City College Committee Report and Recommendations

Last November the Board of Higher Education appointed the City College Committee to examine the question of whether a Baruch B.S. should become an autonomous college within the City University.

The following are the City College Committee's Report, made public last Thursday, and the Baruch Faculty Task Force Memorandum Opposing Suggestion for Making Baruch School a Two-Year Upper-Division Unit, submitted to the Board on January 9, 1967.

The Special Supplement has been prepared jointly by The Reporter and The Ticker as a special service to keep the student body apprised of all developments.

Introduction

Since 1919, and in the present structure since 1929, the school of Business and Public Administration, and the Business College had been located at 17 Lexington Avenue. Before funds are committed to provide long awaited new buildings, the decision must be made as to where the School should be permanently situated. That decision, in turn, rests upon answers to the question of what function is undertaken at what scope, and what relationship the Baruch School should have within the City University of New York.

The faculty of the Baruch School, after extended and careful inquiry, laid its recommendations before the City College Committee. Higher Education in November, 1966. Considered comments have also been received from students, alumni, and other faculties of The City College. An open hearing was held on December 6, 1966, at which a number of speakers presented views, among them being the faculty, administration, and students at the Baruch School and the alumni both of the School and of the college. Some testimony was presented as carefully documented or well-organized papers, while other speakers reported the results of opinion polls of votes within faculty bodies. (See Appendix A.) Both Day and Evening Session students at the Baruch School were represented. The Baruch faculty, headed by Dean Saxe, consulted with the Committee on February 1st, 1967, at one of the long series of meetings held by the Committee. All of the various points of view were carefully and fully considered by the members of the Committee, in consultation with the Chancellor and the Vice-Chancellor of the University and the President of The City College.

Factors to be Considered

It must be argued to substantiate the assertion that present situation is untenable. Inferior facilities poorly maintained and incapable of being converted to adequacy, inadequate local provision for support and maintenance services, and serious shortcomings have been attended by and retention of faculty in the non-professional parts of the curriculum are among the factors which must be corrected.

Consequently, the Board must also be given to:

1. The curriculum—The optimum combination of studies, both professional and liberal at the undergraduate level, for a sound education in business and public administration;

2. Extracurricular environment and opportunities;

3. Faculty—Optimum conditions for recruiting and retaining faculty not only to teach the professional program but also to provide the liberal arts and science components of undergraduate studies;

4. Location—Geographical location within the City of New York as related both to the Day and Evening Session students, graduate liberal arts studies for business students, both undergraduate and graduate professional studies, and all of these as related to teaching staff both full time and adjunct, the relationship of the professional business school to the business community, and the commuting accessibility of the School to all five boroughs.

5. Growth—The growth in student demand has been, and is likely to continue to be, at the graduate level, particularly at the Master’s of Business Administration level.

Objectives

Throughout its deliberations, the Committee has chiefly been concerned with achieving the highest quality of educational experience and opportunity for students of business. It is important to stress that in its investigations and discussions the issue was of major importance in its thinking: the concept of a well-balanced education for men and women whose future is to be in the business world, and whose educational preparation must include a liberal arts and science base of an excellence equal to that of the professional studies.

Central to the question of the separation of the Baruch School from The City College is a clear answer as to which of the alternative possibilities promises to provide the richest educational opportunities, the greatest flexibility in planning and development, the strongest advantages in recruiting and retaining faculty both in the professional disciplines, and in the liberal and humane studies.

To a large degree, the difficulties now encountered by the Baruch School stem directly from the fact that while the faculty of the School is committed to those same purposes, organizational framework and prevailing circumstances frustrate efforts to insure excellence both in professional and, in liberal and humane studies within an isolated professional school.

If there were no countervailing factors, it would clearly be in the best interest of the undergraduate student, of business to locate his school in close proximity to the larger resources of an excellent liberal arts college. In the absence of overriding considerations, such proximity to larger resources—administrative, material, intellectual, and cultural—is preferable to isolation with its consequent restriction of such resources.

There are, however, countervailing and overriding considerations which make it necessary to locate the professional work of the School of Business close to the business community, where many of the Day Session and most of the Evening Session students work, and where many of the superior adjunct and part-time faculty are available.

If it were feasible to do so, perhaps the most satisfactory answer to the question of location would be to transpose the entire City College complex from St. Nicholas Heights and from the middle of the business community in the middle of the business community and on the main arteries of public transportation. Given sixty acres in a setting and $40 million for construction such a move might be considered, with an alternative use for both of the present plants to be provided within the City University’s Master Plan. Realism does not support this course of action.

The Changing Situation

The Committee has carefully reviewed the findings and recommendations of the “Cottrell Report” which in 1962 recommended that the Baruch School be separated from the City College and established as the Baruch College of the City University. The Committee notes that most of the statements submitted to the Committee were in support of separation of the Baruch School from The City College and its establishment as a senior college unit of the City University of New York, properly to rely on the Cottrell Report for historical support. If the situation were today what it was when Dean Cotrell and Professor Heskett made their recommendations, the Committee would be inclined, on balance, to support separation of the Baruch School after the manner of the Cottrell recommendations.

However, at least three new factors have entered the picture since 1962, and each has an important bearing on the questions before us. These are: the new standards and practices in the colleges and universities; the new emphasis on liberal education; and the new emphasis on teaching and research activities from the basic to the advanced—freshman through postgraduate.

For more than a century, The City College had been among the best of the nation’s undergraduate colleges, as is attested by the fact that more of its graduates had obtained their doctorate (all fields considered) than had the graduates of any other American institution. In the days before doctoral work at City College, the teachers, in liberal arts disciplines at the Baruch School, was commonly accepted as being on a par in all respects with their colleagues in the same fields at the United campus where doctoral offerings have become part of the effective curriculum. In the several departments, both recruitment and promotion have tended to reflect a concern for building and maintaining a faculty which was notable in sustaining the entire gamut of teaching and research activities from the basic to the advanced—freshman through postgraduate.

Special Supplement

DEAN EMANUEL SÄXE

MONDAY, MARCH 13, 1967
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necessary to identify the objectives of the student
and liberating components of the curriculum with
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City College were two different institutions. The
Baruch School would be a part of the New York City
College system. The New York City College system
would be a comprehensive university with a wide
range of undergraduate and graduate programs.

Question One: Should the Baruch School be allowed to
turn the Baruch School into an upper-division,
community college? (See Question Two: Should the
Baruch School be allowed to become an upper-
division college?

Question Two: Should the Baruch School be allowed to
become an upper-division college?

Question Three: Should the Baruch School be allowed to
become a senior college?

Question Four: Should the Baruch School be allowed to
become a junior college?

Question Five: Should the Baruch School be allowed to
become a community college?

Question Six: Should the Baruch School be allowed to
become a branch of New York University?

Question Seven: Should the Baruch School be allowed to
become a branch of Columbia University?

Question Eight: Should the Baruch School be allowed to
become a branch of New York City College?

Question Nine: Should the Baruch School be allowed to
become a branch of the City College of New York?

Question Ten: Should the Baruch School be allowed to
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Question Eleven: Should the Baruch School be allowed to
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Question Twelve: Should the Baruch School be allowed to
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Question Thirteen: Should the Baruch School be allowed to
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Question One Hundred: Should the Baruch School be allowed to
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The City College Committee of the Board of Higher Education has recommended that the school become a two-year upper-division unit. Your future is at stake.

Surge and voice your opinion before the B.H.E. decides to mutilate Baruch and jeopardize your educational goals.

If you are against the committee's suggestions, please write your name and address on this coupon and leave it in Room 104 of the Student Center or in the collection boxes on the main floor.

Name: ____________________ Address: ____________________ Phone: ____________________

CURRICULAR COURSE CHART (Exhibit A)

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