

GENERAL FACULTY REPORT - OFFICE OF THE PROVOST Spring 2012

James McCarthy left Baruch in January 2012 to become President of Suffolk University in Boston after serving Baruch College as Provost and Senior Vice President since June 2007. In February 2012, John Brenkman, Distinguished Professor of English and Chair of Baruch's Department of English, assumed the position of Interim Provost and Senior Vice President.

Members of the Provost's Office are engaged in two particularly significant activities this spring. Provost Brenkman is co-chair of the college's Strategic Planning Committee (with Prof. Myung-Soo Lee, Marketing and International Business). He and Associate Provost Dennis Slavin are working closely with members of the faculty on developing an "Implementation Plan" for the new CUNY-wide core curriculum, the "Pathways Initiative." For more information, see: <http://www.baruch.cuny.edu/facultyhandbook/PathwaysInitiative.htm>.

Baruch Computing and Technology Center (BCTC)

Annual Technology Conference—The college will hold its 15th Annual Conference on Teaching and Technology on March 30. The program includes presentations by Professors Stan Altman, Katherine Behar, Antonietta D'Amelio, Ajay Das, Theodore Joyce, Kannan Mohan, Brian Moore, Ameet Padnani, Linda Rath, Karen Shelby, David Sitt, and Daniel Williams, Dr. Sharon Beldon Castonguay and members of the Schwartz Communication Institute. The program and registration (free, including lunch) are available at www.baruch.cuny.edu/teachtech.

Blackboard Upgrade—CUNY Central will be migrating all campuses to Blackboard 9.1 in June 2012. This version of Blackboard has significant differences from Blackboard 8, which is currently used at CUNY. An introduction to Blackboard 9.1 will be provided in multiple sessions at the Technology Conference on March 30.

Digital Measures—Faculty members are strongly encouraged to keep their CV information current in Digital Measures. The Digital Measures data are used to report faculty scholarship and creative activity to the university. If the information is not up-to-date, the activity at the College may be underreported. For assistance you may contact Arthur Downing, the campus Digital Measures administrator.

Bernard L. Schwartz Communication Institute (BLSCI)

Support for CICs—During fall 2011, BLSCI continued its support of a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum, including courses in Accountancy, Anthropology, Business Administration and Policy, Computer and Information Systems, Economics, English, Finance, Management, Marketing, Music, Psychology, Sociology and Theater. Twenty-four CICs were supported in some way, in approximately 210 sections and with enrollment of nearly 7,000. These include several classes supported on an experimental basis, such as PSY 1001, a 500-seat class, and an expansion of VOCAT (Video Oral Diagnostic Assessment Tool) support for COM 1010.

Professional Development Programs—The Institute also organized and conducted multiple professional development programs for Baruch faculty. These included one-time workshops,

workshop series, and ongoing seminars on a variety of topics around the teaching of oral and written communication. Of particular note, were two special programs for faculty in October: a panel discussion on Open Education and a panel on DIY Web Radio. Both programs featured leading voices in the appropriate fields from within CUNY and other institutions within the US, Canada, and the UK.

Assessment of Great Works Courses—The Institute once again administered a course-specific writing assessment for Great Works of Literature courses after a successful pilot. Thirty-six of the nearly 70 sections of the course participated in the assessment. Results showed a statistically significant improvement in writing proficiency in all assessed categories and in response to the course’s learning goals. The Institute is in the process of exploring similar assessments for other programs based on this model.

Blogs@Baruch—Launched in fall 2008, Blogs@Baruch is an online publishing platform for Baruch College developed and managed by the Institute. Blogs@Baruch currently boasts more than 9,500 users and almost 1,900 sites. Traffic has nearly doubled over the last year. Blogs@Baruch is among the largest and most active online communities of its kind in the nation. In spring 2012, the Institute plans to open the system to students who would like to develop projects independent of courses.

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

12th Annual Symposium—On June 1, the Institute will host the 12th Annual Symposium on Communication and Communication-Intensive Instruction, which will bring together approximately 120 leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions and concerns.

College Now and Collaborative Programs

In fall 2011, 275 high school students enrolled in credit-bearing courses at Baruch, including dedicated sections of Anthropology, Business, Business Law, Calculus, English (Composition), Psychology, Public Administration, and Speech Communication. The overall retention rate was 91%. Of the students who completed credit-bearing courses, 90% earned a C or higher.

In spring 2012, 277 high school students are enrolled in dedicated sections of, Business, Business Law, English (Composition), Psychology, Public Affairs, , English (Writing), and Speech Communication.

Continuing and Professional Studies (CAPS)

CAPS remains committed to serving the New York and international communities with highest-quality professional training. We offer courses, certificates, seminars, and corporate programs in diverse subjects that meet the growing demands of today’s businesses and professionals.

Over the past year, our team has conducted extensive research and analysis of program offerings, enrollment trends, and scheduling patterns. In the current economic market, adult learners who seek career advancement are in need of training that can fit their busy schedules and limited budgets. To that end, our team has diversified the educational products we offer. We have moved away from the traditional certificates offered in 10-week formats and now also offer:

- Intensive Saturday courses
- Bi-weekly classes
- Three- and five-day intensive programs
- Online distance learning

The response of our student population to these enhancements has been very positive. They have enabled students to pursue specialized programs in order to enhance their careers or to help them make the transition into new fields. In some content areas we have experienced an increase of 35% and we are expecting our best year in more than a decade.

Another challenge that continuing education departments face very often is the need to rapidly adapt or develop new content to meet the growing demands of the workplace. Our group has successfully revamped programs in the field of Finance and Investments, Information Technology, Marketing, and Social Media.

The Corporate Learning Services function of CAPS has been solidified over the past year. Compared to the previous fiscal year, our customer base grew significantly. We experienced a growth of 58% in our Corporate Learning Services revenue by cross-selling to existing customers and reaching out to new organizations. We have offered training to the Federal Reserve, Municipal Credit Union, RIOG, the DOT, Beth Israel Hospital, and other clients.

CAPS is working closely with Dean Peck and Vice President Corpus on global outreach programs, and will be traveling to Brazil and Turkey to expand our student recruitment efforts and international partnerships. In the past year we have successfully worked with several cohorts of students from universities in Korea and Saudi Arabia for customized training and professional internships across the region. We have also worked with several groups of Chinese students for both ESL and professional training prior to their enrollment in Baruch's undergraduate program.

Associate Dean Clarkson continues as the President of the Continuing Education Association of New York and was recently selected as a member of the SPS Governing Council. Patti Juza is now the Vice President for Advocacy in the American Association of Intensive English Programs (AAIEP).

Partnerships across the college and university continue to expand. CAPS has now partnered with Brooklyn and FIT to offer ESL programming for their non-credit students. We remain open to meeting with members of our community to help assist in offering programming to our students.

Faculty Development

Academic Integrity Initiative—CUNY’s revised academic integrity policy is available at <http://www.baruch.cuny.edu/facultyhandbook/documents/AcademicIntegrityCUNYFall2011.pdf> Baruch College continues to subscribe to the online database and plagiarism detection software provided by Turnitin.com. Faculty members interested in gaining access to Turnitin.com should contact Prof. Gerard Dalgish (English).

Adjunct Faculty Development—New members of the adjunct faculty were invited to participate in orientations in January. Members of the adjunct faculty regularly receive notification by email of events on campus and members often participate in faculty development seminars. Technology support for adjuncts is available in all aspects of instructional technology, including basic computer use, Blackboard, Blogs@Baruch, and classroom technologies. Baruch’s online Adjunct Handbook appears as the first item in Google searches for “adjunct handbook” and receives more than 1,000 hits per month: <http://www.baruch.cuny.edu/facultyhandbook/adjunct/>.

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

Faculty Seminars—Sponsored by a wide array of offices at the college (such as the provost’s office, the deans of the three schools, individual academic departments, BCTC, and the Schwartz Institute) and on a wide variety of topics, seminars for spring 2012 are listed at: <http://www.baruch.cuny.edu/facultyhandbook/FacultyDevelopmentSeminars2010-2011.htm>.

Joint Committee on Curriculum and Articulation (Assessment Committee)—The members of the committee discussed the “Pathways Initiative” at our meeting in December 2011 and will discuss the college’s implementation plan in March 2012.

The **Joint Committee on Student Evaluation of Courses and Teaching** created and circulated surveys in from December 2011 through February 2012 to students, members of the faculty, and to administrators. The goal was to solicit thoughts about the content of the college’s current evaluation instrument and to gauge support for moving the administration of the evaluations online. The hundreds of responses, including answers to open-ended questions, are being collated and analyzed. They will be reported on later in spring 2012 or over the summer.

Online Teaching—Four members of the Baruch faculty participated in CUNY’s “Certification Workshop” for online teaching in January 2012. ZSB continues to offer ongoing faculty development on online/hybrid teaching. Reports on online instructions from groups led by Gary Hentzi, Associate Dean of WSAS, and Linda Friedman, Associate Dean of ZSB, are available under “Online Courses” in the Faculty Handbook: <http://www.baruch.cuny.edu/facultyhandbook/topics.htm>.

Research Without Borders—the website that lists formal and informal presentations by members of our faculty and invited guests, featured 26 events in fall 2012. The site provides a glimpse to outsiders, as well as to colleagues, of the myriad scholarly activities taking place at Baruch: <http://www.baruch.cuny.edu/facultyhandbook/DepartmentalResearchPresentations.htm>.

Honors Program

Honors Program Staff—Nancy Aries assumed the position of Director after serving as Acting Director for over a year. Rawlisha Lalite joined the office as a part-time advisor in January; she expects to graduate from the Baruch Higher Education MSEd program this spring.

Faculty development and curricular initiatives—Honors continues to explore opportunities to facilitate conversations on diversity in the classroom, building on the summer 2011 faculty development workshop. Faculty members teaching in Honors continue to meet each semester to share ideas for honors course enrichment and discuss policies regarding the process to contract an Honors course. New Honors sections in environmental sciences and business law were added as well as cross-listed courses in English with honors and non-Honors students.

Co-curricular initiatives—Connecting students and faculty in the Honors community remains a central tenet of the program. Spring faculty-student discussions will be facilitated by Professors Deborah Balk, Molly Kern, Nanda Kumar, Michael Staub, and Xiaoli Yin. Workshops on applying to graduate school, team work, Honors study abroad experiences, and community service opportunities will be offered based on findings from a student survey. The program collaborated with the Honors Student Council to host the college's first Community Service Fair in November. Honors students met by cohort in town hall-style class meetings to discuss improving the Honors program.

Administrative initiatives—Honors has launched the first phase of AIMS, an advisement information system to track Honors advisement in order to ensure smooth operation of advisement and improve office systems.

Human Research Protection Program (HRPP) (formerly Institutional Review Board - IRB) The CUNY HRPP is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff, or students. The program provides oversight, administrative support, and educational training to ensure that CUNY research complies with federal and state regulations, university policy, and the highest ethical standards. The CUNY HRPP comprises five University Integrated Institutional Review Boards (UI IRBs) and 19 on-site HRPP offices.

Last year, CUNY Central reorganized the IRB structure and the overall HRP Program, decreasing the number of IRBs from 19 to five and creating the University Integrated (UI) Boards. These five UI IRBs include community members and faculty from CUNY campuses. The CUNY UI IRBs review full board protocols, and at least one of them meets every week.

Expedited and exempt protocols are processed at on-site campus HRPP Offices and reviewed by local UI IRB members. Currently, Baruch has four UI IRB Members (three members and one alternate). The three members are faculty from the three schools. They are responsible for the review of protocols for expedited and full-board review.

To assist students in the development and submission of quality applications, a Ph.D student in the Psychology Department, Elliott Larson, acts as the student liaison. Having student liaisons

has resulted in higher quality application submissions from undergraduate and graduate students, thereby facilitating expedient processing of these applications.

The reorganization also included a change of software from IRB Manager to IRBNet and also changes to CUNY's Standard Operating Procedures (SOPs). Throughout spring 2012, training sessions have been scheduled to aid researchers with the submission of applications on IRBNet. This training also includes a short presentation regarding the changes to the SOPs and submission procedures.

Ms. Keisha Peterson, HRPP Coordinator, formerly the IRB Administrator, is now the primary contact for all questions and inquiries regarding human subjects' research. She will also be responsible for the determination of exempt research and research determinations.

The Baruch HRPP Website (<http://www.baruch.cuny.edu/hrpp/index.htm>) is an excellent resource for investigators wishing to conduct human subjects' research. It has been revised to reflect organizational changes.

Newman Library

The Library is currently interviewing for two positions: Reserve Desk Manager and Resource Sharing Coordinator, who will be responsible for interlibrary loan, document delivery, and collection sharing activities with other institutions such as the Market Technicians Association.

The Library is now circulating 35 iPads to students for a 3-hour loan period. Faculty who are interested in having apps added to the iPads to support students' instructional work should contact the Chief Librarian, Arthur Downing. The iPads are loaned from the third floor service desk where students may also borrow 350 laptops, 500 graphing calculators, along with digital video cameras, clickers, and other technology.

Research Integrity Officer (RIO)

The College's Research Integrity Officer, Alan J. Evelyn, has been designated to oversee Baruch College's implementation of CUNY's Responsible Conduct of Research (RCR) training plan. The plan consists of three key components: access to on-line training and educational resources, group workshops for undergraduate and graduate students on RCR topics, and individual student mentoring by faculty in the research setting. Faculty members that led workshops in 2011 were Professors Jason Munshi-South and Kristin Sommer.

In 2011, 54 students attended seven RCR student workshops. The following workshops are scheduled for spring 2012, during club hours on the fourth Thursday of the month:

January	Scientific Record Keeping
February	Animal Care
March	Human Subject IRB Applications
April	Conflict Resolution
May	Ownership of Data and Intellectual Property
June	Collaborative Research

Sponsored Programs and Research (SPAR)

PSC CUNY 43 Research Award Program—In the second year of the PSC CUNY pilot program, 128 applications were submitted by Baruch faculty members in January 2012, for a total of \$539,637 in requested funds.

External Proposals—From July 1 to December 31, 2011, Baruch College faculty members submitted 32 proposals; the funds requested totaled \$6,545,593. The Weissman School of Arts and Sciences submitted the most proposals followed by the Zicklin School of Business, the School of Public Affairs, and other administrative units.

External Awards—Grants and contracts awards from all units total \$3,529,484 for the first half of FY 2011-2012 (through December 31). This amount is on track for the College to maintain at least \$6 million in funding for the fiscal year. The total awards at the end of the first half of FY 2010-2011 was \$4,375,506.

The number of awards received declined slightly to 54—versus 66 awards over the same period last year. WSAS received 18 awards totaling \$570,984; SPA received 15 awards totaling \$728,226; ZSB received 10 awards totaling \$710,910; and the other divisions in the college combined, earned 10 awards totaling \$1,519,371.

Student Academic Consulting Center (SACC)

In fall 2011, SACC provided 2,522 undergraduates with 12,514 hours of assistance in many subjects, but predominantly in Math, English, pre-Zicklin core requirements, and most recently, ESL oral communication services. These numbers continue to impress: while SACC's budget has not increased, the number of services has increased substantially. SACC continues to offer weekly workshops in ACC 2203, FIN 4000, MTH 2003, MTH 2205, and MTH 2207. Fall 2011 also saw the addition of an array of weekly offerings in oral communication under the rubric "Tools for Clear Speech." Students wishing to improve their American English oral skills may avail themselves of weekly tutoring, discussion groups, pronunciation workshops, and support with COM 1010 assignments. SACC saw 250 students for 465 hours for the oral skills offerings, up dramatically from the previous semester of 150 students for 200 hours.

Enrollment in the Winter Immersion program for students needing to pass the College Assessment Test in Writing (CATW) and the College Assessment Test in Reading (CATR) decreased. Pass rates in CATW continue to improve: 96% of the 22 enrolled students passed. On the other hand, the CATR saw a decrease in pass rates from 54% to 50%, although only eight students participated in the program.

In the Immersion Math program, pass rates for Math 0100 (61 students) decreased from 50% last year to 46%. SACC offered a Math 1030 refresher course for two weeks in January to 33 students and will track these students in spring 2012 to see if the workshop had any positive impact. Finally, SACC worked with the Math Department to design a seven-week intensive Math 1030 course that meets twice a week for a weekly total of eight hours. The model is based on the successful Summer Immersion model that has seen a better than 90% pass rate for the last three years. Two sections are being offered in spring 2012; results will be reported in fall 2012.

The Writing Center

The Center saw 830 students in fall 2011, for a total of 1,840 one-to-one sessions—an increase of 10% and 14%, respectively, from fall 2010. We maintained a “utilization rate” of over 100% (i.e., all opportunities for sessions were reserved and if a student canceled others were waiting to take his or her place).

Fall 2011 also was a semester of continued professional development for the Center. While continuing to see individual students in record numbers, we refined our already successful program of academically rigorous, interdisciplinary workshops; dramatically expanded our commitment to the honors thesis community; and extended our online resources and *i Magazine*’s selection of student writing. The Center continues to experience an overwhelming demand for our services and for the unique educational experience that we provide to Baruch students. As our usage rates demonstrate, even as we increase our offerings, demand grows.

A large component of our strategic response to increased demand was the launch, in AY 2010-2011, of a series of workshops in four skills clusters: Reading and Interpretation, Structuring an Argument, Writing with Research, and Revising and Process. In fall 2011, the number of attendees nearly doubled from spring 2011, bringing the total number of undergraduate and graduate student participants to 170; with 10% of the spring 2012 workshops already complete, and many others pre-registered to capacity, we are on track once again to double participation this semester.

The responses to a survey of student experiences in the workshops make clear how keenly students value the opportunity to learn alongside one another in small interdisciplinary groups. In addition, we conducted comprehensive assessment of student learning outcomes. Our pre- and post-evaluations ask students to describe and apply strategies and concepts practiced in-session; each evaluation is read by two raters against a rubric. The average *entry* score was 1.26 on a scale from 1 (lowest achievement) to 3 (highest achievement). After a workshop, the average score was 2.48, a 97% increase. More detailed assessment findings have enabled such improvements as lesson plan revision pinpointed to specific 10-minute segments. We anticipate collecting longitudinal data that will support continuous refinement of curricula and teaching. Lesson plans, materials and assessment instruments are all available for faculty use at <http://www.baruch.cuny.edu/writingcenter/WorkshopMaterials.htm>.

The Honors Thesis Writing workshops, the result of collaboration with the Honors Program and Newman Library, convene students in a demanding course of interdisciplinary, biweekly sessions. Providing specific tools for effective capstone research, drafting, and revision, the seminar-style context offers students both writing instruction and a community of peer reviewers. In fall 2011, the second class of participants began their theses, and in spring 2012, this graduating cohort was joined by another class of lower seniors whose theses will be submitted next fall. With both a preliminary information session for juniors and a poster session for completers newly added as well, AY 2011-2012 will conclude with dramatic expansion of our role in the college’s most rigorous undergraduate scholarship. Ultimately, we hope that more systematic, integrated writing support will facilitate ever-larger numbers of students experiencing independent research and learning.