

Office of the Provost and Senior Vice President for Academic Affairs

General Faculty Report - Fall 2011

Baruch Computing and Technology Center (BCTC)

WiFi Update – The College’s new WiFi network was deployed over the summer. By the start of classes for fall 2011 there was full coverage in the Library Building and the Newman Vertical Campus, except for BPAC. By the end of the fall semester there will also be full coverage in BPAC, the Administration Building, and the Newman Real Estate Institute. There will continue to be limited WiFi coverage in the Field Building until the renovation is completed.

HEOA/BookList – The College must meet a legal requirement to post textbook information with course registration information beginning with spring 2012 courses. The CUNY system for entering textbook information (BookList) is now available to all faculty. Textbook information must be entered into BookList by November 7, 2011. The instructor of record for each course is expected to log into BookList via the CUNY portal and enter the textbook information for that course. Faculty do not need to enter information about reserve readings, readings provided within Blackboard, or materials that students will access for free, such as web sites. The information entered into BookList will be supplied to the Baruch College Bookstore so that faculty will not have to submit a separate textbook adoption form. Faculty may share the information they enter into BookList with any other bookstore they choose. Faculty who have questions regarding the use of BookList, should contact our campus BookList administrator, Arthur Downing (x1026).

Annual Technology Conference – The College will hold its 15th annual Teaching and Technology Conference on April 30, 2012.

Bernard L. Schwartz Communication Institute

During spring 2011, 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 Accountancy, Anthropology, Business Administration and Policy, Computer and Information Systems, Economics, English, Finance, Management, Marketing, Music, Psychology, Sociology, and Theater. Twenty-four CICs were supported in AY 2010-11 in 425 sections with enrollment of nearly 13,000.

The Institute also organized and conducted multiple professional development programs for Baruch faculty. These included one-time workshops, workshop series, and ongoing seminars on a variety of topics around the teaching of oral and written communication.

In spring 2011, the Institute implemented a discipline/course specific writing assessment for Great Works of Literature courses after a successful pilot program in fall 2010. Thirty of the nearly 60 sections of the course participated in the assessment. Results showed a statistically significant improvement in writing proficiency in all assessed categories and in response to the course learning goals. The Institute is currently in the process of creating similar assessments for other programs based on this model.

Launched in fall 2008, Blogs@Baruch, an online publishing platform for Baruch College developed and managed by the Schwartz Institute, boasts nearly 9,000 users and 1,750 sites;

traffic has nearly doubled over the last year alone. It is among the largest and most active online communities of its kind in the nation.

The Institute continues to develop and support VOCAT (Video Oral Diagnostic Assessment Tool), an easy-to-use web application that allows instructors to collect, store, and evaluate video recordings of students' oral presentations. Designed to assess and improve the oral presentation skills of Baruch's undergraduates, VOCAT is in use in a number of key courses in WSAS, ZSB, and CAPS; VOCAT is currently being deployed in 30 sections of COM 1010.

On May 6, 2011 the Institute hosted the 11th 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. Revolving around the theme of "What We Talk About When We Talk About Communication," the program was facilitated by Scott Kirsner, contributing writer to *Wired* and *Fast Company* and author of *Fans, Friends & Followers*. It featured keynote presentations by Laura Fitton, founder of *OneForty* and author of *Twitter for Dummies*; Grant McCracken, author of *Chief Culture Officer*; Ryan Osborn, and Ambassador Carl Spielvogel, Chairman and Chief Executive Officer of Carl Spielvogel Associates, Inc.

College Now and Collaborative Programs

In spring 2011, 203 high school students enrolled in credit-bearing courses at the college, including dedicated sections of Business, Business Law, Calculus, English (Writing), Psychology, Public Administration, and Speech Communication. The overall retention rate was 88%. Of the students who completed credit-bearing courses, 88% earned a C or higher.

In summer 2011, 112 high school students enrolled in credit-bearing courses at the college, including dedicated sections of Black Studies, Business, Journalism, Psychology, and Speech Communication. The overall retention rate was 98%. Of the students who completed credit-bearing courses, 91% earned a C or higher.

Currently, 243 high school students are enrolled in dedicated sections of Anthropology, Business, Business Law, Calculus, English (Writing), Psychology, and Speech Communication.

Continuing and Professional Studies (CAPS)

CAPS experienced a difficult year last year with the loss of several large city and federal grants. However, the corporate learning department was able to ramp up their efforts and attract a record number of clients from the financial sector. We now have strong ongoing relationships for training in Communications, IT, Banking, and Management along with a host of other financial training needs.

CAPS also was fortunate enough to join the U.S. Department of Commerce on a trade mission to Vietnam and China in a new effort to recruit international students to our full-time programs. In a parallel effort, CAPS has worked closely with AIRC.org, the SUNY central office, and Vice Presidents Peck and Corpus on creating more comprehensive global recruitment strategies. The effort has paid off and CAPS has doubled its enrollments to record highs in both its English

Language programs and its Contemporary American Business Practices programs. We have now also formed a long-term relationship with several firms in South Korea and Saudi Arabia. The relationships have created a steady stream of students each semester for full-time study.

While last year was a financial challenge, the summer and fall semesters have seen a 34% increase in enrollment. Our domestic programs are holding strong against our competition. We believe this success is based on strong student services and targeted marketing, but most importantly on our high quality programs. Associate Dean Clarkson has co-chaired a committee with the CUNY central office and the Adult and Continuing Education programs across the university to identify and quantify the best practices in our field. The ACE Program Quality initiative has resulted in a comprehensive list of guidelines and procedures for ensuring strong programming, customer service, and fiscal tracking systems. This was accomplished with strong consensus and a collective commitment to continued improvement and collaboration among the 11 participating colleges—a notable achievement.

CAPS has worked closely with many of the programs/offices at Baruch. A new program of special interest is with Prof. Edward Rogoff (Management) and members of the Lawrence N. Field Center for Entrepreneurship. We developed a program that helps budding entrepreneurs strengthen and articulate their concepts for new ventures. Students are brought from a raw idea to the point of funding and execution. In the program's capstone, students are given the opportunity to pitch their ideas to potential investors.

CAPS has new programs in IT, Social Media, Mobile Applications Development, Capital Markets, and Tax Preparation. We are continuing to expand to reach more students, with a new emphasis on geographic expansion: we have begun programming outside of NYC, with new locations in New Jersey and at Kennedy Airport. We have sent faculty to South Korea and are exploring the possibility in China and Brazil.

Faculty Development

Academic Integrity Initiative – With the release in summer 2011 of CUNY's revised academic integrity policy, members of the Academic Integrity Committee will hold open forums to review policies and procedures. The revised policy is available in the Faculty Handbook at <http://www.baruch.cuny.edu/facultyhandbook/documents/AcademicIntegrityCUNYFall2011.pdf> Baruch College continues to subscribe 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).

Adjunct Faculty Development – New members of the adjunct faculty at Baruch College were invited to participate in orientations in August. More than a dozen new adjuncts attended these sessions, led by Associate Provost Dennis Slavin and Kevin Wolff, Director of Instructional Technology, which focused on teaching. Baruch's adjunct faculty regularly receives notification by email of events on campus and members often participate in faculty development seminars. Technology support for adjuncts is available in all aspects of instructional technology, including basic computer use, Blackboard, Blogs@Baruch, and classroom technologies. Baruch's online Adjunct Handbook appears as the first item in Google searches for "adjunct handbook" and receives 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* and ideas for indexing its content are always welcome.

Faculty Seminars – Sponsored by a wide array of offices at the college (such as the provost’s office, the deans of the three schools, individual academic departments, BCTC, and the Schwartz Institute) and on a wide variety of topics, seminars for fall 2011 are listed at: <http://www.baruch.cuny.edu/facultyhandbook/FacultyDevelopmentSeminars2010-2011.htm>.

The *Joint Committee on Student Evaluation of Courses and Teaching* will be circulating surveys in fall 2011 to students, members of the faculty, and to administrators to solicit thoughts about the content of the current evaluation instrument and to gauge support for moving the administration of the evaluations online. Such a change, which has taken place on several CUNY campuses and many campuses nationwide, would save a considerable amount of processing time, money, and paper, as well as restore to members of the faculty precious instructional time near the end of the semester.

Orientation for New Faculty – The provost’s office held a two-part orientation for Baruch College’s new full-time faculty members: substitutes, lecturers, and tenured or tenure-track appointments. The main emphasis of one session was teaching; the other focused on library resources and technology.

Online Teaching – Fifteen members of the Baruch faculty participated in CUNY’s “Certification Workshop” for online teaching in July 2011. ZSB continues to offer ongoing faculty development on online/hybrid teaching. A task force led by Provost McCarthy that comprises several members of the Baruch faculty and administration is participating in a study of online education. With the support of the Gates Foundation and ITHAKA (a not-for-profit organization), the study is investigating:

“the prospects for improving educational effectiveness and reducing costs in higher education through the use of sophisticated, interactive modes of online learning. We are not talking about approaches that largely mimic classroom teaching (by putting materials online, etc.). Rather, we are interested in studying the potential of truly transformational systems of Interactive Learning Online (ILO, for short). As outlined in ITHAKA’s proposal to the Gates Foundation, these systems include the following features:

- Full “closed loop” design of learning experiences including exposition, worked examples, practice problems, and assessment
- Evidence-based design relying on learning science and instructional design research
- Alignment to student-centered learning outcomes with rapid feedback to students and faculty to make the best use of precious face-to-face time
- Flexible web-based delivery that supports deployment in purely online courses, blended courses, or even traditional face-to-face courses as a homework tool.”

Reports on online instructions from groups led by Gary Hentzi, Associate Dean of WSAS, and Linda Friedman, Associate Dean of ZSB, are available under “Online Courses” in the Faculty Handbook: <http://www.baruch.cuny.edu/facultyhandbook/topics.htm>.

Joint Committee on Curriculum and Articulation (Assessment Committee) – The provost’s office has asked that departmental self studies contain assessments of student learning at the program level. Members of the Joint Committee will meet with members of departments that are engaged in self studies to help clarify what is needed and to provide assistance.

Research Without Borders – the website that lists formal and informal presentations by members of our faculty and invited guests, featured more than 50 events in spring 2011, and has gotten off to a strong start in fall 2011. The site provides a glimpse to outsiders, as well as to colleagues, of the wealth of scholarly activities taking place at Baruch, sometimes literally next door:
<http://www.baruch.cuny.edu/facultyhandbook/DepartmentalResearchPresentations.htm>

Honors Program

The Baruch College Honors Program (BCHP) enrolled 132 first-year students this fall in two cohorts: 94 Macaulay Scholars and 38 Baruch Scholars. The average SAT for the first-year class was 1361 and high school CAA 92.1. Ten new Provost Scholars were also accepted for fall 2011, bringing total honors program enrollment to 542. Ten students deferred until fall 2012.

Honors Program Staff – Prof. Nancy Aries (SPA) has extended her Acting Director duties on a half-time basis for this academic year. The Macaulay Honors College added an additional academic advisor line for Baruch; Christina Chala joined the advisement office in September having recently completed her degree in Higher Education with a specialization in Student Affairs at the Steinhardt School, New York University.

Faculty Development – Based on the recommendations of the Honors Faculty Advisory Committee, the Honors Program hosted a summer 3-day faculty development program, “Utilizing Diversity and Difference to Enhance Learning in the Classroom,” funded by the Steven Siegel Honors Fund. An overarching purpose of the workshop was to help faculty members make the discussion of diversity a more integral part their classes and to consider how to handle diversity-related discussions that veer towards topics that can generate tension and discomfort. Prof. Sonia Jarvis (SPA) served as facilitator. At the follow-up sessions in late August it was agreed that there would be a greater sharing of how faculty incorporated teaching into their syllabi, course assignments, and class work. The program is considering how the material can be presented to a larger faculty audience.

Curricular Initiatives – Faculty committees in WSAS and ZSB collaborated with the Honors Program throughout the 2010- 2011 academic year to write the *Guiding Principles of Honors Courses*, a vision statement to identify how Honors courses are distinct from non-Honors courses. The principles espouse the value placed on academic rigor, communication and collaboration, and innovation in the classroom; furthermore, honors courses embrace cultural enrichment and community service.

To share the Guiding Principles of Honors Courses and to continue the conversation about the honors academic experience, the Honors Program created the Digital Commons for honors faculty: <http://blsciblogs.baruch.cuny.edu/honorsfaculty/>

Co-curricular initiatives – The Honors Program expanded the Free Thinking Lunch, a weekly brown-bag discussion series for students and faculty. Faculty presenters in fall 2011 include

Provost James McCarthy, and Professors Thad Calabrese (SPA), Sanders Korenman (SPA), Myung-Soo Lee (Marketing), Susan Locke (Psychology), Glenn Petersen (Sociology/Anthropology), and Mary McGlynn (English).

The program also sponsored a year-long, weekly thesis writing workshop offered by the Writing Center to support undergraduates completing a thesis. We also sponsored other workshops including those that presented community service opportunities.

Community Building – The Honors Student Council is sponsoring the College’s first Community Service Fair. Relationships continued with We Are New York, Change for Kids, Cents Ability, and the High School for Public Service, all of which involve extended community service commitments on the students’ part.

The first Valedictory Celebration Breakfast was held in spring 2011. Graduating students were presented with honors medals, and students who completed honors theses were recognized. In addition, the Honors Student Council presented the Outstanding Honors Teaching Award to Prof. Elliott Axelrod (Law). At the start of the year, the Honors Program hosted Welcome Week activities, including daily receptions and an ice cream social; these were and followed up in September with town hall-style class meetings for each cohort.

Institutional Review Board (IRB)

The Baruch IRB consists of faculty members from all three schools and one community member. Its mission is to facilitate high quality human subjects’ research while protecting the rights of research participants. Prof. Hannah Rothstein (Management) is Baruch’s IRB Chair; Kristin Sommer (Psychology) is the Vice Chair of the IRB. The Baruch IRB received 382 applications during AY 2010-11. Over the past four years, the number of applications has increased by 68%. The IRB received 30% more applications from 1/1/11 - 9/29/11 than during the same nine-month period in 2010.

In AY 2010-11, the IRB added a Student Liaison to assist students in the development and submission of quality applications. Elliott Larson, a Ph.D student in Psychology, is the current Student Liaison. Having an assistant has resulted in higher quality application submissions from undergraduate and graduate students, thereby facilitating more efficient processing of these applications.

CUNY Central is in the process of reorganizing the University-wide IRB structure and the Human Research Protection Program (HRPP). By the end fall 2011, there will no longer be Institutional Review Boards on CUNY campuses: the campus-based boards will be conflated into 5 “University Integrated” IRBs. These IRBs will comprise members from the CUNY campuses. They will review full board applications; expedited and exempt protocols will still be processed on the campus’ HRPP offices and will be reviewed by that campus’s UI IRB members.

The CUNY-wide reorganization will include a change of software from IRBManager to IRBNet; there also will be changes to the CUNY “Standard Operating Procedures.” In the coming weeks, emails, letters, and instructions will be sent to PI’s and to the Baruch community regarding the reorganization and the shift from IRBManager to IRBnet.

Newman Library

Mobile Database Access – The Library now has a web page that provides links to databases that are optimized to work on mobile devices (iPhone, Blackberry, Android, etc.) In addition to a full alphabetical list, the links are also organized by subject area. Simply bookmark the following link on your mobile device: <http://guides.newman.baruch.cuny.edu/mobiledatabases> and go to the page. After you select a database you will be prompted to enter your Baruch username and password– the same log in process that you use when you search Newman Library databases from off campus. As soon as you log in, you will be able to enter your search and view the results.

Restrictions on Use of the Harvard Business Review – The *Harvard Business Review* has placed special restrictions on the use of its content. The license agreement for the College's digital version of the HBR in EBSCOhost does not permit article-level linking from the database to course reserves, as the agreement does for all other publications in the database. As a result, the library cannot place articles from this journal on e-reserve. Faculty who assign articles from the *Harvard Business Review* in their courses may direct students to search for the article in the EBSCOhost database Business Source Complete.

Librarian Exchange with China – The library continues its participation in the CUNY librarian exchange program with Shanghai Normal University. From May 13 through June 10, 2011 Professor Ryan Phillips visited Shanghai where he lectured and learned about the rapid development of their library resources. On October 5th Xu Jixin, a librarian from Shanghai Normal University, began a one-month visit with the Newman Library.

Center for Research Libraries – The Newman Library has joined the prestigious Center for Research Libraries (CRL), a consortium of 240-plus university, college, and independent research libraries that acquires and preserves newspapers, journals, documents, archives, and other traditional and digital resources from a global network of sources.

Borrow Directly from Columbia, NYU, and NYPL – CUNY faculty and doctoral students are invited to apply for borrowing from the research collections at NYPL, NYU, and Columbia with a program called MaRLI: Manhattan Libraries Research Initiative. Details are posted on the Newman Library web site.

Research Integrity Officer

Alan J. Evelyn, the College's Research Integrity Officer (RIO), oversees compliance with Baruch College's implementation of CUNY's Responsible Conduct of Research (RCR) training plan. The plan consists of three key components: CITI on-line training, individual student mentoring by faculty in the research setting, and group workshops for undergraduate and graduate students on RCR topics. The workshop schedule for AY 2011-2012 (workshops are held on the fourth Thursday of almost every month of the academic year) is available at: <http://www.baruch.cuny.edu/facultyhandbook/ResearchIntegrityOfficerRIO.htm>

Sponsored Programs and Research (SPAR)

External Proposals – In FY 2010-11, 72 proposals were submitted by Baruch College faculty members and administrators. WSAS submitted the most proposals, then by SPA, ZSB, followed by other administrative units. Funds requested in proposals for this period totaled \$14,180,947.

External Awards – Grants and contracts awards (un-audited) from all units totaled \$7,072,974 for the fiscal year ending June 30, 2011, exceeding the College’s goal of 6.2 million by \$872,974. The total surpassed the previous record of \$6.6 million in FY 2009-10.

Number of Awards – FY 2010-11 saw the number of awards received increase to 96 (from 87 in FY 2009-10), with an average award of \$73,676. All schools saw an increase in the number of awards received: SPA led with 40 awards totaling \$2,406,953; faculty members in WSAS received 27 awards totaling \$1,607,199; ZSB faculty received 11 awards totaling \$947,970; and the combined other divisions in the college earned 16 awards totaling \$2,110,851.

PSC CUNY Research Award Program – Baruch College faculty members ranked among the top in PSC/CUNY applications submitted to the new Pilot Program and were awarded the most grants for the fourth consecutive year among all CUNY campuses: 159 PSC applications were submitted and 97 awards were made totaling \$388,589.

Student Academic Consulting Center (SACC)

In spring 2011, SACC provided 2,233 undergraduates with 10,906 hours of assistance in many subjects, but predominantly in Math, English, and pre-Zicklin core requirements. These numbers are impressive as numbers usually decrease in the spring semester (in fall 2010, SACC saw 2,354 students for 9,342 hours) and in light of a reduced budget. This fall, SACC hired 25 new tutors to replace those who have graduated and/or who have found paid internships. Weekly workshops for ACC 2203 and FIN 4000 have been added at the request of the respective departments. The ESL Speech Lab (overseen by SACC) recently installed five new computers with new oral communication software to further assist non-native speakers; the Lab has hired a speech consultant to develop new ways of presenting this information to a greater number of students outside of the lab.

SACC continues to oversee a robust Summer Immersion Program and continues to improve pass rates. 431 students participated this year compared to 397 students in 2010. 71% of sections were taught by faculty while 29% were taught by master tutors. As in the recent past, SACC master tutors commanded the highest passing average with 92% (2 sections) while the faculty passing average was 76% (11 sections). Overall results were impressive. The pass rate for the College Assessment Test in Writing (CATW) increased from 79% in 2010 to 87%. The pass rate for the College Assessment Test in Reading (CATR) increased to 77% from 71%. Pass rates for Immersion math courses slightly decreased: 79% versus 81%, although the College Assessment Test in Math (CATM) pass rates were up to 74% from last year’s 53%.

Owing in part to the recognition SACC received in 2003 for winning the “Outstanding Learning Center for Four Year Institutions Nation-wide,” Carol Morgan, SACC’s director, has been asked to serve as a consultant for peer-tutoring centers internationally, most recently by Deakin University in Melbourne, Australia (enrollment 39,000).

Writing Center

AY 2010-11 saw growth and expansion for the Writing Center, which established a robust program of academically rigorous interdisciplinary workshops, expanded its online resources and *i Magazine*’s selection of student writing, and, worked one-to-one with students in 4,437 sessions (1,664 appointments in fall 2010 and 2,773 in spring 2011) that ran at a utilization rate of

104.26%. (NB: 100+% means that no-show appointments are re-booked for students waiting for a chance opening—the utilization rate for AY 2009-10 was 103.66%, and AY 2008-09 was 97.64%.) The Center has experienced an overwhelming demand for its services due to the unique educational experience that it provides. Even as offerings are increased, demand grows: to meet student need consistently would take substantially more services.

In continued attempts to reach more students, in fall 2011 the Center is offering a series of 12 workshops in four different area clusters: Reading and Interpretation, Structuring an Argument, Writing with Research, and Revising and Process. Workshops are offered three times a week; each is capped at 15 students, and they are regularly fully booked. The Center is undertaking a systematic assessment of student achievement of the learning goals in each workshop. Preliminary data suggest that workshops are consistently delivering a high level of student achievement: student mastery of the learning goals increased overall by an average of 60% during one one-hour workshop; and 93% of students completing both entrance and exit assessments demonstrated improvement on the stated learning goals, as measured by a rubric, over the course of the one-hour workshop. Descriptions and schedules of the workshops are available at http://www.baruch.cuny.edu/writingcenter/students_workshops.html. Lesson plans and materials from the workshops, as well as assessment instruments, are available for faculty use at <http://www.baruch.cuny.edu/writingcenter/WorkshopMaterials.htm>.

The Writing Center is continuing to offer the Honors Thesis Workshop that was developed in the AY 2010-11. The intensive, biweekly, interdisciplinary workshop, run in collaboration with the Honors Program and the Newman Reference Library, assists students through such processes as narrowing topics, using sources, orchestrating academic conversations, and peer review. We hope that the continuation and expansion of this workshop will serve as a cultural embrace of independent research and learning at the College, and thereby encourage greater participation in a rigorous writing support program for a large cohort of Baruch students.

Fall 2011 marks the launch of two significant online resources on our website. The first is a listing of online resources targeted to the issues that our students most often struggle with in Writing Center sessions. We also developed a series of faculty interview digital videos, which make explicit different writing conventions across academic disciplines. These resources are available at <http://www.baruch.cuny.edu/writingcenter/writingresources.html>. Through these programs, we have worked to isolate the skills most essential to navigating academia and to demystify its potentially obscure expectations.