About the Handbook

The Baruch College Faculty Handbook will always be a work-in-progress. The web-based version will be expanded, corrected, and updated as new information becomes available. Each "page" will include the date of the most recent revision. Those who print the handbook should periodically check the website for revisions to the version they have printed. The best way to print the handbook is to use the PDF version. That version, however, will be updated much less often than the web-based version. The most recent PDF version is dated June 2003.

Please note that printed versions of the handbook will print only the text of the handbook, not linked pages, which must be printed directly from the relevant link.

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Corrections and suggestions should be forwarded to Associate Provost Dennis Slavin at Dennis_Slavin@baruch.cuny.edu.
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Last updated on 6/12/03

With suggestions for additions to the Handbook or with corrections, ideas for better indexing, or other improvements, please contact Associate Provost Dennis Slavin (212-802-2805).

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Preface

Last updated on 10/07/2002

This handbook represents an attempt to help members of the Baruch College faculty to navigate through programs and procedures that may seem bewildering, especially to new faculty. It provides a rough guide to some of what faculty need to know, but in the end no source of information is better than direct communication with one's colleagues. For phone, fax, and box numbers, as well as email addresses and office locations, see the Baruch College Online Directory.

Other good sources for much information about Baruch College and its programs are the Baruch College Home Page and the three main academic websites (for the School of Public Affairs, the Weissman School of Arts and Sciences, and the Zicklin School of Business), each of which may be accessed from the home page under the "Who We Are" or "Academic" menus.

Several entries in this handbook are more about students than faculty; these are included to help faculty as they advise and guide their students.

As office locations and telephone numbers change, procedures are revised, and people move on to other responsibilities, we will attempt to keep this handbook up to date. Your corrections and suggestions will help that process: please send them to Associate Provost Dennis Slavin at Dennis_Slavin@baruch.cuny.edu.
Baruch College traces its roots to 1847, when the Free Academy, the first institution of free public higher education in the country, was founded in New York City to provide educational opportunity and superior academic programs. (Baruch's landmark building at 23rd Street and Lexington Avenue occupies the site of the Free Academy.) Today Baruch is a thriving, urban, multicultural institution, and a senior college of The City University of New York (CUNY), the largest urban university in the U.S. and its third-largest public university system. Some 200,000 students are enrolled for degrees on 19 campuses in all five boroughs of New York City.

Baruch offers undergraduate and graduate programs through its three schools. The Zicklin School of Business (ZSB) is the largest and one of the most respected business schools in the nation, the only unit in CUNY that offers business programs accredited by the AACSB International. ZSB offers degree programs leading to the BBA, MBA, Executive MBA, MS, and Executive MS in Finance; also the Baruch/Mt. Sinai MBA in Health Care Administration, which is accredited by the Accrediting Commission on Education for Health Care Administration (ACEHSA). The Zicklin full-time MBA program enrolls students whose credentials and average GMAT scores place them among the top students in the nation. The Zicklin School also offers a combined degree program in accountancy that meets the latest education requirements for the CPA exam and enables students to complete an undergraduate degree program of their choice and an MS in accountancy in five years. The Zicklin School houses the City University's PhD in business and offers a joint degree program leading to the JD/MBA degrees in conjunction with both Brooklyn Law School and The New York Law School.

The Weissman School of Arts and Sciences (WSAS) provides all Baruch students with a strong foundation in the arts and sciences and offers 14 majors leading to the BA degree, as well as an arts and sciences ad hoc major that enables students to tailor unique interdisciplinary programs. "Bridge programs" combine study of a liberal arts discipline with study of business, such as arts administration, management of musical enterprises, business journalism, graphic communication, and corporate communication. WSAS offers science programs that prepare students for entry into top medical and dental
schools. At the graduate level, the Weissman School offers the MS and PhD degrees in industrial/organizational psychology, MS in Applied Mathematics for Finance, and MA degrees in business journalism and corporate communication.

The School of Public Affairs (SPA) prepares students for careers in government, the nonprofit sector, and private enterprise through programs leading to the BS in public affairs and in real estate and metropolitan development, MPA, Executive MPA, and MS Ed in educational administration and supervision, and in higher education administration.

Baruch has been ranked as the most diverse college in the United States, with students from across the wide spectrum of New York City's cosmopolitan population, as well as from 148 other nations. Total enrollment is over 15,000, including nearly 2,500 graduate students. The profile of the traditional Baruch student has remained unchanged since the college's beginnings: smart students, many of whom work, many of whom do not speak English at home, and many of whom are the first in their families to attend college. They are willing to work and study hard to make their career aspirations a reality. Day, evening, and weekend class schedules are designed to accommodate both full- and part-time students.

Baruch's faculty combine outstanding academic credentials with significant real-world experience. Roughly 450 teach full time, with about 95 percent holding the PhD or other terminal degree. Full-time faculty teach both entry-level and advanced courses and serve as advisors to student organizations and pre-professional programs. Many are affiliated with the PhD programs at the CUNY Graduate Center. As leaders in their chosen academic fields, faculty members are regularly recognized with fellowships and awards. Several hold the prestigious title of City University Distinguished Professor.

The Baruch College Campus
The campus comprises six buildings, as outlined below. The bold letters on the left correspond to the official designations of campus boxes and offices (e.g. Box B8-250 means the Vertical Campus, 8th floor, Room 250). For more detailed descriptions of the facilities see the Bulletin; for the location of specific offices or individuals, see the online directory; for additional information on the college see the homepage.

A 17 Lexington Avenue (23rd Street)

- Classrooms
- Department of Natural Sciences
- Faculty Lounge (Room 215)
- Mason Hall
- Continuing Studies
- Security/Public Safety
- Baruch High School
B  Vertical Campus
(One Bernard Baruch Way/55 Lexington Avenue)

- Classrooms
- Faculty and Departmental Offices
- Weissman School of Arts and Sciences
- Zicklin School of Business
- Center for Advisement and Orientation
- Student Development
- Student Life
- Performing Arts Center
- Field Center for Entrepreneurship and Small Business
- Athletic and Recreational Complex
- Faculty and Staff Lounge (14-290)
- Conference Facilities

C  Newman Hall (137 East 22nd Street)

- School of Public Affairs
- Newman Real Estate Institute

D  135 East 22nd Street

- Administrative Offices
- Sidney Mishkin Gallery

H  151 East 25th Street

- Newman Library
- Admissions and Financial Aid Office
- Registrar’s Office
- Bursar’s Office
- International Student Service Center
- BCTC (Baruch Computing and Technology Center)
- Subotnick Financial Services Center
- Conference Facilities

I  137 East 25th Street (The Annex)

- Information Center
- SPAR (Grants Office)
- Counseling Center
- Honors Program Office
- Schwartz Communication Institute
- Institutional Research
The Association to Advance Collegiate Schools of Business (AACSB) is a not-for profit corporation of educational institutions, corporations, and other organizations devoted to the promotion and improvement of higher education in business administration and management.

The Accreditation Council of AACSB International, comprising accredited member institutions, conducts its accreditation function. In this role, AACSB International provides guidelines to educational institutions in program, resource, and faculty planning.

The AACSB accreditation methodology is currently undergoing review. The new experimental guidelines are being field tested in select schools and are scheduled for expected ratification by AACSB membership in April 2003. The proposed standards are available online at http://www.aacsb.edu/accreditation/brc/proposedstandards.pdf Pages 40-45 deal specifically with standards for faculty.
Two documents available from the website of the AAUP (American Association of University Professors) may be of particular interest:

**Statement of Principles on Academic Freedom and Tenure**: adopted in 1940, with interpretive comments from 1970.


Other statements from the [AAUP Redbook](http://www.baruch.cuny.edu/facultyhandbook/AAUP-docs.htm) might also be of interest.
The Center works with undergraduates. For information on graduate advisement, go to Graduate Programs/Advisement: SPA or Graduate Programs/Advisement: WSAS or Graduate Programs/Advisement: ZSB.

The Center provides academic advisement services to the undergraduate student body, focusing primarily on students with fewer than 60 credits. This includes advisement on course selection, curriculum requirements, and requirements for the major and the minor. The Center is staffed by professional academic advisors, academic counselors, and peer advisors who provide guidance to students in good standing, students who are academically at risk, students on academic probation, and students reinstated into the college. The staff are also dedicated to advising students about how to do well in school, how to choose the right major, and how the College can provide them with further enrichment opportunities.

Both for convenience and because of the high volume of inquiries for the limited number of staff, the Center encourages students to utilize the Center’s website, which has detailed current information for new, continuing, returning and prospective students. We encourage faculty to navigate the site to find out more about the Center’s services and policies and suggest that faculty refer students to the website to get their questions answered before making an unnecessary trip to the Advisement Center. Insofar as faculty themselves bring unique expertise and experience to the advising process, we also encourage faculty to engage further with their students by advising them.

Academic Advisors

Some of the additional services the Center provides are waivers, major declaration forms, special permission requests, and referrals. The Center provides a single location where students may obtain various documents, forms, and applications.

- Information Sheets and Applications
  Material students may obtain at the Center include: Credit Overload
Applications, Curriculum Guide Sheets, Zicklin School of Business Application, Definition of Courses, Pre-SPA Requirements, Committee on Academic Standing Appeal Application, and other materials related to college procedures, policy, and academic requirements.

- Majors
  Advisors are responsible for approving major declaration applications for ZSB students, with the exception of students interested in majors in I/O Psychology, Economics and CIS/STA. The advisors refer those students, as well as students interested in majors in SPA and WSAS, directly to the designated faculty advisor in each department.

- Waivers and Special Permission Requests
  Each semester the advisors approve and process various waivers and request for special permission to take particular course and to drop courses. Some examples are: Credit Overloads; and Course Withdrawal/Total Resignation.

**NB:** The Center does not provide permission for students to enter “closed” courses. Such permission must come from instructors or department chairs.

**The Advisement Center and the Faculty**
Advisors often refer students to faculty to discuss majors, minors, and particular courses. We refer students declaring a major in SPA and WSAS directly to the faculty to complete a major declaration form.

The advisors are not responsible for waiving students from specific course prerequisites unless directly advised to do so by the academic department. The advisors refer students to faculty for waivers of specific course prerequisites and co requisites. Each department and/or school determines whether to provide such waivers.

The Center provides a place where the academic departments and faculty can promote majors, exciting new courses, and the minor. It is an ideal place to post upcoming events, new courses, and career opportunities in a field. The Center advises hundreds of students each week, so it is a great way to capture the attention of the undergraduate student population.

The Center encourages the faculty to refer to the website or to contact any member of the Advisement Staff with questions. They will be happy to assist whenever needed. Further information available at [Center for Advisement and Orientation](http://www.baruch.cuny.edu/facultyhandbook/advisement.htm).

**Director:** Sharon Ricks  
**Location:** Vertical Campus, Room 5-215
The subject of academic integrity is much in the news. Prof. Don McCabe of Rutgers University, a widely-cited writer on the subject, led a faculty seminar on the subject in November. The Provost has convened a taskforce to examine possible improvements in current procedures and policies and to discuss them with individual departments. In February, some members of the taskforce enrolled in an online workshop on preventing plagiarism hosted by The Center for Intellectual Property in the Digital Environment at University of Maryland University College. A Best Practices in Preventing Academic Dishonesty document was produced by the workshop; it is the property of the Center. (An article on a related subject -- with some useful tips -- "Keeping Plagiarism at Bay in the Internet Age," appeared in the February 2002 issue of the APA Monitor.) Finally, in spring 2003 the college's seminar series Ethics Across and Beyond the Curriculum deals with issues that significantly overlap those alluded to under the Academic Integrity rubric.

Approaches to the issue that may be of interest to Baruch faculty include: a letter to students and a "best practices" document written by Prof. Bill Taylor of Oakton Community College of Des Plaines, Illinois (Prof. Taylor welcomes use of versions of these documents by others, as well as comments); the Multimedia Integrity Teaching Tool; those discussed at the website for the Center for Academic Integrity (CAI) at Duke University. (Baruch College is a member of CAI.); and a draft statement about academic honesty by Paul Arpaia, the Director of the Bernard L. Schwartz Communication Institute, and Alison Lovell, a consultant at the Institute.

Added 3/3/03: Here is a link to The Center for Academic Integrity's brochure, The Fundamental Values of Academic Integrity.
Added 4/24/03: Since Fall 2001, our colleagues at Queens College have experimented with requiring students implicated in acts of academic dishonesty to meet as a group to "encourage discussion of their unethical behavior," The groups have been led by Barbara J. Moore, Assistant Professor of student personnel and a counselor at the Counseling and Advisement Center at Queens College. Her report of last year's discussions was published in About Campus (September/October, 2002) as "Truth or Consequences." (The link is to a typescript; it is distributed with Prof. Moore's permission.)

Baruch College's statement to students on this subject is available from the homepage (see Academic Honesty under "Academics"). A version of that statement, slightly revised for faculty, appears below.

**Academic Honesty and Dishonesty at Baruch College**

**NB: The student version of the following statement is available on the college’s homepage at Academic Honesty.**

Academic dishonesty is unacceptable and should not be tolerated by faculty or students. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the College’s educational mission and the students’ own personal and intellectual growth. Our students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

**Definitions of Academic Dishonesty**

**Cheating** is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include:

- Copying from another student during an examination or allowing another student to copy one’s work.
- Unauthorized collaborating on a take-home assignment or examination.
- Using unauthorized notes during a closed book examination.
- Taking an examination for another student.
- Asking or allowing another student to take an examination for one’s self.
- Changing a corrected exam and returning it for more credit.
- Submitting substantial portions of the same paper to two classes without consulting the second instructor.
- Preparing answers or writing notes in a blue book (exam booklet) or on a desk top before an examination.
- Allowing others to research and write as-signed papers, including the use of commercial term paper services.

**Plagiarism** is the act of presenting another person’s ideas, research or writing as one’s
own:

- Copying another person’s actual words without the use of quotation marks and footnotes.
- Presenting another person’s ideas or theories in one’s own words without acknowledging the other person.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.

Obtaining an Unfair Advantage

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials.
- Depriving other students by stealing, destroying, defacing or concealing library materials.
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.
- Engaging in activities that intentionally create an unfair advantage over another student’s academic work.

Falsification of Records and Official Documents

- Forging signatures of authorization
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Collusion: lending assistance or failing to report witnessed acts of academic misconduct.

Due Process and Students’ Rights

Any charge, accusation or allegation to be presented against a student that, if proved, may subject the student to disciplinary action, must be promptly submitted in writing to the Office of the Dean of Students (646-312-4570; Box B2-255; VC, Room 2-255). Due process begins with student notification and an investigation of the charge. The process ends with either dismissal of the charge or sanctioning. For a detailed description of the steps involved in the adjudication process, please refer to Article 15, Section 15.3 Student Disciplinary Procedures, which appears under Students Rights and Responsibilities in every Baruch College Bulletin (this link is to a PDF file).

Penalties for Academic Dishonesty
Engaging in acts of academic dishonesty can end a student’s college career and jeopardize future career goals. Baruch College is committed to maintaining an atmosphere of academic integrity. Students should know that faculty and staff follow routine practices that readily detect acts of academic dishonesty: as experts in their field of study, faculty often are familiar with the source of plagiarized material; techniques for detecting cheating are used on blue books and examination papers, especially in large course sections. All alleged cases of academic dishonesty are subject to due process. When misconduct has been proven, the following sanctions are applied. A disciplinary file becomes a part of the student’s permanent record.

- **Admonition:** An oral statement to the offender that he/she has violated University rules.
- **Warning:** Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.
- **Censure:** Written reprimand for violation of specified regulation including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
- **Disciplinary Probation:** Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
- **Restitution:** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- **Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
- **Complaint to Civil Authorities**
- **Ejection**

Academic Dishonesty Occurs…

- **Because students are ignorant about the school’s policy.** Behavior that is considered collaborative in one environment or culture may be considered cheating elsewhere.
- **Because of societal pressure to “succeed at any cost.”** Students focus on grades instead of the learning process.
- **Because of desperation.** Poor time management and study skills often lead to lack of preparation for exams and inability to meet deadlines.

Helping Students to Avoid Academic Dishonesty

- **Suggest that students read and familiarize themselves** with Article 15, *Students Rights and Responsibilities*, which appears at the back of every Baruch
Communicate up front. Let your students know where you stand on academic dishonesty. Students should let their study partners know where they stand on academic dishonesty. If they lend term papers, they should be clear that they do not expect their work to be copied. Typists or editors must discuss any changes before making them on students’ papers.

Time Management and Study Skills. Students should allow adequate time for studying and writing papers. Acts of academic dishonesty often are desperate attempts to cover up lack of preparation.

Seek Help. If a student is overwhelmed by course content, he/she should visit the professor during office hours to discuss his/her concerns. The student also may attend on-campus workshops on time management and study skills. Information on workshops is available at the Office of Student Life (Vertical Campus, Room 2-210). The SACC Center (Vertical Campus, Room 2-116) offers tutoring in most subjects.

Course Withdrawal. If a student is doing poorly in a course or if a crisis has caused the student to fall too far behind, he or she should consider dropping the course within the deadline for receiving a W (see Calendar for precise dates).

Reexamine Goals. Students should be sure that the goals they set and follow are their own. They should not be pressured by family and friends into a career that does not make the best use of their abilities. The Counseling Center offers personal and career counseling.

Make Cheating More Difficult. Seating students apart from each other, creating several different exams for the same class so that students near each other have different exams, avoiding giving the same exam twice—these and other techniques can discourage academic dishonesty.

Reporting Acts of Academic Dishonesty. Students who are dishonest in obtaining their grades may not succeed on the job; employers will come to believe that Baruch students do not have the knowledge/skills to perform their work. If a student observes cheating during an exam, or knows of students who have any unfair advantage, it is his or her obligation to report these occurrences to the Dean of Students. The Dean’s Office will investigate allegations while maintaining confidentiality. Students should remember that they are the ones most being hurt if these injustices are allowed to continue.

For further information on matters relating to Student Academic Dishonesty and Student Affairs, contact Ron Aaron, Associate Dean of Students at (646) 312-4570, Vertical Campus, Room 2-255.

Some useful links:
www.plagiarism.org
www.turnitin.com
The Baruch College Faculty Handbook

Academic Integrity Taskforce

The most recent additions to this page are nearer the top; earlier entries are further down.

June 2003
Students interested in working on the Student Guide to Academic Integrity will meet with Ron Aaron and Dennis Slavin on Tuesday, June 17 at 6:30 in VC 2-290.

Hard copy of Academic Integrity at Baruch College: Summary for Faculty distributed to faculty teaching in summer 2003.

The taskforce has begun to make arrangements to meet with departments in Fall 2003. The planned meetings include:

History Department
Thursday, September 11
12:45 pm

May 13, 2003
A version of the following email was sent to members of the taskforce. Comments, especially on the XF grade, are welcome. (Send comments to Associate Provost, Dennis Slavin.)

Recent Meetings Four meetings with departments have taken place in recent weeks; most participants seemed to find them useful. An issue that's emerged is the general difference between disciplines in which the integrity problems tend to be in the area of cheating, as opposed to plagiarism. Larger rooms in which students can sit further apart might help (as can several different exams on different colored paper); we are looking into using one or more of the gymnasiums for final exams next fall and at ways to make Mason Hall more exam-friendly.

XF Grade An approach we have discussed is a grade that would be used only for academic integrity violations. Unlike the traditional F, such a
grade (let's call it XF) would not be susceptible to the F grade replacement policy. At our meeting with the Accountancy Department, one faculty member wondered whether such a grade might be too harsh: for someone who cheats or plagiarizes just once, perhaps as a freshman, wouldn't such a black mark on the transcript, the meaning of which would be apparent to future employers, be unfair? Several of us have been discussing this and contemplating the use of an XF grade (or otherwise-coded F) that would remain on a student's transcript until his/her last semester, when it would turn into a straight F -- eliminating the possibility of replacement. (NB: This would not mean that the student could not re-take the course -- for required courses they would have to -- merely that the F would remain in the transcript and be part of the GPA.) That does seem more fair. (Obviously, we'd have to work out the wrinkles for transfer students.) In the end, any new grade will be up to CUNY, but we'd like to know what you think.

**Syllabus Items** The faculty handbook now includes a page with sample paragraphs on academic integrity. Faculty can cut and paste these into their own syllabi or be inspired to create their own. Comments are welcome.

**Student Guide to Academic Integrity** Ron Aaron (646-312-4577) and Carl Kirschner (646-312-4578) are arranging for a first meeting of students interested in working on the guide. *Students: meeting scheduled for Tuesday, June 17 at 6:30, VC 2-290.*

**May 2003**
Members of the taskforce met with faculty and students of the Departments of **Accountancy, Law**, the **Library, Management**, and **Natural Sciences** for wide ranging discussions on academic integrity issues.

**April 24, 2003**
Since Fall 2001, our colleagues at Queens College have experimented with requiring students implicated in acts of academic dishonesty to meet as a group to "encourage discussion of their unethical behavior." The groups have been led by Barbara J. Moore, Assistant Professor of student personnel and a counselor at the Counseling and Advisement Center at Queens College. Her report of last year's discussions was published in *About Campus* (September/October, 2002) as "Truth or Consequences." (The link is to a typescript; it is distributed with Prof. Moore's permission.)

**March 17, 2003 and March 27, 2003**
Members of the taskforce met with the Chairs and the Dean of the Weissman School of Arts and Sciences (3/17) and the Zicklin School of Business (3/27) for wide-ranging discussion of academic integrity issues. We agreed that in light of issues specific to the various disciplines, the next step would be to bring the discussion to each department.
and to involve both full- and part-time faculty and students. These conversations will take place during the remainder of the spring semester and during fall 2003.

**March 11, 2003**
The taskforce met on Wednesday, March 12 in the Provost's Conference Room. The discussion took as a starting point the [Next Steps](http://www.baruch.cuny.edu/facultyhandbook/taskforce.htm) memorandum circulated to the members in February.

**January 17, 2003**
The taskforce met for the first time on January 16. Those who attended are listed at the bottom of this page. Faculty interested in attending future meetings please contact Associate Provost [Dennis Slavin](http://www.baruch.cuny.edu/facultyhandbook/taskforce.htm). A brief summary of the Jan. 16 discussion follows.

### January 16, 2003 Discussion

#### Summary
Consensus emerged around the idea that all members of the Baruch community need to understand our interrelationships as "collaborative" and not "adversarial." In an environment dedicated to the creation and dissemination of knowledge and the pursuit of truth, our educative mission depends on trust. Communicating that mission and the processes it entails might start with orientation sessions and the freshman seminar, but it should remain a significant theme in classes: faculty should clearly communicate their understanding of their own and student responsibilities through syllabi that are discussed in class; procedures in cases of academic dishonesty should be spelled out and enforced -- including informing the Office of the Dean of Students; and treatment of students (and treatment of faculty by students; indeed treatment of all members of the community) must begin with respect.

This emphasis is intrinsic to our mission, but it also transcends the immediate academic environment. Within the workplace, students will derive at least two significant benefits: having learned to work independently and to think critically, they will be able to bring those skills to their careers; by earning a reputation that our programs emphasize honesty, the college will bring added value to the degrees we grant.

#### Next steps
On Thursday, Feb 6, the Provost will speak to the Faculty Senate about faculty rights and responsibilities. Our efforts in promoting academic integrity throughout the community will be one focus.

Creation of effective syllabi will be the subject of a faculty seminar and will be the focus of an effort by the Provost's office this semester -- as will be a move towards more systematic and effective peer observations.

The Schwartz Communication Institute will work this semester with individual departments to discuss and develop discipline-based approaches to academic integrity;
these will be coordinated with the Provost's office and with members of the taskforce.

**Potential steps**
Creation of a *Student Guide to Academic Integrity* parallel to the faculty guide, written by students with the assistance of the Office of the Dean of Students.

Creation of a "generic" websites modeled on efforts to communicate the significance of academic integrity such as Richard Holowczek's website or Taylor's letter or "best practices" memo. Faculty could use such generic sites, or the sites could serve as the basis or inspiration for individual efforts.

**Attendees**
- Ron Aaron, Associate Dean of Students
- Glenn Albright, Chair, Department of Psychology
- Paul Arpaia, Director, Bernard L. Schwartz Communication Institute
- Jerry Bornstein, Library
- David Dannenbring, Provost
- Mindy Engle-Friedman, Ombuds and Department of Psychology
- Bert Hansen, Department of History
- Muhammad Iqbal, undergraduate student
- Sam Johnson, Dean of Students
- Carl Kirschner, Director, Student Support Services
- Barbara Lawrence, Associate Provost
- Alison Lovell, Writing Fellow, Bernard L. Schwartz Communication Institute
- Salome Makharadze, undergraduate student
- Robert Myers, Chair, Faculty Senate and Department of Communication Studies
- David E. Rivera, MBA student
- Donald Schepers, Department of Management
- Dennis Slavin, Associate Provost
- Eric Williams, MBA student
- Joanne Wong, undergraduate student
Security (Public Safety)

The Department of Public Safety is open 24 hours a day, 7 days a week, 365 days a year. Its main function is to provide a safe and secure environment for the Baruch Community. This includes the protection of property, whether owned by the college or by an individual. An Assistant Director is always present on campus while classes are in session, including Saturdays.

Location: 17 Lexington Avenue, Room 102

**Telephone numbers**
- Public Safety (main number): 212-802-3000
- Emergency number (Baruch College): 212-802-3333 or 646-312-3333
- Emergency number (New York City): 911 (call in the event of immediate danger)

The Security and Public Safety unit consists of the Director of Security, an Associate Director for Operations, and four Assistant Directors who oversee: Training and Procedures, Fire Safety/Fire Drills, Special Events, Scheduling, Records, Officer Discipline and Supervision, Alarm Systems, Technical Equipment, Investigations and Crime Prevention, Key Control and Supervision of Locksmiths, Lost and Found, Assignment and Maintenance of College Vehicles, and the Supervision of the CUNY Card I.D. and Access Control Center. The Security unit also includes 6 Campus Peace Officers (Sergeants) and 45 Campus Peace Officers (Patrol Officers), 25 Campus Security Assistants, augmented by contract security. Deployment to Baruch College of Campus Peace Officers is part of The City University of New York's Security Initiative. Campus Peace Officers are sworn and have arrest powers.

**Guest Policy**
All guests visiting a Baruch College campus building must sign in to the visitor's log located in the lobby of each building. Visitors will be signed in by the Public Safety Officers after the visitor displays valid I.D. (i.e. driver's license). If the visitor does not display valid I.D., he/she will not be admitted to the building. In this case, the visitor will be referred to the Public Safety Office.

**Property Removal**
Baruch College property may not be removed or transferred from one building to another.
without a Property Removal Authorization form (available from your department office or from the Public Safety Office). The purposes of this procedure are (1) to reduce theft of college property and (2) to facilitate the record keeping required by the CUNY Fixed Asset Accounting System. Your cooperation is essential for the system to succeed.

Follow these steps after filling out the form:

1. Bring or send the original (white) copy by campus mail to the Public Safety Office (Box A-0102) as soon as it is filled out.

2. When removing the property, give the yellow copy to the security guard verifying authorization to remove the property. You may be asked to produce proper identification in addition to the authorization form.

3. Retain and file the pink copy for your department's file.

*The authorization form is valid only for the date noted on the form.* If the form is not properly prepared and presented to the Public Safety personnel, the equipment may not be removed from any Baruch building.

**Special Assistance**

To provide a safe environment for Baruch faculty and staff personnel, the Public Safety Department requests that those who have health issues and work on weekends or outside of business hours (9 am to 10 pm) inform the Public Safety Office in writing of their schedule and special needs.

**Off-Hour Access**

Baruch College's policy for off-hour access distinguishes between two different circumstances: (1) buildings are open, but no classes are scheduled, or (2) buildings are closed and classes are not in session.

When buildings are open and there are no classes scheduled, faculty and staff are given normal access to their offices. If a visitor has an appointment with a staff or faculty member, the public safety officer will contact the staff/faculty member and inform the member that the visitor is in the lobby. If the staff/faculty member agrees to meet with the visitor, the public safety officer will print the visitor's name on the sign-in sheet. *All visitors must show photo identification before being admitted.*

When buildings are closed and classes are not in session, no one will be admitted without proper authorization and a valid Baruch I.D. Proper authorization means that an off-hour access notification form is prepared indicating the date, time, building, room, name of the person to gain access, and the reason. This form will be prepared by the Public Safety Office Administrative Assistant between the hours of 9 am - 5 pm, Monday through Friday. The public safety officer will print the name of each person and their destination on the sign-in sheet when he/she arrives. Everyone must sign out when leaving the building. Should plans change during non-business hours, please call the
Public Safety Department (212-802-3000) and we will make sure the appropriate forms are completed for pickup on arrival at the college.

*It is imperative we know of your presence in the building.* If there are any questions concerning the off-hour access policy, please call the Public Safety Department at 212-802-3000 and we will assist you.

**Access To Baruch Space**

Fire Department regulations and building management policy stipulate that all locked areas in office buildings must be accessible. These rules protect life and property in the event of fire or other emergency (broken pipe, electrical malfunction, etc.). *Therefore, do not secure any space with a lockset not installed by the college locksmith.* If you do, the lock will be removed and replaced by the locksmith with an approved Baruch lockset.

**Building Evacuations**

In the rare event that we have to evacuate personnel from a building, Baruch Public Safety will initiate the following policy:

- A message will be transmitted over the public address system informing people that they must leave the building immediately. You will receive directions to use the nearest available stairwell. DO NOT USE ELEVATORS and DO NOT PANIC. Members of the Baruch Public Safety office and fire wardens will assist in the evacuation process.

- If there is a power failure, there will be no public address message transmitted. In this case, Baruch Public Safety officers will respond and direct an orderly evacuation. The stairwells will be illuminated by emergency back-up lighting. As in all emergency evacuations, DO NOT USE ELEVATORS and DO NOT PANIC.

- In the event of an emergency, particularly a fire, Public Safety needs to be able to locate faculty and staff members who might need special assistance. If you have such a need, let the Director of Public Safety know. All disclosures will be kept confidential.

**Mail Safety**

The likelihood of receiving a bomb in the mail is extremely remote; however, be aware of the following:

A bomb can be enclosed in a parcel or an envelope and can be extremely dangerous. However, mail bombs have some unique characteristics, which, if recognized, can prevent a tragedy.

Mail bombs may bear restricted endorsements such as "Personal," "Private," or "Confidential." If the addressee does not ordinarily receive this type of mail, be
suspicious. The addressee's name or title may be inaccurate or misspelled. The package may contain excessive postage to assure delivery, and the return address may be missing, inaccurate or show a cancellation/postmark different from the return address. The name and address may be in distorted handwriting, prepared with homemade labels or cut-and-paste lettering. The item may have protruding wires, foil, oil stains or may emit a strange odor. Envelopes may be rigid or bulky in the center. The handler may hear sloshing, buzzing or ticking sound.

If you are suspicious of a mailing and are unable to verify the contents with the addressee or sender, do not take a chance: leave the envelope/parcel where it is, evacuate the immediate area and notify Public Safety's emergency line (212) 802-3333, without delay. DO NOT OPEN the item or tamper with it in any way.

Please call the Public Safety Department at 802-3000 regarding any questions or concerns.

**Reserving Baruch College Facilities**

All activities other than regularly scheduled classes are considered special events. Such events must follow the facilities-use procedures described below:

1. Fill out the Reservation Application Form. The form is available in department offices or from the Office of Conference Services: 151 E. 25th Street, Room 759 (212-802-2781; 2593 fax).

2. Contact Crescentia Coutinho (212-802-2781) or Jim Harvey (646-312-3087) to determine availability, catering, media needs, and billings.

3. Conference Services and Security will review all events and will assess the level of coverage required. Each event will require security approval. Should security determine a major potential problem with a proposed event, the event will be suspended until all outstanding security issues are resolved.

Following the procedures and filing a reservation application allows an Events Calendar to be prepared. This calendar allows senior officers of the college to be aware of events taking place on campus, and allows offices responsible for scheduling and control to cross-check their information. Any event sponsored by or connected to Baruch College must fill out a reservation application. All applications must be submitted thirty (30) days in advance and all fees are due two weeks in advance of the event.

**Keys**

To obtain a key for an office, desk, or cabinet, an employee of Baruch College must fill out a "Key Work Request." This form can be picked up in academic departments or at the Public Safety Office (17 Lexington Avenue, Room 102). The form must be completely filled out, including the signature of the department Chair. Without the Chair's signature the key will not be produced. After the "Key Work Request" has been filled out it should be brought to the Public Safety Office. The locksmith will then cut
the key. After the key is made, Public Safety will ask the employee to pick up the key. Keys will be released only to employees with a Baruch College I.D.

**Department of Public Safety (Security)**
Location: 17 Lexington Avenue, Room 102
Main telephone number: 212-802-3000
Emergency number: 3333
NYC Emergency number: 9-911 (call in the event of immediate danger)
Adjuncts: What Every Baruch Adjunct Needs to Know

Last updated on 3/17/2003

This page is under construction, starting March 6, 2003. Ultimately it should contain information that ranges from the trivial (Where do I get an ID card?) to far more substantive (How do I find out what the content of my course should be? What should I do about plagiarism?), including information on grading, observations, etc. Much of this information is already in the Handbook; this page will bring it together through additional prose and links.

Some departments treat these issues systematically. The Department of Law prepares Regulations and Guidelines for Adjunct Faculty, much of which is relevant to adjuncts in other departments. The adjunct guide prepared by the Department of Philosophy fulfills a similar function, with course content also addressed.

James Drogan, an member of the adjunct faculty in the Department of Managment, has forwarded an outline of what this site might contain, as well as thoughts on its maintenance. Helene Blieberg, an adjunct in the Department of Fine and Performing Arts sent these suggestions.

What do you think this adjunct page should contain? Please forward suggestions to Associate Provost, Dennis Slavin.
Administrative Organization of Baruch College

Last updated on 1/14/2003

The easiest way to view these charts online is as individual graphic files:

- Chart 1
- Chart 2
- Chart 2a
- Chart 3
- Chart 4
- Chart 5

Print the charts from the linked PDF file.
Administrator Contact Information

In the list below, office addresses (in parentheses) refer to the following campus locations:
A = 17 Lexington Avenue
B = Vertical Campus
C = Newman Hall/137 E. 22nd Street
D = 135 E. 22nd Street
H = 151 E. 25th Street
J = 137 E. 25th Street

President's Office: (B4-230) 646-312-3310
Ned Regan, President: (B4-230) 646-312-3312
John Dugan, Dean of Faculty & Staff Relations, Counsel to the President: (B4-226) 646-312-3320
Mary Gorman Hetherington, Executive Assistant to the President: (B4-230) 646-312-3315
Brian Kell, Executive Assistant to the President for External Affairs: (B4-231) 646-312-3314
Stacy Miles, Assistant Director of Affirmative Action: (D-817) 212-802-2865
Carmen Pedrogo, Affirmative Action Officer: (D-816) 212-802-2866

Office of the Provost and Vice President for Academic Affairs:
(D-710) 212-802-2820
David Dannenbring, Provost and Vice President for Academic Affairs: (D-710) 212-802-2827
Paul Arpaia, Director, Bernard L. Schwartz Communication Institute: (J-317) 646-312-2062
Phyllis Bagley, Registrar: (H-875) 646-312-1189
John Choonoo, Institutional Research and Program Assessment:
Administrator Contact Information | Baruch College Faculty Handbook

(J-1006) 646-312-2196
Arthur Downing, CIO and Assistant VP for Information Technology:
(H-930) 646-312-1026
Alan Evelyn, Director, Sponsored Programs and Research:
(J-1012) 646-312-2208
Barbara Lawrence, Associate Provost, Academic Administration:
(D-701) 212-802-2829
Carol Morgan, Director, Student Academic Consulting Center:
(B2-118) 646-312-4833
James Murphy, Assistant VP for Student Enrollment Services:
(H-713) 646-312-1370
David Potash, Associate Provost, Teaching/Learning Environment:
(D-812) 212-802-2825
Sharon Ricks, Director, Academic Advisement and Orientation Center:
(B5-227) 646-312-4262
Aurea (Abby) Santana, Director of Academic Administration:
(D-813) 212-802-2840
Dennis Slavin, Associate Provost, Faculty Development:
(D-712) 212-802-2805
Mark Spergel, Director of Orientation:
(B5-225) 646-312-4271
Carmen Vasquez, Executive Assistant to Provost and VP:
(D-711) 212-802-2823

Office of the Vice President for Administration & Finance:
(D-601) 212-802-2849
Robert Spector, Vice President for Administration and Finance:
(D-604) 212-802-2849
Jeanne Blazina, Deputy Director of Human Resources:
(D-204) 212-802-2752
Michael DiMarco, Bursar:
(H-817) 646-312-1282
Gwen Ferguson-Pugh, Executive Assistant to VP for Administration and Finance:
(D-605) 212-802-2698
Mary Finnen, Assistant Vice President for Finance:
(D-514) 212-802-2764
David Garlock, Director of Purchasing:
(D-1001) 212-802-2930
Ray Hohman, Controller:
(D-509) 212-802-2785
Dan Kaufmann, Acting Assistant VP for Campus Facilities and Operations:
(D-612) 212-802-2773
Henry McLaughlin, Director of Public Safety:
(A-102) 212-802-3010

http://www.baruch.cuny.edu/facultyhandbook/admin_contact.htm (2 of 5) [6/16/2003 2:06:31 PM]
**Jaime Quintong**, Controller for the Baruch College Fund:
(D-0606) 212-802-2793

**Jorge Sanchez**, Budget Director:
(D-517) 212-802-2762

**Abe Tawil**, Acting Associate Dean/Director for Continuing and Professional Studies:
(A-920) 212-802-5608

**Ronny Widener**, Director of Human Resources:
(D-212) 212-802-2750

**Office of the Vice President for Student Development:**
(B-2-255) 646-312-4570

**Samuel Johnson**, VP for Student Development & Dean of Students:
(B-2-260) 646-312-4579

**Ron Aaron**, Associate Dean of Students:
(B-2-256) 646-312-4577

**Angela Anselmo**, Director of SEEK:
(B-2-247) 646-312-4628

**Carl Aylman**, Associate Dean of Student Life:
(B-2-216) 646 312-4555

**William Eng**, Director, Athletics:
(B1-102) 646-312-5046

**Patricia Imbimbo**, Director, Career Development Center:
(B2-158) 646-312-4683

**Carl Kirschner**, Director, Student Support Services:
(B2-257) 646-312-4578

**Jenny Santiago**, Executive Assistant to the Vice President:
(B2-260) 646-312-4580

**Office of the Vice President for College Advancement:**
(D-901) 212-802-2900

**David Gallagher**, Vice President for College Advancement:
(D-914) 212-802-2908

[currently unfilled] Ass't Dir. of Development for Direct Mail & Telefund Programs

**A. Lucia Arana**, Manager of Special Events:
(D-909) 212-802-2912

**Karen Ellis**, Executive Director of Advancement Operations:
(D-915) 212-802-2904

**Andrea Jones**, Executive Assistant to the Vice President:
(D-913) 212-802-2878

**Marilyn Kahn**, Director, Executive on Campus:
(D-919) 212-802-2905

**Sandy Kovan**, Director of Major and Planned Gifts:
(D-916) 212-802-2910

**Ethel Madison**, Office Manager:
(D-902) 212-802-2901

**Alyce Mayo**, Director, Special Programs:
(D-912) 212-802-2830

**Kelly Moody**, Director of Corporate and Foundation Relations:
(D-904) 212-802-2907

**Laura Piil**, Gifts Processor:
(D-902) 212-802-2911

**Eleni Sfiroudis**, Asst. Director of Development and Alumni Relations:
(D-903) 212-802-2791

**Bianca (Naimah) Smith**, Director of CIS, College Advancement:
(D-910) 802-2906

**Tonya Tolson**, Associate Director of Prospect Research:
(D-908) 212-802-2913

**Mercia Weyand**, Senior Director of Corporate Relations:
(D-917) 212-802-2909

**Office of the Dean of the School of Public Affairs:**
(C-305) 212-802-5900

**Stan Altman**, Dean:
(C-306) 212-802-5904

**David Birdsell**, Executive Director of Academic Programs:
(C-415) 212-802-5957

**Pamela Ferner**, Director of Graduate Admissions and Career Services:
(C-315) 212-802-5912

**Barbara J. Fife**, Director of External Affairs:
(C-309) 212-802-5910

**Elyse Mendel**, Director of Career Services:
(C-311) 212-802-5916

**Karen Sauvigné**, Executive Director of Administration:
(C-308) 212-802-5905

**Office of the Dean of the Weissman School of Arts and Sciences:**
(B8-250) 646-312-3870

**Myrna Chase**, Dean:
(B8-254) 646-312-3880

[position currently unfilled] Director of Administrative and Financial Services:
(B8-253) 646-312-3881

**Glenn Albright**, Director of Pedagogical Development:
(B8-220) 646-312-3788

**William Boddy**, Director of Graduate Studies:
(B5-205) 646-312-4490

**Stephanie Govan**, Assistant to the Associate Dean:
(B8-252) 646-312-3879

**Gary Hentzi**, Acting Associate Dean:
(B8-267) 646-312-3885
**Roberta Kessler**, Assistant to the Associate Dean:
(B8-268) 646-312-3892
**John Wahlert**, Dir. of Research & Technology and Information Officer of WSAS:
(A-506C) 802-3085

**Office of the Dean of the Zicklin School of Business:**
(B13-270) 646-312-3030
**John Elliott**, Vice President and Dean:
(B13-268) 646-312-3034
**Rob Ducoffe**, Acting Associate Dean:
(B13-276) 646-312-3048
**Phyllis Zadra**, Acting Assistant Dean:
(B13-277) 646-312-3049
**Mary Seto**, Assistant to the Dean:
(B13-267) 646-312-3044
**Judy Tse**, Manager, Undergraduate Office:
(B13-264) 646-312-3041

For further information on administrative units see **Administrative Organization**; also the Baruch College **Directory**, which contains additional contact information.
Undergraduate Admissions
Those who wish to apply as freshman or transfer students need to fill out an “Application for Undergraduate Admission” or “Application for Undergraduate Transfer Admission.” Both are available on the web at http://www.applyto.uapc.cuny.edu/ or from Undergraduate Admissions and Financial Aid Services. Further information (and a link to the forms) is available from the Baruch College homepage under Admissions.

Undergraduate Admissions and Financial Aid Services
Director: James F. Murphy
Location: 151 East 25th Street, Room 720
Telephone: 646 312-1400

Graduate Admissions
Admissions information on the programs administered by the three Schools is available from the Baruch College homepage at Admissions. The individual sites are:

SPA: http://www.baruch.cuny.edu/spa/admissions/

WSAS: http://www.baruch.cuny.edu/wsas/graduate_programs/

ZSB: http://zicklin.baruch.cuny.edu/programs/programs_home.html
The Arts at Baruch College

For a college whose primary focus is on business and administration, the emphasis on the arts at Baruch is extraordinary. But the arts, of course, are big business, especially in New York, and the college’s emphasis on educational excellence implies attention to the full range of human endeavor.

On campus, students regularly have the opportunity to attend first-rate concerts, theatrical productions, and gallery exhibitions at no charge. The college also brings the arts directly into classrooms: string quartets, theatre ensembles, and orchestras bring to life concepts discussed in classes in ways that help students think critically and “outside the box.” These classroom residencies cut across disciplines and across all three Schools.

Academically, the college offers courses in Art, Music, and Theatre through the Department of Fine and Performing Arts, with specializations in bridge programs that link WSAS to ZSB and SPA, such as Management of Musical Enterprises and Arts Administration (with focus on either Art or Theatre). The Business Communication major includes a specialization in Graphic Communication. A well-equipped darkroom serves students taking Photography courses.

The Performing Arts at Baruch

PAC, the Performing Arts Center, comprises and schedules events in Engelman Hall, Nagelberg Theater, and Mason Hall. For information and ticket reservations for events in these venues call: 646-312-4085.

On the B1 and B2 levels of the Vertical Campus are Engelman Hall, a concert venue and Rose Nagelberg Theater, a flexible black-box theater. Both seat nearly 200 people. Other spaces in which performances take place are Mason Hall (17 Lexington Avenue, lobby), Nallin Hall (17 Lex, Room 1220), and the Bernie West Theatre (17 Lex, Room 910).

The Aaron Silberman Concert Series features four or five concerts a year in Engelman Hall by outstanding chamber music ensembles. (See the linked site for an up-to-date concert schedule.) Baruch’s ensemble-in-residence, the Alexander String Quartet, performs at least
The annual **Milt Hinton Jazz Perspectives Concert** features such performers as Tito Puente and the Mingus Big Band. Each semester the **Baruch College Chorus** performs a varied repertory in an end-of-semester concert. (The Spring 2003 concert will take place on Thursday, May 15 at 1:15 in Engelman Hall. Faculty are invited to sing with the chorus and to engage with their students through song.)

The Department of Fine and Performing Arts presents a **student play** each semester, directed by a member of the FPA faculty. The Fall 2002 production of *Marisol* by Jose Rivera, directed by Prof. Debbie Saivitz, featured the first performances in Nagelberg Theater. In Spring 2003, the student production was *A Servant of Two Masters*, by Carlo Goldoni. For more information call 646-312-4085.

Good sources for information and dates of upcoming events are the **WSAS events calendar** and the **comprehensive campus calendar**. An arts calendar featuring events in PAC will start appearing soon.

### Artists-in-Residence

**The Alexander String Quartet** has been resident in WSAS for one week each semester for more than 15 years. The quartet attends a wide variety of classes to draw connections between music and other disciplines. For example, they demonstrate connections between narrative and musical forms in literature or writing classes, and, in history classes, explore ways in which music of the “Romantic” period might express that Zeitgeist; they investigate musical/mathematical relationships in math classes. To ask about bringing the ASQ to your classroom, contact the Department of Fine and Performing Arts at 646-312-4052.

The conductorless **Orpheus Chamber Orchestra** provides a working model of “flat,” non-hierarchical leadership. Rehearsals are attended by students from all three schools. Members of the orchestra contact instructors in advance and provide materials to help prepare students for the session. Free tickets to **Orpheus’ concerts in Carnegie Hall** often are available. Faculty interested in tickets should contact Associate Provost **Dennis Slavin**.

Several theater companies have held residencies at Baruch, including the Jean Cocteau Repertory and the Classic Stage Company. In 2002-2003 the **Pearl Theatre** will be in residence, visiting a variety of classes and offering free tickets to some of its performances throughout the year. For more information, contact the residency coordinator, Prof. **Robert Scotto** (English): 646-312-3982.

Each semester the **Sidney Harman Writer-in-Residence** teaches one course and presents an open reading and “conversation” with the Baruch community, creating a lively literary salon for students and faculty. **Anita Desai**, the distinguished fiction writer, is the Harman Writer-In-Residence for Spring 2003. She will teach a **workshop on fiction writing**. On Tuesday, March 18, she participated in an open reading and conversation with several hundred members of the...
Baruch community. Previous Harman writers have included Edward Albee, Agha Shahid Ali, Paul Auster, Jane Kramer, Tony Kushner, Lorrie Moore, and John Edgar Wideman. The Fall 2002 Harman Writer-in-Residence was Philip Gourevitch.

The Sidney Mishkin Gallery
(212) 802-2690

Founded in 1983, the Sidney Mishkin Gallery was renamed in 1991 in honor of the late Sidney Mishkin (class of 1934). The gallery has distinguished itself by presenting small, museum-quality exhibitions that highlight innovative scholarship, significant artists, and multicultural concerns. The exhibitions and programs organized at the Mishkin Gallery broaden and enrich the education of Baruch College students, while enhancing the cultural opportunities of the entire Baruch College community. An increasingly visible non-profit gallery in New York City, the Mishkin Gallery also provides a neighborhood museum for residents of Gramercy Park, Madison Square, and Park Avenue South. Mr. Mishkin’s donation of 10 major works of modern art established a standard of excellence for the College’s permanent collection, which has expanded to include outstanding examples of twentieth-century photography and works on paper, in addition to paintings and sculpture by European and American modernists.

**Gallery tours for classes**: The Mishkin Gallery provides gallery tours for Baruch classes from any department. The gallery director will work with faculty to provide a gallery talk relating the exhibition on view to the content of a specific course. To schedule a tour call 212-802-2690.

Gallery Director: Dr. Sandra Kraskin
Address: 135 East 22nd Street, 1st floor
Telephone: 212-802-2690
Hours: Monday-Friday, 12-5 pm; Thursday, 12-7 pm

**Exhibition Schedule for 2002-2003**

*In Memory: The Art of Afterward* september 6 – October 2, 2002
Opening reception: Sept. 5, 5-7 pm

*A Decade of Collecting: Photography from the Baruch College Collection* October 18 – November 7, 2002
Opening reception: Oct. 17, 5-7 pm

*Ernest Briggs: Abstract Expressionist Paintings from the 1950s*

*Sequined Surfaces: Haitian Voudon Flags* November 15 – December 12, 2002
Opening reception: Nov.14, 5-7 pm

*Unpredictable Images: Painting and Sculpture by Dove Bradshaw* March 28 – April 29, 2003
Opening reception: Mar.27, 5-7 pm

http://www.baruch.cuny.edu/facultyhandbook/arts.htm (3 of 4) [6/16/2003 2:06:32 PM]
Weissman Lecture on the Influence of the Arts on Society

The annual Weissman Lecture features members of the New York arts world exploring intersections between the arts and the worlds of business, government, and the general community. Featured speakers have included George Weissman (former CEO of Philip Morris and former President of Lincoln Center), Schuyler Chapin (then NYC Commissioner of Cultural Affairs), Cora Cahan (President of The New 42nd Street, Inc.), and Gordon J. Davis (former President of Lincoln Center). Here is a link to the text of George Weissman’s inaugural lecture of December 1998.
The purpose of ARC is to provide a broad and diversified program of activities and services for students, faculty, staff, alumni, and the community, in order to enhance the quality of life. The college has long recognized that recreational activities and formalized sports programs are an integral part of the process of educating the total individual.

Membership Fees
The faculty and staff (Baruch College employees) fee is $240 per year. Members of the immediate family of a member may join for an additional $140 per year each. Members are entitled to use the facilities listed below. Students are admitted free.

**Fitness Center** (VC, B1 level) 646-312-5053
The fitness room contains lifecycles, recumbent bikes, stair climbers, treadmills, ellipticals, universal and hammer strength machines, and free weights. Look [here](http://www.baruch.cuny.edu/facultyhandbook/athletic_complex.htm) for the schedule (or call 646-312-5040).

**Pool** (VC, B3 level) 646-312-5060
The pool is 25 meters, and has 6 lanes for open and lap swim. Look [here](http://www.baruch.cuny.edu/facultyhandbook/athletic_complex.htm) for the schedule (or call 646-312-5040).

**Racquetball Courts** (VC, B3 level)
Reservations for the three courts may be made in person or by calling the Equipment Office at 646-312-5056. Look [here](http://www.baruch.cuny.edu/facultyhandbook/athletic_complex.htm) for the schedule (or call 646-312-5040).

**Main Gymnasium** (VC, B2 level)
The main gym includes three full basketball courts, seats 1,200 spectators, and is equipped for volleyball settings. Look [here](http://www.baruch.cuny.edu/facultyhandbook/athletic_complex.htm) for the schedule (or call 646-312-5040).

**Auxiliary Gymnasium** (VC, B2 level)
It includes 1 full basketball court and is equipped for volleyball, tennis, and badminton settings.

**Saunas** (VC, B1 level)
Saunas are available within the main locker rooms.

**Lockers** (VC, B1 level)
Lockers are available for day usage or can be rented by members on a six-month or yearly basis. Personal locks may be used on the designated day lockers, but must be removed at the end of the day. Faculty rental fees are $50 for six months or $75 per year. Rental contracts may be obtained through the Athletic Office: 646-312-5040. Only locks issued by the Equipment Office may be used on rental lockers.

**Guest Privileges**
Members are permitted one guest per visit ($10 fee).
Members must accompany their guests.

**Hours**
Hours are subject to change, but you can look [here](#) for the schedule (or call 646-312-5040).

Director of Athletics Facilities: **Machli Joseph**
Telephone: 646-312-5044
For [more information](#)
The Registrar's Office is the student record keeping office of the college and is responsible for registration, production of rosters, the recording of grades, scheduling final examinations, and enforcement of academic policies, among other things.

**Registrar's Office, 151 E 25th Street, 8th floor**

<table>
<thead>
<tr>
<th>General Information</th>
<th>Phyllis Bagley, Registrar</th>
<th>(646) 312-1150</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>Greg Price, Associate Registrar</td>
<td>(646) 312-1169</td>
</tr>
<tr>
<td>Registration</td>
<td>Eliza Tom, Director of Registration</td>
<td>(646) 312-1164</td>
</tr>
<tr>
<td>Grades</td>
<td>Florence Levy</td>
<td>(646) 312-1192</td>
</tr>
<tr>
<td>Student Records</td>
<td>Beverly King</td>
<td>(646) 312-1195</td>
</tr>
</tbody>
</table>

**Registration**

Students are required to attend the section for which they are registered. Instructors are not permitted to make exceptions to this rule under any circumstances. If a student does not appear on your roster please direct him or her to the Registrar's Office. If the student claims to have registered after the current roster was issued, the student must provide the instructor with a printed confirmation in order to remain in class.

**Class Attendance**

All students are required to attend every session of their courses. If a freshman or sophomore is absent in excess of twice the number of class sessions per week, the instructor must give the student a WU grade, which counts as an F. The instructor may give a junior or senior a WU grade (the equivalent of an F) if he/she has excessive absences.

If a student does not meet scholastic standards, the instructor may give a WF (equivalent of an F) at any time after the tenth week of the semester. Instructors have the right to
weigh class participation in determining grades.

Grades
Faculty members must submit their grades as soon as possible after the final examination. 48 hours is the normal limit, but we are aware that essay examinations take longer to grade and will allow an additional 48 hours to receive those grades. It is important not to delay submitting grades beyond these deadlines. Late submission can affect a student’s ability to register for classes the following semester or to complete graduation certification.

The following is a list of the official grades for the 2002-2003 academic year. They apply to both undergraduate and graduate students except where noted otherwise. Percentage equivalents are given to guide those who compute grades on the basis of 100%. For additional information on the meaning and implication of each grade, see the Baruch College Bulletin (undergraduate or graduate).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Equivalent</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0 - 100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0 - 87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0 - 77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0 - 72.9</td>
</tr>
<tr>
<td>D+(5)</td>
<td>1.3</td>
<td>67.1 - 69.9</td>
</tr>
<tr>
<td>D(5)</td>
<td>1.0</td>
<td>60.0 - 67.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>below 60.0</td>
</tr>
<tr>
<td>W(1)</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>WA(1)</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>WF(2)</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>WU(2)</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>P(3)</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>R(2)</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
1. Non-prejudicial grade of withdrawal, both graduate and undergraduate, available only until the deadline for withdrawal (see due dates under CALENDAR).

2. The grades of WF, WU, R, and PEN are undergraduate grades only.

3. The grade of P can be used for undergraduates in WSAS only. It can also be used in the following graduate courses: Research Methodology, Thesis, and Thesis Alternative. Graduate students who apply for the satisfactory/unsatisfactory option will receive a grade of P if the course is successfully completed and NC if it is not.

4. The grade of INC or ABS is given when the student's work is incomplete (INC) or the student has not taken the final examination (ABS) and the student's term average is 50% or better. If the student's work is incomplete and the student has missed the final and the term average is 50% or better, the grade of ABS should be assigned.

Students who receive a grade of ABS, INC, or PEN in the spring semester may not register for the same course in either the summer session or fall semester; students who receive a grade of ABS, INC, or PEN in the summer session may not register for the same course in the fall semester; students who receive a grade of ABS, INC, or PEN in the fall semester may not register for the same course in the spring semester.

5. The grades of D and D+ cannot be assigned in graduate courses.

### Student Registration Options

Most students are eligible to register for courses using either a telephone registration system or a web-based registration system known as e-SIMS. The web-based registration system provides more information than the telephone system.

In both systems the students may:

- Change their Personal Identification Number (PIN)
- Add courses
- Drop courses
- Replace one course with another
- Check their schedules
- Inquire about their tuition and fees
- Check grades for the previous semester
- Check for open sections of courses

In the e-SIMS web-based registration system, students may also
Class rosters for faculty
Each semester the Registrar’s Office distributes five (5) rosters to the faculty:

- First Day Roster
- Supplemental Roster
- Roll Book Roster
- Certification Roster
- Final Grade Roster

The First Day Roster is prepared the day before classes begin and reflects the registrations processed through the end of the regular registration period. Students are listed in alphabetic order; a 4 digit identifier is shown. The student’s class level and major are shown. A listing of the codes used for majors is included with the First Day Roster.

The Supplemental Roster is prepared after the late registration period ends. It includes all changes that have taken place after the regular registration period ended. Changes may be the result of changes of program, cancellation for failure to pay tuition by the deadline, or a late registration. Supplemental rosters generally are distributed during the second week of the semester.

The Roll Book Roster is prepared after the second week of classes. This roster is printed on hard copy stock and can be used for attendance, recording of grades for quizzes, exams, etc., and the final grade.

The Certification Roster is distributed at approximately the fifth week of the term. This roster, which is printed in duplicate, reflects all registrations on file at the end of the third week of classes. The names of students who resign from classes during the first three weeks do not appear on this roster. This roster requires an action on the part of the faculty. Each instructor is asked to verify the attendance of students whose names appear on the roster.

Students who have attended at least once require no action unless they have overcut the course. If they have overcut the course, a "WU Form" should be completed and returned with the signed copy of the roster. If a student never attended, instructors are asked to draw a line through the name and indicate that the student never attended. WU Forms are included with this roster. One copy of the roster is to be signed and returned to the Registrar's Office and the second copy retained by the instructor.

Prior to the end of the semester, a multi-part Final Grade Roster is distributed. This roster is used to record grades for the course. Grades are to be recorded in two locations: the final grade is recorded in ink in the column headed "Final Grade". Then, using a pencil, the appropriate grade is to be blackened. When pens are used to blacken the grade, the roster is rejected by the scanner and the processing of grades delayed. Grades are processed daily and the students' records updated. They can then be accessed by the student through the web based transcript.
In addition to the formal printed rosters distributed by the Registrars's Office, there is a web based roster that individual faculty may access. The name of the faculty member teaching the course must be on file with the Registrar's Office. If the instructor of the course is officially listed "STAFF," no one can access the roster through the web. If the department changes an instructor from one course to another without this change being recorded by the Registrar's Office, the new instructor of the course cannot access the roster.

To access the web based roster, go to Faculty Rosters. (Or: from the Baruch College home page select "Computing"; then select "College Net" and go to "Faculty Rosters.") When you have selected Faculty Rosters, you will be prompted to enter your User Name (Your last name) and the last 6 digits of your SSN. You will then see a roster of the students registered for your course. This list can be downloaded from the internet and be used in a spread sheet program if you have one.

What to do if a student claims to have registered but his/her name does not appear on the roster.

If a student claims to have registered for your course and his/her name does not appear on the roster, please ask the student to provide a copy of a bill dated after the date of your roster showing your course. If the student cannot provide that, direct the student to the Registrar's Office (151 E 25th Street, 8th floor). If the student resolves the registration problem, a new bill will be issued or some other proof will be provided.

Why would a student have a bill dated prior to your roster that shows his/her registration but the roster does not have his/her name on it?

The main reason this may occur is the failure of the student to pay the tuition and fees due to the College by the deadline set. Registration requests for students who fail to pay their tuition on time are cancelled by the College and the seats made available to other students who may need the courses. In these cases, the students have been warned that payment had not been received and a final due date given. Students who have had their registrations cancelled are notified of the cancellation. Students have access to their records through the web registration system; this includes their registration status and their financial obligations to the College.

Can a student who is registered for one section be allowed to attend another section for which he/she is not registered?

In a word, NO. Students should be registered for the course that they are attending. Informal arrangements to allow a student to "sit in" a different section of the course may end up with the student receiving a failing grade in the course for which he/she is registered. Resolving the registration problem after the term ends can be very problematic for the student and the faculty member(s) involved.
The Bernard L. Schwartz Communication Institute

Founded in 1997, the Bernard L. Schwartz Communication Institute spearheads efforts to infuse oral, written, and computer-mediated communication into the curriculum by emphasizing a philosophy of teaching rather than a quantification of communication-intensive activities. The Institute promotes the idea that it is more helpful for students to receive formative feedback on a few assignments than to tack on assignments and point to the number of pages produced by students. The Institute defines communication as a purposeful activity imbedded in a discipline or context; it is the locus in which learning and teaching takes place. What communication means (and what good or bad communication means) depends on the discipline and individual faculty members. The Institute advocates having students encounter as many different forms of communication in as many disciplines as possible over a course of study.

Since students will not become good communicators by taking isolated Communication Intensive Courses (CICs), the Institute promotes a coordinated effort across the disciplines to encourage students to see themselves as communicators, to value the importance of communicating their ideas well, and to see themselves as life-long practitioners of communication.

The Institute facilitates the infusion of communication into the curriculum in a variety of ways—primary through communication-intensive courses. CICs are developed by faculty in conformity with the Faculty Guidelines for CICs with the support of the Institute’s professional staff. These courses do more than push students to write, speak or use computers. An “intensive” experience in communication engages students in the full range of intellectual and practical processes that go into producing effective communication. That means covering not only grammar and usage, pronunciation and intonation, but habits of mind, analytical tools, and audience adaptation, as well as respect for the differences among the various modes of expression at play in academic and professional environments. The Institute provides faculty and students in CICs with support by trained communication consultants and CUNY Writing Fellows and an outside assessment on the impact of the CIC experience on the students’ ability to communicate. It provides professional development for faculty through department-based meetings and one-on-one consulting with faculty. It sponsors faculty-led luncheon seminars on issues relating to communication in the disciplines, innovative approaches to teaching content matter and communication and challenges faced by infusing communication into a course or discipline. It sponsors an annual symposium on communication and communication-intensive instruction that brings together leading
educators and business professionals from across the country to discuss fundamental issues of communication.

The Institute also supports faculty research and facilitates curricular reform through its Resource Room (dedicated to communication and pedagogy), a state-of-the-art Apple lab, and a webpage that provides useful information for students and faculty.

Also see the CIC Guidelines: Developmental Context for CIC Criteria: Learning to Communicate and Communicating to Learn

Location: 137 East 25th Street, 3rd floor
Director: Paul Arpaia, Ph.D., 646-312-2062
Coordinator: David Lavictoire, 646-312-2065
Telephone: 646-312-2060; 646-312-2061 (fax)
Personnel Review Binders

All personal files for candidates for reappointment, reappointment with tenure, and promotion will be presented in a binder as described below. The chair of the department of a designated member of the review committee, should assist the candidate in the preparation of the review file. The file must be submitted in compliance with this format, but the candidate is not prohibited from including any additional documentation that would provide evidence for the consideration of the reviewing committee. All material should be in reverse chronological order, most recent first. (For administration files see below after Section V.)

TABLE OF CONTENTS

A Table of Contents, listing all materials from the candidate's personal file, must be included at the front of the file.

SECTION I. Candidate Information and Evaluations

1. CV - The standard form must be used (see Curriculum Vitae) and the CV must be complete and current.

2. Statement of Candidate - A self-evaluation of teaching, service, and scholarship; should include a brief overview of important publications and an evaluation of courses taught. It should also provide information about future plans for teaching and research.

3. All annual evaluations by the department chair.

4. Masked copies of external reviews that were obtained before 1994. Reviews that were obtained starting in Fall 1994 are not placed in the personal file but are put in the administration file (see below). Correspondence with reviewers and all documentation that identifies the external reviewers are filed in the administration file; all other correspondence related to external reviews are filed in Section V.

5. Other recommendations and Comments - recommendations that were received by
any means other than the College's external review process. If letters have been solicited by the faculty member, copies of the requesting letters should also be included. (For promotion to full professor, letters from full professors in the department are not in the personal file, but are placed in the candidate's administration file.

SECTION II. Teaching Portfolio

1. All peer observation reports and all post-observation conference memoranda.

2. Student Evaluations - In addition to the evaluations of the candidate, the binder will contain statistical data on the performance of all departmental members evaluated; data will be made available through the School Dean.

3. Other Teaching Documentation - Include any other documentation that addresses the teaching of the candidate; e.g., course syllabi, examinations, materials prepared for students.

4. Pedagogical materials developed by candidate and documentation of the use of the materials.

SECTION III. Service Portfolio

Include any materials that pertain to service activities that are itemized on the CV. These may include statements from the department chair commenting on departmental service assignments, letters received from professional organizations, statements from chairs of college or university committees, etc.

SECTION IV. Research Portfolio

1. Publications - Reprints of all items on the CV in print must be included in this section of the file. If the work is voluminous, it may be included in an appropriately identified box or boxes accompanying the binder; note the supplementary location of these materials on a sheet that is included in Section IV.

2. Other Evidence - Other items listed on the CV, e.g. galley proofs of works in progress, acceptances, completed manuscripts and manuscripts in preparation, correspondence with editors, must be included in this section of the file.

3. Programs - Materials related to presentations at professional meetings cited on the CV must be included in the file.
4. **Reports** - Fellowship and scholar incentive leave reports must be included in the file.

5. **Grants** - Documentation related to grants completed, current, and pending must be included in the file.

6. **Other Documentation** - Any other documentation relating to research and publication activities cited on the CV that will assist in the evaluation of the quality of the activities must be included in the file.

### SECTION V. General Information and Correspondence

1. **Workload History** - Include copies of the candidate's workload reports, including released time for research and service.

2. **Correspondence** - Include all copies of all correspondence pertaining to the external review process that do not identify the reviewers (e.g. departmental notices to candidate, copies of procedural memos sent to candidate).

3. Include a copy of the current departmental policies and procedures, if available.

Other documents that related to the staff member's employment history but which have no bearing on his or her candidacy (e.g. personnel action forms, routine correspondence), should be kept in a separate file folder that remains part of the personal file.

### ADMINISTRATION FILE

The faculty member's administration file will accompany the file binder when the review committees meet to consider the candidate. The administration file contains external reviews for tenure and promotion candidates and, in the case of promotion to full professor, letters from full professors in the candidate's department. These reviews and letters should be grouped together and placed in the front of the administration file folder. Only external reviews that were obtained in accordance with the Baruch policy may be included. Other reviews are filed in Section I, Part 5 of the personal file.
The schedule for training sessions in the use of instructional/classroom technology (including Blackboard) is available online. For additional information, including other arrangements for such training (e.g. to departments or to other groups of instructors), please see below.

* * * * * * *

Instructional Technology at Baruch College is managed by the Instructional Technology Unit (InTech) of the Baruch Computing and Technology Center (BCTC).

**Definition**
InTech is made up of the Course Management Unit (institution portal design and development, departmental computer based training (CBT) and computer based assessment (CBA) projects and other methods for implementing technology assisted course management, learning, or assessment.), Media Resources (Instructional Media and Special Event Media) and Web Development.

**Mission**
InTech works with faculty to advance, facilitate, and enhance teaching and learning through appropriate integration of technology with teaching. This partnership includes, but is not limited to, empowering faculty through training, development of new and existing teaching tools and management of the instructional technology infrastructure. InTech's direct and indirect services support the overall teaching and learning goals of the college.

**Goal**
To deliver successful learning solutions in partnership with faculty by understanding their needs and exceeding their expectations. Members of InTech will achieve this goal through professionalism, expertise, teamwork and continuous self-assessment.

This brief overview identifies the learning technologies available to faculty at Baruch College. Some faculty may require greater support in developing their own personal teaching style with technology. Those faculty members should contact Jim Russell,
Director of Instructional Technology at (646) 312-1030 or Jim_Russell@baruch.cuny.edu.

**Training Sessions on Instructional Technologies**
Several options exist for training with Instructional Technologies at Baruch. A full schedule for Spring 2003 is available on the web. Training sessions may also be hosted by a department or group of faculty members by contacting Jim Russell at 646-312-1030.

**Instructional Technology in Teaching Spaces**

**Podiums in the VC and beyond**
Baruch's new Vertical Campus brings state-of-the-art instructional technology and media on a scale almost unprecedented in an urban academic center - 102 classrooms, 14 research labs, and 36 computer labs, each of which is fully wired and provided with an integrated computer and media lectern that links the instructional technology with ceiling projectors and allows instructors to deploy every teaching technology from the traditional "overhead" to the latest information management tools provided by PowerPoint presentations; live internet research; digital photography; video and audio playback; teleconferencing; and more.

**Equipment in Vertical Campus Classrooms**

- Windows 2000 Computer, equipped with:
  - DVD Player
  - Basic CD Player
  - MS Office Suite
  - Internet Connection
- Digital Projector
- Projection Screen
- Task Light
- Document Camera
- Laptop Connections
- Auxiliary video and audio in and out
- Microphones (in larger classrooms)
- Telephones (in-house only; BCTC and Security numbers are posted)

**Media Resources Equipment**
For rooms that are not in the Vertical Campus that require special equipment not resident there, Media Resources can provide portable equipment delivery and set-up. We are generally unable to dedicate staff to operate the equipment during your class. With prior arrangement we can provide basic training on how to use any equipment we provide.

All equipment must be requested no later than two working days (48 hours) before class. Online orders are given priority to fax and mail orders. Equipment requests are done on first come - first serve basis. Requests are made via the web, email, fax or inter office mail.
Problems with equipment in classrooms should be reported to Media Resources at: 646-312-1141 or to the BCTC help desk 646-312-1010.

**NB**: Sound systems cannot be provided for classrooms with 40 seats or fewer without authorization from the CIO or the Director of Instructional Technology.

### Types of portable equipment available through Media Resources

<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4” Playback</td>
<td>Projection Screen</td>
</tr>
<tr>
<td>Audio Tape Playback or recording</td>
<td>LCD Projector with or without PC</td>
</tr>
<tr>
<td>Computer w/Projector</td>
<td>Slide Projector (16mm or 35mm)</td>
</tr>
<tr>
<td>Microphones: Floor, Lavalier, Podium or Table</td>
<td>Video Playback or recording</td>
</tr>
</tbody>
</table>

### Instructional Technology on the Internet

**Blackboard**

Blackboard is a program that allows instructors to create, deliver, and manage web-based educational technologies for courses. It can be used to add online elements to a traditional course, or to develop completely online courses with few or no face-to-face meetings.

Baruch College has been using Blackboard since September 1999. The current version is 5.5, the latest edition of the software. Available features in Blackboard 5.5 include:

- course announcements
- personalized course calendars
- threaded discussion, live chat, and online whiteboard
- online quizzes and surveys, with automated grading and statistics
- course assignment and documents areas
- course-related external links
- online file sharing
- timed release of quizzes and other course materials
- student rosters, e-mail, and online gradebook
- group project areas

Blackboard course pages are easy to create. Instructors use built-in templates to create announcements quizzes, and external links. Other course materials can be created in a similar fashion, or can be written using any software you choose, and then uploaded into
the Blackboard course site.

No knowledge of HTML is required to create a Blackboard course site. Your choice of formatting options will increase, however, if you know a few HTML tags.

**Individual Web Sites**
Faculty may request web server space on Baruch's Faculty Server. This web server is a Microsoft IIS system intended to host simple web pages and moderate web development. Most faculty members will find Blackboard more convenient for instructional purposes. If you would like to create an account on this server, contact Patrick Ackerman, Campus Web Administrator, at 646-312-1065 for more information.
Coordinated Freshman Programs (CFP)

Last updated on 10/07/2002

The transition from high school to college is always difficult, but it is fraught with particular challenges for Baruch freshmen: the vast majority are first generation college students and graduates of New York City high schools. The Coordinated Freshman Programs (CFP) are a variety of initiatives designed to strengthen the academic skills of entering students, to ease the transition into higher education, to provide a meaningful and coherent first year experience, to improve retention, and to build a solid foundation for academic success. Overseen by the Provost’s Office, the CFP brings together faculty, student development professionals, staff and administrators from all three schools, student life and student development. Key components include:

**Testing and Evaluation:** All entering students must demonstrate college-level proficiency in reading, writing, and mathematics; Baruch College does not offer remedial courses in the academic year. The Office of Testing and Evaluation administers an assortment of proficiency and placement exams.

**Immersion:** Entering students who do not demonstrate college-level proficiency in reading, writing or mathematics are invited to participate in summer immersion courses. Remedial classes, ESL classes, and compensatory mathematics are offered. The College also runs a January intersession immersion program for ESL students.

**Freshman Seminar:** A required 12-week non-credit course for freshmen offers an opportunity for each entering student to become part of the Baruch community during the initial, and sometimes unsettling, first semester on campus. Led by a faculty or staff member and a trained upperclassman who serves as co-leaders of the class, freshmen seminars provide information about college life and the College. The program helps students learn and adopt methods to be successful in college. Structured class exercises encourage participation and provide an avenue for interactions with the students. In addition to offering advice and encouragement, leaders are free to discuss topics related to academic and nonacademic responsibilities and opportunities, to explore the factors involved in planning a course of study and selecting a career, and to encourage students to question who they are and where are they going. Seminar leaders play a vital role in helping students adjust and in influencing their educational objectives.

Faculty and staff leaders receive a $1,000 professional development account to be used.
for their own research, pedagogical, or technological needs. They also receive an opportunity to get to know Baruch’s students better and to understand better how they relate to their new world. These can have a positive impact on teaching. Requests for faculty to lead freshman seminars are sent out each spring for the following fall semester; faculty are encouraged to participate.

**Block Programming:** First-semester freshmen experience Baruch College in blocks, a structured schedule containing a set number of courses (English Composition, Mathematics, Freshman Seminar, and three required courses drawn from the common core). Each block consists of 20-25 students. Block programming enhances student cohesion and offers some of the benefits of residential college environment; it also provides the College with opportunities for pedagogical and curricular innovation.

**Freshman Academic Year Programs:** A portion of Coordinated Freshman Programs funding is allocated to special projects for first year students. A wide range of proposals is funded, including such efforts as supplemental instruction, new classroom technologies, course design, and assessment. Key functions include a Baruch College orientation CD-ROM, a common reading for entering freshmen, convocation (which features an address by the author of the freshman text), and vocational inventory for second-semester freshmen.

**Contacts**

**Freshman Seminar**
Lisa Miller
646-312-4554 or lmiller@baruch.cuny.edu

**Office of Testing and Evaluation**
Denyse Ramkaran
646-312-4269 or Denyse_Ramkaran@baruch.cuny.edu

**Orientation and Freshman Year Programs**
Mark Spergel
646-312-4271 or Mark_Spergel@baruch.cuny.edu

**Immersion**
Professor Marta Martino (English)
646 312-3973 or MATBB@cunyvm.cuny.edu
The Baruch College Bookstore

The Baruch College Bookstore is located on the first floor of the Vertical Campus. Faculty and staff can save 10% on non-text purchases, including Baruch memorabilia, reference books, office supplies, and Hallmark Cards. The store has a selection of software at educational prices—as much as 70% off the commercially-priced product. The Bookstore sponsors special events such as Faculty Appreciation Day, Secretary’s Day for Academic Secretaries, Marketing events, and giveaways throughout the semester. The Lexington Avenue windows feature the latest events, as well as the college’s Writer-In-Residence program, New York Times Bestsellers, and Student Promotions.

The college bookstore is managed by Follett Higher Education Group, which leases over 630 stores nationwide and Canada. As such, Baruch faculty can make use of www.efollett.com, where instructors can order textbooks for upcoming semesters using the eadoption method, register online for the FACULTY WEB (textbook information resources), and check which books are currently displayed for your courses.

We ask faculty members to provide textbook information to the bookstore on a timely basis in order to accurately stock the course materials for your students at Baruch.

For Fall semester - Please submit information by May 1st
For Spring semester - Please submit information by Nov. 1st.
For Summer semester - Please submit information by April 1st.

We ask for this information relatively early for several reasons. We search the country for used textbooks, helping students to save money. We research out-of-stock situations, and prepare within a set timeframe for our upcoming semester. By asking for the information before the end of the previous semester we can offer students more money for their textbooks on materials that we can resell. If we know what books will be used for the following semester, we can offer students half of what they paid for their materials.

Ordering
Telephone: 646-312-4850
Fax: 212-679-2014
Online: www.baruch bkstr.com

For the password needed for ordering textbooks through the eadoption method, inquire at baruchbkstr@fheg.follett.com

Store Manager: Timothy Moreland
Telephone: 646-312-4851
baruchbkstr@fheg.follett.com
As full-time faculty and administrators, you are eligible to receive business cards imprinted with the official college logo. Authorization of the appropriate Dean, Chair, and/or Administrative Department head is necessary.

Cards may be ordered in lots of 250 or 500, depending on need. The Business Card Request Form is available as a PDF file.

- Approximately two weeks after the order has been authorized and sent to the Purchasing Department, you should receive a proof of the card.
- After reviewing, correcting, and returning the proofs, you should receive the finished card in two weeks.
- For more pressing needs for business cards involving professional travel or conferences, or if you do not receive proofs or cards according the foregoing schedule, please send an email to the Director of Purchasing, David Garlock.
The Baruch College Faculty Handbook

Governance Documents

Last updated on 11/15/2002

The following links will take you to the Governance Charter of Baruch College and to the Bylaws of the General Faculty.

Article VI of the General Faculty Bylaws describes election procedures and the charge of each committee. Current membership of the Committees of the General Faculty appears at Committee Membership (General Faculty). Other committees are described within the bylaws of the Schools, see links below.

Following are some other documents of interest. As additional ones become available online they too will be linked to this page.

WSAS Bylaws

ZSB Bylaws

Bylaws of the CUNY Board of Trustees

CUNY Master Plan 2000-2004

Bylaws of the Baruch College Alumni Association
The Career Development Center

The Career Development Center provides career counseling and on- and off-campus recruiting to Baruch’s undergraduate population and for graduate students from the Weissman School of Arts and Sciences. (Separate career services are available for MBA and MS students in ZSB and SPA. See Graduate Programs/Advisement.)

A staff of professional counselors administers vocational tests, provides individual career counseling, and offers workshops on a wide array of career-related topics including job search, interviewing techniques, resume writing and networking. Students are encouraged to have their resumes reviewed by peer counselors or to participate in a videotaped mock interview.

Corporate relations staff invites recruiters, collects resumes, and arranges schedules for hundreds of companies that come to campus to interview Baruch students regardless of major. Companies include representatives from most areas of business including accounting, finance, retail, technology, and government, social service, and non-profit organizations. Additionally, full and part-time jobs are posted on the bulletin boards, filed in binders, and posted on our website. The office posts information about internship opportunities, works with students individually and in groups to ensure that they are prepared to meet with employers, and sets up interviews on campus.

Maximizing opportunities for students to meet with potential employers, the Center sponsors several events including two Career Days and an Internship Fair. Company representatives are encouraged to come to campus for Information Sessions, to provide information about their companies, and to interact with students. Reference materials about careers and companies including print, video, and computer resources are housed in the Career Development Center.

Students are encouraged to come to the Center and to familiarize themselves with the services as soon as they enter Baruch. Faculty should feel free to visit the center or to refer students for services.

Director: Patricia V. Imbimbo
Location: Vertical Campus, Room 2-150
Telephone: 646-312-4670; 646-312-4671 (fax)
Baruch College is home to several centers and institutes that support education and research in such key areas as business, finance, the global economy, public policy, social equity, and real estate and metropolitan development. Brief descriptions of each, as well as links to further information are available at http://www.baruch.cuny.edu/centers/.
Childcare (The Baruch College Early Learning Center)

This facility is available to students and their children.

The Early Learning Center provides licensed on-site child care for children 2½ to 5 years old. The Center can accommodate approximately 45 student families. Its population reflects the rich diversity of Baruch. The philosophy and the curriculum of the program emphasize an atmosphere of exploration and recognizes the primary importance of relationships between children and the adults who care for them.

The Early Learning Center offers child care from 8:30 am to 5:45 pm. It is not a drop-off service. Children need to be in school by 9:30 am and must attend at least 3 hours. The Center offers a structured yet child-centered program for children while their parents attend classes, engage in club activities, work, and study. Children bring their own lunch and the Center provides a snack in the morning and afternoon. A nominal fee is charged for this program.

The Baruch College Early Learning Center

Location: 104 East 19th Street, 2nd floor
(between Park Avenue South and Irving Place)
Telephone: 212-387-1420/21

Mailing address:
17 Lexington Avenue, Box G-1063
Children on Campus

Last updated on 10/07/2002

In the Fall of 1999, the College established a policy regarding students and employees bringing children on campus. That policy is stated as follows:

“The College has an obligation to its students, staff, and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. There may be occasions when brief visits by children under the age of 17 of faculty, staff, and students may be necessary. Minor children may visit College offices and facilities, other than classrooms, for limited periods of time at the discretion of the supervisor of the office or facility which is the destination of the parents or child. On such occasions children will be subject to the same conditions as any other visitor to the College. Parents must sign in their children at security desks as any other visitor, along with the purpose of the visit and its expected duration. Regular, repeated visits by children are not permitted. It is a parent’s responsibility to supervise his or her children at all times they are present on College premises.”
On December 6, 2002, 16 members of the Baruch faculty, staff, and administration met to discuss issues of classroom management; specifically, student behavior that disrupts effective teaching. Discussion was spirited, but a broad consensus emerged around several issues, including the need for the items listed here to be discussed and implemented at the departmental level, with support from the college's administration through orientation and other efforts.

The list below reflects the consensus and is advanced here for consideration by individual members of the faculty and by departments. These items should not be construed as requirements; they are suggestions from which faculty and departments are invited to pick and choose as seems appropriate to their discipline. Many of these suggestions may seem obvious; further suggestions are welcome.

1. Consensus arose around the importance of communication: absent clear guides to classroom behavior, some students have no idea what behaviors are inappropriate. In light of contemporary norms -- talking in cinemas, cell phones at concerts, feet on subway seats, litter thrown on the ground -- less than respectful behavior might not be surprising, even in a college. Faculty should make clear to students (preferably both orally and in writing) that the classroom environment is a special one, with special normative behaviors. Syllabi distributed and discussed at the first class session are an important tool for communicating these precepts.

2. Most students appreciate having limits clearly articulated and enforced. Those limits can include: phones and beepers turned off; no leaving class for calls; a request that students visit bathrooms before or after class, not during; no talking while the instructor is talking; no sleeping; questions to be directed to the instructor; no reading of materials unrelated to the class; no use of laptop computers other than for taking notes, etc.

3. Student responsibilities regarding less banal aspects of behavior (including the need to prepare for class) similarly should be spelled out, preferably through a written syllabus, as well as orally.
For a thought-provoking view of student responsibilities that encourages faculty to articulate these in the context of their own responsibilities, see Bill Taylor's "Letter to My Students" (which also may be accessed from the Academic Integrity page of the Faculty Handbook website). Again, anyone who wishes to incorporate this approach is invited to pick and choose.

4. Faculty who do allow students to talk or to leave the room during a lecture help to create/reinforce bad habits that students then bring to other classrooms. The absence of stated limits encourages this behavior, as does faculty disregard of cheating during exams, or plagiarism on written assignments. Multiple-choice exams may be unavoidable in classes with many students, but administering the same MC exam to students sitting next to each other invites cheating: when possible, students should be seated in alternate seats and several versions of exams should be administered. (Different versions can be on different colored paper; the differences can be limited to the order of the questions. Here, as elsewhere, departments should develop their own best practices.) Faculty may insist that students use restrooms before the exam starts and should not themselves leave the room during exams.

5. Some disruptive behaviors by students yield to tricks of the trade. They can be asked to change seats. In larger classes, students can be assigned seats alphabetically (or in other ways that discourage friends from sitting together); the seat assignments can be recorded and can serve as aids to taking attendance and to calling students by name. Students can be asked to supply photocopies of their ID photos, helping faculty learn names. Taking attendance is important not merely because of state regulations that students attend a certain number of hours, but because it alerts the college to potential problems of individual students and helps lessen the sense of anonymity. Warning students who have missed classes that they risk being dropped for over-cutting is a good idea; despite information on a syllabus and elsewhere, they may be unaware of attendance requirements.

6. If a student's behavior is disruptive, the faculty member should ask him/her to stop. As suggested above, the key is communication: disruptions show disrespect for the instructor, fellow students, and the educational environment. If the disruptions persist, asking a student to change seats is reasonable, as is asking him/her to leave the classroom. If necessary, Security can be called to insure that a student leaves as requested (x3000 -- there are phones in all classrooms of the VC). The names of students who are disruptive can be sent to the Associate Deans for Student Development: Ron Aaron (VC2-256; 646-312-4577) and/or Carl Kirschner (VC2-257; 646-312-4578).

7. Students who arrive late may be unintentionally disruptive. A separate seating area near the door can minimize this disruption. Late arrivals are always disruptive to some degree: faculty may discourage these by counting a certain number as the equivalent of an absence. Faculty who are not ready to begin lessons on time set a bad example.
8. General issues of respect for the institution include respecting the classroom environment and the staff who clean the rooms. Faculty may bar eating and drinking from the classroom, but if they allow food consumption they should ask students to dispose of refuse correctly.

9. Departments are urged to follow procedures regarding peer observations (all untenured faculty, including adjuncts, need to be observed during each of their first ten semesters teaching; tenured faculty may be observed once each semester) and to standardize their approach to observation and post-observation reports. (The relevant portion of our collective bargaining agreement is available [here](http://www.baruch.cuny.edu/facultyhandbook/classroom_mgt.htm).) In addition, faculty should be encouraged to sit in on colleagues' lectures. A helpful practice would be for one or more members of a department to agree to be observed in this way. Standard departmental approaches to creating and maintaining a file of current syllabi also are encouraged.
Clubs

Last updated on 10/07/2002

The Office of Student Life helps run more than 150 student clubs for undergraduates and graduate students. Clubs and organizations span a wide range of interests, with something for practically every Baruch student, and students may start their own. Membership in a club offers students a place to meet new people, as well as opportunities to develop important communication, organizational, and leadership skills. Students who participate in clubs and other extracurricular activities usually do better academically.

Faculty interested in advising clubs are most welcome.

Most undergraduate clubs meet on Thursdays, 12:25 - 2:30 pm (club hours). Graduate clubs meet at various times.

For listings of clubs and further information, contact the Office of Student Life, Vertical Campus, Room 2-210, 646-312-4550, or see http://www.scsu.baruch.cuny.edu/scsu/stulife/clubs/clubinfo.html.
Committee Membership

Last updated on 5/16/03 Committees of the Weissman School of Arts and Science (4/28/03)

Committees of the School of Public Affairs (5/6/03)

Committees of the Zicklin School of Business (5/5/03)

NB: Some of the committee lists accessed through the links above indicate only "at-large" members; the full membership of the committee may be considerably larger.

Committees of the General Faculty
Election procedures and the charge of each committee listed below are available under Article VI of the Bylaws of the General Faculty. In some cases (e.g. College Personnel and Budget Committee) the member listed represents the General Faculty on a committee (or in an organization) that is substantially larger.

Committee on Committees
Christopher Hessel (Economics & Finance) 2000-2004
Helaine Korn (Management) 2000-2004
Meir Lubetski (Modern Languages & Comp Lit) 2002-2006
Virginia Smith (Fine and Performing Arts) 2002-2006
Parmatma Saran (Sociology & Anthropology) 2002-2006
S. Prakash Sethi (Executive Programs) 2000-2004

Committee on Collegiate Athletic Activities
Mary McGlynn (English)
Alexander Reisz (Economics & Finance)
David Rosenberg (Law)

Committee on Ceremonial Occasions
Angela Anselmo (SEEK)
Gayle Delong (Economics & Finance)
Ramona Heck (Management)
Carol Tillona (English)
Valerie Watnick (Law)

Committee on Educational Technology
Glenn Albright (Psychology)
Thomas Desch-Obi (History)
Lisa A. Ellis (Library)
Charles Riley (English)
Valerie Watnick (Law)
Ping Xu (Modern Languages)

Joint Committee on Research
Shoshanna Sofaer (SPA)
John Yu (Modern Languages)

Student-Faculty Disciplinary Committee
Wayne Finke (Modern Languages)
Robert Freedman (Advisement & Orientation)
Alexander Reisz (Economics & Finance)
David Rosenberg (Law)
Sarah Sayeed (SPA)
Carol Tillona (English)

Committee on Financial Aid
Andrea Gabor (English)
Peter Gutmann (Economics & Finance)
Christopher Hessel (Economics & Finance)
Rita Ormsby (Library)
Abdullah Uz Tansel (Statistics & CIS)
Noriko Watanabe (Modern Languages)
Lynne Weikart (SPA)

Committee on Undergraduate Honors

WSAS
Stephanie R. Golob (Political Science)
Susan Locke (Psychology)
Seymour Schulman (Natural Sciences)
Tansen Sen (History)

ZSB
Elliot Axelrod (Law)
Robert Freedman (Advisement & Orientation)
Adam Glassman (Law)
Alexander Reisz (Economics & Finance)
Committee Membership (General Faculty) | Baruch College Faculty Handbook

SPA
Sanders Korenman (SPA)
Andrew Parker (SPA)

Committee on the Library
Eva S. Chou (English)
Wayne Finke (Modern Languages)
Mindy Engle Friedman (Psychology)
Andy Grein (Marketing)
George R. Hill (FPA/Music)
Carlos J. Moreno (Mathematics)

Committee on Prizes, Scholarships, and Awards
Ramona Heck (SPA)
Carmel Jordan (English)
Tansen Sen (History)
Carol Tilona (English)

Committee on Social Affairs
Sheau-yueh J. Chao (Library)
Gayle Delong (Economics & Finance)
Yitzchak P. Sabban (Statistics & CIS)

College Personnel & Budget Committee
S. Prakash Sethi (Executive Programs)

University Faculty Senate
Christos Giannikos (Economics & Finance)
Steven V. Melnick (Accountancy)
Clayton Majete (Sociology & Anthropology)

Alternates for University Faculty Senate
Robert Freedman (Advisement & Orientation)
Zheng Wang (Statistics & CIS)
Computing at Baruch

Last updated on 10/07/2002

For information on Blackboard and on technology in classrooms see Instructional Technology At Baruch College.

Technical Support Contacts

For troubleshooting the little problems and glitches that happen on faculty and adjunct computers and in computer labs your department technician (for those departments that have one) is your first line of defense and probably the most handy. These may be software or hardware problems.

If you have no immediate technical support, or if your technician cannot remedy a problem, each school has specialists available to help, as follows:

SPA
Yvette Kelley: 212 802-5911, Yvette_Kelley@baruch.cuny.edu
Shelford Mitchell: 212 802-5918, Shelford_Mitchell@baruch.cuny.edu

WSAS
Danny Cayas: 646 312-3886; Danilo_Cayas@baruch.cuny.edu
Joey Quinones: 646 312-3887; Joey_Quinones@baruch.cuny.edu

ZSB
Rosa Alvarado de Jesus: 646 312-3886, Rosa_Alvarado@baruch.cuny.edu
Glova Smith: 646 312-3050, Glova_Smith@baruch.cuny.edu

Help Desk 646-312-1010

For widespread problems (e.g., the entire office has no internet or email) call the BCTC(The Baruch Computing and Technology Center) Help Desk (646-312-1010). Such problems involve college networks and servers that are in the hands of BCTC. Also call the Help Desk about specific problems with accessing your Lotus email (e.g., logon is rejected). Finally, by all means call the Help Desk if—after following the
instructions above—you are unable to reach someone to help you.

BCTC provides access to information and communication technologies for students, faculty, and staff throughout the Baruch community. Campus wide support of telephony, videoconferencing, computer networking communication systems, campus electronic mail, campus file servers, distance learning, and media services equipment distribution are included in the services of the BCTC.

From any web browser, you may view the current status of systems or networks at http://www.baruch.cuny.edu/network.

Creating email accounts

All Baruch College students, faculty, and staff may apply online for a Baruch College e-mail account. To apply for an account, please visit http://www.baruch.cuny.edu/email/index.jsp

Note: You must obtain a Baruch College CUNYCard ID prior to applying for an e-mail account.

To check your faculty or staff Lotus Notes e-mail with a web browser, go to http://mail.baruch.cuny.edu/ and enter your user name (i.e. Bernard Baruch) and your internet password.

For information on configuring other e-mail software packages from home, view http://www.baruch.cuny.edu/resources/ecampus_faqs.html#email_a.


For email addresses (as well as office addresses and telephone numbers) go to http://www.baruch.cuny.edu/directory/index.jsp.

Other accounts

Contact your school’s Technology staff for Local Area Network (LAN) accounts. The college does not support UNIX or mainframe accounts at this time.

Computer Lab

Baruch Computing & Technology Center
151 East 25th Street, 6th floor
New York, NY 10010

For general information please call:
Applications currently available at the BCTC Lab include:

- Acrobat Reader 4.0
- Borland C++ 5.02
- Maple V R4
- Microsoft Visual C++ 6.0
- M.Y.O.B Accounting Plus
- Oracle
- QWS 3270x
- SAS
- SPSS 10.0
- WordPerfect
- Microsoft Internet Explorer 5.0
- Netscape Navigator 4.5
- WS_FTP
- Eudora Light 3.02
The Counseling Center offers individual and group counseling and psychotherapy to the Baruch community. Services are confidential and free of charge.

Counseling is a form of professional help in which persons have an opportunity to take a more objective look at their lives. Counselors are trained to be objective, unbiased listeners. They can help you get to the root of what is bothering you and, in a way, can help you to help yourself. Counselors are also trained to deal with a variety of crisis situations (such as suicide, rape, sexual harassment) and have an extensive referral network of mental health professionals in the New York City area to ensure members of the Baruch community get the help they need.

Baruch faculty, staff, and alumni may be seen for consultation and referral, as may non-degree and non-matriculated Baruch students. For undergraduate or graduate students currently enrolled and registered at Baruch College, the Counseling Center offers professional counseling and psychotherapy. They also offer workshops, video screenings, and discussion groups. Topics of workshops have included Assertiveness, Procrastination, Stress Reduction, Test Anxiety, Asian Students and Cultural Adjustment.

Referring Students
With “ordinary” problems that trouble students but fall short of endangering their basic safety, inform them about the Center’s services and address any fears they may have about counseling.

In the event of an emergency—which means that a student’s basic safety is jeopardized and includes severe eating disorders, severe substance abuse, and suicidal urges—make an appointment with the student in your office or walk the student over to the Counseling Center and call Dr. David Cheng (Director) or Dr. Elisa Brunelle at 646-312-2155 to explain the problem.

For additional information, please see (or direct students to) the counseling center’s website or contact the Center using the information below.
Location: 137 East 25th Street (the Annex), Room 927
Director: Dr. David Cheng
Assistant Director: Dr. Elisa Brunelle
Telephone: 646-312-2155
Email: counseling@baruch.cuny.edu
This page contains links to forms that may be useful to faculty. So far these include only curriculum forms. (But see Facilities Request Form for another useful form.) As additional forms become available online they will be linked to this page. Please send suggestions for additional links to Dennis_Slavin@baruch.cuny.edu.

**Curriculum Forms**

Forms for submission of curriculum proposals to WSAS.

Sample curriculum forms for the Zicklin School in PDF format. (When viewed, some pages need to be "rotated," but should print correctly.)

The linked document contains a guide to a Shared Folder for SPA Administrative Purposes which may be found on the SPA intranet. Many items/forms are available there in read-only format.
The curriculum at Baruch is evaluated at many levels by many different groups including faculty, departments, schools, college-wide committees, CUNY, the NY State Education Department, external accrediting agencies, and students. Most departments have curriculum committees. Formal changes in the curriculum must be approved at the department level before they are vetted by a School-wide curriculum committee and then by School faculty.

I. Undergraduate Curriculum

Baruch College offers the following undergraduate degrees:

- BA (120 credits)
- BS (120 credits)
- BBA (124 credits)

Undergraduate Majors

- Accountancy
- Actuarial Science
- Arts and Sciences Ad Hoc Major
- Business Communication
- Business Journalism
- Corporate Communication
- Graphic Communication
- Computer Information Systems
- Economics
- English (including Journalism)
- Finance and Investments
- History
- Industrial/Organizational Psychology
- Management
- Marketing
- Mathematics
- Music (including Management of Musical Enterprises)
- Operations Research
Common Core Curriculum

In Spring 2001 the faculty approved a common core curriculum for all Baruch College undergraduates. All freshmen entering in Fall 2001 (and thereafter) follow this curriculum. Faculty should familiarize themselves with the requirements so they can advise their students. The core comprises three tiers, as follows:

**Tier I (12-19 credits)** Generally taken in first two semesters:

- ENG 2100 and 2150
- One 2000-level Math course (placement via block programming)
- COM 1010
- CIS 1000 (or exemption through an exam)
- Foreign Language (see Bulletin for details)

**Tier II (29-33 credits)** Generally begun in first two semesters:

**Humanities (12 credits): one course from each** of the following four groups:

- The Arts: ART 1000, 1011, 1012, or MSC 1003, 1005, or THE 1041
- History: HIS 1000, 1001, 1003, 1005, 2050, or 2053
- Literature: ENG/LTT 2800 or ENG/LTT 2850
- Philosophy: PHI 2000, 2010, or 2200

**Natural Sciences (4 credits): one course (total) from among the following:**

- BIO 1003 or 1005
- CHM 1000 or 2003
- PHY 1003 or 2003
- ENV 1020 or 1021

**Social Sciences (13 credits): one course from each** of the following:

- PSY 1001 (4 credits)
- ANT 1001 or SOC 1005
Tier III (9 credits) Minor Requirement May begin in sophomore year or later:

The Minor consists of two courses at the 3000 level and one 4000/5000-level capstone from one of the following disciplines: ART, COM, ENG, HIS, LTT, MTH, MOD. LANG., MSC, PHI, THE, BIO, CHM, ENV, PHY, ANT, POL, PSY, PUB, or SOC

Additional Requirements/Information

Pre-Business Requirements
Students interested in pursuing a major in ZSB are required to complete specific courses and maintain a specific GPA, as described below:

- Students must complete the following eight courses with a minimum GPA of 2.25 in these courses: ENG 2100, MTH 2100/2010 or their equivalents, ECO 1001 and 1002, LAW 1101, STA 2000, CIS 2200, and ACC 2101.
- They must complete 45 credits with an overall GPA of 2.25 or higher.
- They must have completed either ENG 2150 or COM 1010 (both are required for the degree).
- (AP credit will not be used in calculating the GPA needed for entrance to ZSB.)

Pre-BS Requirements
Students interested in pursuing a major in SPA must be in good academic standing and must complete the following additional requirements:

- Students interested in Public Affairs must have completed the following eight courses: ENG 2100 and 2150, ECO 1001, COM 1010, PHI 2200, PUB 1250, any 2000-level MTH course, and STA 2000 OR any 48 credit hours that include: ENG 2100 and 2150, PUB 1250, any 2000-level MTH course, and STA 2000.
- Students interested in Real Estate and Metropolitan Development must have completed: ACC 2101, CIS 2200, ECO 1001 and 1002, ENG 2100, LAW 1101, MTH 2006/2010/2107, and STA 2000 AND a minimum of 45 credits, among which must be included ENG 2150 or COM 1010 (both of which are required for the degree).
Additional Requirements
Each School has requirements in addition to those of the common core. (Some of these are implicit among the pre-business/BS requirements outlined above.)

- For the BBA:
  MTH 2006/2107 or equivalent, ECO 1001 and 1002, and STA 2000

- For the BA:
  1. An additional Lab Science course from among BIO 1003, 1005; CHM 1000, 2003; PHY 1003, 2003; ENV 1020, 1021 (The second lab science course must come from a different area from the one used as part of the core. For these purposes ENV and BIO are considered to be the same area.)
  2. A course in Cultural Studies, chosen from Black, Hispanic, Latin American, or Asian and Asian American Studies.
  3. Foreign Language: 6-8 credits

- For the BS:
  Public Affairs Majors:
  ECO 1001 and 1002, PHI 2200, PUB 1250, and STA 2000

  Real Estate:
  MTH 2301 and 2006/2107, ECO 1001 and 1002, ECO 3320, PUB 1250, and STA 2000 or 2100

II. Graduate Curriculum

Baruch College offers the following graduate degree programs:

Master of Business Administration

Accountancy
Computer Information Systems
Economics
Finance and Investments
General MBA Option
Baruch/Mount Sinai Graduate Program in Health Care Administration
Industrial/Organizational Psychology
International Business
Management/Entrepreneurship and Small Business Management
Management/Operations Management
Management/Organizational Behavior/Human Resource Management
Marketing/Advertising
Marketing/International Marketing
Marketing/Marketing Management
Operations Research
Statistics
Taxation

**Master of Science**

Accountancy
Applied Mathematics for Finance
Business Computer Information Systems
Industrial/Organizational Psychology
Marketing
Operations Research
Statistics
Taxation

**Master of Science in Education**

Educational Administration and Supervision
Higher Education Administration

**Master of Arts**

Business Journalism
Corporate Communication

**Master of Public Administration**

**JD/MBA Joint Degree Programs**

**Executive Programs**

MBA
MPA
MS in Business Computer Information Systems
MS in Finance
MS in Industrial and Labor Relations
Doctoral Programs
The CUNY Graduate Center offers 32 doctoral programs. Two are housed at Baruch College:

PhD in Business with specialization in:

Accountancy
Finance
Management Planning and Information Systems
Marketing
Organizational Behavior and Human Resources

PhD in Industrial/Organizational Psychology

For further information on all of these graduate programs and on people to contact, see Graduate Programs/Advisement or visit:

http://zicklin.baruch.cuny.edu/programs/programs_home.html
http://www.baruch.cuny.edu/wsas/graduate_programs/index.html
http://www.baruch.cuny.edu/spa/academics/index.htm
Curriculum Vitae

CVs for all personnel procedures should follow the approved format, as linked below.

- The approved format was revised in January 2003, removing publisher information from journal articles (item 6.B.1).

- **NB** All categories listed must be shown: indicate "none" where appropriate.

- A [template of the CV](http://www.baruch.cuny.edu/facultyhandbook/curriculum_vitae.htm) is available as a Word document that may be saved to your hard drive.
Services for Students with Disabilities

Last updated on 3/20/2003

This page describes the accommodations we provide students with disabilities and concludes with the text of an announcement that we ask you to read to your classes during the first week of the semester. Please feel free to copy and paste any of this text, including the announcement (with blanks filled in), to your syllabi.

Memorandum

TO: Baruch Faculty Members
FROM: David Dannenbring, Provost
RE: Services for Students with Disabilities

The beginning of the semester is the time to consider the accommodations which will be required in your classes by students with disabilities. Both Federal law and Baruch's concern for students require that we serve the needs of students with disabilities without compromising the content of courses or our academic standards for these and all Baruch students.

The support needed by students with disabilities usually involves simple accommodations, such as allowing tape recorders in class, allowing extra time for examinations, providing a list of reading material in time for students who are visually impaired to arrange for braille or taped transcriptions, and facing classes directly to facilitate lip reading by students who are hard of hearing. Students with disabilities may require special test administration facilities to provide for readers, typewriters, or tape recorders. Departments should try to provide necessary space and personnel for these purposes, but if necessary please call on Ms. Barbara Sirois, Director of the Office of Services for Students with Disabilities (646-312-4590 or Barbara_Sirois@baruch.cuny.edu) to arrange for use of the centralized test administration services. Ms. Sirois may also be contacted for advice with respect to any other requests for accommodations.

It is extremely important that you communicate to students your availability to help them meet their special needs. The best way to accomplish this is to make a public announcement to your classes. To help you with this communication, a brief announcement is printed on the back of this page, which should be read to each of your classes during the first week of the semester.
Any student who wishes to file a complaint of failure to make reasonable accommodations may do so by contacting Dean John Dugan, Jr., the College ADA Coordinator (646-312-3320). Any student who believes that he or she has been discriminated against based on a disability may file a complaint with Carmen Pedrogo, the College Affirmative Action Officer (212-802-2866).

Announcement

Baruch College provides reasonable accommodations and modifications for students with disabilities to ensure that no student with a disability is denied the benefits of, is excluded from participation in, or otherwise is subjected to discrimination under the education program or activity operated by the College because of the absence of educational auxiliary aids for students with disabilities. Arrangements for adapting class procedures without compromising course content and standards may take time. Therefore, students who require accommodations or modifications should speak with me as soon as possible.

I am available for you to talk with me before or after this class or during my office hours which are on _______________________ from ______________ to ______________ in the ______________________ building, Room ___________.

In order to receive services, you must register with the Office of Services for Students with Disabilities. Documentation is necessary for every disability. For more information concerning services for students with disabilities, please contact Barbara Sirois, Director of the Office of Services for Students with Disabilities, Vertical Campus Building, One Bernard Baruch Way, 2nd floor, Room 2-270, phone number: 646-312-4590.
Baruch College is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch College that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations.

Students with disabilities receive accommodations varying from priority registration, readers, writers, and/or note takers to reasonable modification (extra time, different format) for exams. If students require extra time, they may arrange to take their exams in the OSSD so that professors do not have to make special arrangements.

See the Provost's memo on Disabilities for more information and for an announcement that should be read to classes during the first week of the semester. The announcement may be copied and pasted into syllabi as well.

The Office of Services for Students with Disabilities is a division of the Office of the Vice President for Student Development and Counseling.

For further information, please contact the Coordinator of Services for Students with Disabilities. The office's website also provides additional information.

Coordinator: Barbara Sirois
Location: Vertical Campus, Room 2-271
Telephone: 646-312-4590
The Baruch College Faculty Handbook

Emergency Procedures

Last updated on 10/07/2002

College emergency number: 3333
NYC emergency number: 9-911

The first action should be to call the Security/Public Safety emergency number: 3333. (This extension works from both 212 and 646 exchanges.)

Classroom

Medical emergencies, such as a student experiencing seizures or exhibiting bizarre behavior, should be addressed by calling 3333.

Fire or other public safety emergency

The basic principles during any emergency are:

1. Follow instructions of Public Safety/Fire Department personnel.
2. Do not panic.
3. Do not use elevators.

For complete instructions see Fire Safety Instructions.
Fire Safety Instructions

All faculty, staff, and students are to follow three basic principles during any emergency:

1. Follow instructions of Public Safety/Fire Department personnel.
2. Do not panic.
3. Do not use elevators.

Actual Fire/Smoke Condition

A. Pull nearest alarm. Pull boxes usually are located adjacent to fire exit stairs or elevator bank. Pull boxes are bright red.
B. Call New York Fire Department: 212-628-2900 or 9-911 and give the following information:
   1. Condition (fire, smoke, etc.).
   2. Specific location (building address, floor, and area on floor).
   3. Your name and your location.
C. Call Baruch Public Safety Emergency Number 3333 (from either 212 or 646) and give the following information:
   1. Condition (fire, smoke, etc.).
   2. Specific location (building address, floor, and area on floor).
   3. Your name and your location.
D. Remain at the location to direct Public Safety Personnel, Floor Warden(s), Searchers or Fire Department, unless your safety is in jeopardy.
E. Start evacuating the affected area, using the Fire Exit stairwells only.
F. Close all doors on the floor and use the fire extinguisher to contain or extinguish the fire only if fire is small.
G. Never let the fire come between you and an exit.
H. Remain calm and proceed with orderly evacuation.
I. Do not return to fire/smoke floor until instructed to do so.

NEVER USE THE ELEVATORS UNLESS DIRECTED BY FIRE DEPARTMENT

Faculty members in class: If a fire or smoke condition exists while you are conducting class, direct the students to the nearest Fire Exit. (Familiarize yourself with these periodically; they are listed below.)

Faculty/Staff members: During an actual fire/smoke condition, all faculty and staff members
will assist Fire Wardens in the evacuation of students by directing them to the nearest Fire Exit.

Every individual plays a role in the safety of a community. Accordingly, Baruch Public Safety is available for questions pertaining to the instructions outlined above or any information with respect to safety/security: 212-802-3000.

For information on the duties of emergency personnel and fire wardens, see the Fire Safety Instructions handbook.

**Fire Exit Stairwells**

<table>
<thead>
<tr>
<th>17 Lexington Avenue</th>
<th>Two Fire Exit Stairwells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair A</td>
<td>Southwest center of building</td>
</tr>
<tr>
<td>Stair B</td>
<td>Southeast center of building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>135 East 22nd Street</th>
<th>Two Fire Exit Stairwells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair A</td>
<td>Center of building</td>
</tr>
<tr>
<td>Stair B</td>
<td>Northwest side of building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>137 East 22nd Street</th>
<th>Two Fire Exit Stairwells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair A</td>
<td>Northwest corner of building (Lexington Avenue side)</td>
</tr>
<tr>
<td>Stair B</td>
<td>Eastside center of building (Third Avenue side)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>151 East 25th Street</th>
<th>Three Fire Exit Stairwells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair A</td>
<td>West side of building (near bank of elevators)</td>
</tr>
<tr>
<td>Stair B</td>
<td>Southeast side of building (Third Avenue and East 25th Street)</td>
</tr>
<tr>
<td>Stair C</td>
<td>Northeast side of building (Third Avenue and East 26th Street)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>137 East 25th Street</th>
<th>Two Fire Exit Stairwells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair A</td>
<td>South side of building (25th Street)</td>
</tr>
<tr>
<td>Stair B</td>
<td>North side of building (26th Street)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VC</th>
<th>Eight Fire Exit Stairwells (Lobby and Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair E</td>
<td>2nd floor through 14th floor, AND Emergency Access to Street (Northwest Quad)</td>
</tr>
<tr>
<td>Stair F</td>
<td>3rd floor through 14th floor, AND Emergency Access to Street (Southwest Quad)</td>
</tr>
<tr>
<td>Stair</td>
<td>Floors/Access to Street</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>G</td>
<td>Floors 3 and 4, AND Emergency Access to Street (Southwest Quad)</td>
</tr>
<tr>
<td>H</td>
<td>Floors 2 through 4, AND Emergency Access to Street (Southeast Quad)</td>
</tr>
<tr>
<td>J</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor through 14&lt;sup&gt;th&lt;/sup&gt; floor, AND Emergency Access to Street (Southeast Quad)</td>
</tr>
<tr>
<td>L</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor through 14&lt;sup&gt;th&lt;/sup&gt; floor (Center of Building)</td>
</tr>
<tr>
<td>M</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor through 12&lt;sup&gt;th&lt;/sup&gt; floor, AND Emergency Access to Street (Northeast Quad)</td>
</tr>
<tr>
<td>V</td>
<td>Lobby to 2&lt;sup&gt;nd&lt;/sup&gt; floor, inside Student Life Department (Southwest Quad)</td>
</tr>
<tr>
<td>VC</td>
<td>Eight Fire Exit Stairwells (Lobby and Below)</td>
</tr>
<tr>
<td>N</td>
<td>Emergency Access to Street (Northwest Quad)</td>
</tr>
<tr>
<td>O</td>
<td>Emergency Access to Street (Northeast Quad)</td>
</tr>
<tr>
<td>P</td>
<td>Emergency Access to Street (South Central Area)</td>
</tr>
<tr>
<td>Q</td>
<td>Emergency Access to Street (Southwest Quad)</td>
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<tr>
<td>S</td>
<td>Emergency Access to Street (Southeast Quad)</td>
</tr>
<tr>
<td>T</td>
<td>Emergency Access to Street (Southeast Quad)</td>
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<tr>
<td>U</td>
<td>Emergency Access to Street (Southeast Quad)</td>
</tr>
<tr>
<td>W</td>
<td>Emergency Access to Street (Southeast Quad)</td>
</tr>
</tbody>
</table>

**NB:** Fire Alarm pull boxes are adjacent to Fire Exit stairwells on all floors of each building.
 Seminar Series for Spring 2003

Ethics Across and Beyond the Curriculum

This series is generously supported by the Charles Dreifus Ethics-Across-the-Curriculum Initiative and a grant from the Drown Foundation.

OPEN TO ALL

*******************************************************************************

For information on the May 1 roundtable discussion and for access to the documents available for that discussion, scroll to the bottom of this page.

*******************************************************************************

To what degree do ethical considerations inform the curriculum at Baruch College, which includes the largest accredited business school in the nation? Ethics figures prominently in the curricula of all three schools (see the linked list of required courses in ethics). Nevertheless, focusing on how ethics is taught and how we might teach ethics better is particularly appropriate at this time, hence the faculty seminar series for Spring 2003: Ethics Across and Beyond the Curriculum. As outlined below, the seminar will feature presentations and discussions led by nine faculty members (and guests) who have taken special interest in ethical considerations in their disciplines, which range from accountancy to art, from law to philosophy.

Students, faculty, staff, and alumni are invited to participate.

- Each session will take place on a Thursday from 10am -noon (except as noted)
- Refreshments will be available.
- Please note that the locations listed below vary.
1. February 6 - Skylight Room (17 Lex, Room 306)

**Douglas Carmichael (Accountancy)**
*Teaching Ethics: What do we want to achieve?*

**Guests: Abraham Briloff and Larry Zicklin**
Larry Zicklin will discuss the course in *Professional Responsibility* that he teaches at NYU. See the linked [syllabus](#) for that course.

2. February 13 - Skylight Room (17 Lex, Room 306)

**Douglas Lackey (Philosophy)**
*When Ethics Comes Up: How to Sustain an Ethics Discussion in the Classroom*
See the [handout](#) for this discussion.

3. February 27 - Skylight Room (17 Lex, Room 306)

**Gail Levin (Fine and Performing Arts)**
*Ethics and Collecting Art*
**Guest: Elizabeth A. Sackler (public historian)**

4. March 6 - Vertical Campus, Room 14-270

**Christopher Hallowell (English)**
*Ethics: the Responsibility of Journalism*

5. March 13 - Vertical Campus, Room 14-270

**Donald Schepers (Management)**
*The Role of Ethics and Leadership in Business Education*
**Guest: James Weber (Duquesne U.)**
Prof. Weber kindly made his Powerpoint presentation and notes available for posting [here](#).

6. March 20 - Skylight Room (17 Lex, Room 306)

**Seth Lipner (Law)**
*Ethical Decision Making*

7. March 27 - Skylight Room (17 Lex, Room 306)

**CHANGE:** This session will begin at 10:45
Daniel Williams (School of Public Affairs)
Democratic Sovereignty and Individual Responsibility

8. April 3 - Vertical Campus, Room 14-270

Thomas Heinrich (History)
The Andersen Scandal: A Historical Perspective

The collapse of Arthur Andersen is a severe blow to the American accounting profession. Andersen was not only one of the industry’s largest firms, but also helped pioneer computer consulting services, and for many decades considered itself the ethical Marine Corps of the accounting profession. Its inglorious end raises disturbing questions about the past, present, and future of the profession.

Heinrich examines the development of the firm from its founding in 1913, the rise of consulting services in the larger context of the post-World War II computer revolution, and the controversies that led to the breakup of the firm into Arthur Andersen and Andersen Consulting in 1997. Documenting that ethical concerns were "present at the creation" of Andersen’s consulting services in the 1940s, Professor Heinrich argues that Andersen began to downplay ethics-related problems in the 1970s and 1980s amidst seismic changes in the firm’s partnership and the profession writ large. These developments set the stage for the firm’s dramatic collapse in 2002.

9. April 10 - Vertical Campus, Room 14-270

Trudy Milburn (Communication Studies)
Ethics and Communication

10. May 1 - Vertical Campus, Room 14-270

Roundtable discussion
Ethics Across the Curriculum

Documents available for discussion:

- Don Schepers's Where to from here? memo
- Ethics in America (Joshua Mills's draft course proposal of July 2002)
- Dan Williams's Powerpoint presentation on Democratic Sovereignty and Individual Responsibility
- Forthcoming article in the Contemporary Issues Section of Journal of Individual Employment Rights, Charles Coleman, Editor, Baywood Publishing Company Inc., March 2003: CAMPAIGN AACSBI: Are Business Schools Complicit in Corporate Corruption? by Diane L. Swanson (von Waaden Professor of Business Administration, Kansas State University) and William C. Frederick (Professor
Emeritus of Business Administration, University of Pittsburgh).

- Syllabus for the course in *Professional Responsibility* taught by Larry Zicklin at NYU.
Article 25 of the PSC CUNY agreement describes Research, Fellowship, Scholar Incentive, and Performance Excellence Awards. See pages 60-65 of the written contract or go to this link for versions available for downloading or online searching.
The link below takes you to an online form that can be used to request service from Campus Facilities and Operations. (It is also accessible from the homepage, see "Administration" under "Who We Are.") This form may be used to request minor repairs for items such as inoperable lights or windows. If you have questions about the use of the form, call 212-802-2770. Online service request form.
SPRING 2003 (in reverse chronological order)

Friday, May 9: Disabilities Issues Workshop
Please join John Dugan, Dean of Faculty Staff Relations, Carl Kirschner, Associate Dean of Student Development, and Barbara Sirois, Director of Disability Services, for a workshop on the Americans with Disability Act of 1990 (ADA) & Section 504 of the Rehabilitation Act of 1973. They will encourage questions and discussion and expect to cover the following areas:

- The letter and spirit of the law
- What does it mean to be “otherwise qualified”?
- What are reasonable and appropriate accommodations and how they are determined
- What factors determine whether an accommodation (e.g., substitutions/waivers or alternative means of evaluation) fundamentally alters a program of instruction?
- What is the relationship between accommodations and academic freedom?

10:00 am - noon (refreshments available starting at 9:30)
Faculty/Staff Lounge VC 14-290

Friday, March 7
Using the News: Integrating the New York Times (and other print media) into Communication Intensive (and other) Classes
Because of its broad range of coverage and the depth of its articles, the New York Times lends itself to the classroom teaching of virtually any subject. Glenn Petersen has been using the Times in all his anthropology, geography, and international affairs classes (undergraduate and graduate) for more than a decade now, and would like to invite fellow faculty to consider using it, and other print sources, as well. Journalism professors Sarah Bartlett and Andrea Gabor join him in a panel discussion that will consider how the news is put together and how we can take it apart in the classroom in order to use it to best effect. Regular use of newspapers can enhance the teaching of any subject by serving to convince students of the day-to-day relevance of their course materials, to help them learn to become active readers, and to provide intensive exposure to source materials they are likely to continue engaging long
after their formal education is done.
10:00 am - noon (refreshments available starting at 9:30)
Faculty/Staff Lounge VC 14-290

**Friday, February 21: New York Council on the Humanities**
Grants workshop (see the linked program)
10:00 am - 1:00 pm (refreshments available starting at 9:30)
17 Lexington Avenue
Room 4 North

**Friday, January 31: Reorientation Session for Faculty New in Fall 02**
Grants workshop (see the linked program)
10:00 am - noon (refreshments available starting at 9:30)
Faculty/Staff Lounge VC 14-290

**************************************************************
Also see
Seminar Series for Spring 2003:
Ethics Across and Beyond the Curriculum
(Open to all members of the Baruch Community)
**************************************************************

**Previous Semesters**

**FALL 2002**

**Friday, December 6: Classroom Management**
Roundtable discussion

**Friday, November 22: Using the Writing Handbook across the Curriculum**
Leader: Prof. Gerard Dalgish

**Friday, November 1: Academic Integrity**
Guest Discussant: Donald L. McCabe, Rutgers University

**Ideas for future seminars:**
- Creating effective syllabi
- Techniques for effective peer observations
- Developing a new form for student evaluations

Suggestions and/or comments regarding faculty seminars should be sent to Associate Provost Dennis Slavin.
The Seminar Series for Spring 2003, *Ethics Across and Beyond the Curriculum*, will take place on Thursday mornings throughout the Spring semester. Students, faculty, staff, and alumni are invited to attend.
Faculty Lounges

Last updated on 1/7/2003 In Fall 2002 the college established two spaces designated as Faculty/Staff Lounges.

**Vertical Campus: 14-290**

During the semester, coffee and tea are available from 8am to 6pm Monday-Thursday, as are copies of the *New York Times* and the *Wall Street Journal*. Bagels, muffins, and fruit are brought in at around noon. The drinks are refreshed periodically but the food service ends when the food has been eaten. Please call Metropolitan Food Services from the phone in the lounge (number posted) to notify them to refresh the drinks.

Faculty and staff are invited to bring and eat lunch in the lounge. Entrance is by card-swipe.

*Please note* that the faculty/staff lounge is meant as a place to talk with colleagues, to meet people, or just to sit and read. Refreshments are provided to encourage faculty and staff to visit the room and to interact. Removing large amounts of food or drink -- for one's self or colleagues -- violates this spirit.

**17 Lexington Avenue: Room 215**

Room 215 has comfortable chairs, several tables, two computer stations with additional data ports/jacks, a refrigerator, a television set, and a telephone. There are lockable lockers inside the room to protect valuables of the faculty teaching in 17 Lex whose offices are in another building. The room can be used as a place to meet with students. If there is sufficient interest, coffee/tea service might be established. Combination locks for the lockers and keys to the room will be available through the Office of Public Safety, located in Room 102 of the same building.

Please feel free to forward suggestions on the use of these facilities to Associate Provost Dennis Slavin at dennis_slavin@baruch.cuny.edu.
Spring 2003 (upcoming seminars)

The seminars are scheduled to meet in 17 Lexington Ave., Room 1621 at 12:30 p.m. unless otherwise noted.

Thursday, March 6
Howard Chernick, PhD
Hunter College, Department of Economics
The Effects of Commuters on City Costs
A copy of Prof. Chernick's paper is linked [here](#).

Thursday, March 20
Joann Vanek, PhD
Co-Director Statistics Program for Women in Informal Employment (WIEGO)
Women in Informal Employment

Thursday, March 27
Nancy Foner
Baruch College
West Indian Migrants in New York City

Thursday, April 10
Sanders Korenman
Baruch College
Welfare Reform and Abortion

Thursday, May 1
Harold Weglinsky
Baruch College
BARUCH COLLEGE’S
FIRST ANNUAL
FACULTY RECOGNITION
CEREMONY

A Celebration of
Faculty Scholarship and
Creative Achievement

May 6, 2003
PROGRAM

GREETINGS
NED REGAN, President

WELCOMING REMARKS
DAVID DANNENBRING, Provost

RECOGNITION OF HONOURED FACULTY

Honorees of the School of Public Affairs
Presenter: STAN ALTMAN, Dean

Honorees of the Mildred and George Weissman
School of Arts and Sciences
Presenter: MYRNA CHASE, Dean

Honorees of the Zicklin School of Business
Presenter: JOHN ELLIOTT, Dean and Vice President

Everyone is invited to attend a performance by the Capitol Steps, which begins at 7:30 in the Rose Nagelberg Theatre in the Vertical Campus, Level B2. Late arrivals will be happily seated.
SCHOOL OF PUBLIC AFFAIRS

**HONORED FACULTY 2002**

**STAN ALTMAN**

**DAVID BIRDSELL**


**ROBERT KAESTNER**


SANDERS KORENMAN

**E.S. SAVAS**

**SHOSHANNA SOFAER**

**LYNNE WEIKART**

**DANIEL WILLIAMS**
WEISSMAN SCHOOL OF ARTS AND SCIENCES

MARÍA M. ANDRADE, Department of Modern Languages and Comparative Literature/Department of Black and Hispanic Studies
Andrade, M. La Ciudad Fragmentada: Una Lectura de las Novelas del Bogotazo (Ediciones Inti, 2002).

JOHN ANDREASSI, Department of Psychology

SARAH BARTLETT, Department of English

CAROL BERKIN, Department of History
Berkin, C. A Brilliant Solution: Inventing the American Constitution (Harcourt, 2002).

A. SURESH CANAGARAJAH, Department of English
Canagarajah, A. A Geopolitics of Academic Writing (University of Pittsburgh Press, 2002).

A Geopolitics of Academic Writing won the Olson Award for best book on rhetorical and cultural theory, Conference of College Composition and Communication, Association for Teachers of Advanced Composition.

DIONISIO CANAS, Department of Modern Languages and Comparative Literature
Canas, D. Memorias de un Mirón: Voyeurismo y Sociedad (Debols, 2002).

OLGA CASANOVA-BURGESS, Department of Modern Languages and Comparative Literature

CAROLLE CHARLES, Department of Sociology and Anthropology

MIRIAM D’APONTE, Department of Fine and Performing Arts


WILLIAM JAMES EARLE, Department of Philosophy
WAYNE H. FINKE, Department of Modern Languages and Comparative Literature

TAMARA GILES-VERNICK, Department of History

ALISON GRIFFITHS, Department of Communication Studies

MEIR LUBETSKI, Department of Modern Languages and Comparative Literature

VEENA TAIWAR OLDENBURG, Department of History

MICHAEL PLEKON, Department of Sociology and Anthropology

ELOISE QUIÑONES-KEBER, Department of Fine and Performing Arts

GRACE SCHULMAN, Department of English
Aiken-Taylor Award in Modern American Poetry. Awarded by The Sewanee Review, University of the South.


PATRICIA SMITH, Department of Philosophy
Smith, P., ed. Legal Philosophy: General Aspects (Franz Steiner Verlag, 2002).

ALISA SOLOMON, Department of English

FRANCO ZANGRILLI, Department of Modern Languages and Comparative Literature
Zangrilli, F., ed. La Ciociaria: Tra Letteratura e Cinema (Metauro, 2002).

Zangrilli, F. Pirandello: Lemaschere del Vecchio Dio (Edizioni Messaggero di Padova, 2002).

ARNULF ZWEIG, Department of Philosophy
**HONOURED FACULTY 2002**

**ZICKLIN SCHOOL OF BUSINESS**

**RANDY ANDERSON,** Department of Economics and Finance


**TURAN BALI,** Department of Economics and Finance


**RAQUEL BENBUNAN-FICH,** Department of Statistics and Computer Information Systems


**LAUREN BLOCK,** Department of Marketing


**DONAL BYARD,** Department of Accountancy


**MASAKO N. DARROUGH,** Department of Accountancy


DEBBIE KAMINER, Department of Law

MARIOS KOUFARIS, Department of Statistics and Computer Information Systems

LILACH NACHUM, Department of Marketing


DAVID ROSENBERG, Department of Law

ROBERT SCHWARTZ, Department of Economics and Finance


SANKAR SEN, Department of Marketing


S. PRAKASH SETHI, Department of Management

Faculty Rights and Responsibilities

Last updated on 3/6/2003

On March 6, 2003, Provost David Dannenbring addressed these topics at a plenary session of the Baruch College Faculty Senate. Meeting first with the Senate's Executive Committee, the Provost agreed to avoid issues covered specifically in the collective bargaining agreement. Instead, he based his presentation on the CUNY Bylaws, and two documents produced by the American Association of University Professors (AAUP): the Statement of Principles on Academic Freedom and Tenure and the Statement on Professional Ethics.

- Provost Dannenbring's Powerpoint presentation is available [here].

You can gain access to the documents it was drawn from through the links below:

- [Bylaws of the CUNY Board of Trustees]
As described in its bylaws, the Baruch College Faculty Senate “represents the General Faculty in areas of faculty responsibility, interest and concern.” The Senate may “formulate and recommend policies” to the Administration or other bodies of the College, “review and comment” on policies proposed by the Administration or other bodies of the College, and “provide a channel of communication” among faculty, the Administration and student organizations of the College.

Senators are elected from members of the General Faculty in four categories (department chairs, representatives from the eight largest departments, members at large from the General Faculty, and members at-large from the Adjunct Faculty.

The Senate’s Executive Committee consists of the Chair, three Vice Chairs, a Secretary, and five At-Large Members. The members elected to serve on the Executive Committee for the 2002 - 04 term are:

Robert J. Myers   (Chair)  
Terrence F. Martell (Vice Chair for Educational Policy)  
Eugenia M. Bragen (Vice Chair, Committee on Academic Freedom and Responsibility) 
Joseph Onochie   (Vice Chair, Committee on Planning and Finance)  
Jean Boddewyn    (At-large Member)  
Diane DiMartino (At-large Member)  
Robert Freedman (At-large Member)  
Trudy Milburn (At-large Member)  
Ashok Vora (At-large Member)

The Senate Executive Committee meets eight times a year to plan the agenda of the Plenary Sessions, review committee reports, and discuss issues relevant to Senate’s mission.

*Plenary sessions of the Senate are scheduled for the first Thursday of every month (except January) during the academic year.* Senators are joined by other members of
the General Faculty, members of the Baruch College Administration, and representatives from student organizations. The agenda usually consists of reports by the Senate’s Chair and Vice Chairs, and reports by senior members of the Administration, including the President and Vice Presidents of the College.

For further information about the Baruch Faculty Senate, contact Chair: Professor Robert J. Myers (Communication Studies)
Telephone: 646-312-3723
robert_myers@baruch.cuny.edu
Graduate Career Services provides career management and recruiting services to graduate students in the Zicklin School of Business. The office's primary focus is to provide students with the tools and resources necessary to successfully manage their career goals and potential employers with qualified candidates to successfully meet their recruiting needs. In doing so, the office offers a variety of services designed to train students in the career management skills and attitudes necessary to market themselves effectively in the MBA job market and provide potential employers with multiple options in connecting with and recruiting Zicklin students and graduates. The office's services for students, employers, and alumni are described in detail on their website, at http://zicklin.baruch.cuny.edu/services/gcs_home.html.

Students attending the Zicklin School on a full-time basis are encouraged to begin working with the Graduate Career Services office immediately upon their arrival at the Zicklin School, as the career management process is both lengthy and time-consuming. In order to be most successful, students seeking summer internships must begin their search early in the fall semester, and graduating students seeking full-time positions must prepare for their search prior to the end of their 1st year. Part-time students are encouraged to begin working with Graduate Career Services as soon as they wish, but no later than 2 years prior to their graduation date.

The Graduate Career Services' staff invites all faculty to meet with them to learn more about office activity and discuss opportunities for collaboration. Faculty, staff, and students may visit the office's website for more detailed information on their programs and the employment outcomes of Zicklin graduate students.

Office Location: 151 E. 25th Street, 8th Floor, Suite 820
Office Telephone: (646) 312-1330
Office Fax: (646) 312-1331
Office Email: graduate-career_services@baruch.cuny.edu
Office Website: http://zicklin.baruch.cuny.edu/services/gcs_home.html
Staff:

Tracy Handler, Director
Tracy_Handler@baruch.cuny.edu

Danielle Caldwell, Assistant Director
Danielle_Cimino@baruch.cuny.edu

Sarah Bernhardt, Career Advisor
Sarah_Bernhardt@baruch.cuny.edu
The Office of Graduate Admissions and Student Services (137 E. 22nd Street, Room 312) manages enrollments for all graduate programs for the School from marketing the programs through alumni affairs. All prospective students interested in the Master of Public Administration (MPA), the Masters of Education in Higher Education Administration (MSEdHEA), the Masters of Education in Educational Administration and Supervision (MSEdSAS) or an educational certificate program should be referred to this office.

Initial advisement for incoming students occurs at Orientation, where they also register for classes. Students are immediately assigned a staff advisor, the person who will work with the students to insure smooth progress through the program. The staff advisor assists with registration issues, the appeals process, transferring classes, etc. In addition, all incoming students are assigned a faculty advisor within the first month of classes. The students meet with their faculty advisor preferably in their first semester and absolutely before they have completed 12 credits of coursework. Students complete a Program Plan with their faculty advisor, indicating their specialization and the electives they are most interested in taking.

Students with unresolved issues relating to the academic and scholastic requirements of their programs may need to appeal to the Graduate Committee on Academic Standing. The Office of Admissions & Student Services advises students about their appeals and coordinates the appeals process.

Pamela Ferner, Director of Admissions & Student Services
Admissions, Graduate Assistantships
212-802-5912
spa_admissions@baruch.cuny.edu
Sandra Benavides, Academic Coordinator
MPA Students, Scholarships
212-802-5924
sbf6148@baruch.cuny.edu

Ivonne Arauz-Simms, Academic Coordinator
MSEd and Certificate Programs
212-802-5923
Ivonne-Aruaz@baruch.cuny.edu

Elyse Mendel, Director of Career Services
Career Services, Internships, Alumni
212-802-5916
Elyse_Mendel@baruch.cuny.edu
The Office of Research and Graduate Studies handles inquiries and general questions about program admission and requirements once a student is accepted. When a student enrolls in one of the four Masters programs offered at WSAS, s/he begins by creating a contract that is approved by the program director. This contract sets up an individualized prospective course of study, including required classes, core courses, and electives.

Students may contact their program directors for academic advisement and to discuss career possibilities (see names and contact numbers below). In addition, the Career Development Center is staffed with counselors who offer workshops on various topics related to internships, the job market, and interviewing techniques. Our students are also encouraged to visit the center’s comprehensive library.

**MS in Applied Mathematics for Finance**  
Program Director: Prof. Dan Stefanica (VC 4-257) 646-312-4171  
Website: [http://math.baruch.cuny.edu/msprogram.html/](http://math.baruch.cuny.edu/msprogram.html/)

**MA in Business Journalism**  
Program Director: Prof. Joshua Mills (VC 7-259) 646-312-3925  
Website: [http://faculty.baruch.cuny.edu/journalism/msbaruch/index.html](http://faculty.baruch.cuny.edu/journalism/msbaruch/index.html)

**MA in Corporate Communication**  
Program Director: Prof. Robert Myers (VC 8-244) 646-312-3723  
Website: [http://www.baruch.cuny.edu/wsas/departments/communication/graduate.html](http://www.baruch.cuny.edu/wsas/departments/communication/graduate.html)

**MS in Industrial/Organizational Psychology**  
Program Director: Prof. Harold Goldstein (VC 8-282) 646-312-3820  
Website: [http://www.baruch.cuny.edu/wsas/graduate_programs/MS_psychology.html](http://www.baruch.cuny.edu/wsas/graduate_programs/MS_psychology.html)
Ph.D. in Industrial/Organizational Psychology
A subprogram of the Graduate Program in Psychology at the CUNY Graduate Center
Program Director:  Prof. Joel Lefkowitz (VC 8-222) 646-312-3789
Website:  http://www1.cuny.edu/topframe-colleges.html

WSAS Office of Research and Graduate Studies
Director:  Prof. William Boddy (Communication Studies)
Location:  Vertical Campus, Room 5-205
Telephone:  646-312-4490
William_Boddy@baruch.cuny.edu
Two offices are responsible for providing advisement to Zicklin graduate students. The Office of Graduate Academic Services in the ZSB provides administrative and curricular services to students enrolled in the flex-time MBA programs (excluding the Accelerated Part-Time MBA Program) and MS degree programs. The Office evaluates preliminary course requirements for entering students, coordinates requests for transfer credit and core course substitutions, informs students of curriculum changes, and assists students who wish to change their MBA specializations or their degree objectives. During registration, the office works with students, academic departments, and the Registrar’s Office to resolve registration problems, and handles waiting list requests for closed courses.

Students are responsible for understanding and meeting the requirements for the degree program in which they are enrolled and are encouraged to seek advice as needed. Advising is largely an informal process. Staff and student “peer” advisors are available throughout the calendar year to meet with students on a walk-in basis or by appointment. (During registration, advising is on a walk-in basis only.) Although students are not assigned faculty advisors, designated faculty members from each department are available throughout the academic year to advise students on an individual basis.

Students who have unresolved issues relating to the academic and scholastic requirements of their programs may need to appeal to the Graduate Committee on Academic Standing. The Office of Graduate Academic Services advises students about their appeals and coordinates the appeals process.

Similar services are provided to students in the Full-Time Honors MBA Program and the Accelerated Part-Time MBA Program. Advisement for students in these programs is
handled by staff in the Full-Time Honors MBA Office. Applications and assignments for Zicklin masters level graduate assistantships are also processed in the Full-Time Honors MBA Office.

**Office Locations:**
VC 13-280 (Full-Time Honors MBA Office)
VC 13-221 (Flex-Time MBA and MS Programs)

**Office telephones:**
646-312-3130 (Full-Time Honors MBA Program)
646-312-3140 (Flex-Time MBA and MS Programs)

**Staff:**
Maria DiBenedetto, Director of Advisement Services
  Full-Time Honors MBA Program (646-312-3130)
Elaine Bernstein, Manager of Advisement Services,
  Flex-Time MBA and MS Programs (646-312-3074)
Patricia Lewis, Program Advisor
  Flex-Time MBA and MS Programs (646-312-3075)

**websites:**
Zicklin School of Business
ZSB Office of Graduate Academic Services
Honors MBA
Masters level grad. assistantships
Mission

SPAR's role is to facilitate and enhance the acquisition of external funding by Baruch faculty, staff, and administrators to support the College's missions of research, teaching, and public service. SPAR works closely with the Research Foundation of CUNY, the Baruch College Fund, and other College fiscal agents to insure that awardees have ample administrative support during the funding period. The three main areas of service are: pre-application planning, proposal preparation and submission, and post-award administration.

Services

I. Pre-application planning:
   - SPAR provides funding strategies for faculty to enhance career development, and to staff and administrators to support institutional goals.
   - SPAR informs faculty about upcoming grant deadlines and potential funding sources through our "Grants" monthly newsletter, web page, and by email.
   - For researchers involved in human subjects, SPAR serves as staff to the College's Institutional Review Board (IRB) for Human Subjects Protections, and provides faculty with the protocol review forms, technical assistance in completing the forms, and notification of deadlines for annual continuing review.
   - SPAR can coordinate efforts to secure seed monies necessary for proposal development.
   - SPAR can assist in arranging meetings with representatives of potential funding sources.

II. Proposal Preparation and Submission:
   - During the proposal preparation process, SPAR provides grant applicants with the necessary application forms, verifies submission requirements,
provides needed institutional information (i.e., tax exempt letter, tax ID numbers, etc.)

- We offer extensive support in the proposal development process in terms of tailoring the proposal to address the guidelines in a sponsor's RFP. SPAR will assist those seeking external funding with identifying experienced and discipline-appropriate readers to provide constructive reviews of applications prior to submission.

- If faculty are developing collaborative proposals, we serve as the central point of contact with collaborators at other institutions, making sure all individual pieces of a proposal come together and meet sponsor space/type specifications.

- SPAR can coordinate efforts to secure cost share and matching funds necessary for proposals to meet requirements or to increase competitiveness.

- SPAR supplies extensive support in the budget development process. We provide applicants with a budget template spreadsheet that performs all necessary calculations. Also, we can help faculty with their budget justification.

- SPAR provides assistance for faculty in obtaining internal approvals for their proposal before the final proposal is submitted to the sponsor. Once all internal approvals are in place, we will make all required copies and submit the proposal for delivery by deadline.

- For the National Science Foundation (NSF), we will electronically submit the proposals via its Fastlane service. For proposals that must be submitted electronically, SPAR can:
  - Set investigators up as users of the system.
  - Provide investigators with an orientation to the electronic submission system.
  - Help input various parts of the proposal into the system.

III. Post-award Administration:

- SPAR will handle all financial and administrative responsibilities in setting up new awards, including final budget negotiations. SPAR facilitates new project investigators (PI)s becoming acquainted with the Research Foundation's (RF) or Baruch College Fund's (BCF) services whenever they receive notification of an award.

- PI's hiring an employee or using summer salary lines from RF accounts can obtain guidance and assistance from SPAR.

- SPAR will coordinate with Human Resources and/or College Financial Offices for PI's hiring an employee or using summer salary lines from...
BCF funds.

- For general account transactions, the office has forms (i.e., payment requests, etc.) and helps to resolve any issue with the RF or BCF.

**NB:** All grant applicants are required to complete a Faculty Grant Application Financial Disclosure Form. This form will be given to the applicant by the Grants Office.

Director: Alan J. Evelyn
Assistant Director: Chante Ramsey
Location: 137 E. 25th Street, 10th Floor
Telephone: 646-312-2205; 646-312-2206 (fax)
http://www.baruch.cuny.edu/grants/
The Baruch College Health Center is located at 138 East 26th Street. It provides students with a full range of clinical health services including initial diagnosis and treatment for a broad spectrum of illnesses and injuries, and appropriate follow-up care for minor ailments, such as sore throats, flu symptoms, stomach aches, asthma, urinary tract infections, skin rashes, sprains etc. When necessary, appropriate referrals will be made.

Gynecological care, such as pap smears, pregnancy testing, and testing for sexually transmitted diseases, is also available, as are immunizations and physical exams.

Most of these services are free although lab and some other services may require a small fee. Over the counter drugs are provided free. Other medications may be prescribed; there are ongoing efforts to get discounts in local pharmacies.

The center is staffed with fully licensed medical staff, usually a nurse practitioner, an MD, or physicians assistants.

Confidentiality

Please note that medical records are strictly confidential. Information will not be released without written authorization by the student unless by court order.

Baruch College Health Center
Continuum Health Partners, Inc.
Location: 138 East 26th Street, 1st Floor
Hours: 9 am - 8 pm (during peak semesters)
Telephone: 646-312-2040; 646-312-2041 (fax)
Honoraria and Travel Reimbursement

Last updated on 4/28/03

When available, reimbursement for academic travel is administrated by the individual Schools. Each School has procedures for reimbursement that faculty members should consult before traveling. Chairs and dean’s offices are the best source for this information. But be sure to see references below for NYS guidelines:

**Official New York State Business & Travel Guidelines**

You can find the NYS business and professional travel guidelines at [http://www.osc.state.ny.us/agencies/travel/travel.htm](http://www.osc.state.ny.us/agencies/travel/travel.htm).

In addition, you can secure a copy of the "Summary of Travel Voucher Requirements," prepared by C K Nair of the Controller's Office at (212) 802-2727.

These comprehensive business and professional travel guidelines provide all the details that are required to be sure that your expenditure, including travel expenditures, will be paid and/or reimbursed by Baruch College.

It is very important to point out what the accurate Baruch College interpretation of the term "GUIDELINES" is for audit purposes. NYS Guidelines should be considered "SAFE HAVENS"; meaning, that if your expenditure is properly documented consistent with the Guidelines, including meeting the authorization and documentation requirements then you can be assured that the expenditure will be paid or reimbursed. If the expenditure does not fall within the Guidelines, then that expenditure will automatically require additional justification in the form of additional documentation stating the reason why the expenditure did not meet the Guidelines and why such expenditure is justified.

**Example 1**

A person travels to a conference in another city, beyond 100 miles from home or Baruch College. The conference begins with an 8:00 AM registration and 9:00 program. Thus, this person goes the night before and stays over night at the conference hotel. This would be justified with proper documentation.
Keep in mind that the Guidelines clearly state that a person can not stay overnight at a conference or meeting unless such conference or meeting is beyond 35 miles of both his/her home or Baruch College. In the event that either location is less than 35 miles, payment or reimbursement is outside of the Guidelines. Only in extraordinary circumstances with additional written justification, will any reimbursement be considered for payment of the applicable lodging and meals.

Example 2
A person decides to take an Acela Express Train to Washington DC merely to enjoy the experience. This would not be justified, and this travel reimbursement would be paid at the coach fare rate for the same trip.

Mileage/Rates
We use Map Quest to compare such mileage distances. As previously noted, the personal mileage rate was changed by the IRS from $.365 to $.36 per mile for the year 2003.

Per Diem Reimbursement Rates
The NYS website (http://www.osc.state.ny.us/agencies/travel/travel.htm) also provides per diem reimbursement rates by major city in the US.

Prior Approval Requirement / Conflict of Interest
To receive honoraria and reimbursement for travel expenses from outside sources, full-time faculty are required to obtain prior approval from the President. Forms are available from the office of the Dean of Faculty and Staff Relations, John R. Dugan Jr. (Vertical Campus, Room 4-226; 646-312-3320). However, any such activities in connection with work in a faculty member’s academic discipline are exempt from this prior approval requirement. Honoraria and travel reimbursement may not be received from individuals or organizations that would place the recipient in conflict of interest; that is, for example, from a person or organization that negotiates with, does business with, or has contracts with the University.
Honors Programs (Undergraduate)

The Baruch College Honors Program provides a focal point for the establishment, maintenance, and enhancement of activities for students who demonstrate exceptional academic abilities and performance. The program is overseen by the college Honors Program Director and coordinated by the college Committee on Undergraduate Honors.

Students may participate in the program in varying degrees and via a number of tracks.

Most students are admitted into the program as entering freshmen. They are given full-tuition scholarships, a comprehensive honors curriculum, and access to a number of cultural enrichment opportunities. As University Scholars, they also fall under the larger umbrella of the CUNY Honors College.

Others are admitted into the program based upon academic performance at Baruch and the recommendations of honors program faculty. An application form and program requirements are published each semester in the Schedule of Classes. Students who have met GPA requirements may enroll in honors courses without full participation in the honors program.

Student may opt to write an honors thesis in their major or minor areas of specialization (course numbers 6001-60003 in most academic disciplines). Faculty play a critical role in identifying qualified students and either chairing or serving as readers on thesis committees. Each student must submit a written application and prospectus prior to registering for the thesis. The application must be approved by the prospective mentor, the departmental honors coordinator, and, the director of the College Honors Program prior to registration. For applications and any questions relating to the thesis, you should contact your departmental honors coordinator, the Chair of the Committee on Undergraduate Honors, or the Honors Program Director.

Faculty are encouraged to identify outstanding students in their classes and to direct them to the honors program. Any questions may be addressed to the director.

Honors Program
Director: Prof. Susan Locke (Psychology)
Location: 137 East 25th Street, Room 306
Telephone: 646-312-2120
A fully trained staff is available to answer questions and provide information about employment, recruitment, time and leave balances, paychecks, contractual matters and benefits.

Health Plans

There are a variety of HMO plans, Preferred Provider Organization (PPO), and Point of Service (POS) plans offered to employees including:

- Aetna US Healthcare HMO
- Aetna US Healthcare QPOS
- Empire Healthchoice HMO and EPO
- CIGNA HMO
- GHI HMO Select
- GHI-CBP/EBCBS
- Health Net
- HIP Prime HMO
- HIP Prime POS
- VYTRA

In addition, prescription, dental, and optical coverage is provided at no additional premium.

Pension Plans and Tax Deferred Annuities

The City University of New York (CUNY) offers all full time faculty a choice of pension programs. The Teachers’ Retirement System (TRS) is a defined benefit plan, and the TIAA-CREF retirement program, is a defined contribution plan. Tax Deferred Annuity plans are also available through TRS, TIAA-CREF, and Halliday Research Corporation (HRC).

Payroll
The Human Resources Department encompasses the Payroll Unit where questions may be directed concerning pay. Direct deposit banking is also available.

Director: Ronny Widener
Location: 135 East 22nd Street, Room 200
Telephone: 212-802-2740; 212-802-2745 (fax)
Hours: 9 am - 5:30 pm
After obtaining a letter of employment from Human Resources (135 East 22nd Street, Room 200), a new employee should take that letter to the I.D. Center.

**I.D. Center**
Location: 151 East 25th Street, Room 133
Telephone: 646-312-1477
Faculty Handbook

Index of Topics

Intellectual Property Policy

Last updated on 11/25/2002

Linked to this page is a PDF file with cover memo from Vice Chancellor Schaffer, a summary of the newly-adopted policy, and the new CUNY Intellectual Property Policy (approved by the Board of Trustees on November 18, 2002). Questions about the new policy should be directed to John Dugan, Dean of Faculty & Staff Relations and Counsel to the President (646-312-3320).
Some international faculty find that their communication in the classroom is hampered by their accents or because they are unaccustomed to procedures and styles of teaching/learning typical in this country.

A recent initiative addresses these issues. International faculty can receive 15 hours per semester (for up to two semesters) of one-on-one tutoring in accent reduction, and can attend several workshops focused on issues such as asking and answering questions in class, clarifying and preventing misunderstandings, nonverbal communication (body language), public speaking techniques, effective use of visual support, grading and providing feedback, etc. Video-taping and subsequent discussion of the instructor’s class also may be used. Books and videos on teaching are available in the Bernard L. Schwartz Communication Institute (137 East 25th Street, Room 323).

Videos and language learning materials are available in the Speech/ESL Language Lab. To learn more about the lab or to schedule a tour, please contact Prof. Elisabeth Gareis (see below).

This program is open to full- and part-time faculty, although there is a limited number of openings each semester. To arrange to participate in this program, contact Prof. Elisabeth Gareis (Communication Studies) at 646-312-3731 or egareis@baruch.cuny.edu.
Internships

Baruch College offers a wide-variety of internship possibilities to both undergraduates and graduate students. Internships are short-term employment opportunities (paid or unpaid, for academic credit or not) that allow students to combine classroom learning with hands-on work experience. Internships may lead to long-term employment, either at the company/organization where the internship takes place or through connections developed there.

News (3/18/03): We are pleased to announce the creation of a new Internship Faculty Discussion Group in Blackboard.

Undergraduate Internships

Many undergraduate internships are administrated through the Career Development Center (Vertical Campus; Room 2-150; 646-312-4670), but some are administered by academic departments. Questions about internships are addressed at the Career Development Center, which is reached from the Baruch homepage by following the link under "Student Life," or by going directly to:

http://www.baruch.cuny.edu/careers/students/intern/index.html

Contacts/Coordinators for Undergraduate Internships

CDC Internship Coordinator: Heather Abramson
Location: Vertical Campus, Room 2-160
Contact: 646-312-4670 or heather_abramson@baruch.cuny.edu

Students interested in obtaining credit for an internship, or who would like to take an "Internship course" must speak to the contact person in the appropriate department listed below:

ACC 5100/5200 Accounting Internship
Stan Ross Department Of Accountancy
ART 5010/5011 Graphic Communication Internship  
Department Of Fine And Performing Arts  
Professor Virginia Smith, 646-312-4054, VC, Room 07-236

BUS 3001-3003 Business Internship  
For each department contact the professor listed on this sheet.  
Marketing majors should contact Professor Gary Soldow (646-312-3273, VC, Room 12-240A) for information regarding this course.

CIS 5900 (4680) Computer Information Systems Internship  
Department Of Statistics And Computer Information Systems  
Professor Pai Chun Ma, 646-312-3369, VC, Room 11-243

COM 5010 Internship In Business & Public Communication  
Department Of Communication Studies  
Professor Trudy Milburn, 646-312-3732, VC, Room 08-235

ECO 5010/5011 Training Program I & II  
FIN 5610/5611 Training Program I & II  
Department Of Economics And Finance  
Professor Frank Tansey, 646-312-3479, VC, Room 10-271

ENG 5050-5051 Media Internship  
Department Of English  
Professor Bridgett Davis, 646-312-3927, VC, Room 07-261

FPA 5070-5071 Arts Administration Internship  
Department Of Fine And Performing Arts  
Professor Marianne Eggler-Gerozissis, 646-312-4072, VC, Room 07-232

MGT 5110 Management Internship  
Department Of Management  
Professor Moshe Banai, 646-312-3631, VC, Room 09-239

MKT 5100 Marketing Internship  
Department of Marketing  
Professor Robert Chamblee, 646-312-3296, VC, Room 11-286

MSC 5050/5051 Internship in Music Management  
Department of Fine And Performing Arts  
Professor Andrew Tomasello, 646-312-4064, VC, Room 07-217

POL 5452 Field Work in Government
Department of Political Science  
Professor Susan Tenenbaum, 646-312-4420, VC, Room 05-283

PSY 4035/4036 Practicum in Community Psychological Services  
Department of Psychology  
Professor Harvey Barocas, 646-312-3814, VC, Room 08-275

SOC 3185/86 Internship in Human Service & Community Organizations  
Department of Sociology and Anthropology  
Professor Susan M. Chambré, 646-312-4471, VC, Room 4-265.

Graduate Internships

SPA: Many internships are offered through the School of Public Affairs. Contact Elyse Mendel at 212-802-5916 for further information (137 East 22nd Street, Room 311).

WSAS: See Graduate Programs for individual program + directors. They can provide information on internships.

ZSB: A wide variety of internships is offered through the Zicklin School. Four course numbers are available for receiving credit for internships: BUS 9800, 9801, 9802, and 9803.
A number of journalism organizations have responded to the war by creating "portal" sites with dozens, maybe hundreds of links, to sources of information about the conflict, ranging from the Pentagon to the Arab press, from Saddam Hussein's home page to the antiwar movement. These links (see below) are useful for journalists, but also for anyone seeking background on various issues.

contributed by:
Prof. Joshua Mills, Director
Master's Program in Business Journalism
Baruch College

NEWSLAB
http://www.newslab.org/iraqlinks.htm

LIBRARIANS' INDEX TO THE INTERNET
War and Peace: Resources Related to the Current Iraq Crisis
http://lii.org/warandpeace

JOURNALISTS' TOOLBOX
http://www.journaliststoolbox.com/newswriting/iraq.html

POYNTER INSTITUTE
http://www.poynter.org/content/content_view.asp?id=20231

AMERICAN PRESS INSTITUTE
http://www.americanpressinstitute.org/news.cfm?id=5
Library Services (William and Anita Newman Library)

The general website for the library is at: http://newman.baruch.cuny.edu/

The text that appears below (in two main parts: Information Resources and Research Support) and direct links to many of the forms etc. referenced below are available at: http://newman.baruch.cuny.edu/services/faculty_services.htm

INFORMATION RESOURCES

Borrowing Library Materials
Materials may be borrowed with a valid and barcoded CUNY ID. The loan period on general circulating materials for faculty is 16 weeks with a 16-week renewal. The loan period on video for faculty is one week. Upon your request, student aides and research assistants may borrow on your behalf once you have completed an authorization form at the circulation desk. A form to request VHS or Film is provided through the library's website through the “Request Forms” page or by calling 212-802-2420.

Free Photocopying
The library provides free copy cards for making single copies from library materials using the photocopy machines and microfilm equipment in the library. For more information, see the "Faculty Photocopy Cards" policy page or call 212-802-2391.

Database Searching
The library website provides access to many bibliographic and full-text databases that are accessible to faculty both on campus and off campus. Other databases are accessible via workstations in the library. A complete listing may be found on the library website under "Information Resources." Library faculty are available for consultation and will perform online database searches by appointment. 212-802-2419

Interlibrary Loan
Faculty members can request that materials not owned by Baruch be borrowed from other libraries. Requests can be made through the library's website by going to the
“Request Forms” page for either book requests or journal articles. 212-802-2450

Database Training
Database searching experts offer regularly-scheduled workshops on searching specific databases. The schedule is posted near the reference desk in the library and on the library website through the “Workshop Schedule page.” Students may register for workshops online through the “Workshop Sign Up Form.” Specialized training is also available upon request. 212-802-2419

New Publications Alerts
Faculty may elect to receive a copy of the table of contents of any journal held by the library as each new issue arrives. The library website provides electronic access to Current Contents, a multidisciplinary current awareness service covering more than 7,000 journals, books, and conference proceedings. For more information, please contact Serials Librarian, Micaela Waldman, at 212-802-2362 or Micaela_Waldman@baruch.cuny.edu.

New acquisitions of books and other materials by the library are posted regularly on the library website through the "New Titles in Library" page. To place any of the items listed there on hold, please contact circulation via e-mail at circulation@newton.baruch.cuny.edu.

Access to Other libraries
Faculty have access and borrowing privileges at all CUNY libraries, except the CUNY Law School Library. Materials may be used on-site at the Law Library, but borrowing may only be done through interlibrary loan. Materials borrowed from other CUNY libraries may be returned at Baruch. In some cases, the library can arrange limited access to other libraries in the New York metropolitan area. Faculty can search the online catalogs of many libraries through the “Other Libraries” page of the library website. 212-802-2434

RESEARCH SUPPORT

Reference Service
Reference librarians and subject bibliographers provide assistance in locating materials, researching the literature, and obtaining specific information. Contact information can be found on the website under the Faculty Directory. 212-802-2434

Data Resources
Library faculty are available to assist with the acquisition and use of machine-readable datafiles such as opinion polls, government surveys, numerical time series, and other raw data from research investigations. 212-802-2394

Faculty Carrels
A limited number of faculty carrels are available in the library. Some are assigned on a
semester basis and others may be used on a first-come-first-served basis each day. 212-802-2420

**Course Reserves**
Faculty can place library materials or their own copies of materials on reserve. A [reserve form](#) is available through the Request Forms page. Copies of previous examinations can be made available to students in an interactive format on the campus network, as well as in hard copy at the reserve desk. 212-802-2420

**Networked CD-ROM Services**
Newman Library is able to mount a limited number of CD-ROMs supplied by the faculty on its network. The data on these CD-ROMs are then available to users on the public workstations inside the library. Note: the mounting of commercial CD-ROM products on the library network is subject to the terms of the product license. For further information, contact Saad D. Abulhab at [SAADA@baruch.cuny.edu](mailto:SAADA@baruch.cuny.edu) or 212-802-2374.

**Library Research Workshops**
Library research workshops for students, tailored to meet the needs of particular course assignments, are available upon faculty request. The workshops, held during regular class periods, are conducted in electronic classrooms on the first floor of the Newman Library building. Workshops include instruction in the use of electronic research resources such as CUNY+, CD-ROMs, and the World Wide Web, as well as other useful sources in print. Each workshop provides hands-on experience. Explanations and demonstrations of effective searching techniques for print and electronic resources are provided. For faculty wishing to schedule a workshop, please fill out the online form to arrange a workshop (see "Services") or contact Bobbie Pollard at [212-802-2417](tel:2128022417) or [bobbie_pollard@baruch.cuny.edu](mailto:bobbie_pollard@baruch.cuny.edu).

**Course Assignments Consultation**
Librarians are available to offer guidance on constructing or revising class research assignments and can suggest materials for instruction. 212-802-2417

**Recommending Purchases**
Faculty may recommend the purchase of library materials to support instruction and student research through their department liaison or through Douglas Duchin at [douglas_duchin@baruch.cuny.edu](mailto:douglas_duchin@baruch.cuny.edu) or 212-802-2361.

**Instructional Materials**
The library produces and distributes instructional materials for students such as [Basic Research Strategy](#) and *How to Use the Library to Write Better Papers and Avoid Plagiarism*, as well as a number of [subject guides](#) and [material on how to use the online catalog](#). 212-802-2417

**Library Credit Courses**
The library offers several credit-bearing courses designed to help students become more effective researchers, including Information Research in the Social Sciences and Humanities (LIB 1015) and Information Research in Business (LIB 1016). See the Instruction page of the Library's website for more information. 212-802-2417

For Further Information
Please consult the library's website or contact the library at the telephone number listed with each service for further information regarding the services listed here, including important policies and procedures. All services are provided free of charge to Baruch faculty.

William and Anita Newman Library
Chief Librarian: Arthur Downing
Location: 151 East 25th Street
Telephone (main number): 212-802-2400
Outgoing Mail

The Baruch College mailroom regularly processes the faculty's professional mail. To be processed, such mail must be in Baruch envelopes and have the name and box number of the sender as part of the return address. Without this information the mailroom will not process your mail.

Packages also must be in Baruch envelopes. Overseas packages weighing more than 1 lb. must have a custom's form attached. The form can be obtained from the mailroom or any post office (PS Form 2976-Declaration of Content). This form must be signed by the sender while standing in front of the US Postal Clerk, who is responsible for verifying the identity of the individual sending the package.

Any mail that requires postage of more than $10 will not be processed without the approval of a Chair and the Dean. This is true of all Express mail as well. Express mail is expensive, so we are all asked to minimize its use by sending our mail in a timely fashion.

The Baruch Mail Center lacks sufficient personnel to carry individual letters or packages to the post office. Express mail, Certified, Registered, or any mail weighing one pound or more, must be delivered to the post office by the sender or a department employee. The US Postal Clerk will be responsible for verifying the identity of an individual sending any package of more than 1 lb.

Personal mail will be processed only if bears the correct postage. If the personal mail lacks postage the mailroom will attempt to return it to the sender. If there is no return address the mailroom will hold the mail for six months before discarding it.

Campus Address
For mail purposes, campuses addresses follow this pattern: [Name] [Department] [Box number]* Baruch College One Bernard Baruch Way New York, NY 10010
* Box numbers include the letter designation of the building in which the office is located (for list of buildings see the Introduction), followed by a room number (e.g. Box B8-250 means building B, which is the Vertical Campus, 8th floor, Room 250). In many cases the correct box number is the room number of the departmental office. (See the online directory for the box numbers of members of the faculty, staff, and administration.)

Questions
Questions regarding these procedures should be addressed to Philip Brinson (646-312-1462 or Philip_Brinson@baruch.cuny.edu) or other members of the mailroom staff.

Mailroom: 151 East 25th Street, Room 170
Manager/Supervisor: Philip Brinson
Telephone: 646 312-1460; 646-387-1461
Mentoring of New Faculty

Each of the three schools follows its own model for mentoring faculty:

SPA
Each junior faculty member chooses (or, in absence of a stated preference, is assigned) a senior faculty mentor (or two) with research interests as close to those of the junior member as possible. Together, the mentor and mentee draw up a detailed research and publication plan. Mentors are available to comment on article/book drafts, connect junior faculty with significant persons in their field (e.g., editors, leaders of research teams, etc.), and to answer questions about local practices (e.g., P&B, contract, research support, etc.) as well.

For information on mentoring, please contact David S. Birdsell, Professor and Executive Director of Academic Programs in SPA: 212-802-5957 or david_birdsell@baruch.cuny.edu.

WSAS
Each new faculty member is assigned a mentor who is a tenured member of the faculty in a different department. As the new faculty member moves towards tenure, s/he meets with the mentor to discuss a wide range of issues, including -- but not limited to -- the reappointment and tenure process. The meetings can provide a perspective other than that of his/her Chair to the new faculty member and a sympathetic ear for matters that might be delicate within the home department. For the mentor they provide an opportunity to get to know an interesting new member of the Baruch community.

For information on mentoring, please contact the Office of the WSAS Dean: 646-312-3870.

ZSB
The Zicklin School is currently re-examining its approach to mentoring. For information on mentoring in ZSB, please contact Associate Dean Rob Ducoffe at 646-312-3030 or rob_ducoffe@baruch.cuny.edu.
Baruch College is accredited by the Middle States Association of Colleges and Schools. In 2000 the college was evaluated for reaccreditation by the Association's Commission on Higher Education.

To go directly to Baruch's Institutional Self Study, completed as part of the reaccreditation process in January 2000, see: Institutional Self Study.

The Report of the Commission is available in PDF format at Middle States Report.

For a variety of documents related to the reaccreditation process (including the self-study and the report linked above) see: Baruch College: Middle States.
Mission Statements
Last updated on 4/23/03

Baruch College is in the process of rewriting its Mission Statement. Over the course of the 2002-2003 academic year, the statements of the constituent units of the college will be rewritten as well. Many of the documents linked below, therefore, will be revised during the next six months and additional ones will be added.

COLLEGE STATEMENT

The Current Process
- The College's Draft Mission Statement (draft of August 16, 2002)
- To achieve the Mission linked above, the College proposes to follow these Strategic Directions (draft of August 16, 2002).
- The planning process will be guided by this linked schedule.

To aid in the drafting process, please send comments on the three documents linked above to the Dean of your School or, when the comment has College-wide implications, to Fred Lane.

Previous College Statements
Mission Statement of 1993
Mission Statement (summary) of 1998

SCHOOL (AND DEPARTMENT) STATEMENTS

The Mission Statement of the School of Public Affairs
(adopted Fall 2002)

The Mission Statement of the Weissman School of Arts and Sciences
(5/01)

WSAS Departmental Statements
- Black and Hispanic Studies
The Mission Statement of the Zicklin School of Business (Fall 2002)

ZSB Departmental Statements
- Accountancy
- Economics and Finance
- Law
- Management
- Marketing
- Statistics/CIS

LIBRARY
A link to the Mission Statement of the William and Anita Newman Library (Spring 1998) may be found on the About the Library website.
The Statement of Policy on Multiple Positions of the Board of Trustees of CUNY indicates that: "Each full-time faculty member is obligated to view his/her appointment to a college or university faculty position within The City University as his/her major professional commitment" and that: "Full-time appointment to a college or university faculty position is a full-time assignment." In addition, the New York State Ethics in Government Act requires an annual statement of financial disclosure from state employees such as full-time faculty at CUNY senior colleges.

All full-time members of the faculty are required to file a Multiple Position Report each semester to comply with the provisions of the Statement and the Act. Each semester, faculty members receive a copy of the reporting form along with a full set of instructions. "The form requires full disclosure of all compensated activities beyond... regular full-time assignment, as well as any grant-funded or uncompensated commitments." It does not require that you report "incidental uncompensated activities related to... membership in political, religious, social, or cultural organizations, provided such activities do not constitute a significant commitment of your time."

The reporting form should be promptly filled out each semester and returned to the Department Chair. It will be reviewed by the Department Executive Committee, the Chair, and the School Dean.

This policy does not bar all outside employment or work as a consultant, but it does provide guidelines for such work and it specifies the need for approvals. Questions regarding the policy may be addressed to Chairs or to John R. Dugan Jr., Dean of Faculty and Staff Relations (646-312-3320).
Observation (Peer)

The following is excerpted from Article 18 (Professional Evaluation) of the Agreement between Professional Staff Congress/CUNY and the City University of New York, February 1, 1996-July 31, 2000 (pp. 35-36). Please note that 18.2.b.1 indicates that all non-tenured faculty shall be observed at least once each semester and that tenured faculty may be observed once each semester.

Article 18
Professional Evaluation

[18.] 2 (b) Teaching observation, as described below, is one factor in total evaluation of academic performance of the teaching staff.

1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation.

Tenured and certificated members of the teaching staff may be observed once each semester.

2. a) Each department P & B committee shall designate a panel, the size to be specified by the chairperson, of department observers (which shall include members of the P & B committee). The department chairperson shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairperson, a written observation report to the department P & B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.

(b) The department chairperson shall schedule the post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee and the observer. Either a member of
the P & B committee or a member of the department with the rank of tenured Associate Professor or tenured Professor may be assigned by the chairperson at the request of the employee or the observer.

(c) Following the post-observation conference, the P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairperson. If the post-observation conference includes only the observer and the employee, than the observer shall prepare the record of the discussion in memorandum form. The original conference memorandum shall be placed in the employee's personal file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personal file.

(d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within ten (10) working days thereafter, file a request for an observation and/or conference with the chairperson. A copy of that request shall be sent to appropriate dean and the Office of the President. Failure of the employee to file the request within the stipulated time shall bar the employee from subsequent complaint regarding such non-compliance with Article 18.2 (b), 2 b) or c). Upon the receipt of the request, the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or observation conference by the dean or President or their designee.

(e) After ten (10) semesters of service, teaching observation for adjunct personnel shall be held at the request of the chairperson or the adjunct.
The Baruch College Ombuds

The College Ombuds has the following areas of responsibility:

- To help individuals (faculty, staff, or students) in specific cases to obtain just and equitable treatment;
- To help administrative officers to improve their processes and procedure, not only to correct a particular inequity or injustice but also to prevent its recurrence;
- To reconcile differences between conflicting parties and seek mutually acceptable solutions to specific cases of conflict;
- To recommend such changes in procedures and practices as may be appropriate and to make periodic public reports. These reports shall respect the confidentiality of the persons involved.

The primary task of the Ombuds is to serve as a confidential investigator in any specific case of alleged inequity, unfairness or maladministration, and thereby to be the impartial spokesman, both to the person(s) making the complaint and to the person(s) against whose performance the allegation is brought.

In that capacity, the Ombuds is to have access to all relevant facts in the case, to enjoy the complete cooperation of the individual officer(s) of instruction or administration when it is requested, to receive cooperation from any complainant, to carry out work in privacy and with full respect for the rights and immunities of all parties, and having completed inquiries, to make such disposition of each case as, in his or her sole judgment, is best.

The Ombuds also makes recommendations for changes in rules, practices, procedures and regulations by of the college.

The office of the Ombuds does not replace the normal administrative or faculty procedures.

The Baruch College Ombuds is Prof. Mindy Engle-Friedman (Psychology). Contact Prof. Engle-Friedman at 646-312-3815 or Mindy_Engle-friedman@baruch.cuny.edu.
Speaking (Student)

Students who enter Baruch College as freshmen complete one basic course in public speaking (COM 1010) by their junior year. (Transfer students have similar requirements.) In addition, over the course of their careers at the college, undergraduates take several CIC (communication intensive) courses, including a CIC capstone in their minor. (All students except Accounting majors must complete a minor in a liberal arts discipline.)

With employers consistently ranking oral communication skills highest among skills desired of college graduates, all faculty are encouraged to incorporate oral communication opportunities into their classroom. Activities and assignments may include oral presentations, discussions, debates, etc. When difficulties persist that the instructor is unable to resolve, faculty may direct students as follows:

Undergraduates

**SACC (Student Academic Consulting Center)**

SACC provides professional tutoring in oral communication on a scheduled basis. Topics include presentation skills (native and nonnative speakers), articulation (native speakers), and accent reduction (nonnative speakers). For further information on SACC see [http://www.baruch.cuny.edu/sacc/](http://www.baruch.cuny.edu/sacc/)

Location: Vertical Campus, Room 2-116.
Telephone: 646-312-4830

International Graduate Students

International graduate students can receive help with English through the John R. F. Tietsort Endowment. Administered through the Communication Studies Department, the endowment focuses on accent reduction but can also provide writing tutorials. Trained adjunct faculty meet students in scheduled appointments for sessions. Students can schedule appointments by contacting Prof. Elisabeth Gareis via phone (646-312-3731) or e-mail: egareis@baruch.cuny.edu

http://www.baruch.cuny.edu/facultyhandbook/speaking.htm (1 of 2) [6/16/2003 2:06:56 PM]
Speech/ESL Lab

The Speech/ESL Lab is located in Room 8-170, Vertical Campus. The lab features software programs and videos on a variety of oral communication issues. While the lab focuses on materials for nonnative speakers (e.g., pronunciation, grammar, vocabulary development), materials for the oral communication concerns of native speakers are also available (e.g., presentation skills, business meetings). For more information on the lab and to schedule a tour, please contact the lab manager, Slava Kosmina, via phone (646-312-3746) or e-mail: Viatchesla_Kosmina@baruch.cuny.edu
For many personnel issues the best source of information is the PCS-CUNY contract. Hard copies of the "Agreement between the Professional Staff Congress/CUNY and the City University of New York," dated February 1, 1996-July 31, 2000 may be obtained from the union (http://www.psc-cuny.org/ or 212-354-1252). The recently approved contract will not appear in bound form, but it will be available on the PSC-CUNY website. Items discussed by the old contract are as follows:

Article 1 Recognition  
Article 2 CUNY-PSC Relationships  
Article 3 Unit Stability  
Article 4 Check-Off and Agency Shop  
Article 5 Information and Data  
Article 6 Reassigned Time  
Article 7 Organizational Use of Facilities  
Article 8 Non-Discrimination  
Article 9 Appointment and Reappointment  
Article 10 Schedule for Notification of Reappointment and Non-Reappointment  
Article 11 Classification of Title  
Article 12 Certificate of Continuous Employment  
Article 13 Multiple Year Appointments for Higher Education Officer (HEO Series)  
Article 14 Leaves and Holidays  
Article 15 Workload  
Article 16 Temporary Disability or Parental Leave  
Article 17 Jury Duty  
Article 18 Professional Evaluation  
Article 19 Personnel Files  
Article 20 Complaint, Grievance and Arbitration Procedures  
Article 21 Disciplinary Actions  
Article 22 Increased Promotional Opportunities  
Article 23 Distinguished Professorships  
Article 24 Salary Schedules  
Article 25 Research Fellowship and Scholar Incentive Awards  
Article 26 Welfare Benefits
Article 27  Retirement
Article 28  Travel Allowance
Article 29  Waiver of Tuition Fees
Article 30  Facilities and Services
Article 31  Rehiring of Persons who are Discontinued
Article 32  Discontinuances
Article 33  Faculty Development
Article 34  Medical Series
Article 35  CUNY Law School
Article 36  Resident Series
Article 37  Academic Calendar
Article 38  Workers Compensation
Article 39  Occupational Safety and Health
Article 40  Educational Technology
Article 41  No Strike Pledge
Article 42  Legislative Action
Article 44  Duration

Baruch's PSC Chapter Chair (Prof. Howard N. Ross: 646-312-3457) and Grievance Counselor (Prof. Gayana Jurkevich: 646-312-4221) are available to help clarify contractual rights, obligations, and procedures, as are members of the Human Resources staff (212-802-2740), the Dean of Faculty and Staff Relations (John R. Dugan Jr.: 646-312-3320), the academic deans, and department chairs.

The college's Personnel Procedures Manual is another valuable resource. Each academic department has two copies of the Manual. One section includes the official forms used by the college for a wide variety of personnel procedures. These may be photocopied. Eventually, the forms will be available on line.
Photocopying

Most departments have their own photocopying machines and their own guidelines for use.

Newman Library provides free copy cards for making single copies from library materials using the photocopy machines and microfilm equipment in the library. For more information, see http://newman.baruch.cuny.edu/services/fac_copy.htm or call 212-802-2391.

The Office of Purchasing and Administrative Services, maintains a photocopying facility (Reproductive Services) on the 10th floor of 135 East 22nd Street (212-802-2944). This facility will do course-related photocopying, including exams. You must fill out a Graphic Arts Request Form, available in your department office, and obtain an authorized signature, usually from your department chair. To insure that copies are ready when needed, the original and the form should be brought to Room 1003 at least one week in advance, especially for complicated jobs. When they are completed, the copies may be retrieved from Room 1003. Final exams are processed and picked up in the Security office, 17 Lexington Avenue, Room 102.

Many faculty find they can communicate with students more effectively and minimize use of paper by posting to Blackboard information (including syllabi and assignments) they would otherwise photocopy.
Reflecting the seriousness with which Baruch College regards the issue of academic honesty, this topic is addressed by two distinct statements. The first is a draft statement about academic honesty from the Director and a consultant at the Bernard L. Schwartz Communication Institute. The Institute will be sponsoring a series of faculty seminars on aspects of academic honesty; this statement might serve as a springboard for some of those discussions. The second conveys information distributed to our students by the College’s Office of Student Development in 1998, revised here for faculty. The student version is available on the college’s home page under Academic Honesty.
The Professional Staff Congress (PSC) is the union of the Faculty, Higher Education Officers (HEOs), and College Laboratory Technicians (CLTs) of CUNY. The Union consists of two wings: the Welfare Fund, which provides benefits concerning prescription drugs, major medical, dental, optical, life and disability insurance, and other types of health maintenance; the second function of the PSC includes negotiating and administering the labor-management contract. The contract is multidimensional and includes salaries, working hours, health and safety, reappointment, tenure, promotion, grievances, leaves, and the monitoring of State laws concerning these issues.

Implementation of the contract is monitored on individual campuses by the Chapter Grievance Counselor and a Grievance Committee. They provide you with information on the contract and on your contractual rights.

By law an agency fee is withheld from your salaries: 1.05% for full-timers and 1% for adjuncts and part-timers. The fee is revenue to the Union and it becomes "union dues" when you officially join the Union by signing the card of authorization. Only members of the Union may vote on Union officers, College Chapter officers and policies, and by not being a member, you may remain unaware of your rights and benefits.

Chapter meetings are held periodically throughout the academic year on issues that affect you, your family, and your career at the College. When these meetings are announced mark your calendars and join us. Feel free to contact your Chapter officers at any time for further information.

Chapter Chair: Howard N. Ross (Economics and Finance), 646-312-3457
Grievance Counselor: Gayana Jurkevich (Modern Languages), 646-312-4221
Faculty may refer undergraduates to SACC, whose mission is to help them succeed academically and in their chosen professions. SACC helps students to develop the skills and knowledge necessary for future success. SACC is mainly staffed by peers-Baruch students who understand what their colleagues are experiencing and can knowledgeably assist them. Faculty members work with the peer tutors to insure a high quality of services.

SACC offers various modalities of academic support provided by professionals and peers, including:

**Peer Support**
One-to-one tutoring
Group tutoring
Study Groups
Workshops
Weekly review sessions attached to hi-risk courses
Plato (CAI)

**Professional Support**
Workshops
Speech and articulation sessions

**Hours**
Monday-Thursday, 9 am-9 pm
Friday and Saturday, 9 am-3 pm

For further information, including answers to frequently asked questions, see [http://www.baruch.cuny.edu/sacc/](http://www.baruch.cuny.edu/sacc/).

Director: Carol Morgan
Location: Vertical Campus, Room 2-116
Telephone: 646-312-4830
Sexual harassment is generally divided into two categories: quid pro quo harassment in which submission to sexual advances affects an individual's employment or academic standing, and hostile environment harassment in which sexually oriented conduct unreasonably interferes with an individual's work or academic performance. It is the policy of The City University of New York to promote a cooperative work and academic environment in which mutual respect exists for all University students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The text of the policy, which includes the full definition of sexual harassment, can be found on the web at www.baruch.cuny.edu/human_resources/ or through the "Administration" link on the "Who We Are" menu of the College's home page.

As a senior college within CUNY, Baruch College is subject to CUNY's policy against sexual harassment and responsible for enforcement of it. In addition, an education program is conducted to inform the College community about sexual harassment. The policy requires each college to appoint a sexual harassment panel whose members are trained to receive complaints of sexual harassment from faculty, staff, and students. Complaints are then investigated by the co-coordinators of the panel, who report their findings to the College president for disposition. Investigations are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances. Appropriate disciplinary or other corrective action is taken when sexual harassment is determined to have occurred.

Deans, directors, department chairs, executive officers, administrators, or others with supervisory authority must report any complaint (written or verbal) of sexual harassment made to them or of which they become aware or reasonably believe to exist.

Members of the College community who believe themselves to be the victims of sexual harassment are strongly encouraged to report the allegations as promptly as possible to
any member of the sexual harassment panel, whose names and phones numbers are listed immediately below. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations.

**Sexual Harassment Panel**

Dean John Dugan  
(Panel Co-Coordinator), Faculty and Staff Relations  
(212) 802-2805  [John_Dugan@baruch.cuny.edu](mailto:John_Dugan@baruch.cuny.edu)

Ms Carmen Pedrogo  
(Panel Co-Coordinator), Affirmative Action Officer  
(212) 802-2865  [Carmen_Pedrogo@baruch.cuny.edu](mailto:Carmen_Pedrogo@baruch.cuny.edu)

Professor Nancy Aries  
School of Public Affairs  
(212) 802-5966  [Nancy_Aries@baruch.cuny.edu](mailto:Nancy_Aries@baruch.cuny.edu)

Professor David Birdsell  
School of Public Affairs  
(212) 802-5957  [David_Birdsell@baruch.cuny.edu](mailto:David_Birdsell@baruch.cuny.edu)

Ms. R. Ginny Goldberg  
Zicklin Graduate Student Life  
(646) 312-3064  [Regine_Goldberg@baruch.cuny.edu](mailto:Regine_Goldberg@baruch.cuny.edu)

Professor Elena Martinez  
Modern Languages and Comparative Literature  
(646) 312-4213  [Elena_Martinez@baruch.cuny.edu](mailto:Elena_Martinez@baruch.cuny.edu)

Professor Marilyn Neimark  
Stan Ross Department of Accountancy  
(646) 312-3190  [Marilyn_Neimark@baruch.cuny.edu](mailto:Marilyn_Neimark@baruch.cuny.edu)

Ms. Randie Rosen  
Continuing and Professional Studies  
(212) 802-5622  [Randie_Rosen@baruch.cuny.edu](mailto:Randie_Rosen@baruch.cuny.edu)

Professor Gloria Thomas  
Zicklin School PhD Program  
(646) 312-3092  [Gloria_Thomas@baruch.cuny.edu](mailto:Gloria_Thomas@baruch.cuny.edu)

**Education Committee**

Ms Michele Epstein
(Co-Chair), Baruch Computing and Technology Center
(646) 312-1040  Michele_Epstein@baruch.cuny.edu

Dr. Carl Kirschner  
(Co-Chair), Office of Student Development  
(646) 312-4570  Carl_Kirschner@baruch.cuny.edu

Mr. Frank Antonucci  
Campus Facilities and Operations  
(212) 802-2774  Frank_Antonucci@baruch.cuny.edu

Ms Mara Bianco  
Baruch Computing and Technology Center  
(646)312-1032  Mara_Bianco@baruch.cuny.edu

Dr. David Garlock  
Purchasing and Auxiliary Services  
(212) 802-2930  David_Garlock@baruch.cuny.edu

Professor Christos Giannikos  
Economics and Finance Department  
(646) 312-3492  Christos_Giannikos@baruch.cuny.edu

Professor Elizabeth Reis  
Department of Psychology  
(646) 312-3819  Elizabeth_Reis@baruch.cuny.edu

Dr. Abe Tawil  
Continuing and Professional Studies  
(212) 802-5608  Abe_Tawil@baruch.cuny.edu

Ms. Penelope Terry  
Undergraduate Admissions & Financial Aid  
(646) 312-1375  Penelope_Terry@baruch.cuny.edu
Student Engagement

Last updated on 10/07/2002

A notable tendency among Baruch students is to vanish as soon as their classes are over -- to attend the college "as though they were double parked." Given that many students work long hours, such tendencies are perhaps not surprising, but they are also not educationally optimal.

Many educators believe that students often learn as much or more through engagement with faculty outside of the 75-minute class session as during the prescribed lecture/classroom discussion. Such engagement might consist of brief conversations immediately before or after class or more extended advisement sessions in a faculty member's office. Advice can range from encouraging students to get involved with extracurricular activities to helping them design research projects in a discipline -- especially around topics of interest to the students.

Faculty can play an enormously important role by getting involved with student activities outside of class. Student clubs, for example, benefit greatly by the involvement of a faculty member, as do activities like the radio station.

Involvement in the education of our students through meaningful advisement and counsel is a vital goal. At a minimum, faculty availability for students around the time of a class to review or elaborate on topics discussed -- even to discuss why a student received a particular grade -- is a necessary component to a good education. Informing students of office hours and being sure to be available during those hours also is necessary. Office hours should always be posted outside the instructor's office.
Baruch College has many students who are not native speakers of English. Often these students experience problems in written or oral communication and are hesitant to participate in class. Following are some tips for effective teaching and communication with nonnative speakers. (Indeed, most of these tips will prove helpful in presenting to native speakers as well.) This page was prepared by Prof. Elisabeth Gareis, Communication Studies (egareis@baruch.cuny.edu)

Linguistic Considerations

1. Use clear, normal speech. Pause between major idea units. If necessary, use a slower (yet natural) rate of speech. Clearly enunciate.

2. The most difficult aspect of English for many nonnative speakers is uncommon vocabulary and idiomatic expressions. Limit the use of these items or supplement them with simpler paraphrases. *Be especially careful to use accessible language in examinations and assignment instructions.*

3. Assuming overall comprehensibility, focus on what students are trying to communicate, not on errors. If it is necessary to correct students’ pronunciation, vocabulary, or grammar, try to do so individually, away from the group.

4. Refer students who need assistance to Baruch College support services (see Faculty Handbook: Speaking) or other sources (e.g., Continuing Studies Department). Students may also be interested in electives offered in the Communication Studies and English Departments or extracurricular activities addressing communication proficiency (e.g., Toastmasters).

Classroom Discourse

5. Make sure that nonnative speakers are seated where they can see and hear well.

6. Use nonverbal cues (such as gestures, pictures, blackboard sketches, and concrete
objects) in your teaching to assist students’ comprehension.

7. Rephrase and repeat important utterances.

8. Provide examples and analogies. Supplement culturally specific examples (e.g., references to U.S. history or popular culture) with examples from non-U.S. settings. As an alternative, let students provide their own examples to illustrate a point under discussion.

9. Frame different topics within connecting utterances (e.g., “Okay, you have decided to adopt strategy A. Now, let’s discuss how to implement the plan.”)

10. Monitor students’ comprehension and progress throughout the class. Check for understanding by asking students to decide if information is true or false, by asking student to provide examples, by having students paraphrase important terms in their own words, by having students summarize key information, and by having students ask each other questions about the covered material. Also encourage students to initiate questions for clarification whenever necessary. (Some students may be hesitant to interrupt class. Provide sufficient time and opportunity for student-initiated questions. Teacher and fellow students should also be patient if communication problems arise.)

11. Summarize and clarify whenever needed.

12. Vary the way of calling on individuals. For example, call on students by name, ask for volunteers to respond, and call on the whole group. This helps involve everyone.

13. Warm up students by asking simple questions first. Having answered a question correctly, students have “saved face” and may risk responding incorrectly to more challenging questions.

14. Give “extra chances” to students who don’t respond to an elicitation through strategies such as pausing to give the students plenty of time to speak. Additional elicitation techniques include prompting (e.g., “What options did you pick? Could you read your list, please.”) and repeating the elicitation. Also invite students who do respond to say more.

15. Use confirmation checks (e.g., “You selected alternative B, right?”) and clarification requests (e.g., “I didn’t get the last word. You said computers and what else?”).

16. Repeat or restate students’ questions before answering them. Also rephrase student responses and/or expand on them to provide further input to the speaker and the group.

17. Encourage students to listen actively to each other and negotiate the meaning of conceptually or linguistically unclear utterances without you as an intermediary. Clarification techniques for the speaker include repetition of utterances, slow and clear
enunciation, and paraphrasing. Listeners should focus and be specific in their quest for clarification (i.e., ask for repetition of words, paraphrasing of sentences, explanation of concepts, examples, etc.).

**Lesson Planning**

18. Provide a clear outline or plan of the lesson at the beginning of class.

19. Build predictability into instructional routines such as opening and closing activities, directions, and homework assignments.

**Activities and Assignments**

20. Involve nonnative speakers in some manner in all classroom activities.

21. Learn as much about your nonnative speakers as you can. The more you know about these students and their backgrounds, the easier it will be to incorporate them into your classroom. Their experiences can be used to enrich the lives of all students.

22. Discuss your personal experiences and encourage students to discuss theirs, as they relate to the course content.

23. Use cooperative learning groups to encourage peer language teaching and learning. Include pair, small group, and full group activities in your class sessions. Well-organized and well-implemented cooperative learning programs can yield increased academic achievement, better social skills, improved intercultural relations, and more use of higher-order thinking skills. Pair and small group activities are also a good warm-up for full group discussions in classes where student participation is sparse or unequal.

24. Suggest or even require that students form study groups. If they protest that they do not have enough free time to meet, start them off with an initial meeting during class time, at which they can develop an agenda and a schedule. Reinforce their efforts during the term by inviting the groups to your office. Study groups can be conducted in person or on-line.

25. Make your expectations clear. Whenever possible, provide examples of what you expect students to do in the writing as well as speech assignments. For examinations, you may want to give sample questions and examples of both strong and weak answers.

26. Do not just give assignments orally. Put them on the blackboard, or better, distribute them in writing.

27. Encourage students to do outlines and early drafts of presentations and papers so that they can improve with practice and create better final products.
28. Feedback on drafts can be given by peers or the teacher. One way to ensure effective feedback processing is to require revise-and-resubmit letters. In these letters, students are asked to respond to the feedback they received and detail how they incorporated it in their revised papers (or why they chose not to incorporate it).

**Intercultural Issues**

Many nonnative students come from cultures in which expressing opinions, disagreeing with the teacher, and even asking spontaneous questions are considered disrespectful. Some may also show the reticence that comes with linguistic insecurity and the fear of ridicule. It is important to create a welcoming environment in which all students can feel secure and share in the learning experience.

29. To increase comfort and confidence levels, ensure frequent professor-student interaction, encourage students to see you before or after class, and schedule office-hour conferences.

30. Be patient and supportive in communication with nonnative speakers. Express interest in their experiences, language, and culture.

31. Be aware of body language; it can convey unspoken impatience or disapproval.

32. U.S. students should show interest in nonnative speakers and their well-being. This interest can be heightened through conscious inclusion of nonnative speakers in all activities and your modeling of interculturally sensitive behavior in the classroom.

33. Do not hesitate to consult language or intercultural specialists when you are in doubt about problems of language or culture. Culture-based problems are sometimes difficult to detect. Teachers need to be on the lookout for them and particularly resist attributing them to other factors, such as slowness, negative attitude, or disability.

**Bibliography**


Main telephone number: (646) 312-1000

The College currently is served by two telephone systems:

- The new Mitel PBX system (646-312-xxxx): Vertical Campus, 137 E. 25th Street, and most departments (except the Library and CCVIP) in 151 E. 25th Street
- The legacy Verizon system (212-802-xxxx): 17 Lex, 135 E. 22nd St., and 137 E. 22nd St

College-wide conversion to the (646-312-) system will take place in 2002-2003.

Four-digit dialing is possible within either system (Verizon or Mitel), but between systems you must dial the entire number, including 9-1-(area code). If you are a member of the Mitel (646-312-) system, you can program one of the memory keys on your phone to "speed dial" the 802 information (e.g. 9-1-212-802). (For information on programming call 646-312-2355.)

Assistance
For repairs, requests, external telephone directories, long distance authorization code forms, training, voice mail concerns, or any other telephone assistance, please call 646-312-2355.

Directory Information
All Baruch College directory information is available online at http://www.baruch.cuny.edu/directory/index.jsp. It is easily printed.

Voice Mail Access

Mitel Users (646-312-)
1. Dial 1111 from within the College (if you are calling from your own phone, go to step 3)
2. Press 9; enter your mailbox number and * (i.e., 1302*) to reach your personal mailbox
3. Enter your password (see note)
4. Press P (7) to play your messages

NB: When calling from outside the college: dial your own number; press * during the message; enter your password; press P (7) to play your messages.

**Verizon (Octel) Users (212-802-)**

1. Dial 2500 from within the College or (212) 802-2500 from outside
2. Enter your password (see note)
3. Press 11 to listen to your new messages

NB: If you are calling from outside the college you must press # and enter your mailbox number to reach your personal mailbox before entering your password.

For a copy of either the Mitel or Octel guides to voice mail features, call 646-312-2355.

Those with Superset 4025 telephones (Mitel) may transfer and conference-call as follows:

- **Transfer:**
  1. Press TRANS/CONF
  2. Dial the number
  3. Hang up

- **Conference:**
  1. Dial the first number
  2. Press TRANS/CONF
  3. Dial the 2nd number
  4. Press TRANS/CONF again after the 2nd person answers.
Each semester faculty members receive a copy of their Workload Report, which indicates their cumulative workload balance -- how the number of hours they have taught or received reassigned time for compares to the number of hours specified by the collective bargaining agreement. The agreement specifies a workload of 21 hours, which may be fulfilled through teaching, service, or research. It also specifies that workloads are managed over a three-year period, so that, for example, a deficit created by a course cancellation in Fall of 2002 would have to be made up by Fall 2005.

In the Fall semester faculty verify their workload and project their Spring workload. Changes can be made only with appropriate documentation (e.g. letters granting reassigned time; rosters for independent studies). In the Spring the full-year workload must be verified. Again, documentation must be provided for any changes. A cover letter with more information will come with the workload report.
Students who enter Baruch College as freshmen complete two semesters of basic writing courses (ENG 2100 and 2150) and two literature courses that emphasize writing. (Transfer students have similar requirements.) In addition, over the course of their careers at the college, undergraduates take several CIC (communication intensive) courses, including a CIC capstone in their minor. (All students except Accounting majors must complete a minor in a liberal arts discipline.)

Beginning in Fall 2002, all students taking ENG 2100 will purchase copies of Ann Raimes, *Keys for Writers* (Houghton Mifflin, 2002) and will use it in subsequent semesters as well. Faculty teaching freshman courses (in any discipline) will receive copies of this handbook and are encouraged to explore ways of using it in their classes. Questions regarding the use of *Keys* should be directed to Prof. Gerard Dalgish, the English Department's Acting Writing Director.

All faculty can encourage good writing through assignments that require writing, by providing feedback on those assignments, and by asking students to revise them. When difficulties persist that the instructor is unable to resolve, faculty may direct students as follows:

**The Writing Center**

Administered through the English Department, the Center is a resource available to students taking English classes in a given semester. Trained adjunct faculty meet students in scheduled appointments for sessions. Students get immediate personalized feedback on writing samples they have brought with them. Students can schedule appointments by phone (646-312-4012) or by going to the Center (Vertical Campus, Room 6-243). Hours at the Center vary.

An additional resource connected to the Writing Center is the E-tutor, a trained English-writing instructor who will accept electronic text (submitted to E-tutoring@baruch.cuny.edu) that is evaluated for grammar and content and returned to the student in the form of a web page with links to errors, a table of the errors, a graph of the errors, and commentary on such features as thesis, evidence, documentation etc.
**SACC (Student Academic Consulting Center)**
SACC provides peer tutoring on a drop-in and scheduled basis.

Location: Vertical Campus, Room 2-116.
Telephone: 646-312-4830

**Bernard L. Schwartz Communication Institute**
The Institute administers communication intensive courses (CICs) and provides help to students taking CICs through the Writing Fellows affiliated with each such course.

Location: 137 East 25th Street, 3rd floor
Telephone: 646-312-2060; 646-312-2061 (fax)