

Office of the Provost General Faculty Report Spring 2007

Joint Committee on Curriculum and Articulation

In its role as Baruch College's assessment committee, the Joint Committee developed and administered an inventory of writing assignments offered across the college during the fall 2006 semester. Members of the faculty were asked to answer a series of questions about the length and type of writing assignments in their classes, the nature of the feedback they provide, and whether students have the opportunity to revise their work. Results were obtained for more than 35% of the classes offered in fall 2006. The Office of Institutional Research is working with the Joint Committee to analyze the results. We expect to have preliminary findings available soon.

The Joint Committee developed a series of recommendations about grades and grading policies that will be offered to the school curriculum committees for their consideration in spring 2007.

Academic Integrity Initiative

The college's Academic Integrity Committee organized a CUNY-wide conference for March 9, the Friday of Ethics Week 2007. The goal is to promote vibrant discussion among students, faculty, and administrators about issues of integrity across the university. Participants are invited to discuss their ideas and strategies for engendering ethical campus communities. Lawrence Simon, (Baruch BBA '65), Vice Chairman, Ivy Asset Management Corporation and Trustee of the Baruch College Fund, will deliver a keynote address entitled "Integrity: A Paradigm for Today's World."

At the December plenary session of Baruch's Faculty Senate, Prof. Don McCabe (Rutgers University), the principal investigator of the assessment project of the Center for Academic Integrity, discussed the results of Baruch College's participation in March 2006 in the assessment project.

Faculty Development

BCF Funding. As announced in fall 2006, for the 2006-2007 academic year the Baruch College Fund has again provided generous support of \$500,000 to our faculty for research and teaching. \$350,000 will support research, with \$220,000 allocated for travel to professional conferences, \$55,000 for graduate assistants, \$55,000 for summer research support, and \$20,000 for purchase of data sets for research. Allocations of these funds flow from the deans, the VP for Enrollment Management, and the Chief Librarian.

\$150,000 of the total is allocated by the Provost's Office in support of teaching, including support for travel to attend conferences focused on teaching or assessment, support for in-house workshops on teaching and assessment, the international faculty development program described below, and the Master Teacher Series. Four "Master Teachers" have presented so far, with two scheduled later in March and April. Interest has been very strong, especially among members of the adjunct faculty. Information and schedules for all of the workshops, as well as those sponsored by individual departments and programs, may be found at:

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

International Faculty Development Program (IFDP). Supported by the BCF Faculty Development grant, 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.). 8-10 members of the faculty (full-time, visitors, adjuncts, and GTFs) participate each semester.

In spring 2006, the IFDP launched the Baruch College Faculty Book Club. More than 30 members of the faculty participated in discussions. In spring 2007 more than 50 faculty members have signed up to participate. This year's volume is Donald L. Finkel, *Teaching with Your Mouth Shut* (Boynton/Cook, 2000).

Adjunct Development. The strong showing by members of the adjunct faculty at events in the Master Teachers Series and other faculty development workshops suggests a greater level of engagement than in previous years. Adjuncts continue to receive regular e-mailings about these and other events on campus and to use our online Adjunct Handbook, an important resource for answers to questions about a wide variety of issues: <http://www.baruch.cuny.edu/facultyhandbook/adjunct/>. With about 1,000 hits per month, the handbook is regularly the first or second item to appear in a Google search for "adjunct handbook."

Mishkin Gallery

Students from fourteen classes across the college, visited the Mishkin Gallery's November-December exhibition *Flash Points: A Focus on Global Trauma*. This timely exhibition included photographs documenting global violence and disease, including pictures documenting the trauma of child soldiers in Sierra Leone and Northern Uganda. This topic has recently been written about in the *New York Times* and featured in the movie *Blood Diamonds*. Photographer Candace Scharsu gave several talks to Baruch classes about the continuing violence in Africa. These first-hand accounts astounded many students, who knew little about what was happening in Africa. The September-October exhibition, *Robert Richenburg: The Path of an Abstract Expressionist* was visited by five classes.

The spring semester will begin with *Oscillating Impulses / Pulsiones Oscilantes: Contemporary Mexican Prints* in February, which is co-sponsored by the Black and Hispanic Studies Department. In March-April the gallery will feature a selection of photographs from the Ewing Galloway Archives.

Student Academic Consulting Center (SACC)

Tutorial Services. SACC continues to strengthen its staff and services by furthering collaborations with numerous departments and programs:

- Math and writing coordinators continue to work closely with our tutors and liaise with their departments to assure that all academic support initiatives are well designed and smoothly implemented.
- SACC continues to collaborate closely with the College's Writing Center
- In the fall 2006 semester, 8 senior tutors worked closely on a weekly basis with 83 students from MTH 2003 Z-sections. Faculty members wrote weekly quizzes

administered by SACC tutors. Students participating in Z-section tutoring passed at a rate of 76%, significantly better than for the comparison group.

- In its second year, SACC trained GEAR UP tutors from seven CUNY colleges (35 tutors work in-class with middle school students).
- Working with College NOW/Let's Get Ready program, SACC trained Baruch tutors to prepare high school students for the SATs.
- As part of the Campaign for Student Success, SACC created a *6 Easy Steps to Learn How to Learn Math* brochure (soon to be distributed campus wide). The brochure describes math study skills and our new math consultant services soon to be offered in the spring semester.

SACC certified 43 tutors at CRLA levels 1, 2, and/or 3 during fall 2006 under the auspices of the nationally recognized College Reading and Learning Association.

Skills Immersion Program

SACC continues to oversee Baruch College's Basic Skills Immersion Program and is working closely with the Math and English departments to develop a more academically centered and effective program. A newly-developed curriculum will be phased in beginning this summer. SACC is collaborating with all offices instrumental to immersion to build transparency and a clear and unified procedure that limits confusion for incoming students and prepares them for success.

In January 2006 the Immersion Program offered two sections of FSPE 0132 (Writing) and one section of FSPE 0017 (Reading), serving 39 students. Each section was staffed with two SACC tutors who provided additional instructional support in various capacities both within the classroom and after class hours. The pass rate for Writing students was 68%; the pass rate for Reading students was 40%. Because of this latter statistic, SACC is forming a working group with various department heads and outside experts to develop an immersion course that combines the skills of reading, communication, and critical inquiry to further support incoming non-native students.

SACC piloted a Math 2003 Pre-calculus math study skills workshop targeting students who dropped Math 2003 in the fall. The workshop covered fundamentals and taught students how to apply Math study skills to subsequent courses.

Baruch Computing and Technology Center (BCTC)

Classroom Response System ("clickers"). The Instructional Technology division of BCTC now offers faculty the opportunity to use a classroom response system, commonly known as "clickers", as part of their instruction. The system enables a faculty member to survey students during lectures with results displayed immediately within PowerPoint. More than twenty classes used the service during the fall 2006 semester, including courses in economics, communication studies, law, and psychology. The School of Public Affairs used the technology to obtain audience responses during one of its events. Student and faculty reaction has been favorable. The *Ticker* published an article about the service due to positive reports from students. Faculty who are interested in scheduling the use of clickers in the classroom should complete the media services request form on the college's web site.

eMail Storage Increased. The storage limit in Lotus Notes for faculty and staff has been doubled to 140 MB. Plans for a major upgrade to the mail system, including a larger storage capability, are in development.

Productivity Award. A group of Baruch College staff received the 2006 CUNY Senior Vice Chancellor's Productivity Team Award for a database application that matches qualified students with available scholarships while tracking the availability of funds and producing notification letters. The application was developed collaboratively by the BCTC, College Advancement, and Financial Aid.

SPSS Upgraded. Through funds provided by President Waldron, the college has acquired a license for 50 concurrent users of SPSS v. 15. Faculty members should contact their school technology coordinator for access to the software and documentation.

Save the Date: April 13, 2007. The college's annual Teaching with Technology conference will be held on Friday, April 13. Professor Glenn Albright, the conference organizer, will post the program soon. The conference will include presentations from recipients of the Teaching-with-Technology Grants that were awarded to Baruch faculty last May.

Newman Library

10 Millionth Visitor. On Saturday morning, Feb. 3, 2007 Sandra Younger, a Baruch College undergraduate, walked through the turnstile at the Newman Library marking the ten millionth visit to the library. In honor of this milestone event, Ms. Younger received a \$1,000 gift certificate to the Baruch College Bookstore at a celebration in the library on February 8. In anticipation of the 10 millionth visit, the library posted an online trivia quiz that tested students' knowledge of the library. Five names were selected randomly from those who answered all the questions correctly to receive an Apple iPhone: Harrison Adler, Siddharth Bajaj, Christian Drankwalter, Tharinya Phinphattrakun, and Joel Ramos. Apple will ship the phones after June 1 and we will pre-configure them for AirBaruch.

Library Catalog Access Via Cell Phone. The library released the first catalog search tool designed for a cell phone. The service is available exclusively on AirBaruch, but will be shared with other libraries across the country. Rave Wireless, Inc. developed the application at the request of the Newman Library.

Sponsored Programs and research

For the first half of Fiscal Year 06-07, July 1 to December 31, 2006 the dollar value of research proposals requested was significantly increased in comparison to last year.

External Proposals Submitted

School	# of Proposals	Amount Requested
WSAS	10	\$ 2,258,340
SPA	4	\$ 7,638,268
ZSB	4	\$ 1,367,482
Other	3	\$ 398,809
Total	21	\$ 11,662,899

Baruch College faculty submitted the most PSC/CUNY applications of all CUNY Campuses in FY07. In comparison to last year, Baruch submissions increased by 78%.

PSC Submitted Applications (Cycle 38)

School	# of Proposals	Amount Requested
WSAS	74	\$ 393,760
SPA	19	\$ 102,332
ZSB	47	\$ 271,548
LIBRARY	4	\$ 19,974
Total	144	\$ 787,614

Grants and contracts awards from all units totaled \$2,888,535 through the first half of the fiscal year. Compared to the same period last year, the number of awards rose from 46 to 55, however, the dollar award value decreased by about \$700,000. The unaudited total awards for FY05-06 were \$5,175,054.

External Proposals Funded (6months)

School	Amount Awarded	Percentage
SPA	\$1,285,240	44%
CAPS	\$424,112	15%
ZSB	\$384,893	13%
WSAS	\$315,247	11%
Other	\$479,043	17%
Total	\$2,888,535	100%

Joint Committee on Research

In the Fall 2006 semester, the Joint Committee on Research conducted a College-wide survey of all faculty to determine the needs and priorities of faculty for conducting research as well as their perceptions of the current state of research resources available to them. The survey was conducted online through an email invitation to all faculty members. A total of 152 faculty members of all ranks and from all schools responded.

In the Spring 2007 semester, a detailed report with an analysis of the results of the survey will be submitted to the President's office as well as to the schools' Deans, along with specific recommendations by the Joint Committee on Research on how the research environment at Baruch College can be improved. The report and recommendations will be made available on the Joint Committee on Research's website (<http://www.baruch.cuny.edu/grants/JCR.htm>).

College Now

In 2006-2007, 321 students from fifty-three high schools enrolled in credit-bearing courses at the college. Students enrolled in dedicated sections of Business, Micro-Economics, Personal Finance, Principles of Finance, French I, Financial Mathematics, Calculus I, Calculus II, and a select number of undergraduate courses. Additionally, 100 students enrolled in Art, Creative Writing, Spanish, and Research classes, earning credits toward their high school graduation requirements. The Academy of Finance and Virtual Enterprises student conferences brought

over 1100 high school juniors and seniors to the college. In April, the Virtual Enterprise National Business Plan Competition will bring teams of aspiring business students from seven states to the college.

The newly established STEP Academy (to encourage high school students from underrepresented groups to pursue careers in science and technology) received over 100 applications for admission and will enroll its first class of sixty students. We welcome Brian Kane, Assistant Director, Science and Technology Entry Program (STEP).

Plans are underway for the 2007 College Now summer programs. We look forward to enrolling approximately 250 students in a range of college credit courses and co-curricular activities in athletics and the arts.

Baruch College Campus High School

A grant awarded to Baruch College and Baruch College Campus High School from 80th Street continues to provide the opportunity for the growth of collaborative initiatives. With the support of this collaborative funding, seventeen Baruch undergraduates are working in leadership positions at the high school. *Let's Get Ready!*, a college preparatory and SAT program, currently employs twelve undergraduate students as SAT coaches and college mentors to work with fifty-one Baruch High School juniors in preparation for the college application process. Drawing on the strength of our diverse student population, a bilingual student is continuing to assist the school with its goal of increasing parent involvement from its Chinese community. Furthermore, an undergraduate student with plans to pursue a degree in education is continuing to provide instrumental support to the College Office, and three Biology students are guiding laboratory exercises in the newly expanded high school DNA workshop. In addition to providing valuable support to the high school, the collaborative grant has allowed for the development of meaningful employment opportunities for Baruch undergraduate students.

Writing Center

A search for a full time director of the Writing Center was recently concluded with the appointment of Maria Jerskey. The Writing Center continues to expand in its mission to help student writers identify and address areas which need to be strengthened so they can become confident and versatile writers. These areas include writing skills, English language issues, and a familiarity with academic expectations and academic integrity. During the fall semester, nearly 1,000 students worked with consultants during 1,325 sessions. These students came from 118 different courses including 90 from WSAS, 23 from Zicklin, and 5 from SPA.

Online Session Reports. Students now have online access to the same session reports that faculty receive through the Writing Center's online appointment and tracking system. These reports are confidential. Students are encouraged to become familiar with their specific strengths and weaknesses as writers and to actively participate in seeking the kind of support and instruction they need from faculty members and writing consultants.

Writing Workshops. Nine writing workshops have been developed in response to student and faculty input. As consultants facilitate the workshops, students look closely at their own writing assignments, consider faculty feedback, and are directed to specific support materials, especially

Keys for Writers. They focus on using tools and strategies during the writing process, addressing specific issues in language and grammar, and using sources. Writing process workshops include getting started on an assignment, developing paragraphs into essays, revising, and writing an argument. Language and grammar workshops will address sentence level errors and first language interference. Workshops on using sources include integrating sources, citation and documentation, and how to avoid plagiarism. Students can sign-up for workshops through the Writing Center's website.

Face-to-face and online sessions. In an effort to address the learning needs of all undergraduates at Baruch College, including those who may not be able to physically attend appointments during open hours, the Writing Center has made available online consultations which can be carried out in live chat mode or asynchronously as e-mail. All appointments are made through the Writing Center's website.

Faculty Consultation and Collaboration. Faculty are encouraged to send their writing assignments to the Writing Center and to refer students for specific work; they are welcome to contact consultants with questions or feedback about student session reports they receive; and they may also work with writing consultants on designing effective writing assignments and giving effective feedback. The Writing Center continues to welcome class visits to the Writing Center. Consultants are also available for classroom visits upon request.

Office of 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. To date, we have assisted in the development of measures to assess students' written and oral communication skills in the Business School and the School of Arts and Sciences. This past fall we surveyed faculty to find out about the nature, extent and types of writing assignments that students are exposed to across the curriculum and throughout their college experience at Baruch. At the beginning of this spring term Vanessa Vacchiano joined our staff as Assessment Coordinator to assist in the development and implementation of College-wide assessment initiatives.

Over the past year, the Office has continued to refine data mining techniques to examine factors related to enrollment patterns, to develop models for placement of students in mathematics and English courses, to understand retention behavior and the factors that contribute to academic probation, and to monitor trends in graduation rates. In addition, the Office has developed a hierarchical linear model that can be used to predict the first-year GPA of freshmen students.

The Office will continue to support the mission and goals of the College by:

- providing reliable and accurate statistics for its internal and external constituencies;
- offering data support for the administrative offices within the College;
- developing evaluation plans and instruments for outcome assessment;
- conducting in-depth survey research and analysis; and
- coordinating external reporting (e.g. US News and World Reports, The College Board, and Princeton Review)

The Bernard L. Schwartz Communication Institute

In the fall semester, 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.

Working with the Joint Committee on Curriculum and Articulation, the Institute collaborated with a number faculty and administrators to create a new set of guidelines for the development of CICs which have since been approved by the curriculum committees of the WSAS, ZSB and SPA. The new basic guidelines for CICs are:

- 1) A central objective of a CIC is the improvement of students' written and/or oral communication skills.
- 2) The course's syllabus will include substantial written and/or oral assignments as an integral part of the course's curriculum.
- 3) Writing assignments and/or oral presentations will be guided by the appropriate learning goals for communication skills as well as by the learning goals of the course.
- 4) The instructor and/or consultants will provide substantial feedback on the students' written and/or oral work, and the students will have opportunities, as appropriate to the course design, to revise written work based on that feedback.

In the fall semester, the Institute sponsored a number of professional development programs for faculty. Based on the success of last Spring's faculty development seminar for full- and part-time faculty teaching Great Works of Literature courses (ENG/LTT 2800 and 2850), Institute staff conducted another such seminar for the fall semester as well as 2 similar programs for Anthropology/Sociology faculty. The Institute was likewise instrumental in planning a similar program for English faculty teaching introductory composition courses. In addition, as part of the Institute's work within CUNY's Writing Across the Curriculum (WAC) initiative, Institute staff has begun working with BCTC on facilitating faculty use of weblogs as an additional medium for student writing. We sponsored a very well attended faculty development luncheon for faculty interested in incorporating weblogs or related instructional media into their courses on November 1st and are planning two additional luncheons of this sort for the Spring semester. We are likewise planning a number of co-curricular programs for students. One on composing résumé cover letters is scheduled for March 15th.

Over the course of the fall semester, the Institute conducted a national search for a Deputy Director who will help manage the rapid growth of the Institute. Suzanne Epstein, a graduate of Baruch's Masters Program in Corporate Communication and currently a faculty member in the College's Communication Studies department, will assume the duties of the Deputy Director after the end of classes in May.

The Institute's 7th Annual Symposium on Communication and Communication-Intensive Instruction is scheduled for April 27, 2007. Titled "New Rules: Convention and Change in Communication," this year's Symposium will provide a unique, interactive venue for educators and business professionals to engage in a productive dialogue on the changing rules and conventions that shape our understanding of what constitutes successful communication in

academic and business settings. The Symposium will once again consist of round table discussions and will feature keynote presentations by William C. Taylor, a founding editor of Fast Company Magazine and co-author of *Mavericks at Work: Why the Most Original Minds in Business Win* and Chris M. Anson, Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University.

Continuing and Professional studies

CAPS Goes Online. CAPS has gone online this year with the adoption of the Moodle learning management system for its Online Learning Center (OLC). The initiative was launched in January of 2007. Faculty now have the OLC system to support traditional classrooms. Hybrid and fully online courses will begin in the Fall 07 semester. Currently, the system is used to facilitate external communications for and with students, and for the dissemination of course packets, syllabi and assignments. Many faculty also use the system to assist in group work, quizzes and the presentation of projects and portfolios.

Inside the Executive Suite. While Inside the Executive Suite began in the fall of 2005, we have expanded the program to offer events monthly. This year's guests included Sir Martin Sorrell, founder and CEO of WPP, Robert Greifeld, President and Chief Executive Officer of The Nasdaq Stock Market, Sam DiPiazza, CEO of PriceWaterhouseCoopers, and Michael Critelli, Chairman and CEO of Pitney Bowes Inc. A DVD is available of the events for Baruch faculty classroom use. Faculty, employees and students from across Baruch have joined our events and we look forward to seeing more in March and April.

International Trade Certificate Program. The Division of Continuing and Professional Studies and Baruch's Weissman Center for International Business have successfully partnered to offer programs in International Trade Operations and Procedures. Courses began in the fall 2006 semester and have more than doubled for the spring. Students may take individual courses in over 25 topics or select from 5 certificates. No other comparable program is available in the New York region and we are on track for becoming a leading provider for the industry.

Instructional Design and Corporate Training. The spring 2007 semester marks the beginning of a new center within the CAPS division. We now offer a broad array of courses targeting corporate trainers and HR professionals. The new courses will offer instructional design programs for both traditional and online education. The program has also fostered several new corporate training initiatives for contracts and partnerships.

Arts, Culture and Humanities. Beginning summer 2007 the new Center for Arts, Culture and Humanities will be offered for the first time. Courses will range from a Sommelier Series to Sociology, to jewelry design, to digital photography. The new center targets New Yorkers interested in taking courses for personal interest.

Zicklin Language Support Courses. In collaboration with the Zicklin School of Business, CAPS has created new business English courses to target MBA and MS non-native English speakers' needs in writing, oral communications, grammar and pronunciation. The goal of these courses is to help students improve their language skills so that they perform more successfully in their business classes and at their current and future jobs.

CCVIP Programs and Initiatives

Talking Tactile Tablet Awarded U.S. Patent. The following is a reprint of an article from *CUNY OAA Research Newsletter*, February 2007:

Dr. Karen Gourgey, Ed.D., Director of Baruch's Computer Center for Visually Impaired People (CCVIP), always knew that the Talking Tactile Tablet was breakthrough technology, but it was a triumph to have it confirmed by the U.S. Government Patent Office.

"The patent adds value to your device and protects your innovation," Gourgey stated. The patent process took five "arduous" years, but on Sept. 12, 2006, she and Steve Landau of Touch Graphics were jointly awarded a patent for the TTT, an interactive computer peripheral device that visually impaired people can use for learning, for example, the geography of African countries, the geometry of Euclid, and many mathematical concepts.

The TTT features standard controls, conceptually analogous to the toolbar on Microsoft Windows. This makes it versatile and simple to use. Moreover, its "touch-and-talk" technology is easily learned – no knowledge of Braille is required and neither is computer knowledge necessary. The device is priced at \$699, with the hopes that it will be widely used by schools for the visually handicapped and potentially, by others, such as ESL students, who could benefit from its audio-tactile teaching methods.

Most importantly, the TTT's applications as a teaching tool can be almost infinitely expanded through the use of an "authoring device" that permits teachers to create their own diagrams and add their own audio narratives. Gourgey reports that the TTT with this customizing feature is already in use in Norway, Spain, England, Germany, France, and Japan as well as locally – for instance, in the Smithsonian and New York's Lower East Side Tenement Museum.

One of the first applications of the TTT has been in the area of applied statistics. Using the new technology, students learned basic statistical concepts and applications, including statistical graphs and charts, measures of center and variation, correlation, regression, probability, normal distribution, and inference testing.

Baby Boomers and Beyond. CCVIP has created a new strand of course offerings called "Baby Boomers and Beyond," to offer computer training with assistive technology to the over 55 set. We have begun to serve the segment within this group who are computer savvy people experiencing mild to moderate visual loss, and so benefit from quick and targeted intervention. We have brought in over \$400,000 in external funding for this program.