Introduction

Since 1919, and in the present structure since 1929, the school of Business and Public Administration and the other parts of the City College have 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 questions of what function and what relationship the School should have within the City and University of New York.

The faculty of the Baruch School, after extended and careful inquiry, laid its recommendations before the City College Committee on 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 19, 1966, at which a number of spokesmen presented their views, among them being the faculty, administration, and 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. Appendix B lists those who made a presentation at the hearing or have submitted written materials. A deputation of alumni both of the School and of the College, at which a number of spokesmen presented their views, among them being the faculty, administration, and alumni both of the School and of the College, was presented 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 takes no argument to substantiate the assertion that the present situation is untenable. Inferior facilities, poorly maintained and incapable of being converted to adequately, inadequate local provision for support and maintenance services and serious problems both of recruitment and of retention of faculty in the non-professional parts of the curriculum are among the factors which must be corrected.

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. Extrinsic 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, undergraduate 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 one 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 professional education 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 greatest educational opportunties, 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 arts 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, financial, intellectual, and cultural—is preferable to isolation with its consequent restriction of such resources.

Nevertheless, in the event that 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 campus that was built for educational accommodations in the middle of the business community and on the main arteries of public transportation. Given sixty acres in a single downtown location, the necessity of constructing 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 as part 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 rely on the circumstances that have resulted in the School being an autonomous college within the City University.

Throughout its deliberations, the Committee recognized that 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.

Recommendations

The Committee reports the results of opinion polls and votes within faculty bodies. (See Appendix A.) Both Day and Evening Session students at the Baruch School were represented. Appendix B lists those who made a presentation at the hearing or have submitted written materials. A deputation of alumni both of the School and of the College, at which a number of spokesmen presented their views, among them being the faculty, administration, and alumni both of the School and of the College, was presented 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.

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Some Answers to the Recommendations

I. Effect on Faculty

The curriculum of the Baruch School has been described as a flexible one. The faculty is expected to provide a variety of courses to accommodate the needs of students. Although some faculty members might be concerned about job security, the Baruch School has a long history of providing opportunities for faculty to teach courses in other departments within the university.

2. Effect on Students

The Baruch School has a diverse student body, and the school is committed to providing an education that is relevant to the needs of its students. The school has been successful in attracting students from a variety of backgrounds, and it has a strong commitment to providing an education that is both rigorous and accessible.

3. Effect on the College of Liberal Arts

The Baruch School is a part of the College of Liberal Arts, and the school has a strong commitment to providing an education that is both rigorous and accessible. The school has a long history of providing opportunities for students to pursue their interests, and it has a strong commitment to providing an education that is both relevant and meaningful.

IV. Effect on Enrollment

The Baruch School has been successful in attracting students from a variety of backgrounds, and it has a strong commitment to providing an education that is both relevant and meaningful. The school has a long history of providing opportunities for students to pursue their interests, and it has a strong commitment to providing an education that is both rigorous and accessible.
They would be required to meet the same entrance requirements as the liberal arts students with respect to both the high school subjects presented for entrance and the cut-off point. The latter is defined as available space rather than significant differences in student capacity, and the fluctuating cut-off points during the past decade are clear indications of this point.

There is no basis in educational theory for requiring students of business and public administration to meet arbitrary requirements set for students of liberal arts. In the light of existing social needs, there can be no justification at this time for reducing the number of candidates for business and public administration by exclusion, and to divert those admitted from their professional intent by compelling them to spend two years on a campus that has no special interest in their career objectives.

5. Business and public administration students whose specific interests are in Economics, Finance, Psychology (particularly Industrial Psychology) and Public Administration courses are likely to remain on the liberal arts campuses unless they find the offerings of these departments completely unsatisfactory. A student who has already formed ties with faculty members in these departments in his freshman and sophomore years is not likely to accept the burdens involved in uprooting himself.

6. An upper-division policy would also have a disastrous effect on a significant and highly meritorious group of students who, at great personal sacrifice, would be required to meet the same entrance professional courses — that are useful to them in their professional careers. The usual annual fluctuating cut-off points during the past decade are clear indications of this point.

Creation of an upper-division college, whose students would be admitted after two years on liberal arts campuses, would impose additional pressures on existing facilities and exacerbate strains on those institutions. They are already bursting at the seams. Contemplated construction of a business and public administration campus for New York's burgeoning high school graduates would result in inflated enrollment merely as an effort to keep up with the demands of the current surging high school graduates.

VI. Conclusion

The City University is as much obligated to provide students with the opportunity to complete a four-year collegiate course of study in business and public administration as it affords those interested in the liberal arts and sciences. We have demonstrated that the future of the Baruch School should not be resolved on the basis of "compromise." It is our firm belief that an upper-division college would:

1. defeat the basic mission of the Baruch School to educate the future leaders of commerce, industry and government in a program that fuses the value found in free enterprise with the required professional skills;
2. turn back the clock in the evolution of collegiate education for business by the artificial diversification of liberal arts and science studies from the professional studies;
3. fragment the collegiate experience of students and create additional problems in articulation, adjustment and identity; and
4. interfere with the recruitment of qualified and committed faculty.

For nearly half a century, The Baruch School of Business and Public Administration has prepared students with a clearly expressed intention of preparing for business and governmental careers. Many of these students are from economically disadvantaged families, and their business education is an important ladder for improving their status.

We have indicated that the proposed change would adversely affect the already number of such students who would be admitted. Not only would this serve to deny admission to some, but it would also lead others to postpone, and, have to pay for, the very education that prevents them from being unable to interrupt their undergraduate work in midstream.

In the face of facts, it is clear that an upper-division college would discriminate against business and public administration students; would place obstacles in their way; and would reduce their numbers. It would not take long for the process of attrition to bring about a contraction in the enrollment of the upper-division college which would make its continuance economically impractical.

We do not believe that the Board would want to initiate a venture that has no prospect of survival, much less of success, and no educational justification.