

**Provost
General Faculty Report
Fall 2010**

Baruch College Honors Program

The Baruch College Honors Program (BCHP) enrolled 137 first-year students this fall in two cohorts: 78 Macaulay Scholars and 59 Baruch Scholars, bringing the total population to 549. The mean SAT/CAA scores for Macaulay Scholars are 1382/92.3, for Baruch Scholars 1360/89.4.

Honors Program Staff – This year the Honors Program will be led by Professor Nancy Aries, who will serve as Acting Director while Elizabeth Bergman is on parental leave from October through June. In addition, the Honors Program welcomed a new Associate Director and Program Manager in August. Jody Clark Vaisman has worked in education for over 20 years, most recently at NYU, where she holds a Master's in Higher Education and is pursuing her Ph.D. in Higher and Postsecondary Education. At Baruch, Jody serves as the primary contact for faculty members teaching honors courses and advises the Provosts Scholars. She administers new grants for faculty development, including research reimbursements and course enhancement grants, organizes the new series of Free Thinking Lunches and Faculty Forays, and facilitates faculty committees charged with considering the nature of Honors courses and the Honors experience across campus.

Student Support – Thanks to a generous gift, the Honors Program is offering new grants to Baruch Scholars and Provosts Scholars this year. Both groups are eligible to apply to a new “opportunities fund” that supports such enrichment activities as study abroad, unpaid internships, research materials, licensing exams, graduate school application fees, and other academic expenses. In addition, an “emergency fund” for cases of extreme financial exigency has been established. Honors Program funds are also being used to support a new collaboration with the Writing Center and Committee on Undergraduate Honors to sponsor writing and research workshops throughout the year for undergraduates who are writing honors theses.

Student and Faculty Surveys – Last spring, surveys of Honors students and faculty members were completed with the results having been presented to the Honors Faculty Advisory Committee, chaired by Professor Ken Guest. Among the remarkable findings was that 90% of students described their honors courses as “more academically challenging” and felt that “taking honors courses has been an enriching experience.” Yet half of students were dissatisfied with the number and variety of honors courses. This is a problem that the Honors Program will dedicate itself to solving; indeed, new courses in SPA, English, and Religion are on the books for spring 2011 along with an additional section of the very popular FIN 3000H.

Among faculty members, 86% agreed that they held honors students to a higher standard in written assignments, 71% in reading assignments, and 78% with respect to student participation. Though the majority of faculty members responding to the survey expressed an interest in teaching additional honors courses, many different barriers were identified, including insufficient demand (an apparent contradiction with the student surveys that warrants further study), workload considerations, and difficulty covering existing courses in departments.

Co-curricular Initiatives – Students surveyed also expressed a desire to interact more with faculty members outside the classroom. To this end, the BCHP has created two new series: brown-bag colloquia dubbed the Free (Thinking) Lunches, and Faculty Forays, excursions led by faculty members to various cultural events or institutions. Upcoming brown-bag lunches will be hosted by Professors Susan Locke, Michael Plekon, and Clarence Taylor (please note that faculty members are welcome to attend) and Professor Carol Berkin will lead a Foray to the Metropolitan Opera.

Bernard L. Schwartz Communication Institute

During spring 2010, the Bernard L. Schwartz Communication Institute continued its support of a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum including courses in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, Finance, Economics, Accountancy, Computer and Information Systems, Psychology, and Marketing. The Institute also organized and conducted multiple professional development programs for Baruch faculty. These included one-time workshops, workshop series, and ongoing seminars.

Blogs@Baruch, an award-winning, joint project between the Institute and BCTC, has grown tremendously as a flexible publishing tool for the Baruch College community since its launch in September 2008. The system currently boasts 5500+ users and 1000+ blogs and is among the largest and most active academic blogging communities in the country. To support and further develop the project, the Institute hired Dr. Lucas Waltzer as its Assistant Director for Academic Technology.

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—and securely share this data with both faculty and students. VOCAT was designed to assess and improve the oral presentation skills of its undergraduates—a fundamental component of professional literacy for Baruch's business students, many of whom speak English as a second language. Already in use in a number of key courses in the WSAS, ZSB, and CAPS, VOCAT is currently being deployed in 15 additional sections of COM 1010 thanks to a generous grant from the Target Foundation. The Middle States Commission on Higher Education's site visit team noted in their report on Baruch that VOCAT is an "innovative program" that "should be celebrated as a national model for higher education." Institute staff is currently in discussion with faculty and administrators at Baruch and several other CUNY schools to determine the best mechanisms for sharing VOCAT with other colleges.

In April 2010, the Institute hosted the 10th Annual Symposium on Communication and Communication-Intensive Instruction, which brought together approximately 200 leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions and problems salient to both groups. Revolving around the theme of "The Future of Communication," the program featured keynote presentations by Clay Shirky, faculty member in the Interactive Telecommunications Program, NYU and author, *Here Comes Everybody: The Power of Organizing Without Organizations*; Alan Webber, Founding Editor, *Fast Company* magazine and author, *Rules of Thumb: 52 Truths for Winning at Business without Losing Yourself*; Poppy Harlow, Anchor, CNNMoney.com; Gardner Campbell, Director, Academy for Teaching and Learning and Associate Professor of Literature and Media in the Honors

College, Baylor University; Bernard L. Schwartz, Chairman and CEO, BLS Investments; and Mona Lau, Global Head, Talent Development & Mobility at UBS AG.

Student Academic Consulting Center

SACC continues to oversee the Summer Immersion Program and continues to have impressive results. Pass rates in ACT Writing increased to 79% from 76% in 2009. ACT Reading pass rates increased to 71% from 64%. And, Immersion math courses (FSPM 0121 and FSPM 1031) increased pass rates to 81% from 73%. 397 students participated this year compared to 371 students in 2009. 72% of the sections were taught by full-time faculty, while 11% were taught by part-time faculty, and 17% by master tutors. A SACC master tutor commanded the highest pass rate: in a math course of 22 students, only one failed. There were 13 sections of either intermediate algebra or college algebra. Greater collaboration between the Communication Studies Department and SACC services has resulted in a 20% increase in usage of the ESL Speech Lab, and a greater number of speech consultants are on hand for a total of 18 hours weekly to assist non-native speakers with oral communication. Also, the Communication Studies department's COM 1010 Coordinator is actively encouraging instructors to send students to COM 1010 tutors to work on oral presentation issues. Tutoring takes place in SACC. All tutors have been trained by Communication Studies or Bernard Schwartz Communication Institute faculty to assure a high level of service.

The Writing Center

The Writing Center continues to experience overwhelming demand for its services, which help students improve their writing and English language skills and become independent, confident, and versatile writers. During the 2009-10 academic year, the Writing Center operated at a utilization rate of 103.66%. (A rate in excess of 100% is achieved when a student schedules an appointment but does not attend, and that appointment then is re-booked by a student waiting for a chance opening.) By contrast, our utilization rate for 2008-2009 was 97.64%. This robust and growing demand speaks to the perceived effectiveness of the Writing Center's services by Baruch's students and the need for expanded services.

In spring 2010, the Writing Center developed a series of seven new challenging, pedagogically engaging workshops, created to address those student needs most often observed in one-to-one sessions that can be effectively addressed in a group setting. The Center now offers workshops on the following topics: Reading Strategically; Analyzing Texts; Analyzing Images; Focusing Research Topics; Using Sources Strategically; Managing Sources Through Note-taking; Ethical Writing & Research. These workshops will continue in fall 2010. The Writing Center is also partnering with the Honors program to offer a series of workshops to support students writing honors theses.

In addition to face-to-face consulting and workshop offerings, the Writing Center continues to expand its online resources for students and faculty—and further build on the Center's reputation as a site of writing excellence—through *i Magazine* and other online offerings. In spring 2010, the Writing Center published 12 new outstanding pieces of Baruch student work, including academic writing, fiction, poetry, and visual art, and created writing guides based on the published student writing—exploring, for example, how a student writer uses direct quotations to support her argument. Since its launch of its new site in February 2010, *i Magazine* has experienced 10,409 page views by 3,793 unique visitors. And, due to the generosity of the Baruch Teaching with Technology grant, the Writing Center will continue to develop its video faculty interview series about writing in the disciplines aimed at demystifying for students the conventions of writing and scholarship within

distinct academic fields. These interviews will be posted this semester to the Writing Center website as a resource for students and a teaching tool for faculty.

Baruch College Now and Collaborative Programs

In spring 2010, 259 high school students enrolled in credit-bearing courses at the College, including dedicated sections of Business, Black Studies, Speech Communication, Business Law, English (Writing), Calculus, Psychology, Sociology, and Public Administration. The overall retention rate was 85%. Of the students who completed credit-bearing courses, 84% earned a C or higher.

In summer 2010, 108 high school students enrolled in credit-bearing courses at the College, including dedicated sections of Business, Black Studies, Speech Communication, Journalism, and Personal Finance. The overall retention rate was 94%. Of the students who completed credit-bearing courses, 97% earned a C or higher.

121 high school students are enrolled in dedicated sections of Business, Speech Communication, Personal Finance, English (Writing), and Calculus in fall 2010. 84 students are currently enrolled in dedicated high school courses in Art, French, Creative Writing, and Psychology, earning credits toward graduation.

Continuing and Professional Studies (CAPS)

The Continuing and Professional Studies (CAPS) division experienced a boom in registrations in the past year. We were the second highest recipient of National Emergency grant funds, which targeted displaced Wall Street professionals. The award totaled over \$300,000. Our instructors have also had a productive year. From our Accounting department, John Mahoney published a textbook entitled *Real Estate Accounting and Taxation*. Debbie Cutler joined the American Institute of Certified Public Accountants (AICPA) Council for a three year term and is also Assistant Chair of New York State Society of Certified Public Accountants (NYSSCPA) Ethics Committee. David Shapiro has had two articles accepted for expected publication in the spring of 2011, one a case study in financial statement fraud, the other an article about Ponzi schemes. Ann Clarkson, Associate Dean of CAPS, is stepping into the role of President of Continuing Education Association of New York and Kim Maybar is now Vice-President of Special Interest Groups on the Board of the Association of Training and Development of New York.

Newman Library

Grant to Purchase E-book Readers – The Library received a \$7,300 grant from the National Network of Libraries of Medicine to use e-book readers with the newest cohort of students in the Baruch-Mt. Sinai MBA in Health Care program to increase information literacy skills.

American Library Association Honors Prof. Stanton Biddle – The American Library Association named Stanton Biddle its 2010 Achievement in Library Diversity Research Honoree. As part of its ongoing support of library-based diversity research, the ALA Council Committee on Diversity and the ALA Office for Diversity recognized Dr. Biddle for his contributions to the profession and his promotion of diversity within it.

Exchange Program with Shanghai Normal University – In Spring 2010 the Library inaugurated CUNY’s librarian exchange program with two Shanghai universities by hosting a librarian from Shanghai Normal University. This semester Professor Sheau-yueh Chao, the library’s head of cataloging, is spending five weeks at Shanghai Normal University as part of the same CUNY initiative.

Value of Academic Libraries – The Library is among a select group of institutions participating in a study of the value of academic libraries for the U.S. Institute of Museum and Library Services. Early next year the faculty will be asked to complete a survey on the library. Details will be available soon.

Baruch Computing & Technology Center

Teaching with Technology Grants 2010/2011 – The Student Technology Fee has funded the following grants to enhance the use of technology in instruction:

- “Blended Learning” - Stan Altman (School of Public Affairs)
- “Tutorial for Learning Italian” - Antonietta D’Amelio (Modern Languages)
- “Accounting Problem Generator” - Harry Davis (Accountancy)
- “APA Tutorial” - Elisabeth Gareis (Communication Studies)
- “Enhancing Tablet PC Use” - Alope Ghosh (Accountancy)
- “Audio Recording Devices for Teaching Journalism” - Vera Haller (Journalism)
- “Mathematics Instruction using Tablet PCs” - Sarah Harney (Mathematics)
- “Instructional Math Video” - Laurence Kirby (Mathematics)
- “Flip Camcorders for *Dollars and Sense*” - Josh Mills (Journalism)
- “Positive Psychology Live Podcast” - David Sitt (Psychology)
- “Quantitative Skills Tutorials” - Phyllis Zadra (Zicklin School of Business)
- “Faculty Interviews for Improving Student Writing” - Keri Bertino (Writing Center)
- “Using VOCAT in a Theatre Course” - Tom Harbison (Schwartz Communication Institute)

Podium Un-Tethering – The BCTC is providing faculty with VGA kits to project wirelessly from a tablet PC in the classroom. This will allow instructors to interact with students away from the podium. Contact Kevin Wolff for details.

Telephone Voice Directory – The College has a telephone directory information service that uses speech attendant technology to provide one step directory look-up and direct connect services. When on campus simply dial *411; when prompted, say the name of the person or department you are trying to reach, and let the system connect you to the proper extension. Remember to dial the * before 411 for system access. If your name is not included in the directory or if you have any questions, e-mail voicecom@baruch.cuny.edu. Please include your name, department and phone number to be listed.

The College’s Research Integrity Officer (RIO)

The College’s Research Integrity Officer (RIO), 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: CITI on-line training, group workshops for

undergraduate and graduate students on RCR topics, and individual student mentoring by faculty in the research setting.

In spring 2010, five RCR student workshops were held, as follows:

DATE	TOPIC	ATTENDEES	PRESENTER
February	Research Integrity	9	Alan J Evelyn
March	Authorship	12	Alan J Evelyn
April	Human Subject IRB Applications	10	Kristin Sommer
May	Dispute Resolution	6	Mindy Engle-Friedman
June	Grant Writing	11	Alan J Evelyn

The workshops are held during club hours on the 4th Thursday on the month at the Newman Conference Center, Room 763, or in NVC 14-269. The fall/Intersession workshops for 2010-2011 are:

DATE	TOPIC
September	Managing Conflicts of Interest
October	Authorship
January	Scientific Record Keeping

Sponsored Programs and Research (SPAR)

External Proposals – From July 1, 2009 to June 30, 2010, fiscal year 09-10, Baruch College faculty members and administrators submitted 81 proposals. The Weissman School of Arts and Sciences submitted the most proposals, followed by the School of Public Affairs, the Zicklin School of Business, and other administrative units. The amount of funds requested in these proposals increased significantly to \$22,271,951.

External Awards – During the fiscal year 2009-2010, grants and contracts awards from all units reached a record total of \$6,619,466 (unaudited). This is a significant achievement because the College exceeded its projected \$6.2 million for the fiscal year. This past year's total surpassed the previous record of \$5.9 million in FY 2007-2008.

The number of awards received also increased, from 76 in FY08-09 to 87. The School of Public Affairs leads, with 34 awards totaling \$1,330,984; followed by the Weissman School of Arts and Sciences, with 28 totaling \$2,287,888; the Zicklin School of Business with 10 totaling \$881,930; the other divisions in the college combined, earned 15 awards for \$2,118,663.

The amount of the average award increased from \$69,736 to \$76,085 and 55 faculty members were awarded one on more awards during the year.

PSC CUNY Research Award Program – Baruch College faculty members submitted the most PSC/CUNY applications among all CUNY campuses and likewise were awarded the most grants for the fourth consecutive year: 170 PSC applications were submitted and 135 awards were made totaling \$404,397.

Faculty Development

Research Without Borders, the website that lists formal and informal presentations by members of our faculty and invited guests, featured more than 100 events in AY 2009-2010, and has gotten off to a strong start in Fall 2010. The site provides a glimpse to visitors to the college, as well as to colleagues, of the wealth of scholarly activities taking place at Baruch, sometimes literally next door.

<http://www.baruch.cuny.edu/facultyhandbook/DepartmentalResearchPresentations.htm>

The Baruch College Teaching Blog facilitates conversations about teaching across our departments and schools. It is open to all members of the Baruch community at

<http://blsciblogs.baruch.cuny.edu/teachingblog/>

Two *Open Forums on Online Teaching* were scheduled for October 2010. In light of growing interest in online and “hybrid” or “blended” courses, the provost’s office scheduled these sessions to address the wide range of issues that inevitably arise from a new course delivery method, including the fundamental one: do such methods facilitate learning? Two reports from groups led by associate deans (Gary Hentzi, Associate Dean of the Weissman School, and Linda Friedman, Associate Dean of the Zicklin School) were distributed and will form starting points for the discussion. Both reports are available under “Online courses” in the Faculty Handbook:

<http://www.baruch.cuny.edu/facultyhandbook/topics.htm>

Adjunct Development – Members of the adjunct faculty at Baruch continue to receive notification by email of events on campus and they consistently have participated 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. The Baruch College online *Adjunct Handbook* remains the first item to appear in a Google or Bing search for “adjunct handbook,” with 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* are always welcome.

Academic Integrity Initiative – Discussion of the college’s online plagiarism tutorial continues in Fall 2010 with a focus on freshman seminar and other courses for freshmen. Baruch College continues to hold a subscription 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).

Joint Committee on Curriculum and Articulation (Assessment Committee) – In fall 2010, the members of the Joint Committee on Curriculum and Articulation will begin discussing guidelines for assessment of learning at the programmatic level (including majors and minors) and will consider changes regarding the use of the INC grade.