



RUBIN
MUSEUM
OF ART

Baruch
COLLEGE

BARUCH-RUBIN MUSEUM PROJECT
FACULTY INCENTIVE PROGRAMS FOR
INTEGRATING ARTS INTO THE CURRICULUM

Introduction

The Baruch-Rubin Museum of Art Project aims to strengthen students' introduction to the arts through the integration of various arts topics, ideas and experiences throughout Baruch College's curriculum. The Rubin Museum Project recognizes the important role that arts play in enhancing students' development by rethinking how and what we teach. As studies have shown, exposure to arts and humanities improves students' critical thinking skills, broadens their ability to think strategically and helps to balance the conflicting goals of increasing personal wealth versus improving society.

Academic research and professional development programs implemented between large American universities and large corporations¹ reveal that the arts and humanities broadens peoples' understanding and view of life and makes them more flexible in their approach to addressing complex situations. In the AAC&U report referenced below² it is observed that *"In an economy fueled by innovation, the capabilities developed through a liberal arts education have become America's most valuable economic assets"* In addition, the report points out that *"using a business rather than academic vocabulary employers are urging more – and better – liberal education, not less."*

The goal of the Baruch-Rubin Museum Project is to integrate the arts and humanities into the curriculum of Baruch College, with the Rubin Museum providing opportunities to accomplish this goal through collaborative working relationships. The Museum is to be viewed as an extension of Baruch's classrooms bringing with it additional resources for exploring new and innovative ways to enrich the course experiences. The innovative exhibitions at the Rubin Museum introduce students to cross-cultural themes that explore ideas and issues of one's identity and place in the world. They provide the means and opportunities to help students develop the leadership skills required to be successful in today's evolving business, government and nonprofit sectors. The program is designed to help students become successful and whole human beings. In an increasingly interdependent world, it is essential that colleges and universities prepare students to be informed and to be able to make informed decisions that will have an impact on the future of the planet.

Planning Grants-Summer 2012

The Baruch-Rubin Museum Project is interested in encouraging faculty to rethink how they teach undergraduates by integrating materials and experiences drawing upon the arts into existing courses or new courses. The Project is offering to fund up to ten (10) faculty during the summer 2012 to develop innovative proposals for how to achieve the Project's goals described above. The average grant will be \$1,500 to be paid in three equal installments. Faculty will be



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expected to produce a written proposal suggesting how they would augment their course(s) to make arts an integral part of students' educational experiences. The final course proposals are due prior to the start of the Fall semester with a target date of August 17, 2012. Faculty selected will have full access to the Rubin Museum and members of its Education Department staff.

Baruch-Rubin Faculty Fellows-Academic Year 2012-13

The Baruch-Rubin Museum Project will fund a third round of Baruch-Rubin Faculty Fellows for the academic year 2012-13. At this time it appears that up to five faculty fellows will be selected for the academic year 2012-13 and receive a grant of \$10,000 that can be used to cover professional conference expenses, hire student research support, arrange release time³ and provide a stipend. Funds will be paid to faculty over the period October 1, 2012 to June 15, 2013 based on their demonstrating satisfactory progress in achieving their proposed goals. Faculty interested in applying are required to submit a proposal explaining how they will use the funds to enhance students' educational experiences through increased exposure to the arts. Making at least one (if not more) class visits to the Rubin Museum must be part of the proposal. Faculty interested in receiving summer grants can submit their final proposal as part of their application package to the Baruch-Rubin Faculty Fellows Program. More information will become available in July 2012 on how to apply to be a Baruch-Rubin Faculty Fellow.

A conference is planned for Spring 2013 to present the work done by Baruch-Rubin Faculty Fellows and faculty from other colleges and universities collaborating with the Rubin Museum. The purpose of the conference is to facilitate the sharing of innovative curriculum ideas and materials developed during the academic year, including assessments of the impact of their collaborations with the Rubin Museum of Art on student academic performance and overall educational experience. More information on the program to follow.

Applying:

Faculty interested in becoming a Baruch-Rubin Faculty Fellow or who would like additional information on the program should contact Professor Stan Altman at stan.altman@baruch.cuny.edu.

To apply for a summer grant, submit a written proposal explaining what you hope to accomplish if awarded the grant and how you anticipate positively impacting student learning and the educational experience. Beginning May 15, 2012 the review of proposals will begin and awards made for as long as funds are available.

Information on applying to be a Baruch-Rubin Faculty Fellow will be available in July 2012.



RUBIN
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Baruch
COLLEGE

Eligibility

CUNY faculty from campuses with an Institutional Partnership at the Rubin Museum of Art are eligible to apply for support under these two programs. Interested faculty should apply directly to Professor Stan Altman at stan.altman@baruch.cuny.edu.



RUBIN
MUSEUM
OF ART

Baruch
COLLEGE

NOTES

1. “Bell Telephone's Experiment in Education”, *E. Digby Baltzell, Harper's Magazine March 1955*. Also *The Learning Knights of Bell Telephone*, Wes Davis, *NY Times* June 15, 2010
2. “College Learning for the New Global Century” a report by the National Leadership Council for the Liberal Arts & America's Promise, Association of American Colleges and Universities (AAC&U), 2007. Also see *Current Research in Arts Education: An Arts In Education Research Compendium*, California Arts Council 2001
3. Arrangements for release time are handled differently across the college. Faculty are responsible to work out details for release time with appropriate individuals in their department and school.