

## **Office of the Provost General Faculty Report Fall 2009**

### **Bernard L. Schwartz Communication Institute**

During spring 2009, the Bernard L. Schwartz Communication Institute continued its support of a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum, including courses in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, Finance, Economics, Accountancy, Computer and Information Systems, Psychology, and Marketing. The Institute also organized and conducted several professional development programs for Baruch faculty.

On May 1, the Institute hosted the 9<sup>th</sup> Annual Symposium on Communication and Communication-Intensive Instruction, which brought together approximately 120 leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions and problems salient to both groups. Revolving around the theme of “The Medium is the Audience,” the program featured keynote presentations by Dr. Alexandra Logue, CUNY’s Executive Vice Chancellor and University Provost; Jeff Jarvis, blogger at [Buzzmachine](#), Associate Professor and Director of the Interactive Journalism Program at the CUNY Graduate School of Journalism, and author of *What Would Google Do?*; Professor Peter Elbow, a leading voice in the theory and practice of writing pedagogy; and Dr. William F. Baker, author, lecturer, president emeritus of the Educational Broadcasting Corporation (EBC), and former CEO of New York’s WNET-TV (Channel Thirteen).

Blogs@Baruch, a joint project between the Institute and BCTC, has grown tremendously as a flexible publishing tool for the Baruch College community since its launch in September 2008. The system currently boasts 3000+ users (2700 are students) and 600+ blogs. In the year since its launch, Blogs@Baruch has been featured in the Horizon Report, produced by the New Media Consortium and Educause; has entered into a conversation with scholars from around the globe about the next stage of educational technology at the university level; has modeled for other CUNY campuses what a next-stage communal publishing platform might look like; and has solidified the Schwartz Institute as a leading innovator in support for communication-intensive instruction. Blogs@Baruch is notable not only for its flexibility and ease of use as a publishing tool, but also because it has provided a robust platform for the Baruch College community to explore the ways that the open web is changing how students and scholars communicate and engage with information.

### **Writing Center**

The Writing Center at Baruch College provides support for student writers to improve their writing and English language skills and to become independent, confident, and versatile writers. Over the past six years, Baruch’s Writing Center has grown to become

a cornerstone of support for the teaching of written communication and new media at the College.

As part of our continued development, we have hired two part-time consultants in the role of Curriculum Writing Specialists. In addition to working one-on-one and in small groups with student writers, Curriculum Specialists work with Writing Center staff, faculty members, and other academic support units by:

- Creating, collecting, and editing writing resources appropriate for Baruch student writers' needs, including model student essays, model professional essays, essay annotations, exercises, lesson plans, handouts, process guides, interviews with faculty about writing in the disciplines, etc.
- Designing and implementing small group and in-class workshops, as well as training consultants to deliver these workshops to students
- Collaborating in the development and delivery of teaching workshops with faculty and other academic support units at Baruch
- Collaborating on and contributing learning materials to our web site, blog, wiki, and handbook

At the end of the Spring 2009 semester, the Writing Center launched *i Magazine*, an online journal of student writing ([www.baruch.cuny.edu/writingcenter/imagazine](http://www.baruch.cuny.edu/writingcenter/imagazine)). *i* was created in support of the goal of the Writing Center and the Writing Across the Curriculum program to provide a database of strong academic writing for students and faculty to use as models and reference points both in and out of the classroom.

This semester, with the support of a Baruch Teaching and Learning with Technology grant, we work toward building on *i Magazine* in the following ways:

- publication of rough drafts in addition to final drafts, and a brief analysis by the author of what she changed and why as she revised, providing a practical demonstration of the successful use of the writing process for students and faculty.
- development and publication of writing exercises for students, based on published student essays in *i Magazine*, that would help build both basic and advanced writing skills (e.g., writing a clear thesis, introducing ideas through images).
- development and publication of lesson plans for faculty members, based on student essays published in *i Magazine*, that would help support these student learning goals.
- development and implementation of a faculty workshop focused on using student texts and accompanying resources in the classroom.

It is our expectation that the development and implementation of these materials will both help students learn to write better and introduce faculty to new techniques of and resources for teaching writing at Baruch.

### **Baruch College Now and Collaborative Programs**

In fall 2008, 83 high school students enrolled in credit-bearing courses at the college, including dedicated sections of Micro-Economics, Personal Finance, and other undergraduate courses. The overall retention rate was 86%. Of the students who completed credit-bearing courses, 97% earned a C or higher.

In spring 2009, 210 high school students were enrolled in dedicated sections of Business, Micro-Economics, Personal Finance, English (Writing), Sociology, and Psychology, and several other undergraduate courses. This is the first term that Sociology, Psychology, and English (Writing) have been offered to College Now students, and they have proved to be among the most popular course offerings. 333 students were enrolled in dedicated high school courses earning credits toward graduation in Art, French, Creative Writing, Research, Psychology, and *Think College Now*, an early-college awareness course offered to 9<sup>th</sup> and 10<sup>th</sup> grade students at five of the program's twelve partner high schools. Additionally, 52 Baruch College Campus High School and STEP Academy students are participating in the *Let's Get Ready!* SAT Preparation course on Saturdays at the College.

### **Office of Institutional Research and Program Assessment**

The mission of the Office of Institutional Research and Program Assessment is to compile, maintain, and analyze institutional and other data to support the organizational, decision-making, and planning functions of the college. The Office works closely with Baruch's administrators, schools, departments, and faculty to improve student learning.

In preparation for the Middle States self-study evaluation, the Office of Institutional Research and Program Assessment (OIRPA) has provided data, analysis and outcomes assessment support to the administrative units and academic departments within the three schools and the Middle States Working Groups. OIRPA has worked closely with the BBA and MBA Learning Assurance Committees of the Zicklin School, the WSAS Curriculum Committee, and the Joint Committee for Curriculum and Articulation in their assessment of student learning goals. OIRPA developed the logic model framework currently being used for assessment by the Division of Student Affairs and various other administrative units. This is second cycle of assessment using a logic model framework. A workshop on using the BCSSE and NSSE data to promote student engagement in college will be conducted in fall 2009 for the staff of the Division of Student Affairs. OIRPA has also provided data support for the AACSB accreditation report.

The Office of Institutional Research and Program Assessment will continue to support the mission and goals of the College by:

- providing reliable and accurate statistics for its internal and external constituencies;
- offering data support for the administrative offices within the College;
- developing evaluation plans and instruments for outcome assessment;
- conducting in-depth survey research and analysis; and
- coordinating external reporting (e.g., US News and World Report, The College Board, and Princeton Review).

### **Mishkin Art Gallery**

The spring 2009 semester began with the exhibition *The Long Night and the New Day: Lithographs by Benton Spruance*, which traveled to Baruch after opening at Williams College in Williamstown, Massachusetts. The collector who owns the Benton Spruance prints gave a talk about the artist at the opening reception. He noted that Spruance is an important, but under-recognized, early 20<sup>th</sup> century modernist who is known for his innovative printmaking techniques. Six Baruch classes visited this exhibition.

In April and May, the Gallery featured an exhibition of Andy Warhol's photographs, awarded to the Gallery by the Andy Warhol Photographic Legacy Program. The grant gave Baruch College 154 photographs by the famous American Pop artist, and one of the most celebrated artists of the 20<sup>th</sup> century. The photographs in the exhibition included portraits of Dolly Parton, Dorothy Hamill, Ashraf Pahlavi (the Princess of Iran), Yoko Ono, and Sylvester Stallone; they ranged in date from 1972 to 1986. Eight classes and numerous individual students attended the show.

### **The Steven L. Newman Real Estate Institute**

The 2008-2009 academic year was exceptionally productive. Two crucial staff positions – Associate Director of Education and Associate Director of Research & Grants – were filled. New certificate programs in sustainability, construction management, and facilities management were developed and introduced, enriching our curriculum. Because a weak real estate economy suppressed enrollment, focused marketing measures were introduced to help jump start it. An expansion of continuing education courses is in the works.

To gain broadened perspectives on changing research needs, the Institute recruited leading industry figures to form a Research Roundtable. One of our high-profile public forums on our research report *Downtown 2020* and its addendum featured distinguished speakers and drew high praise. Reports were issued on the effects of congestion, freight logistics and real estate values on Manhattan's buildings and on the impact of the recent credit-crunch on NYC's office market. The implementation of electronic publishing has sharply reduced publishing costs.

The Institute's successful Sustainability Shoptalk series of public events for the real estate industry promises to run annually as it gains momentum. The subject of sustainability is also integrated into the certificate programs and is addressed in research reports. The Director's election as Vice Chair of the Executive Board of U.S. Green Building Council-NY has helped to foster highly productive synergies among the Institute, Council, and the real estate industry at large.

Along with our publications and public events, extensive collaborations – with partners within Baruch; federal, state, and local government agencies; nonprofits; and major corporations – are steadily raising the profile of the Institute and the college.

### **Baruch College Honors Program**

After a nationwide search, the new director of the Honors Program, Elizabeth Bergman, was hired in the spring of 2009; she arrived on campus this July. Dr. Bergman is a respected musicologist specializing in 20th-century American concert music, especially the life and work of Aaron Copland. After earning the Ph.D. from Yale University, she served first as assistant professor at the University of Texas at Austin (where she was tenured and promoted to associate professor) and most recently at Princeton University, where she was also appointed in American Studies.

The Honors Program is currently conducting another search for a second associate director who will take special interest in and responsibility for strengthening the ties between the Honors Program and the Zicklin School of Business. The new associate director will work with the director to design and implement new opportunities for honors students, collaborate with faculty members to encourage their engagement with the Honors Program, and take responsibility for supervising the faculty Honors coordinators across all departments. The first cut was made in September, and interviews are expected to conclude by the end of October.

A new faculty advisory committee has been formed, chaired by Professor Ken Guest. Comprising faculty members from across campus, as well as representatives from the administration serving *ex officio*, the committee will consider current issues regarding the program; offer suggestions for program improvement; and assist in maintaining—even raising—the integrity and quality of the Honors Program. In 2009–10, the focus will fall on assessing the Honors program and developing a strategic plan. The committee reports directly to the Provost.

### **Student Academic Consulting Center**

SACC Master Tutor Manru Xu was a co-winner of this year's CUNY Math Challenge. Over 400 CUNY students competed for the \$2,500 first prize. Yi Shao, also a SACC tutor, was awarded \$500 as one of fourteen runners up. Three qualified SACC Master Tutors taught sections of Math 1030 (College Algebra) this summer in the College's Summer Immersion Program; their students had a collective pass rate of 95%. The entire Summer Immersion Program was very successful. Intermediate and College Algebra courses yielded a 73% pass rate; ACT Writing courses yielded a 76% pass rate; and ACT Reading courses yielded a 64% pass rate. SACC also assisted students who had failed the math COMPASS exam. Of those students, 65% passed. In previous years these students sought out their own means of support.

Since our last report, SACC went on to raise a total of \$3,800 for Relay for Life. SACC continues to work closely with the Communication Studies Department and this fall we are pleased to add a Conversation Hour to our list of speech tutorial offerings. Students will meet in small groups to informally discuss current events in an effort to develop their speaking and listening skills. Our Writing Coordinator, Sarah Moon, has left to pursue other interests. Her replacement is Dennis Dollack, an English Department instructor and Writing Center consultant. SACC continues to

train the MGI/GEARUP tutors. These forty tutors are CUNY students who work in middle and high schools assisting teachers and their students with Writing, Math, and Science. SACC continues to provide tutoring support to our College Now program. Finally, SACC has created a SACC Alumni Facebook site where former and current tutors now go to reconnect and network with one another. We hope to invite former SACC tutors back to the College to share their professional experiences with our tutors and possibly provide connections for future employment.

### **Sponsored Programs and Research (SPAR)**

In Fiscal Year 08-09, July 1, 2008 to June 30, 2009, there were 93 proposals submitted by Baruch College faculty members and administrators. The Weissman School of Arts and Sciences submitted the most proposals followed by the School of Public Affairs, Zicklin School of Business and other administrative units.

Baruch College faculty members submitted the most PSC/CUNY applications and were awarded the most grants amongst all CUNY campuses for the third consecutive year. In comparison to last year, PSC/CUNY submissions and awards increased by 14% and 15% respectively. 183 applications were submitted and 158 awards were made, for a success rate of 86%.

#### *Post Award*

Grants and contracts awards from all units totaled \$5,826,670 (unaudited) for the fiscal year. Compared to the same period last year, the number of awards rose from 71 to 84, but the dollar award value decreased by about \$277, 450. The total awards for FY 07-08 were \$6,104,119.

### **Newman Library**

With funds from the CUNY Textbook Initiative, the library acquired 500 course textbooks in time for the start of classes. On reserve the library has one copy of each textbook sold by the Baruch College Bookstore, as well as multiple copies for courses with large enrollments. Students may borrow the books for a two hour period and may take the books outside the library. In the first month of availability the textbooks have circulated almost 6,000 times.

The Nippon Foundation has selected the Newman Library as one of this year's recipients of books through its "100 Books for Understanding Contemporary Japan" program. When the books are received from the Foundation they will be displayed in the Engelman Reading Room and available for loan.

The CUNY School of Professional Studies has designated the Newman Library as the home library for all its programs. The library has served in the same capacity for the CUNY Online Baccalaureate program since its inception three years ago.

The Archives released a new online exhibition, "World War II Comes to 17 Lexington Avenue", which examines the impact of the war on the School of Business and Civic

Administration and honors the students who sacrificed their lives serving in the armed services. [http://newman.baruch.cuny.edu/war\\_exhibit](http://newman.baruch.cuny.edu/war_exhibit)

The library has established an account with Netflix to improve its ability to supply faculty members with films for instructional purposes. The library is now using Netflix as one source for DVDs when faculty members request a film through interlibrary loan.

### **Baruch Computing and Technology Center (BCTC)**

Grant Recipients: The BCTC awarded the following Teaching with Technology Grants for 2009-2010: Regina A. Bernard (Black and Hispanic Studies) “Black and Latino/a Neighborhoods: Can & Will They Go Green? A Multimedia Project”; Keri Bertino (Writing Center) & Cheryl C. Smith (English) “i magazine: Using Baruch Student Writing to Teach Baruch Student Writers”; Kannan Mohan (Stat-CIS) & Michael Waldman (Library) “Evaluating the Use of Kindle for Course Textbooks and Disseminating Course Material”; Raquel Benbunan-Fich (Stat-CIS) “BROAD – Baruch Repository of Organic Assignments with Data”; Harry Z. Davis (Accountancy) “Integrating Excel in the Baruch Curriculum”; William P. Millhiser (Management) “Videos in Service Operations Management”; Lawrence Tatum (Stat-CIS) “Statistics Learning Modules”; Lisa Ellis, Aisha Peña, Linda Rath & Christopher Tuthill (Library) “Creating Next Generation Library Tours: Learning about the Newman Library through Portable Technologies”; Christopher Tuthill, Linda Rath & Jerry Bornstein (Library) “Newman Library Video Channel”.

Expanded Help Desk Coverage: In order to ensure that phone calls to the computing center help desk (x1010) are answered during high volume periods, the BCTC has contracted with an outside company to handle overflow calls when our staff are unavailable, and after hours. Presidium is a firm that specializes in help desk support for higher education and was the subject of a positive article in the Chronicle of Higher Education (11/9/07). When all BCTC staff are occupied helping callers or when the desk is closed, callers are routed to a Presidium representative in Kentucky or Virginia. BCTC staff worked with Presidium staff over the summer to train them regarding our most frequently asked questions. Presidium staff will ask each caller for a name and e-mail address before they ask for a report of the problem, because they need to verify that a caller is a member of the Baruch community. Please note that calls from a faculty member in a classroom are treated as IT emergencies and Presidium will immediately route them to a Baruch media services technician when one is on duty. BCTC is monitoring the performance of the vendor and appreciates feedback regarding the service.

Classroom Projectors: Over the summer all projectors in classrooms in the Newman Vertical Campus were replaced with new models.

Phone Directory: A new internal telephone directory information service uses speech attendant technology to provide one step directory look-up and direct connect services. Simply dial \*411; when prompted, say the name of the person or department you are trying to reach, and let the system connect you to the proper extension. Remember to dial the \* before 411 for system access. If your name is not included in the directory or if you

have any questions, e-mail [voicecom@baruch.cuny.edu](mailto:voicecom@baruch.cuny.edu). Please include your name, department and phone number to be listed.

**Improved Cell Phone Service:** At no cost to the college, Verizon has installed equipment that provides full cell phone coverage of the Newman Vertical Campus for Verizon users. Michele Epstein (BCTC) and Steve Wu (Campus Facilities) led this project. In addition, Verizon recently completed a survey of the Newman Vertical Campus to determine how to expand wireless network access throughout the building. The first areas to receive expanded coverage will be those most heavily used by students.

**Twitter Alerts:** Arthur Downing, CIO is using Twitter to announce new technology and library services and post status reports of systems. To follow him on Twitter.com search for adowning.

### **Continuing and Professional Studies (CAPS)**

The Division of Continuing and Professional Studies (CAPS) has had a wonderful year. We have expanded programs for our corporate partners and the public to include certificates in Professional Selling, Advanced Professional Selling, and Sales Management. We have also redesigned our Human Resource program, which is now experiencing healthy growth each semester. We are training professionals from CUNY Central, corporations and members our community hoping to enter the field. We have also added a Culinary program and formed a partnership with the Graduate School of Journalism and Baruch's undergraduate division for Journalism program to offer courses to professionals in the industry.

Several members of our faculty have also been quite busy. From our ESL department: Robert Schaefer is featured in the fall 2009 exhibition at the Sidney Mishkin Gallery, *The Nature of Landscape/The Nature of Photography*. Marion D.S. Dreyfus participated as a chorus member in Espresso Opera's staging of Bizet's *Carmen*. Debbie Coutavas' fourth article appeared in the most recent issue of New York State TESOL's e-newsletter, Dialogue. Paul P. Fraccalvieri performed in Bellevue Sketches: a musical at The Players Theatre. From our Business Communication Department: A team of Susan Mach's Business Communication students, Sayaka Eto, Ashok Kamal, Kevin Ng, and Varun Vummidi, were awarded first-prize in the Merrill Lynch & Baruch College Entrepreneurship Competition. They were given a generous sum of seed money to launch a business.

### **Faculty Development**

*Research Without Borders*, the website created in fall 2008 to publicize formal and informal presentations by members of our faculty and invited guests, listed more than 100 such events in AY 2008-09. These presentations take place within our departments, often during lunch time, and sometimes include discussions of ideas that might not be publication-ready. One reason for creating the site was to inform colleagues from other departments that such presentations are going on next door. <http://www.baruch.cuny.edu/facultyhandbook/DepartmentalResearchPresentations.htm>

*The Baruch College Teaching Blog*, also initiated in fall 2008, has become an active locus for discussions by members of the faculty. Designed to facilitate conversations about teaching across our departments and schools, the blog is open to all members of the Baruch community at <http://blsciblogs.baruch.cuny.edu/teachingblog/>

In August 2009, the Office of the Provost held three orientation sessions for new members of the full-time faculty. The sessions focused on teaching, and on resources available to students and members of the faculty. At least two events in the college's *Master Teacher Series* are planned for fall 2009. All of these are featured at <http://www.baruch.cuny.edu/facultyhandbook/FacultySeminars08-09.htm>

***International Faculty Development Program (IFDP)*** This program enables international faculty members to receive 15 hours per semester of one-on-one tutoring in accent reduction and to attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques, etc.). Anyone interested in participating who has not already done so should contact Prof. Elisabeth Gareis (Communication Studies).

***Adjunct Development*** Members of the adjunct faculty at Baruch regularly receive notification by email of events on campus. They consistently participate in large numbers in faculty development seminars. Technology support for adjuncts is available in all aspects of instructional technology, including basic computer use, Blackboard, and classroom technologies. The Baruch College online *Adjunct Handbook* remains the first item to appear in a Google search for "adjunct handbook," with more than 1,000 hits per month: <http://www.baruch.cuny.edu/facultyhandbook/adjunct/>.

***Faculty Handbook*** New items are added regularly, including links to many college and CUNY documents: <http://www.baruch.cuny.edu/facultyhandbook/topics.htm>. Suggestions for additions to the *Handbook* are welcome.

### **Academic Integrity Initiative**

The co-Chairs of the Academic Integrity Committee, Ron Aaron and Dennis Slavin, met in spring 2009 with faculty members from the Department of Real Estate, and seek invitations to meet with *all* departments over the next several semesters. The goals are to review the college's policies and procedures and to gain insight from members of the faculty based on their experiences in the classroom. One of the college's policies that will be stressed is that all instances of academic dishonesty should be reported to the Office of the Dean of Students. Baruch College continues to hold a subscription to the online database and plagiarism detection software provided by Turnitin.com. Faculty members interested in gaining access to Turnitin.com should contact Prof. Gerard Dalgish (English).

### **Assessment Committee (Joint Committee on Curriculum and Articulation)**

In spring 2009, the members of the committee provided support for the working group charged with writing about assessment of educational programs for the Middle

States Self Study. The committee monitors assessment initiatives throughout the college. In fall 2009 issues that have come to the committee also include the college's attendance policy for undergraduates and the possible establishment of an internship course for students who have completed 28-60 credits.