentage" is the percentage of dual-admit students who chose Barnard.

A major challenge posed by the strong overlap group is that financial aid and scholarship policies differ considerably between Barnard and its wealthier competitors. Most of these colleges and universities have substantial financial resources for need-based aid and/or merit scholarships.²⁶ The fierce competition for the strongest students is also complicated by financial incentives, such as no-loan financial aid policies, loan capping, preferential packaging, and merit aid for special skills or talents.²⁷

The perceived prestige of the Ivy League and larger colleges and universities in the overlap group pose an additional challenge to Barnard. Although many readers recognize that there is limited merit in the *US News and World Report* rankings, families are eager to find the formula for success in objective and quantifiable measures. Unfortunately, these simplistic indicators do not take into account Barnard's shared and enhanced resources available through its partnership with Columbia, nor do they consider qualitative factors such as relationships with

²⁶ <http://www.news.harvard.edu/gazette/2006/04.06/01-finaid.html>,
<http://www.columbia.edu/cu/news/08/03/FinancialAid.html>,
<http://cornellsun.com/section/news/content/2009/02/17/financial-aid-policy-targets-select-students>,
<http://news.brown.edu/pressreleases/2008/02/new-financial-aid-policy>,
<http://www.wellesley.edu/admission/admission/finaidpolicyFAQ.html#1>

²⁷ Finaid.org: Eliminating Loans from Financial Aid <http://www.finaid.org/questions/noloansforlowincome.phtml>
 accessed 4/27/10

faculty and the resources available in New York City. While rankings and prestige are inaccurate measures of quality or fit, these measures are still influential in student choice. Barnard's most recent ranking as 27th in the *US News and World Report's* assessment of liberal arts colleges is a challenge to be faced.

C. Conveying Barnard's Uniqueness in the Context of its Partnership with Columbia

Barnard's relationship with Columbia is complex—and often misunderstood. The alliance between the two institutions must be described carefully so that prospective students do not lose track of Barnard's unique identity in the shadow of Columbia's size and reputation. To complicate matters, Columbia often describes Barnard as an "affiliate," a term that could imply a more tangential relationship than, in fact, exists. Since the last Self-Study, Barnard has developed several initiatives to represent its partnership with Columbia in the clearest possible terms.

New admissions publications, designed in conjunction with North Charles Street Design Organization, have aligned the marketing strategy to match the College's new visual identity.²⁸ All publications clearly describe Barnard as, "The Liberal Arts College for Women in New York City, In Partnership with Columbia University." The College's more consistent use of electronic communication and the redesign of the web site in January 2011 will further enhance Barnard's message, bolstering its identity and relative strengths.

The Admissions Office stresses the importance of consistent language—*Only Barnard*—that specifies Barnard's unique place in the world: an urban women's college with Division I athletics; a small liberal arts college with the resources of a large university, including access to 25 libraries and 3,000 classes; and a single-gender environment within a coed setting.

D. Profile of the First-Year Class

Various parameters track the academic quality, the racial and ethnic composition, and the geographic reach of the incoming class.

²⁸ Admissions Communications Plan, Program Brief, July 2008

Table 13: Demographics of Incoming First-Year Students

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
# of states represented	40	35	41	42	42	41	40	39	40	41	42	39
%NY	30	34	31	34	30	30	29	30	29	29	31	32
# countries represented	13	15	14	15	17	22	19	18	19	20	20	25
% Int'l	4.5	4.4	3.1	3.8	4.6	4	3	3	4.4	3.8	5.8	6.1
% African American	5.9	5.9	7.2	5.5	4.8	6.2	5.5	4.3	6.2	5.0	5	6.6
% American Indian/Native American	0.2	0.2	0.6	1	1.2	2	1	0.5	0.3	0.7	0.5	0.7
% Asian/ Asian American	22.2	24.6	18.7	19	20	17.2	19.3	18.9	16.1	16.9	21	21.6
% Latina	5.4	7.5	7.8	6	7	9.4	8.9	9.5	9.4	9.9	10.5	8.3
% White	62.7	56.4	58.6	59.2	59.2	56.1	58	60	58.7	59.2	55.4	58.1
% Other or Unknown	3.6	5.5	7.2	9.5	8.4	9.1	7.4	6.7	10.4	8.3	10.3	4.7
Median SAT Reading	670	670	670	670	690	690	700	690	690	690	680	680
Median SAT Math	660	660	660	660	670	660	680	670	660	660	660	660
Median SAT Writing								690	700	700	700	690
Median SAT Total	1330	1330	1330	1330	1360	1350	1380	2050	2050	2060	2050	2040
% Ranked in first decile	74	80	78	80.5	82	71.8	83	83	75	74	75	80
Average GPA (100-pt)	93.7	94.1	93.9	93.9	93.6	94.55	94.58	95.29	94.64	94.24	94.62	94.77
Average GPA (4.0)	3.81	3.84	3.84	3.90	3.9	3.93	3.9	3.91	3.91	3.88	3.84	3.83
Public: Private Schools	54:46	55:45	57:43	55:45	53:47	51:47	56:44	63:37	55:45	52:48	53:47	51:49

E. Increasing the Diversity of the Student Body

The Admissions Office has a designated Coordinator of Multicultural Recruitment whose responsibility is to enrich the College's outreach to underserved populations in the U.S., enhance recruitment efforts on the part of all staff members, and act as liaison with other key members of the College. The Coordinator works closely with several local and national networks, such as CACNY (College Access Consortium on New York), and ABAFAOILSS (Association of Black Admissions and Financial Aid Officers of the Ivy League and Sisters Schools) to ensure that Barnard's outreach is wide and comprehensive. She also partners with numerous campus representatives—the Director of Diversity Initiatives, the Associate Dean for Student Life, the Dean of the College, and the Dean of Studies, as well as faculty and current students—to forge on-campus support. These efforts have increased the diversity of the applicant pool, but applications from students of color are still small in number and reflect the annual variations typical of small samples. As discussed earlier, College-wide efforts to define diversity at Barnard more clearly and broadly—and to communicate the College's goals for diversity through publications, online, and elsewhere—should have an impact on admissions recruiting and yield.

For the past five years, Barnard has also strengthened relationships with a growing nationwide network of community-based organizations (CBOs) that provide after-school tutoring, college advisement, workshops on financial planning for college, and SAT and application preparation to students from underrepresented groups. These CBOs are a source of motivated and bright young women who might not otherwise apply to Barnard. The College hosts CBOs on campus through the year, offering tours and informational meetings on admissions and financial aid.

Since the last Self-Study, the Admissions Office has implemented several programmatic and strategic initiatives to attract a diverse pool and enroll more students of color. Increased familiarity with Barnard, its students, and its faculty is the College's best recruiting tool.

Two examples of Barnard's efforts include:

- *Barnard Bound*, which provides financial support to enable high-achieving, low-income students of color to spend a fall weekend on campus during an open house for prospective applicants. Participants “imprint” on the Barnard experience early in their college application process. In 2009, of the 48 students who attended *Barnard Bound*, 33 (69%) applied for admission; three of those were admitted on early decision, and 13 were admitted on regular decision.
- *Welcome Weekend*, which provides a similar opportunity for a small group of financially needy admitted students of color to experience Barnard after having been admitted, enabling them to make final enrollment decisions.

Various other programs (described elsewhere in this chapter) assist in the effort to recruit students of color: HEOP Counselor Breakfast (NYS), the STEP Program, Pre-college Program, School Group Visits, the Intercollegiate Partnership with LaGuardia Community College, S3 Saturday Programs, Young Writers Institute, as well as a large variety of workshops, panels, and presentations focused on broader access to higher education. Participation by alumnae of color for events such as Welcome Weekend dinner and for the BAAR program (Barnard Alumnae Admissions Representatives) further strengthen the ability to recruit a diverse student body.

In each of the past ten years, these efforts have yielded increased applications and admissions of high-quality students. However, Barnard's financial circumstances, as compared to those of its peer institutions, continue to present a challenge, making it difficult to attract many of these high-quality, diverse students who are offered larger financial aid packages at other institutions.

F. Increasing Diversity through Admission of International Students

The Board of Trustees and President Spar have set broadening Barnard's global presence—in terms of our student body, curriculum, and co-curricular activities—as a major goal. Barnard is working to fulfill that objective by facilitating the matriculation of international students and U.S. citizens educated overseas and by developing global outreach programs. The extent of such enrollments has increased in recent years both in numbers of students and

countries represented; the percentage of full-degree international students (those coming to Barnard on visas) has increased from 4.4% in 2000 to 6.1% in 2010.

Applications from international students to Barnard have increased 150% (from 93 to 238) in the past ten years, and the variety of countries from which Barnard receives applications has broadened considerably.

Table 14: International Applications

Countries with Highest Number of Applications in 2001	Number of Applications in 2001	Countries with Highest Number of Applications in 2010	Number of Applications in 2010
Korea	30	China	115
Japan	17	Korea	17
Hong Kong	14	India	28
Canada	12	Canada	23
France	10	France	23
China	10	Singapore	18
		Brazil	14

The Admissions Office is currently focusing efforts on East Asia, South Asia, Latin America, the Middle East, and Western Europe to capitalize on growing interest in U.S. higher education. In addition, Barnard also recruits students at the twelve United World College Schools. The Davis Scholars United World College Program has generously provided annual grants in support of need-based scholarships for up to four years of undergraduate study to each matriculated UWC graduate. Other recent travel efforts by the Admissions office have included trips to India, the Middle East, Latin American and Asia, all with colleagues from peer institutions including Columbia, the University of Chicago, Brown, “Seven Sister” institutions, and other top liberal arts colleges.

The Admissions office also collaborates extensively with the Offices of International Programs, Alumnae Affairs, and Development to sponsor programs, receptions, and meetings worldwide to recruit international students. Admissions officers often meet with alumnae or friends of the College or visit study abroad programs on recruiting trips; the Dean for Study Abroad visits high schools on behalf of Admissions while conducting her own site visits; and students studying abroad meet with alumnae and visit high schools on behalf of Admissions.

Barnard’s ability to attract and enroll a larger and more competitive group of international students is greatly constrained by financial realities. Currently, the College is able to fund only 5-10 incoming international students annually, depending on their level of need. Increased funding for international students would allow Barnard to broaden the socioeconomic and geographic diversity of international students who matriculate. It would also enable Barnard to attract students who would otherwise not choose to apply because of the limited funding opportunities.

Recently, Barnard established the [Visiting International Student Program](#) (VISP), which brings students from a limited number of partner schools to Barnard as full-time visiting students

in the spring semester (www.barnard.edu/global/visp). VISP students pay only partial tuition but full room and partial or full board. VISP began as a pilot program in the spring 2009 semester with five students from universities in Denmark and Italy. In spring 2010 the number of VISP students increased to 41, thanks in part to new partnerships with schools in China and Korea. The program will host 59 students in spring 2011. The University of Melbourne has come on board as a VISP partner for spring 2011; Barnard has also secured external funding to host VISP students from the University of Ghana and the University of Cape Town, South Africa, for the next five years, countries in which partner institutions do not have sufficient funds to pay their students' Barnard tuition. Barnard is also expanding its exchange agreements with partner universities abroad where no tuition is exchanged, but students pay room and board to the host institution. The College has year-long exchanges with the Institut d'Etudes Politiques ("Sciences Po") in Paris, and the University of Edinburgh, and has recently signed (for spring) semester-long exchanges with the University of Trento, Italy, and the Universitat Pompeu Fabra in Barcelona, Spain. In addition, the College maintains partnerships with IREX and UGRAD, programs funded through the State Department, to bring full-year, partially-funded visiting students from under-represented countries to Barnard for a year of study.

II. Student Retention and Graduation

Barnard has a high student retention rate, an indication of student satisfaction with the college experience. Based on feedback from the COFHE 2010 Senior Survey, students are generally pleased with the quality of their experience at Barnard: 90% rated their educational experience as good or excellent, and 80% would definitely recommend Barnard to a high school senior (66% of all Barnard seniors responded to this survey).

The following chart highlights Barnard's 6-year retention rate over a ten-year period, as compared to several peer institutions.

Table 15: Retention and Progression Rates²⁹

	2008 6-Year Grad Rate	1st Year Retention Rate 2007	4-Year Grad Rate
Pomona College	94.70%	97.00%	90.40%
Amherst College	94.60%	96.00%	84.60%
Columbia University	92.60%	99.00%	84.30%
Swarthmore College	92.20%	96.00%	87.90%
Vassar College	91.80%	96.00%	87.30%
Wellesley College	90.60%	94.00%	N/A
Barnard College	88.90%	94.00%	82.00%
Bryn Mawr College	86.30%	90.00%	81.40%

²⁹ From www.collegeresults.org

III. Academic Support Services for Students

Barnard's mission states that, "by setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities." From before students arrive on campus until they graduate, Barnard places a high premium on supporting its students academically and co-curricularly, while setting high standards for all students and helping them develop into independent and self-sufficient women.

A. Academic Advising

Advising and mentoring are cornerstones of the educational experience at Barnard. All students are assigned an academic advisor (either a full-time faculty member or a dean) to guide them through their first two years. When students declare a major in the spring semester of sophomore year, they are assigned a major advisor, who works with them through their junior and senior years. Advisors are expected to meet with their advisees at least twice a semester, oversee their academic progress, approve their programs, and alert class deans if problems arise.

Many faculty members develop close mentoring relationships with students. Such relationships are encouraged by Barnard's many small classes and the relatively generous office hours that Barnard faculty typically hold. One-on-one meetings are built into many courses, including First-Year English and First-Year Seminar, where they are required, and are also a crucial part of the senior capstone experience. In the sciences, students work closely with faculty on research projects, sometimes beginning as early as the student's first year. One-on-one student-faculty relationships contribute significantly to the high level of instruction and the general learning atmosphere at Barnard.

The College has several formal mechanisms to assess the quality of academic advising: oversight by the Dean of Studies and class deans, student evaluations of pre-major advising at the end of the sophomore year, student exit interviews before graduation, and alumnae surveys (Exhibit: Academic Advising Assessments). Faculty members who do not adequately fulfill their advising duties are relieved of them. External survey data also indicate that Barnard's advising system is working well. For example, in the 2010 COFHE Senior Survey, 81% of the respondents expressed satisfaction with academic advising in their major and 75% expressed satisfaction with academic advising before declaring a major. In the same survey 98% of respondents were satisfied with the out-of-class availability of faculty. Anecdotal evidence suggests that many students stay in touch with faculty long after they have graduated, consulting them about graduate and professional school, and acknowledging the faculty member's role in their post-baccalaureate achievements and successes.

B. Academic Success and Enrichment Programs

The Office of Academic Success and Enrichment Programs (ASEP) was created in 2008 to work in collaboration with various faculty and departments to enrich the academic experiences of all students, with particular emphasis on eliminating achievement gaps associated with family economic status and ethnicity. This focus coincides with the College's mission to engage students in rigorous academic experiences while providing the support needed to meet academic

challenges. ASEP programs focus on serving the needs of underrepresented minorities (URM) and economically disadvantaged students; because some of the programs are funded by New York State, most of the focus has been on NYS residents. The ASEP Office, under the supervision of the Dean of Studies, provides administrative oversight programs for students already enrolled at Barnard, including HEOP, CSTEP, and MMUF.

In addition to the programs for matriculated students, Barnard offers an array of “pipeline and outreach” programs that assist economically disadvantaged and URM students at the middle school, high school, and community college level. Several programs provide science and math enrichment as well as college preparatory support services: STEP, HEAF@Barnard, and, until fall 2010, Liberty (see Chapter 4 regarding the College’s recent decision to stop hosting Liberty on campus due to reductions in state funding).

C. Academic Support for Students in Mathematics and the Sciences

According to the Barnard College *Science for all Students Initiative* vision statement, the College should serve as a center of excellence in preparing women to flourish in the scientific professions. Additionally, all Barnard graduates should be scientifically literate citizens who:

- understand through experience the creative process of science;
- incorporate problem-solving approaches and skills throughout their personal and professional lives;
- use their training in science and quantitative reasoning to evaluate information and make reasoned decisions; and
- use and appreciate the power of science and quantitative reasoning to address, and provide fresh insights about, the problems of society.

The College’s General Education Requirements in *Laboratory Science* and *Quantitative Reasoning*, as well as the faculty’s strong commitment to “open-door policy” office hours, serve to develop both scientific literacy and numeracy, and additional programs support classroom learning in these disciplines.

Academic Assistance Program

The Academic Assistance Program (AAP) provides peer tutoring to individual or small groups of students in the sciences as well as economics and mathematics. Each year approximately 40-50 students avail themselves of these tutoring services, primarily for introductory Biology and Calculus courses. One-third to one-half of those students pay something for the service; students pay on a sliding scale depending on financial need. Additionally, between 200 and 450 students use the workshop group tutoring rooms for introductory Chemistry and Physics courses each year (see below).

The Dean who manages the AAP meets with tutors regularly to discuss any issues they might encounter. At the end of each semester she uses various instruments—including analyses of subjects that were most frequently requested by tutees, the specific topics on which clients requested assistance, and tracking of tutors, clients, time spent in tutoring—to assess the success of the program and plan future adjustments.

Math Help Room

The Math Help Room, which is staffed by Barnard undergraduates, CU graduate students, post-docs, and on-ladder faculty, is open five days and two evenings per week during each semester. The day-to-day operations of the Math Help Room are overseen by a departmental staff assistant. The Math Help Room, its functionality having been refined over many years, serves its limited function well. However, Barnard students frequently avail themselves of ample faculty office hours, which represent the primary “line of defense.”

Science Help Rooms

With their fairly large enrollments, introductory courses in the natural sciences create a great demand for help-room assistance. The Chemistry and Physics departments have used the Physics Reading Room (Altschul 514) since 2006. Instructors in both Organic Chemistry and Astronomy use the room to hold scheduled review sessions for groups of 10-15 students, and Physics majors, hired by the Dean of Studies Office, run weekly “problem-solving” sessions there to support the year-long introductory Physics sequence. In Biology, instructors in the introductory sequences for non-majors and for majors use the Biology Help Room for regularly-scheduled question-and-answer sessions.

Supplemental Instruction in Biology

Since fall 2007, the Biology Department has offered a program in Supplemental Instruction (SI) to students in its introductory sequence for potential science majors and pre-health students. The courses enroll 180-210 students each semester. SI, developed originally at the University of Missouri, Kansas City, is a program of peer-led instruction designed to hone the study skills of students in these courses. Undergraduate SI Leaders, who are trained by an SI Supervisor, work singly or in pairs with students whose attendance at SI sessions is entirely voluntary.

The pedagogical emphasis of SI instruction is on “how to study,” rather than the subject matter being studied. Attendance at the SI sessions was spotty during the program’s first two years, when the SI sessions were held in one professor’s research lab. But attendance skyrocketed in 2009-2010, with 60 or more students sometimes trying to attend a session that would ideally accommodate 12 to 15. Going forward, the Biology Department must reevaluate the number of leaders it hires as well as the number of sessions offered each week. As described at the end of this chapter, establishing a dedicated space for SI is a high departmental priority.

Residential Computing and Computer Labs

Technology at Barnard has evolved dramatically since the last Middle States review. A decade ago, most students brought desktop computers to Barnard; now they bring laptops and PDAs. As portable devices came to predominate on campus, Barnard began to install wireless networks in many shared spaces. As of summer 2010, secure wireless networks have been installed in all residence halls.

Academic technology support services to students are provided primarily by Barnard College Information Technology (BCIT) through Resnet, which is located in the Diana Center and staffed by full-time staff and part-time student technicians (Academic Computing Experts or ACEs). Resnet assists students with a wide range of technological needs, including software installations, computer security, and network configuration. In addition to offering individual support to Barnard students, Resnet provides computer and printer support to five computer labs that are accessible to all students. The main computer lab in the Diana Center features Windows and Macintosh computers, printers, and scanners. For convenience, students may also use four smaller, satellite labs in residence halls that are open 24/7 during the academic year. Computers in the labs provide access to BCIT-supported software applications, the internet, and printing. In addition, Resnet holds office hours in the dorm labs during the school year, particularly at the start of the semester. Through these efforts and services, Resnet fosters community engagement and proactively disseminates information about technology to students.

IV. Non-Academic Support Services for Students

A. Student Leadership and Student Activities

Much has changed in the realm of student activities and leadership during the past ten years. The opening of the Diana Center has brought a new vibrancy to campus life, and the partnership with Columbia plays an ever-growing role in our students' identities. Many Barnard traditions solidify the on-campus experience, and each year new students arrive on campus with fresh ideas and passions that they hope to bring to life during their time at Barnard.

Student groups provide excellent opportunities for students to build community, learn new skills, develop new interests, and hone their leadership skills. Student life at Barnard is complicated by the ability of Barnard students to participate in all activities at Barnard and Columbia. Although the exact figure varies somewhat from year to year, there are, on average, 400 clubs and organizations available to Barnard students. Approximately 40 of these groups are recognized only at Barnard (versus dually recognized groups). Thus, each student's Barnard identity is unique, depending on the types of activities she pursues during her years at the College. For example, there is an ongoing debate among students on whether or not to recognize sororities on campus. Despite the enriching benefits Barnard students derive from the partnership with Columbia, the relationship also poses challenges in terms of students "finding their place" in the larger community.

B. New Student Orientation Program (NSOP)

A new student's first exposure to life at Barnard (and Columbia) is through the week-long New Student Orientation Program (NSOP), which is produced jointly by all four undergraduate divisions of the University (Barnard College, Columbia College, School of Engineering and Applied Science, and General Studies). Barnard and Columbia administrators use a rigorous application process to select an NSOP committee of 14 students, including six from Barnard, which runs the program. Four staff advisors (two from Barnard and two from Columbia) work with the committee throughout the spring and summer. This structure allows students to gain leadership skills through first-hand experience planning and executing an

ambitious series of events.

Although collaboration between Barnard and Columbia avoids duplication of effort and saves money, Barnard's Student Life Office strives to instill a distinct Barnard identity as well as school pride. A page in the NSOP schedule book, vetted by both administrations, describes the relationship between the colleges. Several years ago, Barnard also developed a Pocket Guide about the relationship, which explains the benefits that each institution derives from the relationship (Exhibit: NSOP book). Student Life evaluates the NSOP program through an online evaluation that students complete during the week following the conclusion of the NSOP program; the evaluation asks questions about the entire program, not just Barnard-only events. Student Life also asks the student committee to evaluate their experience in planning such a large and important program and uses the survey to assist in planning for the upcoming year.

C. Residential Life

More than 90% of Barnard's students live in College-owned or rented facilities, allowing Barnard to provide them with a shared experience that provides life skill development and develops their appreciation of the student body's diversity. To provide a seamless residential experience and comprehensive services for students, Barnard's Office of Residential Life (Res Life) oversees housing, dining, programmed activities, and supervision in the College's residence halls.

Housing

Barnard offers a mix of traditional and non-traditional housing options to its students. About one-third of the housing stock is in corridor-style residence halls; the remaining space is configured as apartment-like suites. Most of the suites are located in pre-war apartment buildings that have been modified to house the maximum possible number of students. While students appreciate the charms of old New York apartment buildings, they miss modern conveniences that the structure of these buildings cannot accommodate (e.g. air conditioning, designated living rooms within the suites). Since 2006, ninety students live in Cathedral Gardens, which also houses Barnard faculty, an arrangement that has received mixed reviews from both the faculty and students. Moving forward, the College is attempting to reduce the adjacencies of faculty and student apartments. In addition to the ten buildings owned by Barnard, the College rents space for 175 students in a large apartment house near campus. The College provides staffing, supervision of students, and a private security guard.

Most students select their housing assignments based on the results of an annual lottery. However, the Residential Life staff makes housing assignments for first-years, readmitted and waitlisted students, and students who have previously commuted from off-campus who wish to return to campus housing. Residential Life staff use responses to questionnaires to match first-years with one, two, or three roommates (depending on room size). At the start of the academic year, new roommates discuss and negotiate a contract as a group and then finalize it in consultation with a member of the Residential Life staff. These labor-intensive processes produce matches with a high success rate: the recent three-year average of first-year room changes in the fall semester numbered only ten students out of 570.

Dining

Barnard's Dining Services are provided by Aramark, an outside vendor, which has become an integral part of the campus community. Dining Services provides meal plans to students, catering for the campus community (including special events), and support for student programming on campus. Dining Services is actively creating and implementing new programs within the Hewitt Cafeteria: seasonal foods menus, special food weeks, and meals that relate to televised sporting events. The Dining staff is also working with the Well Woman Peer Educators to implement a thorough food labeling program.

Supervision, Security and Programming

At least one Residential Life staff member is on call 24/7. The undergraduate Resident Assistants, Graduate Hall Directors, Associate Directors, and Director all live on campus. The staffing structure provides several layers of available personnel to provide a rapid response to any emergency situation.

Given Barnard's upper Manhattan location, public safety has always been of paramount importance at the College. Beginning with a session by Public Safety staff at orientation for all new students, the department works closely with many offices on campus to control access to the residence halls and protect the campus and its students, faculty and staff. More information on Public Safety can be found [online](#), including reports on crime statistics. Records will also be available in the exhibit room.

The Residence Hall Contract (Terms & Conditions) provides guidelines for student behavior (Exhibit: Contract). The Residential Life staff has created a thorough process that enables them to meet with students and discuss inappropriate behavior within the community. The focus of the residential policies outlined in the Terms & Conditions is based on the need for safety, respect of others, and the value of community.

The Residential Life Staff provides an appropriate level of service in part because they frequently refer students to Counseling Services, Health Services, Alcohol and Substance Awareness Programs, Public Safety, and the Dean of Studies Office. Moreover, the Counseling Service, Health Services, and Public Safety assist in training the staff and provide 24/7 access to Residential Life staff for support and assistance. This integrated approach enables the Residential Life staff to know colleagues in these offices and to be aware of the services they offer. In their evaluations of pre-service training, Residential Life staff consistently indicate that they feel well-aware of the services offered by these offices and well-prepared to use them as a referral source for students. In many cases, the Residential Life staff will personally accompany a student to these offices.

Finally, the office of Residential Life offers students opportunities to provide feedback on many of the processes and policies that affect the community. For example, students evaluate the room selection process, the RA Selection process, and the room change process. However, they do not yet assess the overall quality of their residential experience. Establishing a comprehensive

evaluation of the overall quality of the residential experience is currently a major goal of the office. Such an effort would provide useful feedback about other offices that shape the residential experience, such as Facilities Services, Dining Services, and Public Safety. The Director of Residential Life is currently enrolled in an on-line Housing Assessment course offered by the Association of College and University Housing Officers. In addition, the office has purchased the book of CAS (Council for Advancement of Standards) Standards for Self-Assessment, and in concert with the on-line course, staff in the department will develop a comprehensive approach to assessment. During the summer of 2010, the Directors of Residential Life and Housing at the “Sister” colleges met as a group for the first time to share policies and best practices.

D. Barnard College Health and Counseling

Recognized by the Accreditation Association for Ambulatory Health Care, the Barnard College Health Services (BCHS) provides primary care to the student population, maintains students’ medical records electronically, refers students to specialists and assesses the BCHS efficacy on a regular basis. Barnard Health Services averages 6,000-7,000 visits during the academic year. In addition to providing primary care to Barnard students, BCHS comprises six interlocking programs: Alcohol and Substance Awareness Program (ASAP), Furman Counseling Center, Well Woman, CU/BC Rape Crisis Center, Office of Disability Services, and Nightline.

Student satisfaction surveys for those visiting BCHS are distributed throughout the semester (Exhibit: Spring 2009 Survey). The seven questions are subjective in nature, asking students to rate (from 1 [strongly disagree] to 5 [strongly agree]): location of the service, reception, waiting time, comfort/ease with the provider, opportunity for questions, appropriate care, and respect of confidentiality. Participants are asked to specify whether the appointment was a walk-in or scheduled. Survey results indicate a high level of user satisfaction: responses fall in the 4.5-5.0 range for scheduled appointments and in the 4.0-5.0 range for walk-ins. However, ratings drop to 3.5-4.5 regarding location; from its own accreditation self-study, the BCHS is aware of the need to move the Center to a more central and accessible location.

E. Rosemary Furman Counseling Services (RFCC)

The staff of the Rosemary Furman Counseling Center (RFCC), which was recently accredited through the International Association of Counseling Services (IACS), is committed to providing services in ways that recognize, respect, and value the diversity of Barnard students. The staff comprises psychologists, psychiatrists, social workers, and interns who represent a wide variety of professional interests and specializations, including multicultural issues, wellness, sexual identity, women's issues, and disordered eating. In the 2009-2010 academic year, 28% of the student body visited the RFCC. Outside collaborators include the emergency rooms at St. Luke’s and Columbia Presbyterian hospitals when necessary. A student always has a Barnard staff member with her when she is in the ER.

Evaluations of the RFCC are gathered through the Client Satisfaction Survey, which is distributed during a few weeks of peak season each semester.

Table 16: Rosemary Furman Counseling Services Client Satisfaction Survey

Questions (0 = low/4 = high in '07 & '08; 5 = high in '09)	2007 N = 221	2008 N = 110	2009 N = 179
Front desk staff helpful	3.6	3.5	4.69
1st appt scheduled quickly	3.7	3.6	4.73
Therapist is competent/skilled	3.5	3.7	4.67
Felt judged/criticized by therapist	.8	1.0	1.67
Therapist sensitive to diversity	3.4	3.4	4.44
Can raise concerns about therapy	Not on survey	Not on survey	4.32
Sessions help academics	Not on survey	Not on survey	3.72
Therapist/student work towards same goals	3.3	3.3	4.21
Achieving my goals for coming	3.0	3.1	3.97
Satisfied with treatment	3.5	3.5	4.53
Psychiatrist is helpful	Not on survey	Not on survey	4.46
Rate level of distress at treatment start	Not on survey	Not on survey	4.04
Rate current level of distress	Not on survey	Not on survey	3.07

F. Disability Services

Barnard established its Office of Disability Services (ODS) in 1978—long before Congress enacted the Americans with Disabilities Act (ADA) in 1990—to help students with disabilities, both visible and invisible. The mission of ODS is to provide a variety of academic and non-academic disability-related support services that empower students to become self-sufficient in managing their own accommodations, both at Barnard and in graduate school and/or when working after graduation. Students self identify and register with the office; assessment and evaluation is necessary to formulate accommodations. Barnard has a learning disabilities coordinator who works with Learning Disabled (LD) and Attention Deficit Disorder (ADD) students. Columbia College has its own ODS, and the Program Directors (and their staffs) from both schools meet regularly to share resources and discuss University-wide disability issues.

ODS receives ongoing formal and informal feedback regarding support services and overall student satisfaction. The annual Senior Exit Interview Protocol is especially useful because it enables ODS to collect specific information about services and support and review students' plans for managing their disabilities and receiving possible accommodations after they graduate (Exhibit: Protocol). In a review of 2009 graduates, all students interviewed rated their satisfaction with ODS services as either very satisfied or satisfied.

G. Athletics

The Columbia/Barnard Athletic Consortium, which celebrated its silver anniversary last year, is one of only three such consortia in the nation, and the only one at the Division I level. The consortium provides women from three different colleges at Columbia University (Barnard College, Columbia College, and the Fu Foundation School of Engineering and Applied Sciences) the opportunity to compete on the same varsity athletic teams. Unfortunately, the number of

officially supported students at Barnard has continued to decrease in recent years.³⁰

Table 17: Barnard athletes participating on Columbia teams

YEAR	AS OF*	NUMBER
2000-01	2/01	60
2001-02	8/01	67
2002-03	2/03	82
2003-04	2/04	49
2004-05	9/04	67
2005-06	12/05	54
2006-07	2/07	56
2007-08	11/07	48
2008-09	1/09	41
2009-10	2/10	40

*The numbers are fluid because a student may begin the semester as an athlete and then stop, or vice versa.

Coaches and the athletes themselves have raised several concerns about the consortium and Barnard's role within it. For example, the lack of a core group of athletes at Barnard makes it difficult for prospective students to understand Barnard and see it as a viable option. Moreover, coaches are more familiar with Columbia and the distinctiveness of its programs. It is especially difficult for them to highlight the differences between two liberal arts colleges and articulate the concept of fit to a particular school and its culture. Finally, the Barnard student athlete's affiliation with two distinct communities is both an advantage and a challenge.

Columbia's centrality to varsity sports creates some challenges with respect to athletes' needs. For example, although all student athletes may receive some care from health professionals at Columbia's Dodge Gym, a Barnard athlete is covered and insured at Barnard. When she needs specialized care or tests, the referral request must be made by BCHS. The HIPPA privacy act, complicated insurance restrictions, and the separate record-keeping systems at Barnard and Columbia make the sharing of health records virtually impossible. Complementary challenges arise for Columbia College students who sustain an injury in Dance and Theatre classes on the Barnard campus.

Administrators and faculty who oversee Barnard's participation in the athletic consortium have recently taken some steps to increase female student athletes' interest in Barnard. They meet with coaches and athletic administrators; attend recruitment events, scholar luncheons, and brown bag lunches with coaches; coordinate a Barnard resources breakfast for all coaches; and make an effort to schedule individual meetings with all student athletes visiting campus. They have also held training sessions for the Admissions Office staff; reviewed training manuals for Barnard Student Admission Representatives and Barnard Alumnae Admissions Representatives; created an athletics brochure to promote Barnard's athletic options at college fairs and high

³⁰ Recruited Athletes from 2000-2009

school visits; and redesigned the Student Athlete section of the Barnard admissions web page to explain the consortium and provide students with guidelines for recruitment.

Recommendations:

1. Barnard should continue to diversify its student body with more high-achieving young women of color by increasing resources for recruitment, financial aid, and retention.
2. Barnard should increase the financial and social resources available to international students (full-degree and visiting), including more robust financial aid opportunities for full-degree international students with limited financial means.
3. Barnard should continue to strengthen its position as a leader in educating women, including women from underrepresented populations and economically disadvantaged backgrounds, for careers in science.
4. Barnard should continue its focus on how to help students develop their Barnard identity from pre-admissions through graduation and beyond.
5. The College should continue to fund plans to renovate its residential facilities and academic spaces and facilities (See Chapter 8).
6. The College should continue its efforts to better define and foster a sense of community on campus.
7. Barnard should commit itself to providing equal access and social integration for people who deal with physical and mental differences of all kinds. The College should be particularly attentive to these issues, even if not required to be compliant with Federal and local law, when planning interior or exterior alterations that might functionally decrease the integration of disabled people in daily movements and their interactions within the institution.

Chapter 7: A Barnard Education (standards 11, 12, 13, 14)

Barnard provides a rigorous and expansive liberal arts education to its students. First, students complete a flexible yet demanding set of General Education Requirements (GERs) organized around nine different “ways of knowing.” The courses that fulfill the GERs include, but also transcend, traditional disciplines, allowing the incorporation of interdisciplinary approaches. Second, students pursue in-depth study of an individual major in lecture courses and small classes, laboratories, and seminars that foster interactive engagement and inquiry. Finally, students produce an original scholarly or artistic senior project that demonstrates mastery in the major field of study. Thus, a Barnard education emphasizes intellectual exploration, critical thinking, problem-solving, and independent research, as well as written and oral expression. The curriculum demonstrates the College's commitment to the value of the liberal arts as the site for in-depth inquiry: it helps Barnard students develop the ability to assert an original critical perspective persuasively and confidently. With a faculty of teacher-scholars committed to curricular innovation, civic engagement, diversity in all realms of College life, and the training of future generations of women who are “prepared to lead and serve their society,” Barnard continues its tradition of academic excellence.

I. Educational Offerings and Degree Requirements

A. Overview

Barnard provides a cornucopia of academic offerings to its students, including courses in many units of Columbia University. Cross-registration is especially useful for expanding Barnard's academic offerings in highly specialized fields (including many foreign languages) that the College could not otherwise support. The following graph and table summarize the patterns of registration in Barnard-taught undergraduate classes and the cross-registration of Barnard and Columbia undergraduates. These aggregate numbers are relatively stable over time and form the basis for the financial and programmatic relationships between Barnard and Columbia. The Intercorporate Agreement assumes that there will be more Barnard students taking classes at Columbia than the reverse, leading to an agreed-upon band of net cross-registrations of between 0 and +7000 points (which are equivalent to credit hours; see line in chart). When Barnard registrations exceed 7000 net points, Barnard pays Columbia a premium. If net cross-registration points fall below 0, Barnard's payment to Columbia would be reduced in the following year.

The proportion of Barnard and Columbia students taught by the faculty in a Barnard or Columbia department varies greatly from year to year and among departments. Close cooperation and communication between departments and between the academic administrations at both institutions facilitates adaptive responses to these micro-perturbations.

At the macro level, registrations of Barnard students at Columbia have averaged 22,566 in the past five years, trending slightly higher than the average of 20,549 for the preceding five year period. The difference reflects a growth in the size of the Barnard student body by an average of 75 student FTEs between the earlier and later periods.

Columbia student registrations at Barnard have averaged 19,660 in the past five years. In two of the preceding five years (2002-03 and 2003-04) there was a notable increase in Columbia registrations in Barnard classes, coinciding with an increase in the number of students at Columbia College and an unusual pattern of large introductory classes taught by Barnard, as opposed to Columbia, faculty. Columbia responded by offering more sections and assigning its faculty to teach more of the gateway undergraduate courses, restoring the balance of cross-registrations specified in the Intercompany Agreement.

The table below also presents longitudinal data on total points taken by Barnard students, showing that the proportion of their total instruction at Barnard has remained quite steady (ten year average is 68% taught by Barnard faculty and 32% taught by Columbia faculty). The stability of this figure through time masks the high variability in enrollment patterns of individual students: some Barnard students might take no Columbia courses at all, while those who are enrolled in majors offered only at Columbia might complete a majority of their coursework in classes taught by Columbia faculty.

The table also tracks data on total points taught in undergraduate courses by the Barnard faculty, showing that roughly 30% of students taught by Barnard faculty are Columbia undergraduates.

Figure 16

**Barnard College
Change in Cross-Registrations
1997-98 through 2009-10**

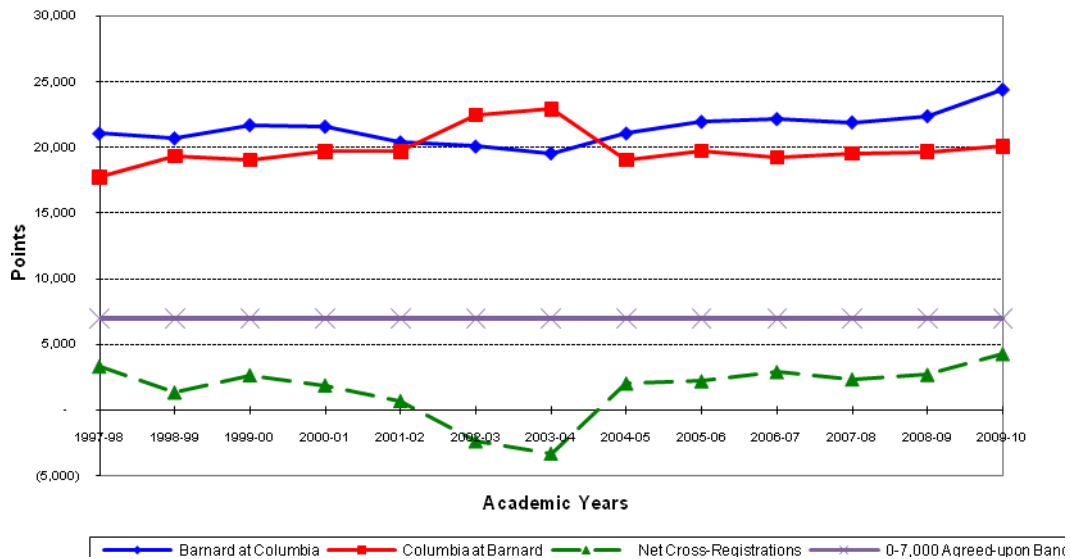


Table 18

**Summary of Barnard Registrations
and Cross-Registrations, 1997-98 through 2009-10**

(Enrollments are Reported in Points)

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
NET CROSS REGISTRATIONS													
Barnard at Columbia	21,071	20,706	21,713	21,595	20,404	20,090	19,579	21,079	21,961	22,173	21,916	22,387	24,394
Columbia at Barnard	17,734	19,341	19,032	19,697	19,693	22,470	22,912	19,030	19,744	19,248	19,552	19,672	20,085
Net Cross-Registrations	3,337	1,365	2,681	1,898	711	(2,380)	(3,333)	2,049	2,217	2,925	2,364	2,715	4,309
STUDENT POINTS													
Barnard at Barnard	45,716	44,658	44,809	45,630	46,516	47,690	46,939	46,122	46,719	46,722	47,018	44,363	45,477
Percent of Total	68%	68%	67%	68%	70%	70%	71%	69%	68%	68%	68%	66%	65%
Barnard at Columbia	21,071	20,706	21,713	21,595	20,404	20,090	19,579	21,079	21,961	22,173	21,916	22,387	24,394
Percent of Total	32%	32%	33%	32%	30%	30%	29%	31%	32%	32%	32%	34%	35%
Total	66,787	65,364	66,522	67,225	66,920	67,780	66,518	67,201	68,679	68,895	68,934	66,750	69,871
POINTS TAUGHT													
Barnard at Barnard	45,716	44,658	44,809	45,630	46,516	47,690	46,939	46,122	46,719	46,722	47,018	44,363	45,477
Percent of Total	72%	70%	70%	70%	70%	68%	67%	71%	70%	71%	71%	69%	69%
Columbia at Barnard	17,734	19,341	19,032	19,697	19,693	22,470	22,912	19,030	19,744	19,248	19,552	19,672	20,085
Percent of Total	28%	30%	30%	30%	30%	32%	33%	29%	30%	29%	29%	31%	31%
Total	63,450	63,999	63,841	65,327	66,209	70,160	69,851	65,152	66,463	65,970	66,570	64,035	65,562

Barnard faculty also teach graduate courses to both M.A. and Ph.D. students at Columbia; the Intercorporate Agreement assumes that there will be 38-42 such courses offered annually, and the cost of the Barnard faculty time for these courses constitutes one form of the payment Barnard makes to Columbia each year for access to its general facilities, systems, and libraries.

The College also offers double- and joint-degree programs with Columbia and other nearby academic institutions: a five-year B.A. from Barnard and M.I.A. or M.P.A. from Columbia's School of International and Public Affairs; a joint 3+2 B.A./B.S. from Columbia's Foundation School of Engineering and Applied Science; joint degrees with the Columbia Law School and Columbia's School of Oral and Dental Surgery; a joint M.A. program with the Juilliard School; and a double degree undergraduate program with the Jewish Theological Seminary. Barnard students may also take courses at the Manhattan School of Music (See catalog for more information: <http://www.barnard.edu/catalog/cur/other.php#JointDegree>).

B. First-Year Foundation Programs

All Barnard first-year students are required to complete two First-Year Foundation courses, First-Year English and First-Year Seminar, each a semester long. These courses are designed to be formative at the very beginning of each student's college career, providing a platform from which her critical reading, writing, and speaking skills can continue to develop and support learning throughout her undergraduate years and beyond. Enrollment in all sections is capped at 16 students to facilitate classroom discussion. Both First-Year Foundation courses focus on texts, the close reading and study of which serve as the basis for oral and written critical analysis. Descriptions of the student learning objectives for First-Year English and First-Year Seminar are available in multiple publications available to prospective students, current students, and the general public: the College's online *Course Catalogue*, the *Student Handbook*, the *Guide to Your First Year at Barnard College*, and the web sites for the First-Year English and First-Year Seminar programs. In addition, these small seminars also provide secondary benefits, instilling confidence in students who fear the challenge of college-level work, providing a first community away from home, connecting first-year students to faculty with whom they often remain close, and encouraging friendships among students from diverse cultural backgrounds. As one senior recalled:

“We [members of the class] probably never would have chosen to socialize with each other. [We were] different in every possible way. Different religions, different interests. One was interested in the Amadou Diallo case; another was Danish; another, an Orthodox Jew; another had a Mohawk and colored hair.”³¹

First-Year English (ENGL BC1201) is designed to cultivate and develop expository writing and related tools of scholarship. The course's underlying philosophy is that every student, whatever her writing ability upon matriculation, can improve her skills of writing,

³¹ *Final Report Four Year Study: Appraisal of the Old and New General Education Requirements by Seniors in the Classes of 2002, 2003, 2004 and 2005*, Terry Rogers, 2006, p. 12.

analysis, and argumentation. Assignments in First-Year English focus on major works of literature, supplemented by material from other sources. Students may choose from three broad topical groupings: The Americas, Women & Culture, and Legacy of the Mediterranean. In addition to teaching critical reading and the process of writing, the First-Year English program trains students to conduct research, document sources, and avoid plagiarism in its many forms. A lecture series enlists faculty from various disciplines to contextualize the readings for students. FYE sections are taught, for the most part, by a stable cadre of adjunct instructors overseen by the Director of FYE, a Senior Lecturer in the English Department. Students who would benefit from additional foundational work toward college-level writing may instead take a special workshop version of First-Year English (ENGL BC1204) that offers more intensive attention to the fundamental techniques of expository writing by increasing both class time and writing assignments.

First-Year Seminar (FYS) is designed to develop intellectual skills that are central to subsequent academic work. The course emphasizes critical reading and analysis of important texts as well as effective speaking and writing. Faculty from across the College teach FYS in a variety of disciplines and the directorship of the program rotates among full-time faculty. The current director is a tenured Associate Professor of English. Each FYS is structured around a major theme or issue, and participants read and discuss important philosophical, historical, literary, and/or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern that transcends departmental boundaries.

C. General Education Requirements

In addition to the First-Year Foundation courses, Barnard's approach to liberal arts education focuses on the general education requirements (GERs) or Nine Ways of Knowing,³² which were introduced in 2000. Students must complete courses from an expansive list of classes that fulfill each requirement, and all but the Laboratory Science and Language requirements are fulfilled through a single course.

A four-year survey of graduating seniors appraising the old and new general education requirements, completed in 2006, concluded that most seniors in the sample not only approved of the new requirements but also, "liked having many classes from which to choose."³³ Almost two in three seniors spoke of the transformative effect of a course taken in fulfillment of a requirement, making them think differently, introducing them to new realms of knowledge, and fostering the development of new interests. According to many seniors, fulfilling a requirement led them to fall "in love"³⁴ with a subject, even prompting them to major in a discipline they might never otherwise have considered. Most seniors viewed the requirements as complementary to their major. Many GER courses also fulfill major or minor requirements, and some courses

³² These nine areas are: (1) Reason and Value (Ethics and Values for students entering in Fall 2011), (2) Social Analysis, (3) Historical Studies, (4) Cultures in Comparison, (5) Laboratory Science (2-semester sequence), (6) Quantitative and Deductive Reasoning, (7) Language (4-semester sequence or through Intermediate II), (8) Literature, and (9) The Visual and Performing Arts.

³³ *Final Report Four Year Study: Appraisal of the Old and New General Education Requirements by Seniors in the Classes of 2002, 2003, 2004 and 2005*, Terry Rogers, 2006, p. vi.

³⁴ *Ibid*, p. 20.

can be used to fulfill different GERs (though a student may use each course to fulfill only one GER).

D. Major Fields of Study

All Barnard students complete at least one of 61 majors and major-tracks in the humanities, social sciences, natural sciences, and arts or in an interdisciplinary area. Students typically declare their major in the spring of sophomore year. However, many students, especially those in the natural sciences and those who plan to double-major or study abroad, begin major planning early, often with departmental representatives or faculty members who will later become their major advisors.

The goal of the major is to provide a structured, focused investigation of an academic discipline or interdisciplinary area of study. Generally, each major includes three levels of study: introductory survey courses; mid-level courses on narrower topics, often with a focus on methodology, research design, and writing; and advanced-level courses, laboratories, or seminars with an emphasis on independent research. Finally, the College requires students in all majors to undertake a semester- or year-long senior capstone project. Only courses graded C- or higher are credited toward the major, and transfer students must complete a minimum of six courses for the major at Barnard.

Double majors and combined majors

Some students choose to complete more than one major; to do so they must satisfy all the requirements of both majors, with no overlapping courses. The College closely monitors double majors and combined or special majors (which the College tends to discourage). While many students start out with the intention of double-majoring, only 15% of students complete the double major. Students who wish to double-major with a combined senior thesis must file a form, approved by the two departments, with the Registrar. A small percentage of students apply to complete a combined major or a special major that reflects her interest in a discrete area of study. A combined or special major requires consultation with the Class Dean and chairs of the appropriate departments as well as the approval of the Committee on Programs and Academic Standing (CPAS).

Some faculty and administrators criticize the trend toward double-majoring, arguing that a strong major supplemented by a broad choice of electives constitutes the essence of a liberal arts education. However, at a time when pre-professional training tends to be viewed (especially by parents) as more important than a “well-rounded” liberal arts education, many students feel compelled to major in fields that may lead to better employment prospects rather than, for instance, foreign languages, Theatre, English, Dance, or History. Double-majoring allows students to “train for Wall Street” while also following their passions. Many students opt to supplement their major with one or more optional minors. A minor requires a minimum of 5 courses.

Major advising

Advising plays a crucial role in the student's experience in the major. All students are assigned a major advisor, who must approve the student's program each semester, ensuring that she fulfills all major requirements, while also taking account of her interests and long-term personal and professional goals. An adviser's counsel is often a key ingredient of success for students who plan to double-major, pursue an interdisciplinary major, or study abroad. Advisors also offer guidance about internships, jobs, graduate school, and entrance points into the professional world after graduation.

Senior Capstone Experience

The senior capstone experience is an integral part of the Barnard educational experience, one that all Barnard students (as well as Columbia students majoring in Barnard programs) must complete. In many departments, students typically spend two semesters conducting independent research and writing a thesis. In some departments, students have the option of either completing the thesis or participating in one or two semester-long Senior Seminars, which require the preparation of an extensive paper based on library research. In the arts, a creative project is usually required, along with a written project.

The capstone experience reflects the same commitment to depth, rigor, and critical thinking as the major. It marks the culmination of the student's work in the major, but with an added emphasis on original work both in the design of the project and research. Although Senior Seminars provide conceptual and methodological guidance during the early stages of the process, students do much of the actual writing and research outside the formal structure of a class. Learning to work independently—to undertake and sustain a project over several months—is among the most important outcomes of the capstone experience, allowing students to develop their ability to conduct research, access information in multiple formats, build a compelling argument, evaluate evidence, draw conclusions, and write with clarity. These “transferable” skills will long outlast the specific requirements of the thesis. (As indicated by the 2009 COHFE report, the student learning areas with the greatest increases between the sophomore and senior years were formulating original ideas, writing clearly and effectively, conducting scholarly research, planning and executing complex projects, and communicating well orally, all of which are gained through the thesis).

Barnard faculty work closely and individually with students at every stage of the capstone experience, forming relationships that often continue after graduation. Students come away from the experience with “ownership” of their topic, a deep sense of accomplishment, and a feeling of belonging to a community of scholars, citizens, or artists. Many departments organize public events, such as oral presentations or poster sessions, for students to share their findings with faculty, fellow students, friends, and family.

Student Research

Many departments have established courses through which students receive credit for either on-campus or off-campus research, which is often the basis of a senior thesis. In the science departments, regardless of where they conduct the research, students attend regularly-scheduled seminars that address issues related to the research process (e.g., searching the literature for relevant references, experimental design, laboratory safety, ethical issues, preparing oral and written presentations). At the end of the semester or academic year, each student makes a public presentation (either orally or in a poster) of her work. Each student also prepares a written report in journal format. Many research projects in science are initiated during the summer, when students work as paid Research Interns in Barnard faculty laboratories. The following table shows the growth in student research in faculty science labs as well as in paid internships funded by private grants to the College or federal grants to individual faculty since the last self-study.

Table 19: Numbers of Students Conducting Science Research with BC Faculty by Academic Year

Academic Year	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Students in research with BC faculty	105	99	101	117	132	129	140	146	151	148
Summer stipends from institutional grants	14	15	15	19	16	15	14	20	26	24
Summer stipends from faculty research grants	3	8	2	9	23	17	10	6	18	16

E. Innovative Pedagogy across the Curriculum

The Barnard faculty strive to develop innovative pedagogical approaches that allow students to engage actively with the material they are learning. These approaches necessarily vary with discipline. Below are a couple of examples of innovative approaches developed since the last Self-Study.

Manduca Functional Genomics Curriculum

With support of a grant from the Howard Hughes Medical Institute, the Biology department launched the *Manduca* Functional Genomics Curriculum in 2008. The new curriculum emphasizes active learning and scientific discovery. It includes a sequence of research projects—*not* “canned” experiments—encompassing behavior, physiology, genetics, bioinformatics, cell biology, and molecular biology that are appropriate for students at all levels of the major. The project offers students a structured curriculum through which they learn how scientists construct new knowledge and conduct cutting-edge research in functional genomics. Faculty-student interactions and cooperative, team-centered problem-solving help students channel their curiosity into the development of novel hypotheses; design experiments to test their

hypotheses; learn a diverse set of laboratory techniques; analyze experimental data; design follow-up experiments; place results within a larger conceptual framework; and collaborate on papers and presentations at professional meetings.

The integrated curriculum is centered on an investigation of taste and olfaction in *Manduca sexta* (tobacco hornworm) caterpillars, using behavioral and physiological experiments coupled with genomic studies of these sensory systems. The curriculum includes a coordinated set of lab exercises and research projects that weave through a series of courses from the introductory to the most advanced. In the introductory courses, simple behavioral experiments introduce students to the system, using inquiry-based approaches to address straightforward issues (e.g., food likes and dislikes). As sophomores, students in the *Laboratory in Genetics* explore the G protein-coupled receptor genes that function in taste and olfaction in insects by amplifying and sequencing homologs from *Manduca*. Juniors and seniors in the *Laboratory in Molecular Biology* investigate the role of the amplified genes using real time RT-PCR to study expression levels and patterns and RNAi to block the expression of specific taste or olfactory receptors. Students in the *Laboratory in Animal Physiology* also stimulate peripheral taste or olfactory system receptors of RNAi-treated *Manduca* to determine whether they have lost the ability to smell or taste a previously favored chemical stimulus. Seniors can develop individual *Guided Research* or senior thesis projects that extend these experiments. The integrated nature of this curriculum gives students a sense of continuity, process, and confidence as they delve into the research process.

Middle Passage Initiative

In 2006, the Program in Africana Studies assumed responsibility for the Middle Passage Initiative, which provides another example of the College's commitment to innovative pedagogy, in this case with an emphasis on issues of the history of race labor. This effort gives students opportunities to engage in dialogue across the Atlantic about the history of the Middle Passage and the literary response to that history. Beginning in 2004, with support from the Gilder and Ford Foundations, students registered in the English course "Literature of the Middle Passage" have traveled to Ghana and Charleston to explore the history of the Middle Passage, its material remains, and its centrality to the making of America.

Brownfield Action

First developed in 1999, Brownfield Action (BA) is another highly innovative pedagogy developed by Barnard faculty. A network-based, interactive, digital space and simulation in which students explore and solve problems in environmental forensics, BA is inquiry-based, interdisciplinary, collaborative, and characterized by student ownership of learning. The students enrolled in the semester-long introductory Environmental Science course are paired up into environmental consulting firms hired by a developer to search for contamination on an abandoned factory site. They explore a parcel of land modeled in three dimensions with more than two million pieces of information, including topography, water tables, soil composition, and contamination plumes. The land is part of a virtual town populated by 50 residents with a newspaper, a television station, and a municipal building housing the city's health, water, and sanitation departments. Developed with Columbia University's Center for New Media Teaching

and Learning, the program has won wide acclaim and was named a “model course” by the Association of American Colleges and Universities. With the aid of a major grant from the National Science Foundation, it has spread to classrooms around the country.

Reacting to the Past

Although it predates the last Self-Study, Reacting to the Past (Reacting) has continued to expand both within Barnard and beyond, even internationally. In 2004 Reacting was honored with the Theodore Hesburgh Award for pedagogical innovation. Students are introduced to Reacting as one of the FYS options, but they can also take Reacting as an advanced History seminar.

Reacting to the Past consists of elaborate “games,” set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Students enrolled in [Reacting to the Past](#) study literature, theatre, history, science, and psychology; learn to participate in and facilitate a small working environment; and explore the personal dimension of knowledge through embodied performance. More details on Reacting appear at the end of this chapter.

Barnard Center on Translation Studies

The Barnard Center on Translation Studies was created in 2008 through a grant from the Mellon Foundation. Directed by Associate Professor of French Peter Connor, the Center sponsors events, offers grants to faculty working on translation projects or interested in adding translation components to their courses, and works with students and faculty interested in translation across the curriculum. More information can be found on the [Translation website](#).

F. Diversity in the Curriculum

Barnard also offers opportunities for students to synthesize different modes of interpretive engagement through interdisciplinary programs as well as courses and programs that focus on women’s issues and the diversity of human cultures and activities across the globe.

The newly-approved Interdisciplinary Concentration on Race and Ethnicity (ICORE) and the Minor on Race and Ethnicity (MORE) will bring more focused attention to subjects already covered in many disciplines. For several years, a group of Barnard students had been requesting that Barnard offer in-depth study of race and ethnicity that would parallel Ethnic Studies programs at other institutions. They worked through reading groups and in an Independent Study course overseen by Professor Janet Jakobsen, which produced two reports on the state of the field nationally and on possible forms of institutionalization at Barnard.

In 2008, through the Ford Foundation Difficult Dialogues grant, a faculty group recommended the creation of a Consortium among Africana Studies, American Studies, and Women’s Studies to support College-wide intellectual initiatives and interaction among the three programs; develop new courses; and house the new Interdisciplinary Concentration on Race and Ethnicity (ICORE) available to students majoring in one of the three programs. The faculty’s main goal for the Consortium is to foster the interdisciplinary and critical study of ethnicity in relation to gender, race, class, indigeneity, and nation. The program will also prepare students

who pursue graduate education in Ethnic Studies. Faculty considered a range of intellectual issues, including the status of the categories “race” and “ethnicity;” their inter-relation or mutual constitution with other forms of social differentiation (such as gender, class, nation, and religion); the relation between categories of race and ethnicity and indigenous peoples; and the relation between racial and ethnic formations in the United States and transnational approaches to ethnic studies, like those focused on migration and diasporas.

As a component of the liberal arts education, “diversity” implies not only the demographics of the faculty and student populations, but a commitment to altering elements of the curriculum in terms of what students study and how they study it. Courses with a global emphasis have been added in many departments, and a similar emphasis has been written into job searches. Examples from the past ten years include:³⁵

- Faculty who teach in the First-Year Seminar program have developed a new course cluster, “Global Literature” that explores different global regions and cultures and rotates among faculty from different departments.
- The Theatre Department has recently redirected faculty research and teaching toward a greater emphasis on nonwestern theatre and performance traditions.
- Africana Studies now offers both a major and a minor.
- French now offers a track in French and Francophone Studies.
- Slavic offers a concentration in East European Literature and Culture (Czech, Polish, Serbian/Croatian/Bosnian, and Ukrainian).
- Urban Studies offers a year-long seminar for students who wish to write their senior thesis on cities outside the United States.
- History now offers a number of tracks (Empires and Colonialism; The Atlantic World) that are fully transnational and others (Gender, the Family, and Sexuality; Pre-modern History; and War, Revolution, and Social Change) with a strong global component.

While not specifically curricular (although student attendance is sometimes required), the Barnard Forum on Migration is another program with a diverse and often global thrust. Directed by History professor José C. Moya and supported by the Weiss International Fellowship Fund, the Forum addresses a broad range of issues relating to migration through lectures and panel discussions by distinguished scholars from around the country and abroad. The half-dozen events sponsored by the Forum in spring 2010, with titles such as “Latinos in the U.S.: Assimilation or Transnationalism?” and “Strangers in Paradise: Religion, Politics and Identity in New Migrant Communities in the U.S.,” suggest the intellectual breadth and challenge of the offerings.

Coupled with this emphasis on curricular diversity, the College, with support from the Ford Foundation, developed a series of programs to promote campus sensitivity and respect for differing viewpoints. Known as “Difficult Dialogues,” this initiative involved the development of a faculty seminar, public programs, and new curricular material for first-year students and for seniors, focused on the intersection of religion and the academy. Among the developments was a new “game,” *The Struggle for Palestine*, for the College’s award-winning Reacting to the Past.

³⁵ Course syllabi are available in the exhibit room.

The game offers students insight into the origins of the Israeli-Palestinian conflict during the British Mandate in Palestine, especially in the 1930s when much of the conflict was initially determined. The Ford seminar also produced a new course in the Religion Department, “Religion vs. the Academy,” which explores how religious diversity and religious claims work in an academic environment. In 2009-10, the Difficult Dialogues faculty seminar took up the topic of “Inequality in New York City,” as another lens on how faculty might approach questions of diversity, including race and ethnicity, but also socio-economic inequality.

II. Related Educational Activities

Barnard students acquire much of their education in activities and programs that parallel and complement classroom instruction: opportunities to improve writing and speaking ability, foster leadership skills, develop an awareness and understanding of women’s issues, study abroad, participate in meaningful internships, engage with the community outside the College, and participate and learn about cutting-edge science on the Barnard campus.

A. Writing and Speaking Skills

In the Writing Fellows and Speaking Fellows Programs, specially-trained peer tutors are attached to specific courses to work with students on the effectiveness of their communication skills and also to work individually with students seeking guidance in any course in which they are enrolled.

The Writing Program

Building on a tradition of graduating excellent writers from its English department, the College developed a Writing Program in 1991 to train a carefully-selected group of peer tutors, “to strengthen student writing at the College in all disciplines and at all levels.” The program has been a huge success.³⁶

Each year faculty and students nominate 50 to 60 students whose strong reading, writing, and interpersonal skills distinguish them as potential Writing Fellows. Students selected for the program (typically between 15 and 20) participate in a semester-long, 3-credit English course, *The Writer’s Process: a Seminar in the Teaching of Writing*, taught by the director of the program. Students learn to help their peers, “to clarify their thinking and their articulation of that thinking on the page.”³⁷ Once trained, the Fellows are assigned to “writing-intensive courses” across the curriculum and to the Erica Jong ’63 Writing Center. The Fellows read student papers and offer individual conferences to Barnard and Columbia students (those enrolled in Barnard courses) “at every level in every field,”³⁸ including Economics, English, Biology, Women’s Studies, Architecture, Education, Political Science, Africana Studies, Dance, Psychology, Religion, and others. Several courses have worked with the Writing Fellows Program since the program’s beginnings, including Vertebrate Biology and Theoretical Foundations of Political Economy.

³⁶ “Self-Study of the Barnard Writing Program,” Fall 2006, Barnard College, p. 1.

³⁷ Ibid., p. 1.

³⁸ Ibid., 15-16.

Writing Fellows are attached to individual courses at the instructor's request. Faculty who request Fellows usually assign three papers over the course of the term. The Fellows, each of whom works with a small number of students throughout the term, read and comment on all first drafts and offer an individual half-hour conference on each paper. Students then revise their drafts before submitting them to the instructor for a grade. Between 2001 and 2010, Fellows worked with approximately 7,000 of their peers in attached courses.

The Writing Fellows Program is evaluated in every class to which Fellows are assigned, garnering high marks from both students and faculty. In the Spring 2010 semester, for example, 67% of respondents reported that the Fellows with whom they worked were "often" helpful in "clarifying/developing" their arguments during their 30-minute-long conferences. Another 24% reported that the Fellow was helpful "some of the time." Students also praised the Fellows for helping them to organize their ideas, use evidence, and improve their grammar.³⁹

The Writing Center provides an additional venue where students receive feedback about their writing on a purely voluntary and *ad hoc* basis. During the 2009-2010 academic year, about a quarter of those who came for conferences identified themselves as second language writers, and about half were first-year students. The Center encourages students to visit at any stage of the writing process; students may bring an idea, an outline, a draft, or a nearly complete essay. Writing Fellows also work with students registered with the Office of Disability Services and participate in the summer HEOP program for incoming First-Years, the Intercollegiate Partnership (a community college outreach program), and the Pre-College Program for high school students.⁴⁰

Those who work as Fellows report benefitting as much as those they help. Fellows surveyed about the experience note that the program contributes significantly to their experiences at Barnard. One 2010 graduate, now working at a literary agency, wrote on a survey, "Being a Writing Fellow is one of the best things that happened to me at Barnard." In response to a questionnaire sent to current and former fellows as part of the 2006 program evaluation, former Writing Fellows responded similarly: "My experience as a Writing Fellow is probably the most valuable experience I had at Barnard"⁴¹ wrote a former Fellow who went on to work as a Science Writer for a program at the Earth Institute; "it was the single most immensely valuable part of my education,"⁴² wrote a Grants Writer (Exhibit: Writing Center APR and Surveys).

Speaking Fellows Program

The success of the Writing Program spawned a complementary effort to improve the oral communication skills of Barnard students: the Speaking Fellows Program, initiated in 2007. Beginning with a small group of students nominated by faculty, the Director of the Speaking Fellows Program developed a training program that helps Barnard students become effective speakers in a variety of settings. Small groups of students in speaking-intensive courses take part

³⁹ Summary of student evaluations, spring 2010.

⁴⁰ Ibid., 23-25.

⁴¹ The Writing Program Review, 2006, page 22.

⁴² Ibid., 22

in a two-hour session with a Speaking Fellow. In the initial session, students learn to recognize the dynamics of a presentation environment, including the leadership role of the presenter. They review the fundamentals of presentation-giving, prepare a mock presentation in real time, and then practice engaging an audience of their peers, with personalized coaching from the Fellow. Sessions are videotaped so that students can view their progress. At a faculty member’s request, these groups may also take part in advanced training in a specific area, such as negotiating or presenting as a team. Advanced sessions offer specialized training, which often involves group and/or individual exercises, and additional presentation practice.

The effectiveness of the Speaking Fellows Program was apparent during the program’s first year, and it has grown steadily since. The following survey questions are answered by each student at the conclusion of her Speaking Fellows session. Questions are answered on a scale of 1-5, where 1= “not useful” and 5= “extremely useful.”

Table 20: Effectiveness of Speaking Fellows Program

Questions	'07-'08	'08-'09	'09-'10
How useful was the session in enhancing your presentation-giving skills?	4.2	4.4	4.5
How useful was the session in improving your confidence as a presenter?	3.9	4.2	4.3
How useful do you think these skills will be to you in your ...assignment?	4.1	4.4	4.4
How useful do you think these skills will be to you in future courses?	4.1	4.43	4.6

B. Athena Center for Leadership Studies

The Athena Leadership Scholars Program, part of the larger Athena Center for Leadership Studies, is a key initiative of President Spar. The program builds upon the Barnard Leadership Initiative, which began in 2006, as well as Barnard’s long tradition of providing its students with the knowledge, skills, and experiences that have helped them become leaders in all fields of human endeavor. Using an innovative, interdisciplinary approach that combines rigorous academic and experiential study, the program helps Barnard women prepare to be effective leaders, especially in the realm of social action. Most importantly, the program seeks to develop leaders who are committed to the core values of the Barnard mission—excellence, integrity, cultural diversity, creativity, independence, social action, and the public good. The program, which is open to all Barnard students, includes four components: academic coursework, an internship or fellowship, a social action project, and participation in workshops or seminars offered by the Athena Leadership Lab. A student who completes all four program components receives recognition on her transcript indicating her standing as an Athena Leadership Scholar. See the [Athena Center website](#) for more information.

C. Study Abroad and Internationalization of the Campus

Study abroad by Barnard students and the enrollment of international students on the Barnard campus are vital components of Barnard’s commitment to diversifying and internationalizing the liberal arts education its students experience. The College’s goal is to offer every Barnard student the opportunity for an international experience—even when this experience takes place at home rather than abroad; to educate the citizens of the new global order; and to transform the campus into an international hub in the country’s most cosmopolitan

and culturally diverse metropolitan center.

Study Abroad

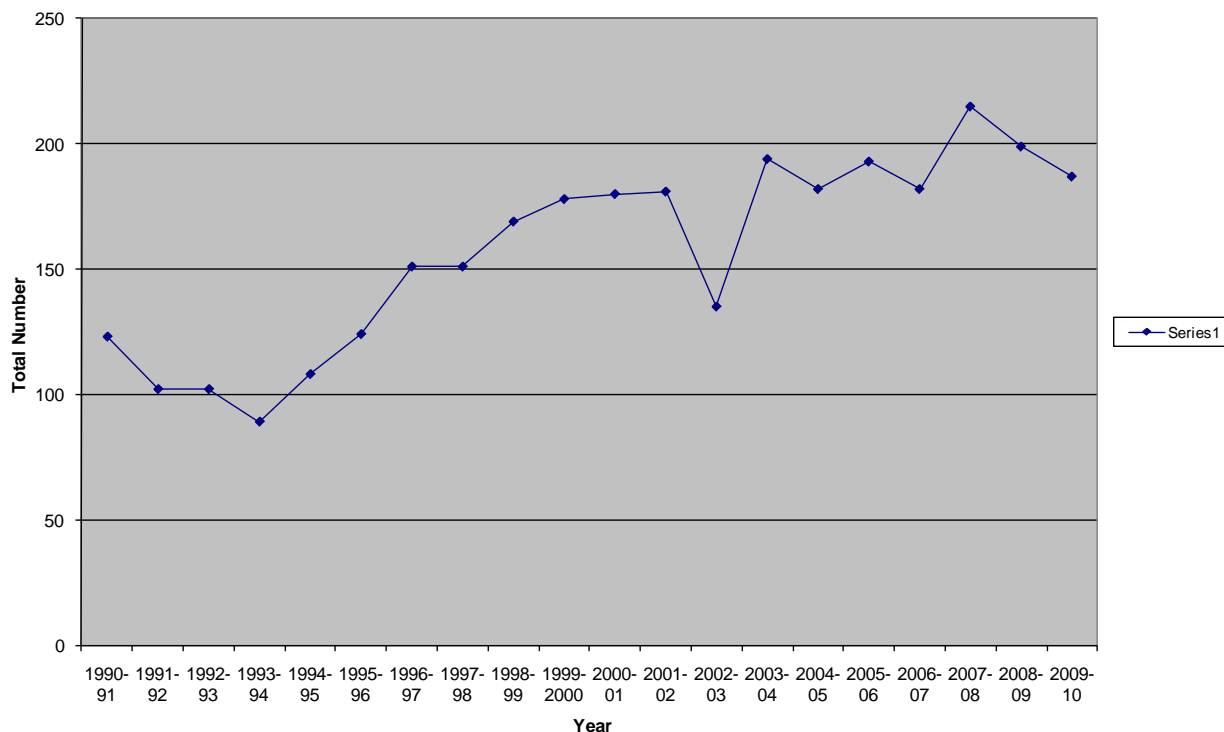
In the decade since the last Self-Study, the number of students studying abroad has stayed constant with just under 200 abroad each year (excluding a dip right after 9/11 and a peak in 07-08) after growing substantially in the prior decade (see following chart). Approximately one-third of Barnard students choose to study abroad for a semester or a full year, commonly in the spring of their junior year. Thanks to the College's rigorous two-year foreign-language requirement, students embark on their travels with the skills they need to immerse themselves in another culture. Beyond academic preparation, the study-abroad office works closely with a variety of offices, including the Furman Counseling Center, to prepare outgoing students to adjust to another culture, as well as to help returning students readjust to life on Barnard's campus.

Barnard students choose from among 146 approved programs around the world. As a vibrant program for at least two decades and singled out in 2002 by the Institute for International Education (IIE) for "providing innovative programs... and making study abroad more accessible to a broader student population,"⁴³ Study Abroad is one prong of the President's internationalization initiative, underscoring Barnard's place in the global academic universe and students as citizens of the world. Although Western Europe remains a magnet for most students, other destinations are growing in popularity: in 2009-2010 Barnard students studied in 35 countries. Because students can apply financial aid toward study abroad programs, a policy implemented since the last self-study, students receiving financial aid go abroad at virtually the same rates as full-paying students. In other words, a student's financial situation in no way limits her ability to study abroad. In the past several years, the Dean for Study Abroad has put new programs in place to serve students before their departure and after their return to campus (Exhibit: Flyers for Study Abroad).

⁴³ <http://www.iienetwork.org/?p=27472>

Figure 17

Barnard College: Total Students Abroad 1990 to Present



The program may also promote longer-term international activities of Barnard alumnae. For example, in 2009-10 seven Barnard students and alumnae received Fulbright fellowships, putting the College ahead of such peer institutions as Williams, Amherst, and Middlebury. The recipients studied or taught in countries including Mexico, the Czech Republic, Egypt, Nepal, and Kazakhstan, in fields ranging from political science and anthropology to architectural history and rural development.⁴⁴ In fall 2009 and 2010, Barnard had its largest cohorts of Fulbright applicants (27 and 17, respectively) yet.

D. Office of Career Development, Internships, and Civic Engagement

The Office of Career Development offers a variety of programs and services that enable current students and alumnae to find suitable employment and to participate in internships that may provide crucial feedback about possible career choices. Career Development works hard to ensure that Barnard students are as prepared as possible to enter the workforce after graduation.

⁴⁴ “Top U.S. Producers of Fulbright Students, by Type of Institutions, 2009-10,” <http://chronicle.com/article/Top-US-Producers-of/48847/>, accessed April 23, 2010; <http://www.barnard.edu/newnews/news050109.html>, accessed April 23, 2010.

Career Counseling, Planning, and Placement

Barnard students often seek support and assistance from Career Development to help them cultivate careers of all kinds. Career Development is committed to teaching the skills needed to make career decisions over a lifetime. Through the use of the office's services, a Barnard student is able to define her career goals; understand her unique interests, skills and abilities; develop the skills necessary to find a job or internship; learn to identify and market her skills; and understand that a substantial part of her education and personal development takes place outside the classroom.

Internships

When evaluating applications for full-time positions, employers often expect students to have had prior relevant experience from internships, part-time jobs, and campus activities. Through the Barnard College Internship Program, students gain practical work experience in a variety of industries and sectors; have an opportunity to vet career choices; and develop skills and an understanding of different work cultures. In addition, student interns make valuable contacts, meet mentors, and are sometimes offered employment upon graduation.

The Barnard College Grant and Donor-Sponsored Internship Program pays stipends to students working in otherwise unpaid internships, allowing those with financial need to pursue activities that are educationally beneficial. This competitive program is flexible enough to allow students with very specific career interests to receive the funding necessary to complete an internship. The program also provides the opportunity for students to reflect on their internship experience and relate it to their career aspirations through seminars, workshops, online discussions, and capstone presentations.

The recent recession has had a sizable impact on Barnard's endowment spending and a consequent decrease in the funding available for sponsored internship grants. In fall 2008, 49% of applicants were awarded grants totaling \$32,330. In fall 2009, 39% of applicants were awarded grants totaling only \$23,350. More than 75% of the 2010 grantees are seniors, 17% are juniors, and 7% are sophomores.

Civic Engagement

Barnard founded the New York City Civic Engagement Program in 2003 to help faculty and students use the city's resources in a systematic and thoughtful way and to educate students about becoming actively-engaged citizens and leaders of a global community. This effort has had a broad impact. For example, in the "Theorizing Civic Engagement" course in the Urban Studies program, students from a wide range of departments undertake fieldwork in organizations to explore a range of public policy questions. In various Women's Studies classes, students work with the National Council for Research on Women and Planned Parenthood, among other organizations. An advanced research seminar in Psychology (BC3473) has students doing community-based work at a number of health-related organizations, including The Door, the Sackler Center for Child Development, and Columbia-Presbyterian Hospital. In the introductory Environmental Science courses, hundreds of students have worked with Barnard faculty and staff

from the Riverside Park Fund to remove invasive species and, in their place, plant up to 2,000 native species in the park. Students in Barnard's Education Program do fieldwork in New York City public schools.

E. The Hughes Science Pipeline Project

Since 1992, Barnard has received continuous funding from the Howard Hughes Medical Institute to support the Hughes Science Pipeline Project (HSPP). The HSPP is an umbrella that spans all of the science departments at Barnard, funding year-long internships for Barnard students in the labs of faculty mentors; curricular innovations (see the description of the *Manduca* functional genomics curriculum above); a year-long seminar for first-year students that connects them to the science research community at Barnard; laboratory renovations as well as equipment and supplies; faculty development; outreach programs for community college students and in-service public school teachers; and a variety of small but meaningful events on campus. The HSPP therefore enhances the experience of most students studying science at Barnard.

The HSPP supports 14 Barnard Research Internships per year, distributed among the five science departments: Biology, Chemistry, Environmental Science, Physics and Astronomy, and Psychology. Research Interns spend ten weeks during the summer working with a Barnard faculty mentor to initiate a year-long research project. In most cases, the intensive effort over the summer allows students to define a clearly delineated research problem, learn the necessary laboratory and computational techniques, and develop protocols for their research projects. Research Interns then complete their projects during the following academic year, often receiving major credit for them or using them as the basis of a senior thesis. In most departments, Interns also participate in seminars. All Research Interns present their work at the annual Student Research Symposium, and many also present at off-campus scientific meetings and in publications in scientific journals.

All aspects of the program are assessed with tracking data and surveys of the participants at least once each year. Many activities sponsored by the HSPP have run for years, but some specific activities are tweaked each year in response to the expressed needs of the participants.

III. Assessment of Educational Offerings and Student Learning

Evidence suggests that Barnard students are well-served by the educational offerings at the College. In 2009, fully 97% of the COHFE-PULSE respondents declared that they were generally or very satisfied with academic instruction. Data from the 2009 Recent Alumnae Survey indicate that 53% of all alumnae who graduated between 2004 and 2008 have completed or are currently enrolled in further studies, most in Master's and Doctoral programs. Many also go on to professional schools, especially in law and the health professions. Barnard graduates find jobs across the professional spectrum, but education, health care, law, finance, and the arts lead the list of careers that Barnard alumnae pursue. A significant number find jobs with a high degree of social "give-back," such as philanthropy, non-profits, and K-12 teaching, and many serve their communities as volunteers and community leaders (Exhibits: COFHE survey and Alumnae Survey).

A. Assessment of Departments, Programs, and Majors

The College recently implemented changes to its practices to ensure greater uniformity, regularity, and thoroughness in program assessment. In November 2009, the faculty formally adopted new guidelines for assessment that had been developed in consultation with the department chairs and the faculty. These guidelines are now posted on the Provost's [web page](#) and included in the [Chair's Manual](#) and [Faculty Guide](#). The Provost's Office has posted resources to help faculty complete the required assessment activities (e.g., how to develop rubrics to evaluate student learning and literature on student learning), with examples of essential elements of a departmental assessment plan.

B. Mission Statements and Student Learning Outcomes

Courses, programs, departments, and degree requirements can only be assessed by comparing outcomes to a set of clearly articulated goals. During the 2009-2010 academic year, the College initiated a wide-ranging discussion about mission statements and student learning outcomes in departments, at faculty and chairs' meetings, in all the working groups involved in this Self-Study, in the Committee on Instruction (COI), in the FBPC, and in other standing committees.

Program Mission Statements

All academic programs are now required to develop a mission statement reflecting the focus and purpose of the program. The statement explicitly specifies the program's general values and specific objectives. The statement indicates the major goals of the program and accomplishments expected of students who complete its courses. Some statements also identify how the program contributes to the mission of the College or to the pursuit of general education. The statements are framed in ways that provide a sense of direction to students and faculty and serve as a guide to the program.

Student Learning Outcomes at the Program Level

While articulating their mission statements and goals, all departments and programs created a set of explicit student learning outcomes (SLOs) for the major, minor, and concentrations—all of which are clearly defined in the online course catalogue. These outcomes identify the skills, knowledge, or competencies that enable students to design and execute creative, experimental, or investigative work. They also reflect concern with different outcome domains (cognitive vs. affective vs. psychomotor) and levels of sophistication (ranging from knowledge to synthesis and analysis).

Student Learning Outcomes at the Course Level

SLOs have also been established for all courses. Instructors specify skills, knowledge, or competencies that should emerge as a student completes a particular course. These goals are included on all course syllabi and described by instructors in class. Assigned coursework, writing

assignments, and exams provide evidence that students have achieved the specified SLOs.

Curriculum Maps

Departments and programs have also prepared curriculum maps that align specific courses in the curriculum to the program's SLOs, showing which courses allow the achievement of each objective. The creation of these maps facilitated the identification of SLOs that were either too narrow or insufficiently addressed by the existing curriculum (e.g., an SLO that was addressed by only one elective course).

C. Assessment of Department and Program Curricula

The primary responsibility for ongoing assessment and regular curriculum review lies within academic departments and programs under the leadership of the Chair. Faculty meet regularly within departments to engage in the assessment and planning of their programs and curricula. All department chairs and program directors gather three times each semester, with the Provost and Associate Provost, to discuss issues of common concern.

Committee Oversight of Curriculum Assessment

Two committees also ensure proper oversight, consultation, and transparency in these efforts. The Faculty Budget and Planning Committee (FBPC) is responsible for monitoring and modifying the size and composition of divisions, departments, and programs. It schedules and analyzes the results of academic program reviews (APRs, described in Chapter 3) and coordinates departmental planning with respect to the assessment of student learning outcomes. The Committee on Instruction (COI), the faculty's principal formulator of educational policy, considers applications for new programs and courses, evaluates requests for changes in majors and programs, and ensures the evaluation of student learning outcomes. It also is responsible for authorizing and analyzing assessment activities associated with the college-wide General Education Requirements (GERs) and the College's Mission Statement. The COI recommends action to the full faculty on all curricular matters under its purview.

Assessment within Departments

Majors and programs use a variety of instruments to engage in continuous self-assessment that evaluates requirements and courses. First, student course evaluations are collected for every course. For the instructor, these data provide feedback that is useful for the improvement of teaching. For departments, course evaluations inform decisions about reappointment, tenure, and promotion. They are also useful for identifying weaknesses or overlaps in the coverage of relevant material. Second, curricular issues are discussed at department meetings, and modifications of requirements and offerings are often made in response to expressed concerns. Third, discussions with students at majors meetings provide information about curricular innovation. Finally, given Barnard's strong emphasis on student advising, individual meetings between faculty and students provide ample opportunities to assess student reactions to major requirements and the quality of individual courses.

The recent reduction in faculty course load in the humanities and social sciences sparked a far-reaching discussion about maintaining the College's commitment to curricular choice while offering students a smaller menu of classes in any given semester. As discussed in Chapter 4, departments in these divisions analyzed their curricula in terms of introductory, mid-level, and advanced courses; examined the content of individual courses, with a view to broadening subject matter and eliminating overlapping material; devised plans to offer courses with small enrollments on a rotating basis and offer larger "intro" courses; and eliminated to the extent possible the duplication of Barnard and Columbia courses.

Beginning in the 2009-10 academic year, chairs and program directors worked with faculty to select one SLO for detailed assessment. Faculty within the department or program identified the instrument(s) that provided direct evidence of effectiveness for the SLO. Forms of direct evidence included a random selection of writing samples from an advanced-level course, tests that specifically assess the SLO, assignments that depend upon mastery of an SLO, or a portfolio that presents work relevant to an SLO. Going forward, departments will assess one SLO in every academic year to decide whether or not the SLO meets expectations and goals that the department articulated. The department will use the results of the assessment of the SLO to consider possible modifications to the SLO or the courses that address it. The results of the assessment process and any recommendations forthcoming from it will be shared with the Provost through an annual assessment report, which will also identify the program assessment activity for the coming year.

In 2009-2010, 74 percent of the academic programs/departments obligated to submit an annual report complied.⁴⁵ The overwhelming majority of these programs carried-out their planned assessment activities and measured students' attainment of key student learning outcomes by collecting and evaluating their majors' senior capstone projects. The flexible approach, adopted by the Provost for the required assessment reports and plans, yielded a wide range of report summaries, each of which reflected the program's disciplinary style and standards of evidence. Whereas natural and social science programs tended to use rubrics to assess students' work, humanities programs tended to use qualitative summaries of faculty's in-depth discussion of desired outcomes. For example, while Asian & Middle Eastern Studies (AMEC), Africana Studies, Dance and Religion submitted narrative summaries of faculty's in-depth discussions of students' culminating projects, Chemistry, Economics, Psychology and Urban Studies submitted reports with tables and charts summarizing their ratings of student projects using a standardized rubric. There were exceptions to these disciplinary tendencies. English, for example, conducted a systematic analysis of a selected sample of senior theses using a scoring rubric that captured three learning outcomes related to the senior theses and submitted an annual report which included summary tables and charts.

⁴⁵ Eight academic programs were not required to complete an annual assessment reports in 2009-2010 because (1) the programs were integrated into other programs and the number of majors were too small to complete meaningful assessment; (2) some hardship/unique circumstance delayed the development of an assessment plan and consequently the program directors were unable to collect student work completed during the academic year in time to measure student attainment of a learning outcome. It is expected that all of these programs will complete annual assessment reports for 2010-2011.

The seriousness with which programs undertook their annual assessment activity was reflected in the number of programs that identified areas for student improvement and the thoughtfulness of the plans proposed to achieve the desired improvement. Biology, for example, concluded from their assessment of students' presentations of their final research projects that they wished to build upon the success of a two-semester research/theses seminar by developing and implementing a research seminar component that would be required of all students enrolled in their upper-level lab course. After reviewing students' senior theses in the Middle Eastern and South Asian tracks, AMEC faculty concluded that the senior projects did not meet the level of research, application of theory, and familiarity with resources expected of their graduates. To correct this, the program faculty will increase the number of language courses required of majors from two to three years and will supplement the required meetings between students and their senior theses advisor with four group meetings to be scheduled throughout the year. Indeed, nearly every program that submitted an annual assessment report concluded that there was room for improving students' performance of the evaluated learning outcome and identified a specific strategy to attain the desired improvement (Exhibit: Assessment Plans).

Department chairs and program directors now submit, as part of their year-end reports to the Provost, a summary of their annual assessment activities. The Provost then reviews these reports, discussing them with department chairs and program directors as needed. In addition, the Associate Provost (who chairs the COI) prepares a summary of academic department assessment activities for review and comment by the COI, and coordinates department assessment activities with those of the COI regarding College-wide requirements.

D. Assessment of Student Learning Outcomes

Barnard uses a variety of instruments to assess the quality and effectiveness of its educational offerings at every level of the curriculum.

First-Year Foundation Programs

Assessment of the First-Year Foundation courses and programs focuses on whether students have developed the knowledge and skills to advance to upper-level college work, especially their ability to produce analytical essays and oral discussion.

The assessment of the First-Year Foundation programs is challenging because of the diverse groups of faculty who teach the classes. This challenge is in part balanced by the close working relationships and direct communication that are part of the Barnard College culture. The Directors of the programs provide direct support to faculty, working closely with them to address issues in the classroom as well as questions about curriculum and student learning. The Directors also have close working relationships with relevant administrators so that student questions and concerns that are voiced to the Dean of Studies office are communicated immediately to the Directors, who may then address them directly with the students and faculty concerned.

First-Year English

The First-Year English (FYE) program is offered under the auspices of the Barnard English Department. The Director of the First-Year English program provides program instructors with written guidelines that articulate the pedagogical and administrative requirements for the course. These guidelines require program faculty to communicate to students the requirements of the course, to convey the structure and schedule of the course assignments, and to clarify the format of the class itself. The program guidelines also introduce faculty to the range of assignments and practices that they may use to assess student learning throughout the course of the semester:

- i. short written responses (to develop and demonstrate a student's formation of critical analysis);
- ii. mid-length essays (to develop and demonstrate the student's grasp of analytical argument);
- iii. research abstracts (to develop and demonstrate the student's initial thoughts about a research topic);
- iv. bibliography (to develop and demonstrate the outcome of a student's initial research efforts);
- v. research paper (to develop and demonstrate the students' analysis of and engagement with outside sources of information and analysis as well as her understanding of and avoidance of plagiarism);
- vi. the process of drafting and re-drafting these assignments (to develop and demonstrate the critical understanding provided by the process of revision);
- vii. seminar participation (to develop and demonstrate the students' practice and development of the verbal articulation of their ideas and the verbal responses to others' questions or ideas); and
- viii. in-class presentations (to develop and demonstrate the more formal verbal articulation of student research and/or developed argument).

The Director of First-Year English regularly assesses the program by:

- (1) reviewing student evaluations of each section;
- (2) reviewing student enrollment patterns and staffing needs;
- (3) meeting with instructors as a group during each semester to discuss requirements of the program, as well as pedagogical strategies and concerns;
- (4) observing First-Year English classes in session as needed;
- (5) meeting one-on-one with instructors about questions of pedagogy and individual student issues; and
- (6) reviewing and revising program curriculum.

The First-Year English program recently implemented new procedures of assessment, in which program faculty meet to discuss a sampling of the final research papers from each class, which represent the culmination of student learning in the program. Faculty discuss the level of student achievement across the program (e.g., range of proficiencies), review the curriculum and requirements for the course accordingly, and compare assignments and grading practices (e.g., allotment and range of grades generally determined) for purposes of program consistency and

pedagogical development (e.g., discussion of relationships between class participation and the writing process). The paper samplings are kept on file as evidence of the consistency of types of assignments, grading practices, and student achievement in the program. FYE is also undergoing a College-sponsored Academic Program Review in 2010-11.

First-Year English (Writing Fundamentals)

Although it is directly related to the First-Year English experience, *First-Year English: Writing Fundamentals* (ENGL BC1204) is offered under the auspices of the Writing Program and employs a somewhat different curriculum: the course covers less literature during the semester, but includes more discussion of fundamental concepts of critical reading and writing. The Director of the Writing Program and the program instructors work closely with one another to determine whether students in ENGL BC1204 are effectively identifying claims in reading assignments, developing claims of their own, and articulating those claims effectively in writing.

The Director of the Writing Program, working closely with the Director of the First-Year English program and members of the Barnard administration, has recently completed a curricular review of the ENGL BC1204 course, resulting in a reformulation of the course and its requirements. This review considered several variables:

- (1) the academic needs of students who may require additional preparation to write advanced expository essays;
- (2) the related needs of students who may require additional orientation and acculturation to the environment of a selective liberal arts college;
- (3) indirect feedback from faculty who teach these student populations at more advanced stages;
- (4) direct feedback from various administrative offices who work closely with these student populations;
- (5) certain curricular changes made in similar courses at peer institutions; and
- (6) the role of ENGL BC1204 in relationship to the other First-Year Foundation courses.

The Director of ENGL BC1204 regularly assesses the course through:

- (1) reviewing student evaluations of each section;
- (2) reviewing student enrollment patterns and staffing needs;
- (3) meeting with instructors as a group during each semester to discuss requirements of the program, student work product, and pedagogical strategies or concerns;
- (4) meeting one-on-one with instructors about questions of pedagogy and about individual student issues; and
- (5) reviewing and revising program curriculum. Given the recent changes to the course, the Director sought feedback from students as part of a follow-up review of the program in the summer of 2010 to assess the success of the new curriculum and to implement any necessary adjustments. Results, which are available in the exhibits, generally showed strong student satisfaction with the course.

First-Year Seminar

The First-Year Seminar program, which is administered by a faculty Director, is overseen by a committee of senior faculty and administrators. The committee meets regularly to review the syllabi of new seminars (and those that are reintroduced after a hiatus) and to assess the effectiveness of the program overall. The committee also instructs each faculty member in the program to include SLOs on every syllabus, to communicate to students the requirements of the particular course, to convey the structure and schedule of the course assignments, and to clarify the format of the class itself.

First-Year Seminar faculty are provided with written guidelines that articulate the administrative and pedagogical requirements for the course. These guidelines also introduce faculty to the range of assignments and practices they may use to develop and assess student learning:

- (1) short responses (to demonstrate a student's formation of critical analysis);
- (2) mid-length essays (to demonstrate the student's development of analytical argument);
- (3) the process of drafting and re-drafting these assignments (to demonstrate the development of critical understanding through the process of re-vision);
- (4) seminar participation (to demonstrate the practice and development of verbal articulation of their ideas and in response to others' questions or ideas); and
- (5) in-class presentations (to demonstrate more formal verbal articulation of student research and developed argument).

The Director of the First-Year Seminar program regularly assesses the program with several instruments:

- (1) reviewing student evaluations of each section;
- (2) reviewing student enrollment patterns by analyzing results of the online placement lottery system (to include student requests and interests in curriculum planning);
- (3) reviewing and implementing staffing needs, working to balance the faculty representatives from the various academic departments on campus;
- (4) chairing the First-Year Seminar Oversight Committee and managing follow-up discussions with faculty to implement the recommendations of the committee on syllabus drafts;
- (5) evaluating faculty participation in the pedagogy meetings to encourage commitment to the program;
- (6) meeting individually with program faculty to address questions, challenges, and issues that arise throughout or after any particular semester;
- (7) developing and managing an online wiki space on which program faculty can share multiple teaching practices with one another.

These various methods of assessment are used to shape the goals of the pedagogy meetings from year to year, as the Director adjusts the agenda and structure of each meeting to address the areas of development desired by program faculty and students alike.

The Director of the First-Year Seminar program faces several specific challenges in assessing the program as a whole. By definition, the program is interdisciplinary, and the faculty represent multiple academic departments throughout the campus. The Director does not have full control over the staffing of the program; in most cases, the academic departments determine who will teach in the program in a given semester. Therefore, faculty accountability to the Director is complicated by the faculty's relationships with their department chairs. Nevertheless, this indirect relationship has several advantages with regard to faculty assessment and development: the Director of the First-Year Seminar program is somewhat freer to work with faculty—and with non-tenured faculty, in particular—on their pedagogical development in ways that may feel less vexed by anxiety about tenure and promotion.

The diversity of the program's curriculum also provides specific challenges to the program's assessment. First-Year Seminars are grouped into three broad categories: Reinventing Literary History (which continues the curriculum established in First-Year English); Reacting to the Past (a novel pedagogy developed by a Barnard history professor, now taught at 40 other colleges); and Special Topics (each of which is unique to a particular professor). Each of these categories receives a separate review: the First-Year English Program assesses the Reinventing Literary History courses; an outside funder requires regular independent review of Reacting to the Past (described further below). The various courses are also reviewed and assessed by the Director and by the oversight committee to ensure that the varied approaches incorporate the objectives and learning outcomes of the program as a whole. This diversity of curriculum and of assessment provides the opportunity for pedagogical experimentation and innovation throughout the program. The Director and the oversight committee encourage First-Year Seminar faculty to draw on the insights gained in these assessments and to incorporate pedagogical strategies that have proven to be successful, such as heightened emphasis on speaking skills and attention to the use of non-traditional writing assignments.

Overall Assessment of Role of First-Year Foundations

At the end of each semester, students in the First-Year English and First-Year Seminar courses are asked to complete specially-designed course evaluations. These evaluations ask students to reflect on their experiences in the courses—particularly the ways in which they have developed their skills in critical analysis, argumentative writing, and seminar discussion. The evaluations also provide the directors of the programs with important feedback about the content of each course; the responses from students to the reading assignments may lead to the review and adaptation of a course syllabus or the overall program requirements.

Students are also asked to reflect on the skills that they developed in their experiences in the First-Year Foundation courses at later points in their college careers. In response to the 2009 COFHE Perceptions of Undergraduate Life and Student Experiences (PULSE) survey, more than 60% of Barnard sophomores and more than 80% of Barnard seniors indicated that they had experienced “quite a bit” or “very much” development in the areas of “formulating original ideas,” “writing clearly and effectively,” and “ability to conduct scholarly research.” More than 80% of Barnard sophomores and more than 90% of Barnard seniors felt they had experienced, “quite a bit” or “very much” development in “thinking critically.” And in response to the 2008 COFHE Senior Survey, Barnard's graduating class of 2008 indicated that they placed the highest

importance on the student learning outcomes that were first introduced to them in the First-Year Foundation programs: “communicate well orally,” “think analytically and logically,” “function independently, without supervision,” “write effectively,” “acquire new skills and knowledge on my own,” “formulate/create original ideas and solutions,” and “synthesize and integrate ideas and information.”

An even more specific assessment of the First-Year Foundation curriculum by students can be found in the four-year study completed in 2006 by sociologist Theresa Rogers. The study, “Appraisal of the Old and New General Education Requirements by Seniors in the Classes of 2002, 2003, 2004 and 2005,” presents the views of seniors on the specific components of the Barnard degree, including their thoughts on the two First-Year Foundation courses:

- Of all the requirements, seniors rated these two the most highly. Almost half of the seniors praised both courses, while the other half rated one better than the other. Only a handful dismissed both as a waste of time.
- The quality of instruction was the critical component of appraisal. Granted, this quality is important for every class, but seniors were especially likely to begin their critique of these first-year courses from this perspective.
- The small class setting helped many seniors make the transition from high school graduates to college students. Other secondary benefits of these classes included: giving students a chance to practice speaking in class; having at least one professor each semester of their first year who knew their name and made sure they did not disappear; and building a community, since some classmates in First-Year Seminar lived on the floor and were reading the same books/texts”.⁴⁶

Because the objectives of the First-Year Foundation courses are to give Barnard students a strong basis for advanced study, the most important assessment of the program is perhaps the most indirect: evidence of advanced-level work performed by the students in the major and their senior capstone experiences. The capstone experiences require students to demonstrate highly developed skills in research, written analysis, and seminar participation; faculty reports of student achievement in senior seminars are important indicators of the success of the learning outcomes in First-Year English and First-Year Seminar.

General Education Requirements

The Committee on Instruction (COI) is the body formally charged with oversight of the General Education Requirements.

In 2001, the COI commissioned the afore-mentioned study that examined graduating seniors’ perceptions of the GERs, their fit with major programs of study, and what they viewed as their outstanding academic experiences at Barnard. The study included interviews and focus groups with four classes of seniors. Overall, the study results indicated that seniors were positive about their experiences at the College and the Nine Ways of Knowing. Students also indicated that the requirements helped them select their majors.

⁴⁶ Appraisal of the Old and New General Education Requirements by Seniors in the Classes of 2002, 2003, 2004 and 2005, p. iv.

Nevertheless, the survey identified some confusion and dissatisfaction among students. For example, fully one-third of the respondents did not understand how the goals and student learning objectives of three requirements—Reason and Value, Social Analysis, and Cultures in Comparison—differed. One senior described them as “...all fuzzy. Two of my art history courses magically fulfilled Cultures in Comparison, but I don’t understand what they were trying to get at.” Another asked: “What is Social Analysis? What is it not? I ... think it overlaps with Historical Studies.” A third confessed, “I was most confused about Reason and Value. I still don’t understand why *American Lit since 1945* counts for it.” A fourth said: “To me, most classes I’ve taken require reason and value...”⁴⁷

A second area of concern that was identified was the Laboratory Science requirement. Although every senior participating in the 2006 study supported it in principle, about half of those surveyed expressed dissatisfaction with its structure. Many questioned the two-semester requirement (when most GERs require only one semester) and why both semesters had to be in the same science. At a Town Hall Meeting convened by the Student Government Association in November 2009, faculty, students, and several faculty and administrative members of the COI discussed the rationale and structure of the Laboratory Science requirement. Students proposed several ideas for amending the requirement: allowing students to use courses in different sciences to satisfy the two-semester requirement; creating more 1000-level courses for non-science majors; developing interdisciplinary courses with a lab component; and allowing computer science and/or engineering courses to fulfill the requirement. Faculty and administrators have identified some drawbacks to each of these suggestions. For example, the creation of new 1000-level courses would require additional staff and new laboratory spaces. Additionally, at a time when Barnard wants to strengthen its science offerings and continue to be a leading source of women scientists, a system that includes “science light” courses might suggest that some women cannot “do science.” In April 2010, the COI met with representatives from each science department to discuss the outcomes of the Town Hall meeting; agreement was unanimous on keeping the two-semester sequence as is. However, the Provost’s Office will investigate the science requirements at peer institutions; the discussion is continuing in the COI in 2010-2011.

Administration of the GERs:

Over the past ten years, the COI has regularly reviewed the lists of courses approved to fulfill the GERs as well as the approval process itself. In 2008, with support from a Mellon Grant, the COI assigned multiple working groups to research, review, and refine the GERs that students identified as confusing in the 2006 report. The goal was twofold: (1) to remove confusion among these three general education requirements; and (2) to find space within these three GERs for the study of gender, class, race, and ethnicity.

Reason and Value, Cultures in Comparison, and Social Analysis were reviewed by the working groups, which brought suggested revisions to the COI; these were then reviewed by department chairs and the entire faculty in spring 2010. Starting in Fall 2011, Reason and Value

⁴⁷ Appraisal of the Old and New General Education Requirements by Seniors in the Classes of 2002, 2003, 2004 and 2005, p. 18

will instead be called Ethics and Values, and Social Analysis, while keeping the same name, has also been [tweaked](#). For now it was decided to keep Cultures in Comparison as is.

Also, during the 2009-2010 academic year, the COI revisited the GERs to clarify and formalize the student learning outcomes for each of the Nine Ways of Knowing. The COI approved student learning outcomes for six of the nine GERs: Historical Studies, Laboratory Science, Language, Literature, Quantitative and Deductive Reasoning, and Visual and Performing Arts. The newly approved SLOs specify what students who complete each requirement should learn. The three GERs that were not given student learning outcomes were those under review by the working groups.

After much discussion about the results of the 2006 report and implementation procedures, the COI adopted the following guidelines for evaluating courses that might fulfill a GER in the future:

- Finding that the list of courses approved for GERs had moved away from adherence to the carefully-conceived rationales for each requirement, the COI proposed to eliminate the blanket designation for new courses (effective fall 2008) and to ask departments to re-examine the courses already designated.
- Effective fall 2009, the COI required all new courses requesting a GER designation to include a rationale addressing how the course would satisfy the requirement's student learning outcomes. Simultaneously, the committee enforced the requirement that existing courses provide a substantive rationale for a GER designation. Requests with only perfunctory rationales were returned without review to department chairs with a request for additional information.
- Effective October 2009, the COI revised the course approval form for all new courses to specify that syllabi accompanying requests for new course approval must include student learning outcomes.
- Department chairs have frequently submitted student requests to the COI to have a course fulfill a GER retroactively. Concluding that these requests are often vague and/or inappropriate, the COI changed the process for student appeals of course designations. Effective November 2009, students must petition the COI for "an exception" that would allow a course not previously designated as a GER to satisfy the requirement. If the petition is granted, all students enrolled in the petitioning student's class that semester will have the course recognized as satisfying the requested GER.
- To allow the committee more time for assessment and related activities, the process and due dates for reviewing requests for GER designation were streamlined.
- The COI established guidelines for ensuring that courses and academic programs follow the college's guidelines on assessment.

Additional Assessment Functions of the COI

Historically, the COI has assumed the major institutional role in maintaining the quality of student learning across courses and programs. On November 17, 2008, the faculty modified the charge of the COI to recognize its role and responsibilities in assessing College-wide requirements and student learning:

Represents the Faculty and recommends action to the full Faculty on matters relating to the curriculum. The COI is the College's principal formulator of educational policy. Provides advice to the Office of Admissions on academic matters having to do with admissions policy and practice, including the development of recruitment strategies and priorities, the use of standardized test scores, and the evaluation of student outcomes. *[Faculty Resolution 3/04/02]* Authorizes and analyzes assessment activities associated with the learning goals of college-wide curricular requirements and the College's Mission Statement *[Faculty Resolution 11/17/08]*.

Membership of this tripartite committee includes one tenured and one non-tenured faculty member from each of the four voting groups, all of whom are elected by the full faculty. To better fulfill its new charge, the committee has embarked on the following activities and new initiatives:

- Discussed and supported adoption of an online course evaluation system, which was implemented by the College in the fall 2009 semester. Previous studies suggested that standardized online course evaluations would offer departments and faculty more substantive student feedback and data about courses and programs. As faculty have become more comfortable with the new system, the COI anticipates that the instrument may be used to gather direct and indirect measures of learning outcomes for academic programs and GERs.
- Adopted a plan for coordinating, reviewing, and summarizing the academic programs' assessments of student learning and related improvements to the curriculum. In the fall of each academic year, the COI will review a summary report of the academic departments' and programs' annual assessments of student learning. Based upon this summary report, the Committee will evaluate the progress toward College-wide goals and develop recommendations to improve the assessment process and the ways in which the programs fulfill their obligations to meet SLOs.

Grading and Honors

Given its importance as the most visible means of assessing student work, grading receives considerable attention by the College. Barnard's emphasis on small class size makes certain practices virtually routine: clear communication of expectations and the criteria on which grades are based, frequent feedback in the classroom and on submitted work, and regular opportunities for students to meet individually with professors to discuss their grades. Professors who offer large lecture classes are conscientious about overseeing and coordinating the grading practices of their teaching assistants.

Grading remains the domain of individual professors, but the COI has monitored grade distributions and related grading issues. Grades and grading practices are also the subject of discussions at the department level (e.g., during reviews of student records for awarding annual prizes and distinctions), in various College-wide programs such as First-Year Seminar, and in twice-yearly election meetings of the honors society Phi Beta Kappa. Although the College has neither a formal policy about grading nor specific expectations about grade distributions, the faculty and administration, working through the COI, would like to assure a measure of fairness and equity in grading practices across departments and programs.

In 2005, the College undertook a comprehensive analysis of grading practices in all departments and programs. It compared the 2003-04 grade distribution by discipline, by department, and by class size to the 1993-2004 grade distribution. It also considered the actual grades assigned to students who elected the Pass/D/Fail option from the spring 2001 semester through the spring 2004 semester. Finally, it evaluated the criteria for awarding Latin honors. Following up on the 2005 study, the College is currently preparing a comparable study for the years since 2005. Information on grade distributions within and across departments will be completed in spring 2011 and discussed in a variety of forums.

The 2005 study indicated that the majority (59%) of students electing Pass/D/Fail received grades of B minus or higher; only 10% received grades of C minus or D. Thus, the COI saw no reason to change the policy allowing students to elect Pass/D/Fail in courses that fulfill College requirements.

Following the 2005 study, the COI and subsequently the faculty approved a recommendation from the Committee on Honors to change the procedure for awarding Latin honors. The percentage of students receiving Latin honors had increased from 37.7 % in 1983 to 65.3 % in 2005. The new system reduced the total percentage of the graduating class eligible for Latin honors over three years, with an ultimate goal of approximately 35% beginning in the 2009-10 academic year. The resolution approved by the Faculty states: "...the current pattern does not preserve the integrity of Latin Honors or the commitment the College has made to the students..." Thus, to make this distinction more meaningful, the new system will keep percentages steady through using a combination of a GPA cutoff and a maximum percentage of the class because grade inflation raised the possibility that a GPA cutoff would become increasingly meaningless.

Senior Capstone Experience

All Barnard majors complete a senior project as their capstone experience. Senior projects vary among departments and programs. But regardless of whether the senior project is a one-semester, two-semester, or even two separate one-semester seminars, all senior projects receive serious scrutiny and assessment. Given the diversity of formats, most departments and programs adopt one of three approaches to the senior project and its assessment. Roughly speaking, students in the humanities and social science departments prepare a senior essay; students in the arts create or perform an original work of art; students in the science departments generally prepare a report on original laboratory or field research or a review of the scientific literature and make an oral presentation of their work.

In humanities and social science departments with a two-semester senior project requirement, such as the Senior Seminars in History and Political Science, the seminar's instructor provides the main summative assessment. In History, all theses are also read by a second member of the department; in Political Science, a second reader is used when the thesis is nominated for honors. In both departments, as for other departments with this format, formative assessment by the instructor accompanies a student's effort throughout the year. While the final course grade is based largely on the final essay, instructors also evaluate the effort invested, the timeliness with which work is completed, and participation in group work in the accompanying seminar. To a greater or lesser degree, departments that require a one-semester seminar and essay use similar evaluative processes. In addition, some departments require students to present their work orally, as well as in writing, and these oral presentations are assessed by a faculty committee or the entire department.

Many students in Architecture, Dance, Music, Theatre, and the Visual Arts (within Art History), prepare performance- or exhibition-based senior projects. Student work is evaluated by a "jury" of faculty, which is a traditional practice in those fields. In the case of Architecture, design work is evaluated not only by members of the department, but by invited critics from outside the College as well.

The science departments emphasize the completion of a research project and the presentation of results both orally and in written form. Although the student's research mentor is the primary reader of her research report, multiple faculty members usually read the paper and evaluate the oral or poster presentation.

E. Assessment of Special Curricular Initiatives

Several curricular initiatives funded by extramural sources have exemplary assessment activities that address the College's educational mission with clearly-specified student learning outcomes.

Genomics and Bioinformatics

The *Manduca* Functional Genomics curriculum, described above, engages students in an exploration of contemporary biological research through an analysis of olfaction and gustation in the tobacco hornworm. Using a longitudinal study design, the project employs five methods to assess the impact of the HHMI-funded *Manduca* Functional Genomics Curriculum: 1) a Likert scale questionnaire; 2) Student Assessed Learning Gains (SALG, an anonymous on-line instrument); 3) concept mapping of content knowledge; 4) the Critical Thinking Test (CTT); and 5) semi-structured, transcribed oral interviews (by a researcher other than the course instructors). These data permit methodological triangulation of the results, which is standard educational practice in mixed-methods research. These measures will be used to evaluate the effectiveness of the new curriculum relative to the traditional Biology curriculum. The project will also study how changes in the field of Biology and their incorporation into the undergraduate curriculum influence the research interests of women and minorities in STEM areas. Because the curriculum is still being introduced, no assessment results are yet available.

Reacting to the Past

Reacting to the Past student learning outcomes and assessment strategies are outlined in detail in a white paper report to the Teagle Foundation. Assessment includes surveys of participating students and faculty as well as an independent assessment by Psychology Professor Steven Stroessner as part of Barnard's U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant to develop and disseminate the Reacting pedagogy (Exhibit: White Paper Report). Stroessner's team measured the impact of the pedagogy relative to a control group of Barnard students and to students at other colleges. The assessment suggested that Reacting has a significant positive effect on several attitudes and skills (an elevated level of self-esteem, an increase in empathy, a more external locus of control, a greater belief that human beings are malleable, enhanced verbal rhetorical skills, and increased confidence in public speaking). The role-playing pedagogy has been shown to add diversity to student experience while producing some beneficial psychological consequences and improvements in academic skills.⁴⁸

Brownfield Action

Brownfield Action has been nationally recognized as a SENSER (Scientific Education for New Civic Engagement and responsibilities) "model" course because it connects science education with complex civic issues. Professional and independent evaluators and staff members from the Columbia Center for New Media Teaching & Learning have conducted multiple evaluations to examine whether students are successfully achieving the articulated SLOs. Evaluators used survey instruments and small group and individual interviews with students and instructors prior to, during, and after the simulation experience. Evaluators also examined students' written reports to gain additional insight on the impact of the project. These external assessments suggest that nearly all participating students achieve the SLOs. Moreover, Brownfield Action gives some students a new way to approach science or to integrate various topics in the course. Nearly all students identified gains in their awareness of environmental issues. Finally, the program fulfills part of Barnard's mission by requiring students to, "engage new complexities of...scientific knowledge," especially in relation to society. Evaluations have also been crucial in the redesign process, as the project has gone through several revisions over the years based on input from students and instructors on ways to improve both the technology and the curriculum.

F. Directions for the Future

The Barnard curriculum will continue to evolve as new courses are developed and others revised or withdrawn. In spring 2011, the COI will be embarking on a full review of the GERs, much as it did 12 years ago. And the departmental assessment plans will continue to be reviewed by the COI to assure that key learning goals remain the focus of the faculty.

⁴⁸ Stroessner, S. J., Susser Beckerman, L., & Whittaker, A. (2009). All the world's a stage? Consequences of a role-playing pedagogy on psychological factors and writing and rhetorical skill in college undergraduates. *Journal of Educational Psychology, 101*, 605-620

The centrality of student experience in research or creative activity will continue to be a signature component of a Barnard education. A new website is under development that will frame “research” across the domains of knowledge, and expose students (and prospective students) to the range of experiences available to them.

The development and support of innovative pedagogies and rigorous assessment of them will continue to be a priority, and funding will be needed from a combination of institutional and externally-obtained sources.

Discussion on the direct institutional support for faculty who wish to improve their teaching led to the conclusion that the College would be well-served to identify a central location and some staffing that would constitute a “teaching center.” This would build upon the First-Year Seminar pedagogy sessions, the faculty development seminars of the Educational Technology office and the Columbia Center for New Media Teaching and Learning, and the informal coaching that has been done by faculty in Barnard’s Education Program. Discussions of such a “teaching center” suggested that it should be co-located with a planned “learning center” for students in a flexible, central, and vibrant setting.

Recommendations:

1. Barnard should take the opportunity afforded by the relocation of the computer lab and reading room from Lehman to the Diana Center to envision a Learning Center that includes a centralized home for science and math learning and other small group study support spaces and functions. The College should examine whether some of the Lehman space could also be the site for a Teaching Center which might include a small library of resources on teaching in different disciplines; monthly (or occasional) pedagogy workshops devoted to specific issues such as syllabus design, effective lecturing, fostering dialogue, grading and commenting on student writing, and interpreting student evaluations; and a place for faculty mentors to meet with their mentees and discuss the development of their teaching.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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 department and programs to advance pedagogical and curriculum development opportunities.

Chapter 8: Conclusions and Key Recommendations

The final chapter summarizes some of the major areas of consensus, as well as some areas of disagreement, that arose in the self-study process and propose some broadly- defined key recommendations that address five fundamental issues that emerged through the self-study process.

I. Diversity

The self-study process has revealed that—although “diversity” has been a focus of attention and aspiration for many decades—Barnard must take concerted action to address what the College believes to be existing major deficits in diversity on campus. The College community agrees that Barnard has not yet arrived at a useful working definition of what diversity means to the College. What are the various dimensions of diversity that are valued? Where are the biggest gaps between the current demographics of Barnard’s students, faculty and staff and what they should be in the Barnard of 2020? What metrics should be used to track progress? What goals and priorities should be set? What resources will be needed to achieve these goals?

Underlying these questions are concerns about access and equity, about resource allocation in an already very tight budget. The racial, ethnic and socioeconomic composition of the student body is a source of pride and concern: pride for Barnard’s commitment to need-blind financial aid and continued efforts to recruit and retain students of color; concern that financial trends will skew the profile of domestic students to exclude much of the “middle class.” Another perceived conflict, which was identified in several faculty discussions, was whether, given the perennial shortage of financial resources at Barnard, efforts to diversify the College through various forms of international outreach will compete with efforts to diversify the students and faculty drawn from the United States. The “either/or” nature of this conflict reveals that some members of the community view “diversity initiatives” and “internationalization initiatives” as separate efforts, each with its distinctive goals. Participants at the open hearing on Diversity and Internationalization suggested that by explicitly defining diversity more broadly, in a way that includes internationalization efforts as well, this conflict could be eliminated or reduced moving forward. Clearly these issues need further study and action.

No matter how “diversity” comes to be defined, Barnard still has a long way to go to meet its stated mission and goals. Clearly, the College community must rethink its definition of “diversity” and develop ways to bring the community into better alignment with its shared aspirations.

Recommendations:

1. Barnard should establish a broadly-representative working group of trustees, faculty, administrators, and students—modeled perhaps on the now-defunct Committee on Race, Religion, Identity, and Ethnicity (CORRIE)—to (a) define what “diversity” should mean for Barnard, (b) develop a vision statement about “diversity at Barnard,” and (c) establish a set of goals and a strategy for achieving them that will enable the College to become “more

diverse.” The committee should seek a broad definition of “diversity” that will encompass international and domestic participation in the life of the College as well as issues of race and ethnicity, socio-economic status, sexual orientation, disability, and any additional forms of “otherness” that emerge from the committee’s deliberations. The outcome of the committee’s efforts will provide the yardstick with which the success of College’s efforts to increase diversity can be assessed in the future. The Board’s Committee on Diversity may be the most appropriate body to initiate this effort and report progress regularly to the full Board.

2. An anticipated capital campaign should include—as one of its major foci—fundraising that is dedicated to meeting the College’s diversity goals (e.g., more scholarships for both underserved American and international students, more support to help Barnard attract and retain a diverse faculty, funds to support seminars and presentations that address issues of “diversity”).

II. Community and Identity

The issue of “community” has also been a perennial focus of debate at Barnard, especially with respect to the student body. Although Barnard is part of the Columbia community, some Barnard students have difficulty developing and negotiating their Barnard and Columbia identities. The problem is exacerbated by the readily available and much larger community of New York City. Some students have bemoaned the absence of a single, unified Barnard community with lots of traditions that are typical of a more traditional college campus setting. Others at the College wonder whether the College’s identity as having a deficit of “community” is an apt reflection of its comfort with heterogeneity and “difference.”

Given Barnard’s recent efforts to enhance its international profile, the inclusion of more international students and faculty also becomes an element in this discussion about community and identity. How should the College be preparing to adapt to greater numbers of international students and faculty? What will it mean to “internationalize” Barnard further? What priorities should guide resource allocation decisions?

Recent discussions have also focused on the College’s interactions with the local communities within New York City (Morningside Heights, Harlem, and Washington Heights). President Spar has appointed a new Vice President for Community Development to assess and cultivate relationships between the College and these local communities, and it is clear that all constituencies at the College will want and need to engage these local communities more effectively.

Recommendations:

1. 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?

2. 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.

III. Physical Plant

Despite the opening of two new buildings and the renovation of many existing spaces since the last Self-Study, the physical plant still needs a great deal of work. All aspects of life at the College (academic, administrative, and residential) would benefit from additional space and upgrades to existing spaces. Clearly, an upcoming capital campaign must focus on raising funds for these purposes. Below are some of the more pressing needs and recommendations to address them.

Library, Learning Spaces and Laboratories: Lehman Hall, which houses Barnard's Wollman Library, has not seen systematic infrastructure improvements since the building opened in 1959. At this time, with some flexibility gained after the relocation of the Lehman Computer Center and reading room, the College should undertake a master planning process for Lehman Hall. Such a plan should explore the benefits of reorganizing the space to meet current and anticipated demands of new library research methodologies. It should assess the needs of the academic departments in the building as well as the opportunities to bring together various teaching and learning support functions.

Similarly, although all Barnard classrooms are equipped with some media equipment, much of it is rapidly becoming outdated; moreover, most classrooms do not offer faculty much flexibility in terms of their physical layout. Faculty should be involved in the prioritization of classrooms in need of renovation and in the specification of the new designs and instructional technologies available.

Finally, although recent grants have allowed the renovation of some (but not all) teaching and research laboratories in the Departments of Chemistry and Environmental Sciences in Altschul Hall, only one of the ten teaching laboratories and only one of the nine faculty research laboratories in the Department of Biological Sciences have been renovated since the building opened more than forty years ago. Raising the remaining funds for the complete renovation of the ninth floor where all introductory biology labs are taught is an urgent goal, so that the full matching funds from the Mellon Center of Excellence grant can be received.

Academic and Administrative Offices: Although Barnard has developed some creative solutions for the construction of new offices for faculty and administrators in existing spaces, the College continues to face a substantial shortage of such spaces. Many older spaces, though functional, are in need of renewal. Adjacencies of office functions should also be optimized whenever possible.

Residence Halls: Although Barnard has completed some parts of the Residence Hall Master Plan developed following a recommendation in the last Self-Study, much of the College's residence halls are still in need of renovation. The apartment-style residences on 116th Street as well as Plimpton Hall need ongoing kitchen and bathroom renovations, and the heating and cooling systems should be modernized. The corridor-style residence halls on campus also need modernization as well as cosmetic improvements.

Additional Housing for Faculty and Students: As detailed in Chapter 5, housing in New York City is so expensive that it poses an impediment to faculty recruitment and retention. Since the last Self-Study, Barnard has added its first College-owned faculty housing units (at Cathedral Gardens), but the supply barely begins to address the need. The last Residence Hall Master Plan called for additional residential space for students, only part of which has been met by the new units at Cathedral Gardens. Campus-based planning groups, supported by the expertise of members of President Spar's real estate advisory committee, will have the responsibility to update the existing Residence Hall Master Plan and develop affordable programs for improvement.

Accessibility: Although Barnard's campus meets federal and local standards for physical accessibility under the Americans for Disability Act, access is not as seamless as it might be for members of the community and visitors to campus.

Recommendations:

An upcoming capital campaign should include fundraising efforts that will allow the College to implement as many of the following recommendations for improvements to the physical plant as possible.

1. 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 floors G through 3 of 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.
2. 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.

3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

IV. Operations Management, and Communications Systems

Members of the community have commented that outdated operations and management systems negatively affect the workload of faculty and administrators unnecessarily. Many mundane activities must be repeated in different offices because Barnard's technology infrastructure does not provide a seamless workflow that allows the electronic submission and approval of financial transactions, hiring of personnel, and other day-to-day functions at the College. Improvements in the technology infrastructure would improve the efficiency of many offices and streamline the workload for many Barnard employees.

Recommendation:

1. 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.

V. Institutional Assessment

There is consensus that Barnard is now doing an excellent job of disseminating the mission and goals of academic programs as well as assessing departments and student learning outcomes. Moreover, administrative units have recently published their mission and goals. However, many administrative offices would work more efficiently if the College established formal mechanisms for providing feedback about their performance from the “client’s” point of view. While student opinions on services are regularly sought and analyzed, faculty and staff surveys of administrative functions have not been performed for many years.

In addition, it is often difficult to obtain quantitative information about specific activities and functions of the College. There is consensus that the College could do a better job of tracking student and alumnae outcomes, enrollment trends, and other data that are useful for assessment, decision-making, and grant preparation.

Recommendations:

1. 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.
2. 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.