

**Office of the Provost and Vice President for Academic Affairs
Report to the General Faculty – April 2004**

Enrollment Services

Baruch's enrollment for the Spring 2004 semester is 15,023 students. This includes 12,159 undergraduates, 2,609 graduates students and 384 permit students. There are 119 new freshmen, 944 new transfer and 322 new graduate students registered for this semester. Enrollment for the Spring 20003 semester was 15,075 including 12,133 undergraduates, 2,593 graduate students and 349 permit students.

The College plans to begin to increase enrollment to accommodate the need for additional tuition revenue. It is planned to have an enrollment of 15,200 by the Fall 05 semester. This increase will require additional new transfers and graduate students.

Summer registration will begin on April 26 and continue through June 2. Non-degree students will be allowed to register on May 10. Fall registration will begin on June 14 and continue through September 2.

The Financial Aid Office is still experiencing an increase in activity that is a direct result of the tuition increase. It is estimated that the Office will administer \$44 million in financial aid from all sources for the 2003-2004 academic year. Since there is very little new grant money, a large part of this increase are students who are applying for student loans, both from the traditional Federal Programs and from alternative sources.

If you have any questions about this report or Enrollment Services, please contact Jim Murphy at 646-312-1370.

Center for Advisement and Orientation

In Spring 2004 the Center for Advisement and Orientation involved itself in two major intervention projects. The first program **Students Towards Success** targets second semester freshmen that earned an overall GPA of a 2.0 or below. The program consists of 10 - 12 group and individual sessions. The advisors cover such topics as "How to Study" and "How to organize your time". The advisors help students set up study journals to strengthen their study habits, with referrals if needed to SACC, Counseling Center and other campus resources.

Following a pilot, the program is now mandatory, with 140 out of 201 eligible students participating in the program. The program will be reviewed at the end of the semester, with more data to measure the program effectiveness and its impact on retention. If the program is successful, the advisement staff will repeat the program next Spring. There are also plans to describe the program at both the regional and national NACADA Conference in 2005.

The second intervention program is focused on students not accepted into the Zicklin School of Business. Each student not accepted is invited to meet with an advisor to discuss the impact of their non-acceptance, provide program planning and referrals to the various other programs at the college. Each student has the opportunity to have three individual sessions with an advisor. In some cases the student requires exit counseling to other branches of CUNY.

The Center now houses a Graduate/Scholarship Information Resource Room. The design of the room is in its initial stages and will be complete by the end of the semester. Students can stop by the Resource Room and pick up information on graduate programs, pamphlets on the GMAT, LSAT, GRE and information on scholarships.

College Now and the Baruch College High School

A collaborative grant awarded to Baruch College and the Baruch College Campus High School (BCCHS) from 80th Street has provided the opportunity to develop educational initiatives that build on the strength of the two institutions. A primary focus of the grant is the development of students' information literacy skills. To support the research projects of the senior class, the library faculty has conducted a number of workshops on web research, online databases and journals, and academic honesty.

Through this collaborative initiative, twelve Baruch undergraduate and graduate students were hired and trained to work as SAT Coaches and College Mentors. These intensive learning experiences gave our students an opportunity to develop their leadership skills while helping to prepare the junior class of BCCHS for admission to higher education.

College Now Faculty Collaborations

College Now has begun an initiative to generate discussion between high school and college faculty. Numerous changes within the New York City Department of Education have affected the education of our incoming students and College Now is working to increase the amount of information that is shared between the two institutions. The College Now faculty initiative has involved the Chairs and faculty of the Math Department and the History Department, and everyone has been very supportive.

Recent conversation between college and high school math faculty addressed the important issue of increasing students' math skills and confidence at an early age. Additionally, faculty members in the Department of History have been working with the high school history department. The expertise of our faculty has strengthened the high school history curriculum. Many have conducted guest lectures at the high school, shared resources and reviewed lesson plans.

College Now Summer Program

Plans are underway for the College Now Summer program, which will attract approximately 200 talented high school students from all five boroughs. Students will have the opportunity to enroll in one of six college courses: COM 1010, ENG 2005, HIS 1000, MTH 1052, MTH 2001 and PUB 1250 or to participate in a journalism workshop. College Now is working with USIP to make available a variety of co-curricular afternoon activities, which will include offerings from the CDC, SACC, and many more.

College Committee on Student Evaluation of Faculty and Courses

The college-wide committee on student evaluation of faculty and courses continues to make steady progress on the development and implementation of a new instrument. The committee is currently evaluating questions and assessing the consequences of different structures for the administration and distribution of the instrument. All of the committee's work is available in Blackboard as a Student Organization/Club under the heading "Student_Evaluation."

College Joint Committee on Curriculum and Articulation

The Joint Committee on Curriculum and Articulation has met twice and is focusing on being the vehicle to communicate and coordinate various learning goals and outcomes assessment efforts taking place at the college. The work of the committee will increase as AACSB and Middle States reaccreditation nears.

CUE (Coordinated Undergraduate Education)

CUNY Central is aggregating the process by which individual college's request and receive annual lump sum awards for the Freshman Year, Immersion, Writing Across the Curriculum and a few other initiatives. The new process, named CUE, calls for greater coordination and planning on the College's part, as well as an assessment plan that links CUE goals with college goals. Discussions have started about the best way to update current processes and how to establish the required planning and assessment linkages.

CUNY Proficiency Exam (CPE)

The Provost's Office has established an ad hoc committee to oversee Baruch's testing and preparation for the CUNY Proficiency Exam. Led by Professor Robert Scotto and Associate Provost David Potash, the committee is coordinating information about the exam and its delivery to students and faculty. Similarly, workshops and faculty development will occur under the committee's umbrella. The Committee will review test results, make recommendations and plan for ways of improving test results.

One area of initial focus is the College's weaker success rate on Task II (quantitative reasoning) of the CPE Exam. Thanks to cooperation between the Zicklin School of Business' Deans Office and the Schwartz Communication Institute, faculty development will focus on helping faculty introduce Task II like questions into sections of Economics and Statistics. Also, the Institute is currently working with SACC and the Office of Advisement and Orientation on producing an interactive CD Rom for students on the CPE.

Institutional Research and Program Assessment

In addition to regular reporting and assessment efforts, the most significant development in the Office of Institutional Research and Program Assessment is the first phase implementation of a data warehouse. Working closely with BCTC, Institutional Research has sketched out a plan to develop a comprehensive data warehouse in Oracle. The model is currently being tested and limited implementation will take place by the end of the semester.

In addition, the Office recently completed a major study on the academic performance of transfer students at Baruch. Data is being checked and the report will be distributed in the next few weeks.

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute, operating without a Director, has not slowed from its mission of infusing oral, written and computer mediated communication across the curriculum by maintaining and enhancing its existing programs, implementing new ones, and exploring opportunities for further growth in a number of different areas. The Institute continues to support courses designated as Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum in a number of different disciplines including Music, Theater, Anthropology / Sociology, English, Business Policy, and Economics. The Institute's recently re-worked website provides a full overview of the Institute's activities and impact.

<http://faculty.baruch.cuny.edu/blsci/main/default.asp>

Student Academic Consulting Center (SACC)

The Student Academic Consulting Center has launched new initiatives with the mathematics department, the Disabilities Services Office, the Accountancy Department, and the Writing Center. Central to SACC's plan's for the spring 2004 semester is the ongoing certification of tutors. By May SACC will have certified 90 tutors at level 1 and 44 at Level 2 (level 2 is offered

this semester for the first time). SACC has also initiated Supplemental Instruction (SI) pilots in English and Psychology.

Office of Testing and Evaluation

The Office of Testing and Evaluation is busier than ever. In the past three months the office piloted the Compass Mathematics test with 180 students, gave the Skills Assessment Test to 140 students, the CPE to 1,555 students, and SimNet to 80 undergraduates.

Please note: student evaluations will take place during the upcoming summer.

Library

The library's curriculum committee has developed a proposal for a Minor in Information Studies, which is a discipline that focuses on the growing importance of information in society. This expanding field of study examines the use of technological systems to acquire, store, organize, and deliver information, and the utilization of information in decision making in a range of social contexts (the workplace, the home, political settings, etc.). The design and management of information systems to fit human needs, rather than forcing human needs to adapt to information systems, is a critical concern of the field.

Students trained in Information Studies, develop higher-level information literacy skills, and are in demand in corporations, government, non-profit organizations, and educational institutions as instructors, information architects, information managers, Web developers, information scientists, network administrators, analysts and support specialists.

The following courses leading to the fulfillment of the minor requirement include one current offering and four new courses: Topics in Information Studies, Advanced Information Retrieval, Information and Society (approved for cross-listing by the curriculum committees of SPA and the Communication Studies Department), Electronic Resources and Research Methods for Writers (cross-listed with English Department), Social Informatics (capstone course).

On March 25, the WSAS Curriculum Committee unanimously approved the proposal for the creation of the minor. The WSAS faculty will review it at their meeting on April 15.

BCTC

The BCTC beta-tested a web-based grade submission system in the Fall 2003 and January 2004 terms. WebGrade was adapted from a similar system developed by Brooklyn College and modified by Hunter College. It enables faculty to submit their grades to the Registrar electronically without having to be on campus. Students immediately receive an e-mail message notifying them of the grade submitted by their instructor. Feedback from faculty members who participated in the beta-test has led to additional features and design improvements. WebGrade will be available to all Baruch faculty in time for the end of the Spring 2004 term.

The Instructional Technology division of BCTC (InTech) has hired 2 full-time staff members to replace the Blackboard staff who were recruited by CUNY Central Administration to manage Blackboard centrally. Jason Belland, Instructional Multimedia Designer, is responsible for assisting faculty in the design and development of digital multimedia materials for use in face-to-face and online learning environments. Mr. Belland had been Program Coordinator and Media Specialist at the University of Massachusetts, Boston. Gary Chinn, Instructional Design Generalist, will assist faculty in the use of a wide-range of software applications related to integrating technology into instruction, including, application development tools and course

management tools. Prior to joining Baruch, Mr. Chinn had been an instructional designer at Columbia University.

Tenure Clock

Discussions continue regarding a change in the length of the tenure clock. The Chancellor has supported this publicly, and an open forum on the issue was held recently on our campus. Sixty faculty signed up to speak to the issue, the vast majority in support. Baruch was well represented at this event. Resistance to the proposed change by the PSC and others has delayed legislative action.

Academic Integrity Initiative

Helping to build a community that values academic honesty and communicates those values well is the ultimate goal of this initiative. To that end, increased faculty reporting of student violations has been an emphasis since the effort began in fall 2002. After visits to individual departments by members of the academic integrity task force to clarify and discuss the reporting process and gain insights from members of the faculty, the office of the dean of students has seen a sharp increase in the number of reports of academic integrity violations by students (from about twenty per semester to more than 100). In March 2004 two bookmarks with information related to academic integrity were widely distributed. Faculty members received a bookmark outlining the procedures to be followed in the event of violations; faculty and students received a bookmark intended to help dispel what both groups had characterized as the “myths” that persist about the college’s academic integrity policies and concern for honesty. (Additional copies of these bookmarks can be obtained from the Provost’s office: 212-802-2820; Box D-710; 135 East 22nd St., Room 710.)

Another source for information about college policies, procedures, and suggestions is <http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm>, where numerous links to other resources, including the college’s Faculty Guide to Student Academic Integrity appear.

A draft version of the Student Guide to Academic Integrity at Baruch College was circulated last fall (it is linked to the web page cited above) and was discussed during Ethics Week at an open forum that featured Larry Zicklin. Remarks by students at that forum (and numerous comments from students both before and since) suggest that a crucial new emphasis of the academic integrity task force should be to work with members of the faculty to insure that exams are carefully proctored.

Ethics Week

Building upon the “Ethics Across and Beyond the Curriculum” seminar series in spring 2003, the college hosted Ethics Week during March 15-19, 2004. Members of the faculty were invited to address discipline-specific issues related to ethics in their classrooms, including issues of academic honesty. To support those discussions, Prof. Douglas Lackey (Philosophy) led faculty development workshops entitled “Ethics Discussions in the Classroom: How to Start Them, How to Keep Them Going, and How Not To Go Off the Rails” during the first two weeks of March. In addition to activities in classes, Ethics Week included seven events featuring invited speakers. Those events drew more than 400 students. When Ethics Week ended students were invited to participate in an anonymous survey. 197 students completed the online survey. More than two-thirds of the participants (133) indicated that at least one of their instructors had raised issues related to ethics in classroom discussion. Comments about the week were generally positive—as was extensive coverage in the Ticker—but a need for better advance notice of events also was expressed. Ethics Week was supported by the Dreifus Ethics-Across-the-Curriculum Initiative.

Faculty Development Seminars

In addition to the ongoing sessions on academic integrity issues with individual departments, spring 2004 has included (and will include) several faculty development events, most of them focused on teaching. These seminars take place, in large part, owing to the generous support of the Joseph Drown Foundation.

“Re-Orientation” Sessions for New Faculty

Members of the full-time faculty new in September 2003 attended a session in January welcoming them back to campus and addressing issues that had come up during their first semester at Baruch. A topic discussed at length was the creation of effective syllabi.

Making the Transition to Active Learning

During the last week of January, Professors Michael Prince and Brian Hoyt of Bucknell University led two sessions of a workshop that introduced faculty to a range of instructional techniques, including active, collaborative, cooperative, and problem-based learning. Attendance at the two sessions totaled 45.

The Teaching Portfolio

In this seminar, Prof. Richard Holowczak (Computer Information Systems and Director, Subotnick Financial Services Center) presented the basic components of a teaching portfolio, and discussed how they can be used for formal evaluation, and self-evaluation and improvement.

Visible Knowledge Project

Prof. Paula Berggren (English) and colleagues from CCNY, Lehman, and York discussed ways in which technology can enhance student understanding in the Humanities and Social Sciences. They also discussed the “researchable questions” that they are asking and demonstrated some of the effective pedagogical strategies they have identified.

Teaching the works of Gabriel Garcia Marquez & Teaching “Pedro Paramo” by Mexican writer Juan Rulfo

Organized by the department of Modern Languages and Comparative Literature and the English department, these two seminars are made possible by a grant from the CUNY Council on Foreign Languages and supported by additional funds from CUNY Vice Chancellor Louise Mirrer and the Drown Foundation. They are designed for instructors of LTT 2850 and ENG 2850.

International Faculty Development Program

This program enables international faculty to receive 15 hours per semester of one-on-one tutoring in accent reduction, and to attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques etc.). In fall 2003, 15 members of the faculty took advantage of the tutoring: 10 full-time faculty, 3 adjuncts, 1 GTF (Graduate Teaching Fellow), and one visiting faculty member. Five of the 15 participants were from WSAS and ten from ZSB. Ten faculty members attended the workshops. In the current semester, 13 faculty members are involved in the accent-reduction tutoring (7 full time, 6 adjuncts; 3 WSAS, 10 ZSB). Two sessions of a workshop on motivating students took place at the end of March with eight attendees; workshops on classroom management are scheduled for April 28 and 29.

Videotaping followed by confidential discussion of the instructor’s class is available for participants in the program, as are books and videos on teaching (in the Bernard L. Schwartz

Communication Institute—137 East 25th Street, Room 323). For more information on these, on use of language labs, and on the teaching workshops call Prof. Elisabeth Gareis 646-312-3731.

Adjunct Development

Members of the adjunct faculty at Baruch now regularly are sent email notification of events on campus, including faculty development seminars. Since January 2004 an **Adjunct Handbook** has been available online and has become an important resource for answers to questions about a wide variety of issues ranging from teaching through employment (<http://www.baruch.cuny.edu/facultyhandbook/adjunct/>). **Technology support** for adjuncts continues to be available in all aspects of teaching technology, including basic computer use, Blackboard, and classroom technologies. Three **faculty development sessions** for adjuncts (and full-time faculty members) teaching ENG 2100 were held in the fall semester and more are planned for those teaching ENG 2150 this spring. These sessions have focused on grading criteria and other teaching issues. Funding from the Drown Foundation enables the Provost's office to pay adjuncts for up to three hours of technology training or participation in such faculty development sessions.

Whiting Teaching Awards

In spring 2002 Baruch College was chosen by the Mrs. Giles Whiting Foundation to receive \$150,000 per year 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 basis for the award is excellence in teaching. In spring 2004 the Whiting Committee reviewed applications of eight outstanding teachers among our junior faculty in the Humanities. The winners of Whiting Teaching Awards for 2004-2005 are Shelly Eversley, Department of English (full year award) and Noriko Watanabe, Department of Modern Languages and Comparative Literature (one semester award).

Sponsored Programs and Research (SPAR) Application/Awards Activity Report

At the end of the third quarter of fiscal year 2003-2004, faculty and staff external grants and contract awards have exceeded the \$4,000,000 goal set for this fiscal year. Un-audited accounting data reveals that, as of March 31, 2004, grant and contract awards total over \$4,500,000. Awards at the Research Foundation totaled \$3,018,000 with the amount at the Baruch College Fund reaching \$1,521,000.

As of March 31, 2004, the number of application for sponsored programs has reached 162. Of the 162 applications, 103 were to the PSC CUNY Research Program, 17 for Eugene Lang Research Fellowships, 9 to the CUNY Diversity Fund, and 33 to external funding sources. The PSC CUNY applications total was a record for the College. The largest grant application was a U.S. Department of Education Title III proposal for \$1,750,000.

Sidney Mishkin Gallery

The fall exhibition, Harvey Probbler: Modernist Furniture, Design, and Graphics, celebrated designer Harvey Probbler, an early pioneer of modular furniture, and featured original scholarship. With a large attendance from the Baruch community and the general public (the opening reception drew 200 viewers) and an art review in the New York Times, as well as an article in the home section, this show was the gallery's "blockbuster" for the season. In addition to the students who visited the gallery with specific assignments or on their own, four classes came for tours given by the gallery director.

The most successful teaching shows were the photography exhibition, *Revising Nature*, which focused on aerial views, “frozen” or silhouetted landscapes, and close-up studies that “revise” nature and show that photographs are not just copies of natural forms, and the print exhibition, *Collective Memories/Personal Cartographies*, which provided an opportunity to discuss issues of identity, immigration, history, geography, and art. Four classes visited the gallery for tours of *Revising Nature*.

Co-sponsored by the Department of Black and Hispanic Studies, *Collective Memories* featured artists from Puerto Rico and the Dominican Republic. Six classes visited the gallery for talks/tours during the four-week show, including classes from Black and Hispanic Studies, English (Journalism), Modern Languages and Comparative Literature, and Fine and Performing Arts. Students also attended an evening talk by the artists.

Faculty Handbook

The Handbook receives more than 4,000 hits each month at <http://www.baruch.cuny.edu/facultyhandbook/index.htm>. It now has more than 200 items in the index, with links to many college and CUNY documents, including governance documents.

Faculty/Staff Lounge

Equipped with a microwave oven, a computer, a large-screen TV, newspapers, and comfortable furniture, the Lounge (VC 14-290) is a delightful place to relax or to talk with a colleague. On display are excellent color photographs of the newest members of the full-time faculty—a good way to learn names and faces. On Mondays - Thursdays when classes are in session, free coffee and tea are available in the Lounge from 8:00 am - 6:00 pm. Unfortunately, the budget no longer allows the college to provide more substantial fare.