

GENERAL FACULTY REPORT – OFFICE OF THE PROVOST
Spring 2013

Baruch College Honors Program

Part-Time Fellowship Coordinator: The Honors Program hired a Fellowships advisor, Valeria Hymas, who also serves as the Assistant Director of the Zicklin Honors program. As an advisor, Ms. Hymas will recruit and prepare Baruch students for applying for fellowships. This spring she is reaching out widely to the Baruch community to communicate the wide range of opportunities available to students. In March Ms. Hymas held a workshop with senior representatives from the U.S. Student Fulbright Program to discuss international education and opportunities to teach English abroad; 18 students attended. She also took over coordination of the JK Watson Fellowship; four finalists were advanced from Baruch.

Undergraduate Research: The Honors Program continues to support undergraduate thesis writers through a year-long integrative program of biweekly workshops coordinated by the Writing Center. In addition, the program has begun to work with the Office of Sponsored Programs and Research to consider how best to build undergraduate research experiences into undergraduate classes. This June, we will be jointly hosting a workshop for faculty from across the schools to define the learning goals for undergraduate research and the variety of research experiences in which students might engage to achieve these goals.

Honors Programming: The Honors Program now offers year-long integrative programming for our students. Over the years we have watched attendance at many events grow as the program develops its own sense of identity; our own ideas for expanding the program also have developed considerably. The interactive program calendar is available on the Program's website (<http://blsciblogs.baruch.cuny.edu/honors/calendar/>) as is the poster (<http://blsciblogs.baruch.cuny.edu/honors/files/2013/01/spring-2013-events-flyer-012413.pdf>)

Baruch Computing and Technology Center

Annual Technology Conference: The College is holding its 16th Annual Teaching and Technology Conference on April 5. The presentations include:

- Survey Art History and the NYC Museum: Phase II – K. Shelby (FPA)
- Using Twitter as a Social Listening and Research Tool in the Classroom – C. Winkler (MGT)
- Developing Free and Open-source Software at Baruch – L. Waltzer, T. Harbison, & M. Gershovich (BLSCI)
- UVirtualEnterprise@Baruch: Technology Driven Active Learning – S. Schulman (MGT), E. Troutt (KBCC), K. Atterbery & L. Valdez (Virtual Enterprise Program)
- Building Clarity: Supporting Baruch ESL Instruction on the Web – DJ Dolack (SACC)
- Integrating Web Conferencing Software into Your Course – K. Wolff & C. Peppers (BCTC)
- Student Publishing on Blogs@Baruch – L. Waltzer (BLSCI), C. Albanese & J. Moy (Students) and J. McFarlane-Beau (Graduate/Freshman Seminar Instructor)

- Using the iPad to Support Faculty Teaching, Research and Service – K. Bawa (MKT) and a Panel of Faculty from the Zicklin School of Business
- Synchronous Tools and Beyond – E. Gareis (COM)
- New Media Arts: Video and Performance – K. Behar & S. Tenneriello (FPA)
- 3D Printing and Making Across the Curriculum – E. Kaufman, M. Gershovich (BLSCI), A. Lehr Samuels (MGT) and M. Dean (Field Center)
- Rotman International Trading Competition Software: Instructional and Competitive Uses – E. Krel and Y. Lu (Baruch Alumni and Team Leaders)
- Keynote Address: Using Emotionally Responsive Avatars to Address Health and Behavioral Health Needs in Education - G. Albright & K. Shockley (PSY)

WiFi Update: Service has been added to the interim plaza on 25th street, as well as to the area outside the entrance of the Newman Vertical Campus on 24th street. Service in the Field Building (17 Lex) will begin after the completion of the first phase of the renovation of that building. BCTC now provides a shared guest account for WiFi Internet access at events scheduled through the Conference Center.

Baruch College Now and Collaborative Programs

In fall 2012, 168 high school students enrolled in credit-bearing courses at the college, including dedicated sections of Business (BUS 1001), Speech Communication (COM 1010), Pre-Calculus (MTH 2003), Psychology (PSY 1001). The overall retention rate was 93%. Of the students who completed credit-bearing courses, 88% earned a C or higher.

315 high school students currently are enrolled in dedicated sections of Business (BUS 1000), Business Law (LAW 1101), Public Administration (PAF 1250), Speech Communication (COM 1010), English (ENG 2100), and Psychology (PSY 1001).

Bernard L. Schwartz Communication Institute

During fall 2012, the Institute continued its support of a wide range of Communication Intensive Courses (CICs) in Accountancy, Anthropology, Business Administration and Policy, Computer and Information Systems, Economics, English, Finance, Management, Marketing, Modern Languages, Psychology, and Sociology. The total number of CICs supported was 25, in approximately 215 sections and with enrollment of nearly 7,000.

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

The Institute continued to administer a discipline/course specific writing assessment for Great Works of Literature courses. Results once again showed a statistically significant improvement in writing proficiency in all assessed categories and in response to the course learning goals.

Blogs@Baruch (B@B), an online publishing platform for Baruch College developed and managed by the Institute, continues to grow and evolve. Since its launch in 2008, B@B has become an integral feature of the educational technology experience at Baruch. With more than

13,500 users and 2,200 sites, the system hosts a broad range of course, program, and project sites and remains among the largest and most active online communities of its kind in North America.

The Institute continues to develop and support VOCAT (Video Oral Diagnostic Assessment Tool), an easy-to-use web application that allows instructors to collect, store, and evaluate video recordings of students' oral presentations. Since its launch in 2007, VOCAT has been used in 887 sections of 36 distinct courses. With the generous support of a private donor and the ZSB, the Institute is currently rebuilding VOCAT to bring it up to date and to add key functionality that will facilitate scaling and sharing the tool with other institutions. The new tool should be ready for use in fall 2013.

On May 31 the Institute will host the 13th Annual Symposium on Communication and Communication-Intensive Instruction. Featured speakers will include: Suresh Canagarajah, Sparks Professor of Applied Linguistics and English, Pennsylvania State University; Catherine Mathis, Senior Vice President, Marketing and Communications at Standard & Poor's, novelist Gary Shteyngart, interviewed live by Roslyn Bernstein, Professor of Journalism at Baruch; and Bernard L. Schwartz, Chairman and CEO of BLS Investments, LLC.

Continuing and Professional Studies

The Continuing and Professional Studies program reports strong enrollments and strengthened relationships across the campus. Through College Now we are offering credit-bearing programs at local High Schools along with non-credit courses. The courses for students, faculty, and parents are part of an integrated effort to inspire more students to attend college upon graduation. We hope to also expand our test preparation programs across the city by partnering with several high schools and local groups.

CAPS's international recruitment efforts are beginning to show strong results. Through our relationships in Indonesia, Brazil, Turkey, and Korea, we are seeing students applying and coming to our programs in English and Management. We have received over a dozen students from Korea, our first from Indonesia, and several from Turkey and Brazil. We hope to receive our first Fulbright student from Brazil later this semester.

CAPS has partnered with The International School of Management in Paris to offer "Stackable Certificates." We will be accepting cohorts of students to a variety of courses that are co-designed. Students at ISM will be in their undergraduate, graduate, or doctoral programs in Paris. Our courses will be non-credit but recognized for credit at ISM and in Europe. This relationship is a wonderful example of a creative partnership that can benefit the students and host institutions by drawing upon the key strengths of each partner.

We continue to provide free courses to all members of the Baruch staff, including part-time employees and faculty. We have extended our offer of 10% discounts for families of staff members and have created a "friendly Neighbor" policy of discounts to employees of local businesses.

Faculty Development

Academic Integrity Initiative: The Academic Integrity Taskforce, co-chaired by John Brenkman

and Ben Corpus, released preliminary recommendations to the campus on March 11. Those recommendations will be followed-up during the rest of the semester. They emphasize working at the departmental level to ensure academic integrity and will need the support of faculty to succeed. Baruch 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: Members of the adjunct faculty regularly receive notification by email of events on campus and members often participate in faculty development seminars. Baruch's online Adjunct Handbook regularly appears as the first item in Google searches for "adjunct handbook," receiving more than 1,000 hits per month:

<http://www.baruch.cuny.edu/facultyhandbook/adjunct/>.

Faculty Handbook: Suggestions for additions to the *Handbook* and ideas for indexing its content are always welcome: <http://www.baruch.cuny.edu/facultyhandbook/topics.htm>.

Faculty Seminars: Sponsored by a wide array of offices at the college and held on a wide variety of topics, seminars for spring 2013 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 policies related to calculating grade point averages in graduate programs, the status of the Pathways initiative, and received reports on assessment in ZSB and WSAS at our meeting in February 2013.

The **Joint Committee on Student Evaluation of Courses and Teaching** circulated a proposal for changes in Baruch's student evaluations in February 2013 and received feedback from 20 members of the faculty. After evaluating the comments, the committee reported to the Faculty Senate in March on its conclusions, most significantly that the features of the proposal are entirely separable; that the committee's aim for now is to move the current evaluation instrument online (fall 2013 is a goal, perhaps with testing in the summer); that we will continue to refine our suggestions for revised questions; that a wider discussion of the distribution and use of open-ended comments needs to take place before any changes to current procedures are contemplated; and that further discussion of how results of the online version of the evaluation are analyzed and presented is also very crucial. The committee also recommends that the default option for the posting of evaluation scores be approval.

Human Research Protection Program (HRPP)

(formerly the 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, and students. The program provides oversight, administrative support, and educational training to ensure that CUNY research complies with federal and State regulations, University policies, and the highest ethical standards. The CUNY HRPP comprises four University Integrated Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

To ensure compliance with and adherence to federal regulations and CUNY policies and procedures, Baruch's HRPP is initiating an outreach program for faculty and students. On April 11, we will be holding an IRB Informational Session for students. By the end of this semester, we will also be conducting sessions with faculty members discussing researcher and faculty advisor responsibilities.

An HRPP Liaison is available to assist faculty and students with the development and submission of protocols. Mr. Elliott Larson, a Ph.D student in the Psychology Department, is the current HRPP Liaison. He is available for classroom presentations regarding the IRB process. To make an appointment, please email him at Elliott.c.larson@gmail.com.

The Baruch HRPP Website (<http://www.baruch.cuny.edu/hrpp/index.htm>) is an important resource for those investigators wishing to conduct human subjects' research. It is continually updated to reflect organizational/policy changes.

Institutional Research and Program Assessment

The mission of the Office of Institutional Research and Program Assessment is to compile, maintain, and analyze institutional and other data to support the organizational, decision-making, and planning functions of the college. The Office works closely with Baruch's administrators, schools, departments, and faculty to improve student learning. The Office of Institutional Research provides data, analysis and outcomes assessment support to the administrative units and academic departments within the three schools. The Office has worked closely with the BBA and MBA Learning Assurance Committees of the Zicklin School, the WSAS Curriculum Committee, and the Joint Committee for Curriculum and Articulation in their assessment of student learning goals.

During the Spring 2013 semester, the Office began developing a set of business intelligence (BI) dashboards to provide real-time data analysis, reports, and key performance indicators for institutional effectiveness, and accountability.

Newman Library

The Library is offering three new three-credit courses as part of its Minor in Information Studies:

Information Futures: Students will examine ideas about the impact of information on the future. The course will be structured around the speculative literature from the past and the present, and will engage students in a model of predictive research to imagine the impact of information on the future. The past, present, and future will be examined through three prisms: information artifacts, human activities, and societal structures (social, economic, cultural, and political). Visual media, fiction, and analytical resources will be used to discover how people and groups have thought about information and its capacity to change who we are and how we live.

Local History Detective: This course is designed to provide students with an overview of how the history of a community can be revealed through the use of primary materials. From Colonial Times to the present, American settlers have had the foresight to save remnants of their history for future generations. In addition, independent historical societies and early museums, as well as local and federal governments have played significant roles in preserving the past. Specialized

collections, real and virtual repositories, and the many kinds of sources valuable to local history research will be explored.

Image as Information: Image-Based information & Resources: This course examines theoretical principles and practical approaches to visual-based information retrieval, evaluation, and use in academic, professional, and daily-life activities. Students will gain a greater understanding and awareness of social, ethical, and structural issues related to participating in a visual-interactive information culture as informed producers/consumers (prosumers). Visual literacy and presumption literature concepts will be applied to exploring, creating, and evaluating image-based information and resources.

Research Compliance

Provost Brenkman has appointed Alan J Evelyn as Baruch College's Export Control Administrator.

Research Integrity Officer (RIO)

The College's RIO, Alan J Evelyn, has been designated to oversee compliance with Baruch College's implementation of CUNY's Responsible Conduct of Research (RCR) training plan. The plan consists of three key components: CITI on-line training; group workshops for undergraduate and graduate students on RCR topics; and individual student mentoring by faculty in the research setting. During AY 2012-13 a "Virtual Experience Interactive Learning Simulation" called "The Lab: Avoiding Research Misconduct" is being integrated into the RCR training program.

Sponsored Programs and Research (SPAR)

PSC CUNY 44 Research Award Program: In the final year of the PSC CUNY pilot program, 106 applications were submitted by Baruch faculty members in January 2013 for a total of \$452,476 in requested funds.

External Proposals: For the first half of Fiscal Year 2012-2013, July 1 to December 31, 2012, Baruch College faculty members have submitted 25 proposals for a total of \$12,443,760 in requested funds. 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 for all units total \$3,852,446.87, for the first half of FY2012-2013. This is on track for the College to maintain at least \$6.2 million in funding for the fiscal year. (The total awards at the end of the first half of FY 2011-2012 were \$3,529,484.) The number of awards received declined slightly to 47 versus 54 awards over the same period last year. WSAS has received 15 awards totaling \$590,636; SPA faculty members have received 11 awards totaling \$437,967; ZSB has received 12 awards totaling \$1,232,299; and the other divisions in the College have received nine awards totaling \$1,591,543.

Provost's Office of Undergraduate Research (POUR): The Louis Stokes Alliance for Minority Participation (LSAMP) in Science, Technology, Engineering, and Mathematics, provides funded research opportunities for undergraduate students. In fall 2012, three Baruch undergraduates

received LSAMP funding for a total of \$13,000. In spring 2013, the number has increased to seven with a total of \$25,500 awarded through fall 2013. These seven students are being mentored by faculty members in the departments of Computer and Information Systems, Management, Natural Sciences, and Psychology.

Student Academic Consulting Center (SACC)

In fall 2012, SACC served 2,426 students for a combined total of 8,517 hours.

Math support: Building on the success of the spring 2012 CSTM 0120/MTH 1030 intensive course, SACC offered two sections in fall 2012. Of the 40 students who initially registered for the intensive course: in CSTM 0120, 5 withdrew, 6 failed, and 29 passed (73%); of the 29 who continued on to MTH 1030, 2 withdrew, 7 failed, and 20 passed (69%). These are very high pass rates for students who came into the class with a record of grave Math difficulties. This success has resulted in SACC receiving additional funding from CUNY Central to expand the model to four sections in fall 2013. With the addition of the new math coordinator, SACC has increased the number of math workshops and redesigned them for heightened effectiveness by offering them to students at the most challenging junctures of each course.

Tools for Clear Speech program: SACC received a grant from the Foundation for Women Association to further support the Tools for Clear Speech program, enabling us to retain several PhD students/faculty from Columbia University to help us develop our services to the highest standards. The most recent development is that we are now offering an American Pragmatics workshop that focuses on *understanding behavior and speech in social contexts*. The ESL Lab also installed 3 new software programs for students, and, in collaboration with BCTC, secured 50 Rosetta Stone licenses that non-native students are using independently to improve their oral communication and language acquisition skills. Visit the revamped Tools for Clear Speech website to see the full range of our offerings at www.baruch.cuny.edu/tfcs.

The Writing Center

The Writing Center continues to thrive with expanded staffing and student offerings in AY 12-13. Our staff has grown to 22 part-time professional consultants in addition to a full-time Director and Assistant Director; we are currently conducting a search for a full-time Administrative Coordinator. We now offer 269 student appointments per week—more than double what we were able to offer last year. Undergraduate and graduate students alike may make up to two appointments per week, in addition to attending workshops.

This January, we opened for the winter session for the first time; we will likewise pilot offering appointments during the 2013 summer sessions. We hope that members of the faculty will encourage students to seek out our services during the spring and summer sessions.

The Center continues to offer a rigorous series of workshops, including Developing a Thesis Statement, Controlling an Argument with Topic Sentences, Comparing and Contrasting, Focusing Research Topics, and Summarizing and Responding to Sources. They are offered on Mondays, Thursdays, and Fridays in the Feit Seminar room. For a complete workshop schedule and for instructions on how students can register, please visit http://www.baruch.cuny.edu/writingcenter/students_workshops.html.

All lesson plans, materials, and readings that the Writing Center has developed for workshop programming are available for faculty adaptation and use in the classroom. To view and download materials from workshops, please visit

<http://www.baruch.cuny.edu/writingcenter/WorkshopMaterials.htm>.

The Writing Center continues to lead the Honors Thesis Workshops. These intensive, biweekly, interdisciplinary workshops, run in collaboration with the Honors Program and the Newman Reference Library, coach students through such processes as refining their inquiries, using sources, orchestrating academic conversations, and peer review. We hope that the continuation and expansion of this workshop will serve as a cultural embrace of independent research and learning at the College, and thereby encourage greater future participation in a rigorous writing support program for a large cohort of Baruch students. This year, 18 students are undertaking an undergraduate Honors Thesis project, up from six when we began in AY 10-11.

The Writing Center welcomes opportunities to collaborate with faculty, departments, and programs in pursuit of strengthening the writing and communication skills of our students, and ensuring that their writing skills transfer to other classes, disciplines, and careers. Please contact Keri Bertino if you are interested in meeting to discuss student work, syllabi, and assignment design, or to invite the Writing Center to your department meetings.