Office of the Provost and Vice President for Academic Affairs
Report to the General Faculty – April 2003

This report provides an overview of some of the many activities supporting and strengthening the academic programs at Baruch. In general, the 2002-2003 academic year has been productive and successful.

Academic Integrity Taskforce
A group of almost 30 students (undergraduate and graduate), faculty, and administrators has met twice to discuss issues related to the college's commitment to an environment of academic integrity. A number of initiatives are in the works, including a *Student Guide to Academic Integrity* to complement the faculty guide. Members of the taskforce have met with the Weissman and Zicklin department Chairs and will meet with individual departments in Spring and Fall 2003. For copies of the *Faculty Guide to Student Academic Integrity* see http://www.baruch.cuny.edu/facultyhandbook/academic_integrity_guide.htm, where you also can find a link to the taskforce, with further information on the multiple initiatives.

Ethics Across and Beyond the Curriculum
The Charles Dreifus Ethics-Across-the-Curriculum Initiative and the Joseph Drown Foundation have generously supported this series of presentations/seminars on ethics and the teaching of ethics across many of the disciplines represented at the college. Eight members of the Baruch faculty have been regular participants and presenters. On May 1, the last session of the seminar will be devoted to a roundtable discussion of *Ethics Across the Curriculum* (10:00-12:00 in VC 14-270). All sessions are open to the entire Baruch community.

Faculty Development Projects
The Joseph Drown Foundation has awarded Baruch College a substantial grant for faculty development initiatives in support of the teaching environment. The Ethics Seminar and International Faculty Program (mentioned below) have benefited from this support, and a number of additional projects are under discussion, including a summer institute/orientation for adjunct faculty, mentoring programs, master teacher workshops, and enhanced faculty engagement with students through the freshman year initiative.

Faculty Handbook
Since November, the handbook has been available online at http://www.baruch.cuny.edu/facultyhandbook/index.htm. The online version is regularly updated and expanded. It now has more than 100 items in the index, which ranges from "AACSB Standards" to "Writing (student)," with links to many college and CUNY documents and to the Provost's presentation to the Faculty Senate on "Faculty Rights and Responsibilities."

Faculty Rights and Responsibilities
On March 6, Provost Dannenbring addressed these topics at a plenary session of the Baruch College Faculty Senate, basing 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*. The Provost's Powerpoint presentation is available at http://www.baruch.cuny.edu/facultyhandbook/Faculty_Rights_Responsibilities.htm; the ideas cited therein will be discussed in numerous forums in upcoming semesters.

Faculty Seminar Series
Five seminars have taken place since the series began in November 2002: November 1, "Academic Integrity" (with guest discussant Prof. Donald L. McCabe, Rutgers University); November 22, "Using the Writing Handbook across the Curriculum" (led by Prof. Gerard Dalgish); December 6, "Classroom Management" (roundtable discussion); February 21, "New York Council on the Humanities" (grants workshop); and March 7, "Using the News: Integrating the *New York Times* (and other print media) into Communication Intensive (and other) Classes" (panel discussion led by Professors Glenn Petersen,

Sarah Bartlett, and Andrea Gabor). The "Academic Integrity" seminar provided impetus for the creation of the eponymous taskforce (cited above) and the well-attended session on "Classroom Management" led to a series of suggestions to faculty, available at http://www.baruch.cuny.edu/facultyhandbook/classroom_mgt.htm.

Faculty/Staff Lounge
On Mondays–Thursdays when classes have been in session since October 2002, nearly 100 faculty and staff per day have used the Faculty and Staff Lounge, VC 14-290. On those days, free coffee and tea are available from 8:00-6:00 and bagels, pastries, and fruit are served at noon. (Food service was interrupted on February 25 and resumed—courtesy of President Ned Regan and the Office of College Advancement—on March 24.) The lounge is equipped with a microwave oven, a computer, a large-screen TV, newspapers, and comfortable furniture.

First Annual Celebration of Faculty Scholarship and Creative Achievement
The Provost's Office and the Office of College Advancement are co-sponsoring this event, scheduled for Tuesday, May 6 at 5:30 pm in VC 14-220. A college-wide expansion of the annual WSAS "Authors and Editors" celebration, this event will honor more than 50 faculty designated by the deans of the three schools for their publications, awards, major grants, and/or artistic achievement in 2002.

International Faculty Development Program
Through this program international faculty can receive 15 hours per semester of one-on-one tutoring in accent reduction, and can attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques etc.). Video-taping followed by confidential discussion of the instructor's class also are available, as are books and videos on teaching (in the Bernard L. Schwartz Communication Institute – 137 East 25th Street, Room 323—for more information call 646-312-2060), and videos and language learning materials (in the Speech/ESL Language Lab – Vertical Campus, 8-165—contact Prof. Elisabeth Gareis to arrange for a tour: 646-312-3731).

Orientation/Re-Orientation Sessions for New Faculty
Following up on two days of orientation for new full-time faculty in September, the Provost's Office led a re-orientation session on January 31. Discussion centered on teaching and included a review of excellent syllabi contributed by faculty from all three schools. An orientation session for the large cohort of new faculty expected in fall 2003 is scheduled for Friday, August 29.

Sponsored Programs and Research (SPAR) Application/Awards Activity Report
With two-thirds of the fiscal year over, SPAR is on target to meet goals for both submissions and awards. Currently there are 158 overall submissions, distributed as follows: WSAS—81, ZBUS—52, SPA—16, other administrative units—9.

Of the 158 applications, 87 were to the PSC CUNY Research Program, 20 for Eugene Lang Research Fellowships, 4 to the CUNY Diversity Fund, and 47 to external funding sources. PSC CUNY applications increased over last year by 26%; Eugene Lang Research Fellowship applications had a 186% increase; and the 47 external submissions represent a significant increase—Baruch submitted only 19 external applications for all of last year.

The awards thus far are: SPA—$1,163,702; ZBUS—$604,223; WSAS—$287,088; other units—$309,168. The to-date total of $2,364,181 is on track to reach the year-end goal of $3,400,000.

What Every Baruch Adjunct Needs to Know
The Provost's Office asked each Chair to distribute a memo to adjunct faculty asking what information they would like to see in a web page entitled *What Every Baruch Adjunct Needs to Know*. Several have responded and one adjunct created a detailed outline. The outline and additional information are available from the *Handbook* at http://www.baruch.cuny.edu/facultyhandbook/adjunct_info.htm. Some version of the outline will be filled in well before the fall semester, and plans for summer adjunct institute/orientation are under discussion.

Whiting Teaching Awards
Last spring Baruch College was chosen by the Mrs. Giles Whiting Foundation to receive a generous grant for four years to support the research and scholarly writing of excellent teachers among our junior, tenure-track faculty in the Humanities. These funds provide one year's or one semester's respite from teaching so that the faculty member can focus on her/his research. The primary basis for the award is excellence in teaching. The winners of the Whiting Teaching Awards for 2003-2004 are Prof. Benedetto Fontana of the Political Science Department (full-year award) and Prof. Mary McGlynn of the English Department (one-semester award). More modest Whiting funding to support research needs will be available to the other nominees as well.

Enrollment Services
Baruch enrolled 15,075 students for the Spring 2003 semester. This was a planned decrease from the 15,474 students who registered for the Spring 2002 semester. The total enrollment includes 12,133 undergraduates, 2,593 graduates, and 349 non-degree. There were 312 new graduate students, 133 new freshmen and 825 new transfer students. It is our plan to maintain current enrollment levels for the Fall 2003 semester. The undergraduate enrollment shift from the Zicklin to Weissman and Public Affairs continued.

The College plans to enroll 1,700 new freshmen registered for Fall 2003. It is our plan to have the average SAT score increase to 1090 from 1083. There is a concern that the expected increase in tuition coupled with a decrease in available scholarship funds and State financial aid will handicap our efforts. These concerns are currently being addressed. We also plan to enroll 900 new transfer and 850 new graduate students. We do not expect the tuition increase or reduction in financial aid to severely impact current undergraduate enrollment. However, graduate MBA students who pay the "Out of State" rates could be affected. All students are being encouraged to complete their financial aid applications early.

There has been a shift in undergraduate enrollment patterns since we began to increase admissions standards in 1996. Over 67% of the undergraduates attend day classes and up to one-half of the students who attend in the evening would prefer to take classes in the day. With this in mind, the Academic Departments are being asked to schedule more classes for morning, early afternoon, and on Fridays.

The US Department of Immigration and Naturalization new SEVIS tracking system is still not operational in CUNY. It is hoped that the problems with the system will be corrected by April 1. Until then, CUNY Colleges including Baruch are unable to issue new or make changes to I-20 Visas.

Baruch Freshman Year
Recently renamed the Baruch Freshman Year, this umbrella program looks to the development, coordination and strengthening of freshman year activities. As activities for the 2002-2003 year were described in the fall, this report covers changes for the upcoming year.

Working within CUNY's broad language for freshman year, the mission and focus of Baruch's programs was redefined. Programs next year will emphasize:

- Establishment of freshman core competencies and creation of innovative programs to develop them, with assessment built into these efforts as a key programmatic component
- Greater collaboration/coordination of curriculum throughout the blocks to move us closer to a true learning community model
- Introduction of a priority focus on ethics and citizenship at the College through curricular and extracurricular initiatives.

To better address concern with assessment and outcomes, the BFY with expertise from the Office of Institutional Research and Program Assessment has developed a template for program development and assessment. These changes are reflected in the freshman year website, which is now available from Baruch's home page.

Bernard L. Schwartz Communication Institute
The Schwartz Communication Institute has been focused on the development of communication intensive courses along with several key assessment initiatives. Each year more than 8,000 students

enroll in CIC courses; the issue facing the Institute and the College is future growth and implementation. The Institute partnered a curricular assessment of advanced courses in the major with the Zicklin Undergraduate Curriculum Committee, and will also work with the WSAS Undergraduate Curriculum Committee and departments in the implementation of the Tier III curriculum. The Institute has played a critical role preparing students for the CUNY Proficiency Exam (CPE) through the regular curriculum, faculty development, and workshops.

Center for Advisement and Orientation
In Spring 2002 the Center for Advisement and Orientation implemented an 18-month planned reorganization of mission, functions and services. The plan was assessed on an ongoing basis; goals and processes were adjusted to meet changing conditions and needs at the College. The plan is now complete and a formal evaluation is being undertaken. Initial successes include the development and implementation of an advisement curriculum designed to help students acquire the skills and knowledge to advise themselves, an increased role for the Center in student advising, deeper cooperation with departments, schools and Student Development, an enhanced web presence, and a changed perception of the Center that encompassed the Center's pro-active initiatives. Reforms and greater efficiencies have taken place: the Center now provides information to more than 4,000 students on average each month during registration periods through email, telephone, and one-on-one communication. Initial shortcomings include the delayed development of an easy to use CUNY supported degree audit system for students and an inability to secure additional resources to meet increased student demand for services.

College Now
Baruch's first full-time College Now coordinator started in the fall and has been working to develop a strong program here. College Now is CUNY's primary programmatic interface with New York City's public high schools, and it reaches more than 25,000 high school students a year. Baruch's program this year has included a special section of Business 1000 as part of the Virtual Enterprise program, a special section of Finance 3000 as part of the Academy of Finance, the Baruch Preparatory Plan in several high schools, and individual course placements at Baruch for more than 40 high school students. Recent initiatives include the creation of a web site, increased outreach to several high schools, the development of a Blackboard environment for all Baruch College Now students, and plans for a vibrant summer program.

Common Writing Handbook
Designated as Baruch's common writing handbook in Fall 2002, Ann Raimes' Keys for Writers has been further integrated into the curriculum and support areas such as SACC, the Bernard L. Schwartz Communication Institute and the Writing Center. A report from the Office of Institutional Research and Program Assessment that will be released shortly details high levels of student satisfaction with the handbook.

Institutional Research and Program Assessment
The Office of Institutional Research and Program Assessment has performed several key studies for Baruch faculty and administrators, including work on the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Consortium for Student Retention Data Exchange (CSRDE), and studies of USIP (Immersion), Great Works (English/Literature 2800/2850), entry-level mathematics courses, CUNY Proficiency Exam (CPE), and analysis of Baruch undergraduate student retention and persistence. Significant care has been given to providing accurate and appropriate information to national surveys and rankings. The Office was awarded a small grant from CUNY to study diversity at Baruch.

Student Academic Consulting Center
It has been a successful semester at SACC. Tutorial services have been assessed and revamped as the Center moves toward national certification. Tutor training modules have been established and the staff now operates within a Blackboard environment. SACC has a dedicated mathematics coordinator, state of the art computerized training workstations, a reliable data collection system to assess student demand,

and has embarked on new projects and partnerships, including a partnership with the Writing Center, increased cooperation with the Immersion Programs, and a homework review program with selected faculty in mathematics.

Office of Testing and Assessment

Further development of computerized testing and evaluation has been the focus of the Office of Testing and Evaluation. In addition to the freshman skills, placement tests and the CUNY Proficiency Exam (CPE), the Office of Testing and Evaluation now handles SIMNET, an online replacement for CIS 1000.

Baruch Computing and Technology Center (BCTC)

The college's ATM link, which supplies Internet service to the campus, was upgraded to 20 Mbps, more than doubling the previous capacity.

Last semester the BCTC established a new help desk staffed by full-time professionals. From September 2002 through February 2003 the help desk logged over 6,000 transactions. Almost two-thirds of the requests have been submitted by faculty and staff.

The BCTC has also set up a telephone hotline to provide up to the minute reports on the status of data and phone networks. In the event of a disruption in service, users should call 646-312-BCTC to determine if the problem is local or system-wide. The hotline enables callers to transfer to the help desk to report a problem that is not listed on the recording. In addition to announcing emergent network problems, the hotline also lists the scheduled downtime of systems.

Faculty should keep in mind that all Baruch students are provided with an allocation of 1,000 pages of free laser printing per semester funded by the technology fee. The printing account is usable in the library and most computer labs.

Through a grant from the Peter Jay Sharp Foundation, student clubs and college departments are being trained to set up organizations on Blackboard to communicate with students. Announcements, documents, and threaded discussions can be targeted to segments of the student population such as club members or department majors. Anyone interested in this using this service should contact the BCTC help desk at 646-312-1010.

Newman Library

The Association of College and Research Libraries (ACRL), the academic division of the American Library Association, has awarded the Newman Library its Excellence in Academic Libraries Award (college library category). The previous winners of this prestigious award were Oberlin College, Wellesley College, and Earlham College. The award will be presented by the president of ACRL on April 2 at 4:00 in the Conference Center in the Library Building. All faculty are invited to attend the ceremony and the reception afterward.

During the remainder of the spring 2003 semester the library will be participating in LibQUAL+ , a total market survey of library service initiated by the Association of Research Libraries. Beginning on March 24, over 200 hundred libraries in the United States, Canada, and Great Britain will administer a web-based satisfaction survey to their users. At Baruch all full-time faculty will be included in the survey along with a large sample of the undergraduate and graduate student populations. The results will be made available in late summer and will allow us to compare our performance with that of our peer institutions.

Prof. Jerry Bornstein, the library's Coordinator of Graduate Services is conducting a formal assessment of the information needs of graduate students. He has completed twenty structured interviews. The data analysis will yield a set of recommendations to guide the allocation of library resources to graduate students.