

# **Raising Our Sights: Building on the Barnard Advantage**

## **A Strategic Plan for Barnard College**

---

Within the varied and evolving world of American higher education, Barnard College is unique. A conjunction of factors sets it apart, both in character and potential, from any other college or university in the country. The College offers young women of intellectual promise a combination that no other institution can: a residential liberal arts education; a firm and ongoing commitment to the advancement of women; full access to the resources of a major Ivy League research university; and a location in New York City.

A distinctive educational culture emerges at the intersection of these attributes. Barnard undergraduates learn to live and flourish in complex, interlocking communities that expand out from the classrooms, faculty offices, and residence halls of the campus, to the research facilities and graduate school courses of Columbia, to the cosmopolitan, culturally diverse worlds of New York City, and even beyond, to other societies brought near by study, travel, and multimedia technologies.

Barnard's special set of attributes acts as a magnet for students and faculty alike, and the two groups come together in an intensely rewarding intellectual partnership. The teacher-scholars of Barnard, who are the peers of a research university faculty, are, at the same time, dedicated mentors to undergraduates. Within this close relationship, students learn to ask difficult questions, move into uncharted academic territory, become intellectually independent, and express themselves with force and precision. They acquire an entrepreneurial approach to their own education.

The immediacy of the residential experience, supported by a skilled staff of student life professionals, together with Barnard's highly personalized advising system, creates a campus community that is especially conducive to the advancement of women. Students have constantly before them examples of strong and successful women – be they alumnae, faculty, or staff, who have constructed their personal and professional lives in a wide variety of ways and who can therefore serve as important sources of experience, wisdom, and encouragement. The men of the Barnard community – faculty, staff, Trustees, and friends – have a strong commitment to the College's mission, and thus contribute importantly to how Barnard students view the possibilities for relationships between women and men. A four-year immersion in the City fosters a deep understanding of, and concern for, urban social issues, as does a strong tradition of volunteer service. Barnard women who have held internships and conducted research in the city are prepared to apply their liberal arts education to the benefit of the communities they enter.

The overall impact of a Barnard education on its graduates is perhaps best expressed by Pulitzer-Prize winning author Anna Quindlen who noted, “I majored in unafraid.”

As Barnard enters the twenty-first century, the College has taken stock of its past, its present, and its future and carefully assessed what it will take to maintain and advance the singular character of the College in the face of economic pressures, a highly competitive admissions landscape, and rapidly developing new resources for teaching and learning. Barnard must be able, in the coming years, to draw the most capable and imaginative young women to its student body, to attract and retain world class teacher/scholars to its faculty, to foster new and exciting curricular and pedagogical initiatives, and to provide the state-of-the-art facilities and resources, both academic and residential, that are necessary if the College is to fulfill its transformative mission to young women.

The extraordinary growth in the College’s applicant pool, the improved fortunes of New York City, and a relationship of growing mutual respect with Columbia University together create a moment of exceptional opportunity. The College must seize this moment – in which internal strengths and trends in the environment come together to its advantage – to make a quantum leap forward. Barnard must move ahead if it is not to fall behind. The world of higher education is becoming increasingly competitive. If Barnard seeks to prevail in such an environment, it is because of a deep belief in what the College has to offer to its students, and thus to the future of the region, the nation, and the world.

The vision of Barnard’s future, as articulated over the past year-and-a-half by Trustees, faculty, students and staff, in discussions held concurrently with a self-study for the College’s decennial reaccreditation, is bold and clear:

- Barnard will leverage its distinct advantages so as to become one of the leading institutions for the education of the brightest and most dynamic young women in the nation and beyond, and be increasingly recognized as such. The College will build on the growth of its applicant pool in recent years, attracting an increasing proportion of high-achieving students who reflect the diversity of the nation and Barnard’s developing international reach.
- Barnard will have a solid base of tenured faculty who embody the institution's commitment to distinguished scholarship and inspired teaching, the very essence of a liberal arts college. Barnard’s partnership with a great university means that it has an unusual ability to attract and retain faculty with a dual commitment to serious scholarship and teaching undergraduates.
- Barnard students will experience a satisfying sense of community, shaped by common experiences that build leadership, extend learning beyond the classroom, and encourage civic contributions to the College’s urban neighborhood.

- Barnard will make a vital contribution to the academic and cultural life of the University community through distinctive programs, and by serving as the model of a college that is focused on the needs of undergraduates in general and women in particular.
- Barnard will continue to shape its partnership with the University by identifying areas where it will seek integration with the University, areas where it will provide offerings that are deliberately complementary to the University's, and areas where it will be autonomous.
- Barnard will extend its reach within the City and beyond, both by bringing more leading national and international figures to campus, and by intensifying the contacts students have with the metropolitan area's most prominent institutions so that their experiences inside and outside the classroom are enriched.
- Barnard's campus will be an oasis in Manhattan's Upper West Side, beautifully maintained and distinguished by its architecture.

## **I. THE CONTEXT: Seizing the Day**

Barnard enters the new millennium after a decade of progress that places it in a new competitive category, one that brings both new challenges and new opportunities.

Applications are at an historic peak, having risen 122 percent in eight years and having broken the 4,000 barrier, an achievement matched by no other women's college. Selectivity, a measure of the percentage of students admitted from among those who apply, has been steadily improving, and in 2001 stood at 31 percent – a record. The student body is more widely distributed geographically, with one-third coming from New York State compared to 40 percent a decade ago. Incoming students are better prepared academically. The outstanding faculty appointments the College has been making in recent years reflect its increasing ability to compete successfully with the nation's most distinguished universities and selective liberal arts colleges.

Barnard's financial position is stronger, as the generosity of Trustees and alumnae has helped the endowment to almost triple in the past six years to approximately \$150 million, and as annual giving has increased dramatically. In the most ambitious renovation and modernization program in the College's history, totaling \$28 million, the College has addressed basic infrastructural needs, built up its technological capacity, improved academic and residential facilities, and made a number of its most important common spaces more attractive.

Relations with Columbia University now reflect a better sense, on both sides of Broadway, of the value of the partnership between the two institutions, thus permitting

improved coordination in a number of areas, including faculty hiring and course offerings.

In short, whether the measure is the student body, faculty, finances, facilities, or the partnership with Columbia, Barnard is stronger than ever before in its history.

In keeping with its unusual character, Barnard has an applicant pool different from that of a typical liberal arts college or women's college, with the College's main competition being universities rather than colleges by a ratio of 4 to 1. Barnard's potential applicant pool thus cuts across three categories: liberal arts colleges, women's colleges, and universities.

The College is also favored by several trends in higher education:

- Women will continue to form a majority of college-bound seniors, giving Barnard an excellent opportunity to compete for more than half of the best and the brightest students in the nation, and beyond.
- While high school seniors are generally drawn to the extraordinary resources offered by large universities, they also want personal attention -- which only a small, liberal arts college can provide.
- In a knowledge-driven economy, skills developed through a liberal education -- evaluation, analysis, synthesis -- will continue to be in demand.
- The pool of students applying to colleges in the United States will become increasingly diverse, with prospective students looking for an institutional environment hospitable to a multicultural student body.
- Increasing globalization will likely lead many students to seek a cosmopolitan educational experience.

While it is clear that the College is advantaged in many ways, it is also clear that great challenges lie ahead, both external and internal.

On the external side, the landscape of higher education is becoming increasingly competitive, as the nation's top universities and liberal arts colleges intensify their efforts to attract the very best students, through special efforts to improve the quality of student life, substantial investment in faculty and technology, and the targeted use of financial aid as a tool to attract students rather than to meet financial need. Large universities are experimenting with ways of duplicating some of the conditions of the small residential liberal arts college. The high level of interest in single-sex education for girls and women may be declining. Barnard must also be mindful of how its fortunes will continue to be tied to those of Columbia University and New York City.

Internally, financial constraints could limit the College's ability to strengthen areas where Barnard is not fully competitive with its peers, and to invest sufficiently in its faculty, academic programs, facilities, and staff. The fact that the College's main competition comes from universities is both positive and negative -- positive because the potential pool is so wide and so deep; negative because students will inevitably compare our facilities to those of universities. These competitive pressures have intensified because Barnard now competes within a more challenging pool of institutions. Further erosion in the comparative quality of life for students (as measured in the condition of residence halls and common spaces, including libraries and cafeterias) could weaken its position, as could the College's failure to provide a critical mass of tenure-track and tenured faculty who chiefly assume the important responsibility of advising and mentoring students.

The pressures are particularly acute given the College's relationship with Columbia University, which has moved from one of mutual suspicion and distrust in the 1980s to a still-imperfect one that is now characterized by a growing level of trust and cooperation. Evidence of this change can be found in the multi-year Intercompany Agreement signed in 1998, and in cooperation in such areas as faculty appointments. While Barnard has hardly stood still in the past decade, neither has the University. Since 1993, it has set its sights on entering the topmost ranks of the nation's research universities, investing \$1.5 billion in its facilities, raising \$2.8 billion in a major capital campaign, and lowering the percentage of students admitted to 13 percent as their undergraduate applications have grown substantially.

Barnard need not and cannot match the University's dollar investment, nor would it be possible or desirable for a liberal arts college for women to attain a comparable level of selectivity, given that only half of the pool of high-achieving high school students are even eligible to apply to Barnard. Nevertheless, Columbia's ascent underscores the need for Barnard to sustain parity with the University within its own sphere of activity and on its own terms. Failure to do so could threaten Barnard's position as partner with the University, and mean the loss of a remarkable opportunity. Conversely, through the way Barnard fulfills its distinctive mission, the College has a chance to build its position as a center of excellence within the University and to take the place it deserves in the world of higher education and the cultural life of New York City.

## **II. THE STRATEGY: Building on Barnard's Distinctive Assets**

Barnard's unique constellation of advantages gives it an enviable position and makes it possible for the College to move forward with confidence by refining, rather than redefining, its essential mission. At the center of the strategic plan is the goal of strengthening the major components of the Barnard experience.

## **Barnard as a Residential, Liberal Arts College**

In the late 1980's, Barnard made a fiscal leap of faith when it undertook the construction of Sulzberger Hall. With this addition, the College changed character – it was able to provide a fully residential liberal arts experience to all of its students. Interactions between and among students, faculty, and staff now constitute a genuine community life and extend into the evening hours when students' energies and imaginations are often at their height. Relationships are fostered both within and beyond the more formal classroom structures.

Barnard's continued excellence as a residential liberal arts college depends upon (1) the strength of its faculty resources; (2) the quality of its curriculum; and (3) the health and vibrancy of its community life.

### **1. Strengthening Barnard as a Research College**

A first-rate liberal arts education depends above all on the commitment of a faculty that balances scholarly achievement with a love of teaching. Distinguished scholars are themselves skilled learners, and those who choose to teach at Barnard are devoted to imparting their own love of learning to undergraduate students. Students who choose Barnard are afforded unparalleled opportunities for academic apprenticeships. Barnard faculty infuse their interactions with students inside and outside the classroom with the intellectual passion they hold for their disciplines, with their insistence on methodological rigor, and with their expectations of life-long learning. Each class, from the introductory lecture to the senior seminar, reflects the centrality faculty place on the research process, as they guide students to discover the boundaries between what is known and what is unknown, as they prepare students to ask their own questions and develop the means to answer them. This intense distillation of teaching and learning, of asking questions and finding solutions, of setting ambitious intellectual goals and persisting towards them, is what faculty and students at Barnard value. The faculty are convinced that their investments of time transform lives – theirs and their students.

To further realize its distinctive mission as a research college in the liberal arts tradition and to support the faculty on which the successful fulfillment of this mission depends, Barnard will:

- Provide the structure and support for achieving a higher ratio of tenured faculty and for continuing professional development opportunities for faculty at all ranks and throughout the phases of their careers.
- Enhance the effective total compensation of its faculty through additional investment in salaries, housing, and benefits, recognizing the significant challenges faced by faculty living in one of the most expensive cities in the world.
- Add new endowed professorships to attract and retain faculty of special

distinction.

- Support the development of faculty as leaders -- as department chairs and program directors -- through the provision of professional development opportunities and academic support staff of sufficient number and skills.
- Ensure that faculty time spent in matters of governance is used most effectively and strategically, so that faculty can be engaged and informed partners in the future of the College.
- Attract adjunct faculty and visiting artists who, as a function of their professional distinction, contribute unique perspectives and experience to the curriculum and the College community, and who allow us to strengthen ties to the intellectual and artistic life of New York City.
- Seek funding for the research efforts of faculty and students alike to cover the direct costs of research (travel, supplies, equipment, staff assistance) and the time required (faculty leaves, strategically deployed reductions of teaching assignments, opportunities for student employment and internships that further research experiences).
- Ensure that the academic infrastructure (the library, classrooms, laboratories, computing and telecommunication systems) supports the teaching and research needs of faculty and students.

## **2. Enriching Barnard's Curriculum**

To capitalize on its long tradition of academic excellence, Barnard must devote continuing attention to the fundamental elements of the College curriculum, regularly re-examining the intellectual integrity of the educational experience as a whole.

The hallmarks of a Barnard education include a focused first-year program, a comprehensive set of general education requirements, a strong major, and intensive research conducted under the supervision of a faculty advisor. The key to balancing structure and flexibility in the Barnard curriculum is the strength of the College's academic advising system. Students consult with faculty advisors and deans to craft a program of study that allows them to pursue their academic passions with coherence and discipline. This is far from the "supermarket" model of distributional and major requirements in which faculty have relinquished their responsibility to provide intellectual leadership to students. Changes in the configuration of the academic disciplines are reflected in the Barnard curriculum by the recurrent development of new

inter-disciplinary majors and concentrations, and also by the ongoing modification of departmental majors so that they reach out to related fields.

In furthering its commitment to a curriculum that embraces the College's motto, "Following the Way of Reason," and celebrates rigor and creativity in all forms, Barnard will:

- Carry forward the re-structuring of First-Year English, the continued development of the First-Year Seminar, and their integrated planning under the rubric of the First-Year Experience as the College's commitment to a successful transition for entering students.
- Deploy instructional resources to assure the successful implementation of the new general education requirements.
- Explore the structure of major requirements to see whether there is the need for greater sequencing in majors in the humanities and social sciences, and whether methodology requirements are adequate in these fields.
- Review on a college-wide basis the requirements for a senior-year, capstone experience in each major, to develop consensus about what common features are desirable and what expectations should be standardized.
- Take maximum advantage of the extraordinary resources of New York City, incorporating the reality of urban existence and the diversity of urban lives into the study of disciplines across the academic spectrum, as well as the Urban Studies program itself, by providing the means for faculty and students to engage with this most cosmopolitan of cities as a research site.
- Build upon Barnard's long-standing commitment to innovative interdisciplinary investigation by supporting such programs that have a long and distinguished history at the College (for example, American Studies, Environmental Studies) as well as new, emerging areas of cross-disciplinary investigation (for example, Migration and Diaspora Studies, Science and Public Policy).
  - Pursue intellectually-sophisticated approaches to the study of cultural diversity and globalization, resisting curricular agendas driven by identity politics, so as to ensure that such study serves to expand rather than contract the intellectual horizons of Barnard students.

### **3. Building the Barnard Community**

The Barnard College experience combines a sustained focus on the life of the mind with a devotion to community life within a residential college. The quality of residential and other facilities is clearly of central importance, as is the quality of



interactions among students, between students and faculty outside as well as inside the classroom, and between students and administrators.

It is generally in the residence halls that students are most likely to talk with peers and student life staff about gender issues, about art and politics, about the difficulties they may be experiencing with their courses, about hopes and frustrations, about dreams and aspirations, about internships, and about adventures at Columbia and in the City. The highly diverse make-up of the student community makes its important effects felt through daily life in the residence halls. Friendships formed, and tested, within the totality of the residential college experience often continue throughout the lives of alumnae.

Ongoing and robust support is required to sustain the level of student life programming that adequately complements the academic mission of the College. Such programming must be responsive to the changing attitudes and priorities of students, while reflecting a sense of history, tradition, and continuity.

In seeking to enhance its residential and community life, Barnard will:

- Improve the quality of residential life by undertaking a comprehensive renovation of Barnard's residence halls, adding common spaces to encourage the cohesive community life so vital to the residential liberal arts college experience, and increasing the space available to house students in order to address the current problem of overcrowding.
- Create centers for study and community activity that will reflect the new directions taken by libraries in this era of information technology, combine quiet spaces for individual study with others designed for interactive group work, and contain spaces for curriculum development workshops. Such centers will provide areas dedicated to informal student socializing and include a venue for large community events, putting a public face on the character of the College and the nature of its shared intellectual life.
- Develop and sustain programs that build informal ties between faculty and students.
- Create programs that effectively link off-campus student activities and on-campus student events.

### **Barnard as a College for Women**

Most students do not come to Barnard primarily because it is a college for women. By the time they leave, however, they are strong advocates, a testament to the College's focused and enduring commitment to the advancement of women. When several hundred current students were asked which of Barnard's core attributes they

would be least willing to give up, the majority responded that it would be Barnard's status as a college for women.

Clearly, many students grow to appreciate deeply the special commitment to the advancement of women that Barnard provides. Barnard can, however, help students develop this realization earlier in their academic careers, thus accelerating the growing sense of possibility that students feel with respect to their future lives and careers.

In order to address its mission to women most effectively, Barnard will:

- Ensure that the College is accessible and attractive to a diverse group of young women through the continued provision of need-based aid. A special fund will be endowed to eliminate differential financial aid packaging for local students, so that all Barnard students have equal access to the benefits of a full residential liberal arts experience. Endowed funds will also be sought to provide financial aid for international students, so that the College may increasingly serve future women leaders from other countries.
- Maintain and strengthen support for academic fields of study in which women have been historically under-represented, including the sciences, where Barnard has had an especially strong record in opening opportunities for its graduates.
- Create distinctive co-curricular programming that helps prepare Barnard women for life after graduation by focusing on such areas as leadership, financial fluency, and navigation of the legal and health care systems. These programs should also serve to forge close ties between current students and alumnae, and reach students in all four class years to make a more coherent whole of the undergraduate experience.
- Improve facilities for core student services in order to enhance academic advising, career counseling, and health and counseling services.
- Ensure that all students graduate with computer literacy, thereby preparing Barnard graduates to be effective contributors to, and leaders of, evolving revolutions in technology.
- Clarify and promote the mission of the Barnard Center for Research on Women as a forum for addressing the major cultural and political issues faced by women, serving the Barnard community, the larger metropolitan area, and wider publics. The external visibility of the Center should be enhanced, and links created to a variety of other organizations through an advisory board with national reach. Consideration should be given to changing the name of the Center to reflect its multifaceted and public outreach mission.
- Formalize a program through which the College invites women leaders to speak at Barnard so that they can interact with students and serve as examples to them.

## **Barnard as a Partner with Columbia University**

Barnard College has enjoyed a unique partnership with Columbia University for over a century. Students at each institution take courses and use resources at the other. Barnard, for its part, provides leadership in a number of academic fields, and the Barnard faculty contribute in significant ways to the University's graduate programs. It is a relationship that benefits both institutions. At the same time, given the inequality of scale between the two institutions, Barnard needs to be sure that its contributions to the partnership are both valuable and visible. In the coming years, Barnard has an opportunity to define more sharply its special contribution to the intellectual life of the University community. It is imperative that Barnard be a distinct center of excellence within the University.

Another important aspect of the Barnard/Columbia partnership is the Barnard-Columbia Intercollegiate Athletic Consortium, which offers students on both campuses the opportunity to play 14 Division I sports, something that sets us apart from other liberal arts colleges – including women's colleges.

In order to bring increasing value and confidence to its relationship with Columbia, Barnard will:

- Strengthen areas for which it provides leadership for undergraduate education within the University, including programs in Architecture, Dance, Theatre, Education, and Urban Studies. Facilities for the arts programs will be improved. The Education program will be enhanced; its involvement in the K-12 system of education in New York City will be expanded.
- Continue to strengthen collegial relationships between counterpart Barnard and Columbia administrators and faculty at all levels.
- Support Barnard students in their desire for a clearer understanding of the Barnard-Columbia relationship, so that they will have a strong and positive sense of their position as Barnard women within the University from the time they enter the College through their years as undergraduates and alumnae.
- Take greater advantage of the Barnard-Columbia Athletic Consortium, working closely with the Columbia Athletics Department to increase the recruitment of Barnard athletes and to achieve a higher level of visibility for them within the Consortium.

## **Barnard in New York City**

Since the College's founding, Barnard women have used the City as an extension of the classroom. Today, more than two-thirds of all students – a remarkably high figure – undertake internships in a wide range of settings that include research laboratories, hospitals, museums, brokerage houses, media outlets, community centers, and government offices. The College must continue to build on the contributions that internships can make to the curricular and extra-curricular programs of the College.

Barnard must also weave itself more closely into the fabric of city life by building relationships with leaders, institutions and corporations, in both the not-for-profit and for-profit sectors. Barnard should become a regular venue for the high-profile, high-achieving women of New York City.

In order to draw maximum benefit from its New York City location, Barnard will:

- Make internships accessible to all students, including those with financial need, and continue to expand the role of alumnae in the College's internship program.
- Develop linkages between internships and coursework so that they may be more effectively integrated into the curriculum, while also providing forums to share the results of successful internships on campus.
- Explore productive collaborations with the City's leading cultural organizations, businesses and academic institutions, giving priority to establishing links that strengthen Barnard's signature programs.
- Enhance programs that represent the College's outreach and service to New York City, including the Science and Technology Entry Program (STEP) aimed at developing the interest of high school students in the sciences, the Liberty Partnerships Program that provides academic support for at-risk students in grades 6 to 12, and the Intercollegiate Partnership with LaGuardia Community College, which brings minority students into science careers.
- Support the Barnard Toddler Center both as an instructional/research center and a form of community outreach.

### **III. SUPPORTING ELEMENTS**

In order to build on Barnard's distinctive advantages, as discussed above, certain major improvements must be made to the College's basic resources and operations. Transformative changes are needed in our physical facilities. Barnard must continue to move forward in the area of technology. Administrative services must become more

effective. And last, but certainly not least, Barnard's reputation must be enhanced through a concerted focus on College communications.

### **Preserving and Enhancing Barnard's Campus**

One of Barnard's greatest assets -- its four-acre campus on Morningside Heights -- is also its greatest challenge. On the one hand, the College's small, self-contained "footprint" makes it easier to bring the community together and to create the sense of a coherent campus. On the other hand, it limits its ability to plan facilities as one would wish, and has resulted in insufficient space for faculty, students, and staff.

Barnard's grounds have been described by many as an oasis on the Upper West Side. But it is an oasis in need of facilities renovation and increased program space. The task ahead is one of maintaining the charm of the campus as a retreat from a busy urban environment while providing additional, and improved, room to carry out the College's various functions.

For too long, the College has accepted a certain "genteel shabbiness" as a defining element of Barnard's physical plant and appearance. Barnard must be challenged to rise above those modest expectations if the College is to have a campus that properly supports its academic, administrative, and residential functions, and that serves as an appropriate emblem of the College's academic stature.

In order for the quality of its physical facilities to be commensurate with the quality of its people, Barnard will:

- Develop and execute a master planning process that will provide a vision for the campus that has not existed since the early 1900s, and will result in a campus design that is imaginatively integrated, architecturally distinguished, and physically attractive.
- Implement a plan for the College's existing space that ensures the best, and most creative, use of existing facilities and open areas, while bringing them up to the highest standards of functionality and appearance.
- Build and renovate on the central campus to accommodate the needs of existing and emerging programs.
- Build, renovate, acquire or rent additional space to begin to remedy an identified space deficit of 70,000 net square feet, equivalent to the square footage of Altschul Hall. Identify administrative offices that will move into new space while preserving the four-acre core of the campus for academic and student support services.
- Incorporate adequate renewal and replacement funds into the annual operating budget in order to avoid a build-up of deferred maintenance problems.

## **Improving Technological Resources**

Promoting technological fluency is a key component of the College's special mission to prepare women with the necessary computer skills to succeed in whatever path they choose. Faculty computer competence should extend beyond ease of use of e-mail and desktop software to a more broad-based expertise that enables faculty to use new technology to enhance their course offerings and move beyond the traditional methods of teaching.

Three years ago, Barnard adopted its first technology plan; through its implementation, the College achieved remarkable results. The plan provided a focus for meeting the College's strategic need to upgrade Barnard's networking infrastructure, connecting all residence hall rooms to the network, modernizing desktop computers used by faculty and staff, renovating classrooms to equip them with multi-media technology, and providing better use of the World Wide Web.

Barnard is once again setting its goals high with a new three-year technology plan. Where Barnard's first plan focused more on infrastructure, the College's new plan focuses more on model technology programs for faculty and students that make use of the College's intellectual resources. As new technologies are explored – for example, wireless applications, which would allow for more strategic use of computing resources from anywhere on campus – the technologies adopted will reflect Barnard's mission as a liberal arts college. Barnard will remain competitive, but careful to invest in technologies where they will have the greatest impact on achieving the College's educational goals.

In order to prepare its students for the future and to use emerging technologies to the College's advantage, Barnard will:

- Ensure that all students graduate with multiple computer competencies, acquiring computer skills that are a natural extension of Barnard's curriculum and are supplemented with specific training and work opportunities outside of the classroom.
- Build additional "smart classrooms" and computer labs to support greater technological literacy, and outfit other classrooms with electrical and networking capability to accommodate portable digital projection equipment.
- Build on the record of early faculty adopters of web-based pedagogical applications, so that faculty computer competence extends to the kind of broad-based technological expertise that will allow them to enhance their course offerings and move beyond traditional methods of disseminating information to their students.

- Develop the web as the primary interface between users and information stored on computers, providing the best opportunity for a Barnard “on-line community” where faculty, students, and staff can gain access to a wealth of information that can be tailored to meet individual needs.
- Leverage the College’s considerable intellectual capital through distance learning opportunities appropriate to Barnard’s character as a residential liberal arts college, reaching external audiences through the use of emerging instructional technologies and establishing strategic alliances with other colleges and universities.

### **Developing Administrative Capacity**

Barnard will have to strengthen its organizational infrastructure in a number of key areas if it is to achieve the goals outlined above. Historically, because of funding constraints, Barnard has relied on a small administrative staff relative to its peers. In spite of, or perhaps because of, the necessity of accomplishing more with less, Barnard’s administrative staff is a particularly collegial, hard-working group. Administrators exhibit a strong spirit and commitment to Barnard. This is, perhaps, the camaraderie born of necessity -- assisting one’s peers is essential just to get the routine work done. While this kind of cooperation is laudable and should continue, Barnard may have reached the limit of what an administrative staff stretched to capacity in work load and work hours can accomplish. The College will need to increase selectively the number of positions, as well as spend additional funds on recruiting and developing its administrative staff, in order to achieve its ambitious goals.

To strengthen its administrative operations, the College will:

- Assess Barnard’s competitive position with regard to staffing in administrative departments vis-à-vis other peer institutions and revise, as appropriate, the College’s organizational structure and staffing requirements.
- Review and revise the current grade and compensation structure so the College can continue to attract and retain capable administrative and support staff.
- Provide expanded staff development and training to ensure a high level of performance and opportunities for staff to develop a career path at the College.
- Provide a working environment consistent with Barnard’s mission as a women’s college.

## **Enhancing the College's Reputation**

The College's overriding communications challenge in the coming years will be to build wider understanding of its special character and its academic excellence. Barnard's ability to capitalize on its potential depends on delivering a clear, confident message about what makes the College special, to do so in terms that are meaningful to Barnard's audiences, and to raise its national and international visibility. The complex character of the College and its relationship to the University demand improved communication to both off-campus and on-campus constituencies. Members of the Barnard community need to be well-informed about the College's programs, accomplishments and strategic direction so that all can work together to fulfill a shared vision of Barnard's future, and can speak knowledgeably and enthusiastically about Barnard to others.

In order to gain the level of recognition that it both requires and deserves, Barnard will:

- Sharpen its message of distinctiveness to prospective students so they recognize what Barnard offers that others do not, and ensure that this message is conveyed in all external communications.
- Continue to raise its profile in regional and national media by publicizing the achievements of its faculty, students, and alumnae, focusing on target audiences most important to sustaining and enhancing the College's reputation, and then measuring the results.
- Develop its web site into a window that reveals the College's uniqueness, its intellectual and cultural life, and the accomplishments of members of its community.
- Help Trustees, alumnae and friends understand the important role they play in advancing the College's reputation, and equip them with the information they need to convey the College's strengths to prospective students, parents, and their own friends and colleagues.
- Broaden the focus of *Barnard Magazine* so that it balances news of alumnae with news of the College and thereby becomes the flagship publication for communicating the College's accomplishments to the external world.
- Expand the College's "family circle" by inviting distinguished guests to campus who will inspire students and become supportive ambassadors for the College.
- Improve communications with on-campus and University constituencies by establishing a newsletter about Barnard for distribution within the University community.



- Establish a unified and distinctive identity for all College publications intended for external use.

\*\*\*\*\*

For more than a century tens of thousands of women have benefited from the intellectual tools, the self-confidence, and the cultural experiences they gained from their years at Barnard. They have gone on to become leaders in education, business, law, medicine, government, and the non-profit world. They have become journalists, scientists, novelists, poets, teachers, and much more. They have raised families and been active participants in communities around the nation and abroad. Barnard's graduates are strong, independent, and inevitably articulate women who never lose their intellectual edge. Future generations of Barnard women must have the opportunity to follow in this tradition so that they may meet the personal and professional challenges that tomorrow will bring.

Barnard stands at a pivotal time in its already distinguished history. Having proven that it can not only survive, but flourish alongside a coeducational university, the College is poised to take its place at the very forefront of women's higher education. Barnard is in a position to seize such leadership by virtue of the exceptional and unique opportunities the College can offer young women, by its distinctive educational culture, and by the record compiled by its distinguished graduates.

Attaining the level of excellence to which Barnard aspires will be a challenge, but one that the College is prepared to take on, given the occasions to which it has risen in the past. Indeed, Barnard is readier than ever. The exceptional forward momentum at the College in all areas – from admissions to faculty hiring to facilities improvement to increasing financial stability – has imbued the entire Barnard community with a spirit of optimism and confidence. The coming years should be especially exhilarating and rewarding ones as Barnard moves forward, proud of its remarkable past and ambitious for the role it will play in educating the women of tomorrow.