Baruch COLLEGE
The City University of New York

The Baruch College Faculty Handbook

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Last updated on February 25, 2010

With suggestions for additions to the ***Faculty Handbook*** or with corrections, notification of broken links, ideas for better indexing or other improvements, please contact Associate Provost Dennis Slavin (646 660-6504).

From this page the "Find" command can locate a listing in the index, but locating text within a particular page requires opening that page. Although the PDF version of the ***Faculty Handbook*** goes out of date quickly (the most recent PDF is dated February 2010), a virtue of that version is the possibility of doing a "word search" of any text contained in the ***Faculty Handbook***.

- **EMERGENCY PROCEDURES**
- **EMERGENCY CLOSINGS DUE TO SEVERE WEATHER CONDITIONS**

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- AACSB Ethics Education Resource Center (includes draft report on ethics education in B schools)
- AAC&U Statement on Academic Freedom and Educational Responsibility
- AAUP Documents
- Abraham J. Briloff Prizes in Ethics
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- Academic Advisement: Center for Academic Advisement (undergraduate)
- Academic Advisement Website **updated, July 2009**
- Academic Calendars (including archives)
- Academic Freedom (AAUP Statement)
- Academic Freedom and Educational Responsibility (AACU Statement)
- Academic Integrity Assessment Results (December 2006)
- Academic Integrity Website: Principles, Policies, Procedures, Forms, and Links
- Accent Reduction Program (for international faculty)
- Access Policies (to offices etc.)

- Access Policies during Off-Hours
- Access Policies for Guests
- Acronyms (and abbreviations, shorthand references, names of venues etc.)
- ***Adjunct Handbook***
- Administration File
- Administrative Organization of Baruch College
- Administrator Contact Information **updated, June 2009**
- Admissions
- Advisement (academic) **updated, July 2009**
- Advising Handbook **added, July 2009**
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- Affirmative Action and Equal Employment Opportunity Policies **updated, August 2009**
- Alma Mater (Baruch College song)
- Announcements (how to join the listserv to receive "Public Announcements")
- Announcements (how to submit a "Public Announcement")
- Annual Faculty Recognition Ceremony
- Annual Inventory of Off-Campus Equipment
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- Archived Entries
- Arts at Baruch updated, **August 2009**
- Arts in NYC
- Assessment at Baruch College
- Assessment Committee
- Assessment Workshops (CUNY), Fall 2009 **new, August 2009**
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- Baruch College Governance Charter
- Baruch College Song (Alma Mater)
- Baruch College Teaching Blog **new, September 2008**
- Baruch in the Media
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- **BCF** (Baruch College Fund)
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- Binders: Personnel Review Binders (for Reappointment, Tenure, and Promotion)
- Blackboard Information (and training schedule)
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- Bookstore
- **BPAC** Baruch Performing Arts Center
- Bridge Fund Program
- Briloff Prizes (the Abraham J. Briloff Prizes in Ethics)
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- Calendars (academic; including summers and exam schedules)
- Calendar of Holidays (religious and U.S. national holidays through July 2010)
- Calendars (how to submit events)
- Campus Directory
- Campus: the Baruch College Campus **updated, May 2009**
- Campus Intervention Team (student referrals) **updated/new entry, April 2009**
- **CAPS** Continuing and Professional Studies
- Career Development Center **updated, May 2009**
- Case Studies Seminars (teaching with cases) **updated, September 2009**
- Case Studies Seminars: Meeting Minutes **added, June 2009**
- Celebration of Faculty Scholarship and Creative Achievement (Annual Ceremony) **updated, April 2009**
- Center for Academic Advisement (CAA) **updated July, 2009**
- Center for Academic Advisement (link to home page) **added, July 2009**
- Centers and Institutes
- Cheating (see Academic Integrity)
- Chairs: Guidelines for Department Chairs **new, December 2008**
- **CHE** NYS Commission on Higher Education Preliminary Report **new, February 2008**
- Check Request Form (BCF)
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- Children on Campus
- *Chronicle of Higher Education*
- **CIC** Communication Intensive Courses **updated, Februrary 2009**
- **CIC** Guidelines
- **CIT** (Campus Intervention Team - student referrals) **updated/new entry, April 2009**
- City University of New York (**CUNY**)
- Claim Forms (GHI, dental plan, flexible spending account)
- Classroom "Management"
- Classroom Technology (and training schedule)
- Closings due to Weather
- Club: Faculty Wine Tasting Club **updated, May 2009**
- Clubs (student) **updated, July 2009**
- College Now
- College P&B Guidelines (revised 2/5/08) **updated, October 2008**
- College Song
- Commencement 2009 (links to photos & videos) **added, July 2009**

- Committee on Excellence in Teaching and Learning (Report of September 2005)
- Committee Membership
- Common Core Curriculum brochure (fall 2008 - PDF)
- Common Core Curriculum website
- Communication Intensive Courses (Bernard L. Schwartz Communication Institute)
- Complaint Procedures (Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings)
- Composition: Report of the Task Force on First-Year Composition (20 pages, including seven appendices - dated July 2008) **posted, November 2008**
- Computing at Baruch College
- Conference on Information Literacy (March, 2005)
- Continuing and Professional Studies (**CAPS**)
- Contract (**PSC**)
- Coordinated Undergraduate Education (**CUE**)
- Core Curriculum brochure (fall 2008 - PDF)
- Core Curriculum website
- Counseling Center
- Courses (UG and G *Bulletins*)
- **CPE** CUNY Proficiency Exam
- Creating and Printing a Roll Book Roster
- **CUE** (Coordinated Undergraduate Education Program)
- **CUNY** Assessment Workshops, Fall 2009 **new, August 2009**
- **CUNY** Bylaws
- **CUNY**eNews
- **CUNY** Mail
- **CUNY** Faculty Development Grant Program for 2007-2008
- **CUNY** IT Conference (6th Annual Conference, Nov. 30, 2007)
- **CUNY** IT Policy
- **CUNY** Master Plan 2004-2008
- **CUNY Master Plan 2008-2012 - DRAFT (March 2008)**
- **CUNY** News (information and communications of current interest; also many links)
- **CUNY** Online (memorandum and forms)
- **CUNY** Portal
- **CUNY** Portal - tutorial on registering
- ***CUNY**: The Pride of the City* (Address by Benno C. Schmidt, Jr., December 2003)
- **CUNY** Student Survey (spring 2002)
- **CUNY** Student Survey (2006)
- **CUNY** Transfer Policies
- **CUNY** Website
- **CUNY**-wide Faculty Development Program for 2007-2008
- **CUNY**Speak (a guide to acronyms) **new, July 2009**
- A Culture of Evidence: Postsecondary Assessment and Learning
- Outcomes (June 2006 Report from ETS)
- Curriculum Forms
- Curriculum Issues
- CV (Official format for Curriculum Vitae) **updated, April 2008**

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- Data about Baruch from IPEDS (Integrated Postsecondary Education Data System)
- DegreeWorks (an on-line student degree audit and advising system)
- Demographic Information (Student Surveys, spring 2002)
- Demographic Information (Student Surveys, 2006)
- Department Chairs: Guidelines for Department Chairs **new, December 2008**
- Digital Media Library (DML)
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- Disabilities (information related to students with disabilities)
- Discipline Problems
- Distinguished Professor Nomination Memo (pdf)
- Distinguished Professor Guidelines
- Diversity Projects Development Fund for 2009-2010 **new, August 2009**
- Duplicating Services (photocopying)

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- Education Trust Report: *Promise Abandoned* (pdf)
- Electronic Reserve (E-Reserve) Guidelines for Faculty Members
- Email
- Emergency Closings (due to weather)
- Emergency Procedures
- Engagement (student)
- Enrollment (A Strategic Look: Provost Dannenbring's report to the Faculty Senate 12/2/04)
- Equipment Inventory
- Ethics Bulletin Regarding Gifts to Faculty (Sept. 2009) **new, September 2009**
- Ethics Education Resource Center (includes draft of AACSB report on ethics education in B schools)
- Ethics Law Memo to Faculty Filers
- Ethics Law: Reporting Obligations re Honoraria and Travel Reimbursement
- **Ethics Prize (Abraham J. Briloff -- students and faculty)**
- Ethics Prize (Elie Wiesel -- national competition for undergraduates)
- Ethics Sites Online
- Ethics Statement of the AAUP
- **Ethics Week 2009** **new, March 2009**
- Eugene M. Lang Junior Faculty Research Program **updated, August 2009**
- Evaluation (2003 memo on revising the student evaluation; links to April 05 Committee Report, cognitive validation report, and proposed new evaluation instrument)
- Evaluation (peer observation)
- Exam Creation and Proctoring
- Exam Retention (and rosters etc.)
- Excellence Awards (Performance Excellence Awards)
- Excellence Awards (Presidential Excellence Awards)
- Executives-on-Campus
- Expenditure Guidelines **new, February 2008**
- Expenditure Policy **new, February 2008**

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- Faculty Book Club **new, February 2008**
- Faculty Database (research in the sciences, CUNY-wide)
- Faculty Development Grant Program for 2007-2008 (CUNY-wide)
- Faculty Development Report (BCF Funds for AY 05-06)
- Faculty Development Seminars **updated, September 2009**
- Faculty Experience Survey
- Faculty Fellowship Publications Program 2010 **new, August 2009**
- ***Faculty Guide to Student Academic Integrity***
- Faculty Lounges
- Faculty Meetings (School and Gen. Faculty) **updated, August 2009**
- Faculty Office Hours
- Faculty Recognition Event (Celebration of Faculty Scholarship and Creative Achievement)
- Faculty Recruitment Initiative **new, October 2008**
- Faculty Rights and Responsibilities
- Faculty Seminar Series **updated, June 2009**
- Faculty Senate
- Faculty Survey (Senate's "Faculty Experience Survey," February 2006)
- Faculty Travel to Conferences (Provost's memo of 12/22/08)
- Faculty Wine Tasting Club
- Fall 2008 - Finals Schedule **new, November 2008**
- Family Medical Leave Act Procedures **updated, May 2009**
- Fellowship Leaves/Awards (Guidelines, Instructions, Procedures - Revised 2007)
- Fellowship Leave Application **updated, November 2008**
- FFPP 2010 **new, August 2009**
- Filing Information (memo to faculty regarding state ethics law)
- Final Exams - Creating and Proctoring
- Finals Schedule Fall 2008 **new, November 2008**
- Financial Disclosure (state ethics law)
- Fire Safety Instructions
- First Day Rosters
- First-Year Composition: Report of the Task Force on First-Year Composition (20 pages, including seven appendices - dated July 2008) **new, November 2008**
- Fitness Center
- Form for a Facilities Request
- Form for equipment (Media Services Request Form)
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- Forms (Human Resources -- new hire, medical etc.)
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- General Education at Baruch College - brochure (fall 2008 - PDF)
- General Education Conference (CUNY's 4th Annual Conference, May 2008)
- General Education requirements (common core curriculum)
- General Faculty Meetings (agendas, reports, minutes of upcoming meetings and archive of previous)
- Gifts to Faculty (Ethics Bulletin of September 2009) **new, September 2009**
- Glossaries (terms, abbreviations, and acronyms used at Baruch)
- Governance Charter
- Governance Documents
- Grade Challenges (and other questions from students)
- Grades
- Grades (how long to retain them)
- Graduate Career Services, Zicklin School of Business
- Grad Center (of CUNY): Interdisciplinary Study Opportunities
- Graduate *Bulletin*
- Graduate Programs/Advisement: SPA
- Graduate Programs/Advisement: WSAS
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- Grants Office
- Grid (schedule)
- Guest Access Policies
- Guide to Immigration for Faculty
- Guidelines for College P&B (revised 2/5/08) **updated, October 2008**
- Guidelines for Department Chairs **new, December 2008**
- Guidelines for Writing Learning Goals
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- Harman Writer-in-Residence Program
- Health and Medical Forms
- Health Plans (Faculty)
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- HEO Series position guidelines
- Holiday Calendar (religious and U.S. national holidays through June 2008)
- Honoraria and Travel Reimbursement
- Honoraria and Travel Reimbursement (memo on reporting per NYS Ethics Law)
- Honors Programs (Undergraduate)
- How to join the listserv and receive "Public Announcements"
- How to submit a "Public Announcement"
- Housing - Faculty Recruitment Initiative
- Housing (Letter of Fall 2009) **new, October 2009**
- **HR** Human Resources Department
- Human Subjects Research (IRB - Baruch College's Institutional Review Board)

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- *i Magazine* **new, October 2008**
- ID Cards
- Immigration Resources for Faculty
- Immigration Services - Faculty Recruitment Initiative **new, October 2008**
- Information Technology Policy (CUNY)
- Institutional Research and Program Assessment
- Institutional Review Board (IRB)
- Instructional Technology (and training schedule)
- Intellectual Property Policy (CUNY)
- Interdisciplinary Study Opportunities at The CUNY Graduate Center
- International Faculty (Development Program)
- International Faculty Immigration Guide
- Internships
- Introduction (to Baruch College)
- Inventory of Off-Campus Equipment
- Invisible Web (on searching the internet more efficiently)
- IPEDS (Integrated Postsecondary Education Data System) Data
- Iraq (links to information)
- **IRB** (the Institutional Review Board)
- IT Policy (CUNY)
- iTunes U (FAQs) **new, April 2009**

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- Job Descriptions (for state ethics law - financial disclosure - waiver application)
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- Joint Committee on Research
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- K-12 Public Schools in NYC - Faculty Recruitment Initiative **new, October 2008**
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- Laptop Loan Program for Faculty Members **new, October 2008**
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- Learning Communities Faculty Handbook (PDF)
- Learning Goals (Guidelines for Writing Learning Goals)
- Learning Styles (CAPS workshop, 9-10 July)
- Leaves
- Lecterns (instruction manual for NVC lecterns)
- Leon Levy Center for Biography Fellowships
- Library
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- Major Codes (Excel file)
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  - Master Plan, September 12, 2008
    (Please visit the **President's website**.
  - Master Plan Memo (September 16, 2008)
- Master Plan (CUNY) 2004-2008
- Master Plan (CUNY) 2008-2012 - DRAFT (21 March 2008)
- Master Teacher Series **updated, October 2008**
- Media Library (Digital Media Library - DML)
- Media Services (general info)
- Media Services Request Form (direct link to form)
- Medical Forms
- Medical Services (for students)
- Meetings of the Faculties of the Schools (with links to agendas when available)
- Meetings of the General Faculty (current and archived records)
- Mentoring of New Faculty
- MetroCITI (Metropolitan Colleges Institute for Teaching Improvement)
- Middle States (Reaccreditation Documents)
- Middle States Periodic Review Report (sent May 31, 2005)

- Mission Statements (College, Departments, etc.) **updated, April 2009**
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- National Arts Club (lunch for members of the Baruch community)
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- Off-Campus Equipment Inventory
- Off-Hour Access
- Office Hours
- Ombuds
- Online Form for making a Facilities Request
- Online Room Reservation System **added June 2009**
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- P&B (College) Guidelines (revised 2/5/08) **updated, October 2008**
- PDF version of the Faculty Handbook
- Peer Observations
- Performance Excellence Awards
- Periodic Review Report (for Middle States; sent May 31, 2005)
- Personnel Issues (Miscellaneous)
- Personnel Review Binders (Format for Reappointment, Tenure, and Promotion)

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- PI Responsibilities When Supervising RF Employees
- Plagiarism (Definitions, Tutorial for Students, Procedures)
- Podium (smart)
- Policies and Procedures (HR site)
- Presidential Excellence Awards
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- Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings
- Proctoring Exams
- Procurement Services (purchasing procedures, receiving & stores, etc.)
- *Promise Abandoned* (August 2006 report of the Education Trust - pdf)
- Promotion (information on binders)
- Promotion and Tenure Guidelines (CUNY, adopted 1976)c
- Property Removal
- **PRR** (Middle States Periodic Review Report) (sent May 31, 2005)
- PSC - UCRA (University Committee on Research Awards) **new, March 2009**
- **PSC** Professional Staff Congress (faculty union/Baruch officers)
- **PSC** Contract
- PSC CUNY Research Awards Outreach **new, March 2009**
- PSC CUNY Submission Tips
- Public Announcements (announcement archive and posting link)
- Public Announcements (how to submit one)
- Public Schools K-12 in NYC - Faculty Recruitment Initiative **new, October 2008**
- Publications Program (Faculty Fellowship PP 2010) **new, August 2009**
- Purchasing Procedures

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- Quantitative Pedagogy/Quantitative Skills: Report of the Provost's Task Force on (73 pages, including eight appendices - dated Septmeber 2008) **new, November 2008**
- Questions from Students (not directly related to coursework)

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- Reappointment (information on binders)
- *Reasonable Accomodations* (A faculty guide to teaching college students with disabilities)
- Receiving and Stores Requisition Form (Excel spreadsheet)
- Records Retention (exams, rosters etc.)
- Referring Students for Counseling
- Registrar's Office
- Repairs (minor repairs to offices etc.)

- Report of the Committee on Excellence in Teaching and Learning (September 2005)
- Report of the Task Force on First-Year Composition (20 pages, including seven appendices - dated July 2008) **new, November 2008**
- Report of the Task Force on Quantitative Pedagogy (73 pages, including eight appendices - dated September 2008) **new, November 2008**
- Reporting Form (for violations of academic integrity)
- Reimbursement (memo on reporting per NYS Ethics Law)
- Religious Holidays (religious and U.S. national holiday calendar through June 2008)
- Research Aid (on searching the internet more efficiently)
  Research Awards (PSC)
- Research Committee (Joint Committee on Research)
- Research Experience for Undergraduates (**REU**)
- Research Integrity Officer (**RIO**) **new, March 2008**
- Research Misconduct **new, March 2008**
- Research Policy (Department of Law)
- *Research Without Borders* **updated, October 2009**
- Reserving College Facilities
- Reserving Rooms Online **added June 2009**
- Residencies (see Arts at Baruch)
- Responsibilities of CUNY Faculty Serving as Principal Investigators
- Retention of Records (exams, rosters etc.)
- RIO **new, March 2008**
- Room Reservation System (online) **added June 2009**
- Rosters (First Day)
- Rosters - Creating and Printing a Roll Book Roster **updated, Sept. 2009**

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- Sabbatical (i.e., F Fellowship Leave) Application (PDF)
- Sabbaticals
- **SACC** Student Academic Consulting Center (Tutoring)
- Schedule of Finals, Fall 2008 **new, November 2008**
- Scheduling Grid
- Scholar Incentive Awards
- **Scholarship Report Instructions** (per email of 6 May 2008)
- School Faculty Meetings (and Gen. Faculty)
- Schwartz Institute (Bernard L. Schwartz Communication Institute)
- Security/Public Safety
- SEEK Program
- Self Study (Institutional Self-Study Report, January 2000)
- Senate (Faculty Senate)
- Sexual Harassment **updated, August 2009**
- Sloan Grant Application
- "Smart" Lecterns
- Song (Baruch College anthem)
- **SPA** By-Laws
- **SPA** Faculty Meetings

SPA (School of Public Affairs) homepage
- **SPAR** Office of Sponsored Programs & Research (Grants Office) **updated, August 2009**
- Speaking (student)
- Special Assistance
- Spousal Hiring - Faculty Recruitment Initiative **new, October 2008**
- State Ethics Law (Memo for Faculty Filers)
- Strategic Plan for Baruch College (2006-2011)
- Strategic Plan Progress Report (September 2008)
- Structure of the College
- Student Academic Consulting Center (SACC - Tutoring)
- Student Complaint Procedures
- Student degree audit and advising system on-line (DegreeWorks)
- Student Engagement
- Student Evaluation of Faculty (2003 memo on revising the student evaluation; links to April 05 Committee Report, cognitive validation report, proposed new evaluation instrument, results of Summer 2005 comparison between current and proposed new instrument)
- *Student Guide to Academic Integrity*
- Student Questions (not directly related to coursework)
- Student Surveys (demographic and other information)
- Students with Disabilities (information related to students with disabilities)
- Submissions to ***i Magazine*** **new, October 2008**
- Sustainability@Baruch College (website)
- Syllabus (suggestions, with links to syllabi)

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- Task Force Report: Report of the Task Force on First-Year Composition (20 pages, including seven appendices - dated July 2008) **new, November 2008**
- Task Force Report: Report of the Task Force on Quantitative Pedagogy (73 pages, including eight appendices - dated September 2008) **new, November 2008**
- Teaching and Learning (Report of the Committee - September 2005)
- Teaching Blog **new, September 2008**
- Teaching Links
- Teaching Nonnative Speakers (tips)
- Teaching Technology (and training schedule)
- Teaching with Cases **new, June 2009**
- Teaching with Cases: Meeting Minutes **new, June 2009**
- Telephone System
- Tenure (information regarding binders)
- Tenure and Promotion Guidelines (CUNY, adopted 1976)
- Textbook Access Act of 2008 (NYS Legislature)
- Textbook Policy (adopted by the Baruch College Faculty Senate, April 2008)
- This Week at Baruch (Student Life calendar)
- Times (discounted subscriptions to The New York Times)
- Times of Classes (scheduling grid)
- Transfer Policies (CUNY's policies on intra-University transfers)
- Travel Authorization Request Form
- Travel to Conferences (Provost's memo to faculty, 12/22/08)

- Travel Reimbursement
- Travel Reimbursement (memo on reporting per NYS Ethics Law) - PDF
- Tuition and Fee Schedule (effective Fall 2005)
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- Union Contact Information (all college unions)

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- Venues (named rooms on campus)

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- War in Iraq (information links)
- Weather Emergencies (college closings)
- Web-based searches (on searching the internet more efficiently)
- Webgrade
- Weissman By-Laws
- Weissman Lecture on the Influence of the Arts on Society
- Weissman School Faculty Meetings
- Weissman School homepage
- Whiting Fellowships
- Wine Tasting Club **updated, April 2009**
- Women's History Month 2007
- Workload Reports
- Writing (Faculty Roundtable on Student Writing - Spring 2005)
- Writing (student)
- Writing Center (homepage)
- Writing Center - Classroom Visit Request Form **new, August 2009**

Writing Center - Myths and Facts
- WU and WF: Information and Form

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- Zicklin By-Laws
- Zicklin School Faculty Meetings
- Zicklin School homepage

ARCHIVED ENTRIES

Funding for the Baruch College Faculty Handbook has been provided in part by the Joseph Drown Foundation.

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Baruch COLLEGE
The City University of New York

The Baruch College Faculty Handbook

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About the Handbook

This page last updated on 6/22/06

The Baruch College Faculty Handbook will always be a work-in-progress. The web-based version will be expanded, corrected, and updated as new information becomes available. Each "page" will include the date of the most recent revision. Those who print the handbook should periodically check the web site for revisions to the version they have printed. The best way to print the handbook is to use the PDF version. That version, however, will be updated less often than the web-based version. The most recent PDF version is dated December 2006. A virtue of the PDF version is that one can do a "word search" of any text contained in the Handbook.

Please note that printed versions of the handbook will print only the text of the handbook, not linked pages, which must be printed directly from the relevant link.

Go directly to:

- **EMERGENCY PROCEDURES**
- Preface
- Introduction
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- PDF version of the Handbook

Corrections and suggestions should be forwarded to Associate Provost Dennis Slavin at Dennis_Slavin@baruch.cuny.edu.

Funding for the Baruch College Faculty Handbook has been provided in part by the Joseph Drown Foundation.

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Baruch COLLEGE
The City University of New York

The Baruch College Faculty Handbook

AACSB Standards

Last updated on 6/26/2007

The Association to Advance Collegiate Schools of Business (AACSB) is a not-for profit corporation of educational institutions, corporations, and other organizations devoted to the promotion and improvement of higher education in business administration and management.

The Accreditation Council of AACSB International, comprising accredited member institutions, conducts its accreditation function. In this role, AACSB International provides guidelines to educational institutions in program, resource, and faculty planning.

The standards are available online at: http://www.aacsb.edu/accreditation/standards.asp

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AAUP Documents

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Last updated on 5/22/09

Two documents available from the website of the AAUP (American Association of University Professors) may be of particular interest:

Statement of Principles on Academic Freedom and Tenure: adopted in 1940, with interpretive comments from 1970.

Statement on Professional Ethics: a 1987 revision of a statement adopted in 1966.

Other statements from the AAUP might also be of interest, as might the AAUP's home page.

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Abraham J. Briloff Prizes in Ethics

Last updated on 4/3/09

To: Baruch College Faculty
From: James McCarthy
Provost & Senior Vice President for Academic Affairs

It is my great pleasure to invite members of the Baruch College faculty to submit their and their students' work for the Abraham J. Briloff Prizes in Ethics. The prizes are funded by a gift from alumnus Charles R. Dreifus ('66, MBA '73) in honor of Abraham J. Briloff, Emanuel Saxe Distinguished Professor of Accountancy Emeritus. The official announcement for both faculty and student prizes appears below.

The emphasis of the Briloff prizes is ethics in professional life; to wit, ethics in the broadest sense. Writings on current ethical issues published in or intended for non-traditional venues -- such as essays, op-ed pieces, articles, and books -- are eligible for the prizes, as are those in more traditional scholarly settings.

I hope that you will consider making a submission for the faculty prize and will encourage and work with your students to submit an essay for the student prize. Identifying good student essays that come your way and then working with those students to refine their efforts for eventual submission can be rewarding for both student and faculty members.

Beginning in spring 2004, the college has set aside one week each spring during which members of the faculty are encouraged to discuss ethical issues specific to their subjects/disciplines in their classrooms; departments or programs invite outside speakers for public presentations; and students debate competitively in an ethics bowl. This year we will announce the winners of the Briloff Prizes as part of Ethics Week 2009 (March 23-28).

Previous faculty and student winners are listed below.

ABRAHAM J. BRILOFF PRIZES IN ETHICS for 2008-2009

The Abraham J. Briloff Prizes in Ethics are intended to stimulate scholarship in the field of ethics, with an emphasis on ethics in professional life. The prizes are funded by a gift from alumnus Charles R. Dreifus, ('66, MBA '73) in honor of Abraham J. Briloff, Emmanuel Saxe Distinguished Professor of Accountancy Emeritus. The prizes are awarded annually to a faculty member who has written an important topical article, essay or book on ethics and to a student or students who have written an outstanding research paper or essay, also as it relates to current events.

Ethics in professional life is used in the broadest sense. Relevant topics include but are not limited to: ethical decision making for managers and professionals related to business enterprises, the ethical and social implications of investment policies, ethics in public policy, ethics in law and medicine, ethics in the academic world, the ethics of business and government relations, and corporate accountability.

FOR THE FACULTY PRIZE, any faculty member may submit an article, essay, op-ed piece, or book, published or unpublished. Works must be topical and current; relevance is more important than length. **THE FACULTY AWARD**

IS $1,500.
FOR THE STUDENT PRIZE, any currently enrolled Baruch College student may submit an original essay or research paper. Work that was done for a course may be submitted for this prize. Works must be topical and current; relevance is more important than length. Both undergraduate and graduate students are eligible. **THE STUDENT AWARD IS $500.**
The prize winners are selected by a committee of faculty from the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. **The deadline for submissions is Thursday, February 19, 2009.**
Submissions and questions should be addressed to:
Abraham J. Briloff Prizes in Ethics Committee
c/o Carmen Vásquez
Office of the Provost
Email: Provost_Office@baruch.cuny.edu
Administration Building – Room D-710
Telephone: 646-660-6506

WINNERS OF THE BRILOFF PRIZE

FOR 2008 (awarded spring 2009)

Faculty winners:

Alfonso Quiroz (Department of History), for ***Corrupt Circles: A History of Unbound Graft in Peru*** (Woodrow Wilson Center Press and Johns Hopkins University Press)

David Rosenberg (Department of Law), for "**Supplying the Adverb: The Future of Corporate Risk-Taking and the Business Judgment Rule**" To be published in Vol. 6, Issue 2 of the *Berkeley Business Law Journal* (2009).

Undergraduate Winner:

Frank Collins, a junior majoring in Accountancy, won for his essay, "**To Die or Not to Die: Rethinking the Morality of Voluntary Euthanasia**."
In naming Mr. Collins a winner, the Briloff committee wrote: "This well argued and clearly presented undergraduate paper considers the question of autonomy and links it to the issue of the morality of voluntary euthanasia. Approaching the conflict through the discussion of a recent, controversial French case, the author calls upon both Kant and J. Stuart Mill to clarify the arguments on either side of the debate."

Graduate Winner:

Margarita Oksenkrug, a full-time MBA student, majoring in Marketing, won for "**The Ethics of Marketing to Children**."
The committee wrote: "This is a powerful indictment of corporations' use of advertising marketed to children with no thought to the consequences. This American model is contrasted with the European and Scandinavian regulations that require stricter standards, which the author invites the United States to imitate."

FOR 2007 (awarded spring 2008)

2007 Faculty Winner

This year's faculty award winner is **Donald Schepers** (Management Department) for his article "The Equator Principles: A Promise in Progress?" which will appear in *Corporate Governance: An International Review*.

2007 Undergraduate Winner

The undergraduate winner is **Adriana Aldarondo** for her paper "The Internet: A Fresh Frontier for an Old Disgrace: Is Freedom of Speech the Freedom to Hate Online?" Adiana is a senior in the Weissman School of Arts and Sciences, majoring in Corporate Communications.

2007 Graduate Student Winner

Eileen Parfrey, a graduate student in the School of Public Affairs won for her paper,"The Ethics of Alzheimer's Disease and Informed Consent," which, according to the committee, "presents a careful examination of data and an

impressive analysis of the two sets of principles that guide treatment of Alzheimer's patients – the Belmont Report and the Common Good Approach."

FOR 2006 (awarded spring 2007)

2006 Faculty Winner

This year's faculty award winner is **Joel Lefkowitz** (Psychology Department) for his article "The Constancy of Ethics Amidst the Changing World of Work," which appeared in the June 2006 issue of *Human Resource Management Review*.

2006 Student Winners

The undergraduate student winner is **John Pham** for his paper "Web Accessibility and Equal Access to Information: The Impact of the Americans with Disabilities Act on the Internet." John is a lower senior in the School of Public Affairs.

Jim Holovat, our graduate student winner, receives the Briloff Prize for his paper, "Profit over People: The Corporate Greed Motive as the Case for CSR." Jim is a second year MBA student.

FOR 2005 (awarded spring 2006)

2005 Faculty Winner

This year's faculty winner was **Professor Douglas Lackey** (Philosophy), who received the faculty award for his article "The Good Soldier vs. the Good Cop: Counterterrorism as Police Work." The article, which put forth the controversial proposition that terrorists are simply criminals who are best dealt with by the police, was published in the *Jerusalem Philosophical Quarterly*.

2005 Student Winners

Hamid Rashidzada, a junior finance major originally from Afghanistan, won the undergraduate prize for his essay "Sharing Consumer Information: U.S. Banking Deregulation and Its Impact on Consumers."

The graduate student winner was **Nikki Ortolani**, a degree candidate in the School of Public Affairs, for her paper "Foundation Giving and Nonprofit Advocacy."

FOR 2004 (awarded spring 2005)

2004 Faculty Winners

T.K. Das, Management

"How Strong are the Ethical Preferences of Senior Business Executives?" (PDF) in *Journal of Business Ethics*.

Don Plunkett, Marketing

The Thief Next Door: How to Compete Against People Who Justify Illegal Business Practices! (iUniverse, Inc., 2004). You can read an editorial review of *The Thief Next Door* at Amazon.com. Here is a direct link to the publisher, iUniverse, where *The Thief Next Door* earned the "Editor's Choice" designation.

2004 Student Winner

Kirsten Jansen

"Multinational Corporations and Accountability for Human Rights Abuses: Beyond Limited Liability"

FOR 2003 (awarded spring 2004)

2003 Faculty Winners

Professor Masako Darrough, Accountancy

"The FCPA and the OECD Convention: Some Lessons from the U.S. Experience" (PDF file)

Professor Joel Lefkowitz, Psychology

Ethics and Values in Industrial-Organizational Psychology (Lawrence Erlbaum Associates, 2003)

Prof. Lefkowitz's book was reviewed in the Winter 2004 issue of *Personnel Psychology*. The review, by Janet L. Kottke and Kathie L.Pelletier, concludes with the sentence: "This book shouldn't just be *on* everyone's bookshelf -- it *ought* to be *read* by everyone in the profession." (For the complete review see pp. 10-14 of the linked PDF file.)

2003 Student Winners

Allison Jacobs, MBA candidate, 2004

"Payment for Order Flow in the U.S. Equity Options Markets"

Cornell Boswell, BBA candidate, 2004

"Can Legislation End Predatory Lending Practices in the Mortgage Industry?"

2002 Winners

Professor Anton Alterman
David E. Rivera
2001 Winners
Professor Donald Schepers
Aimee R. Thome-Thomsen
2000 Winners
Professor Douglas Lackey
Rita Ormsby
Anna Dziekan

1999 Winners
Professor Neil Sullivan
Dov Gertzulin

1998 Winners
Professor Jerry Mitchell
Myrna Shrouder-Yen

1997 Winners
Professor S. Prakash Sethi
Margareth Taube

1996 Winners
Professor Gopalkrishnan Iyer
Jennifer Toby

1995 Winners
Professor Marilyn Neimark
Chan Joo Moon

The deadline for submissions is Wednesday, February 7, 2007.

Submissions and questions should be addressed to:
Abraham J. Briloff Prizes in Ethics Committee
c/o Carmen Vásquez
Office of the Provost
Email: Provost_Office@baruch.cuny.edu
Address: 135 E. 22nd Street, Room 710
Telephone: 646-660-6506

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Glossaries: Terms, Abbreviations, and Acronyms Used at Baruch College

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Last updated on 2/23/05

At some point we hope to merge the glossaries linked below. For the time being, we present two, slightly overlapping glossaries:

- compiled by the college's office of Administration and Finance (including many terms related to the college's finances): http://www.baruch.cuny.edu/adminfin/documents/glossaryofterms_001.pdf
- compiled for the Faculty Handbook (includes "named" rooms and much more): http://www.baruch.cuny.edu/facultyhandbook/Abbreviations.htm



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Center for Academic Advisement

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Last updated on 7/9/2009

The Center works with undergraduates. For information on graduate advisement, go to **Graduate Programs/Advisement: SPA** or **Graduate Programs/Advisement: WSAS** or **Graduate Programs/Advisement: ZSB**.
For information on CUNY-wide policies on intra-University transfer credit for undergraduates, see the **CUNY transfer policy page**.
The Center provides academic advisement services to the undergraduate student body, focusing primarily on students with fewer than 60 credits. This includes advisement on course selection, curriculum requirements, and requirements for the major and the minor. The Center is staffed by professional academic advisors, academic counselors, and peer advisors who provide guidance to students in good standing, students who are academically at risk, students on academic probation, and students reinstated into the college. The staff are also dedicated to advising students about how to do well in school, how to choose the right major, and how the College can provide them with further enrichment opportunities. Please see **The Center's Mission Statement** for more information.

Both for convenience and because of the high volume of inquiries for the limited number of staff, the Center encourages students to utilize the **The Center for Academic Advisement's website**, which has detailed current information for new, continuing, returning and prospective students. We encourage faculty to navigate the site to find out more about the Center's services and policies and suggest that faculty refer students to the website to get their questions answered before making an unnecessary trip to the Academic Advisement Center. Insofar as faculty themselves bring unique expertise and experience to the advising process, we also encourage faculty to engage further with their students by advising them.

Academic Advisors
Some of the additional services the Center provides are waivers, major declaration forms, special permission requests, and referrals. The Center provides a single location where students may obtain various documents, forms, and applications.

- **Information Sheets and Applications**
  Material students may obtain at the Center include: Credit Overload Applications, Curriculum Guide Sheets, Zicklin School of Business Application, Definition of Courses, Pre-SPA Requirements, Committee on Academic Standing Appeal Application, and other materials related to college procedures, policy, and academic

requirements.

- **Majors**
  Advisors are responsible for approving major declaration applications for ZSB students, with the exception of students interested in majors in I/O Psychology, Economics and CIS/STA. The advisors refer those students, as well as students interested in majors in SPA and WSAS, directly to the designated faculty advisor in each department.
- **Waivers and Special Permission Requests**
  Each semester the advisors approve and process various waivers and request for special permission to take particular course and to drop courses. Some examples are: Credit Overloads; and Course Withdrawal/Total Resignation.

NB: The Center does not provide permission for students to enter "closed" courses. Such permission must come from instructors or department chairs.

The Center for Academic Advisement and the Faculty
Advisors often refer students to faculty to discuss majors, minors, and particular courses. We refer students declaring a major in SPA and WSAS directly to the faculty to complete a major declaration form.

The advisors are not responsible for waiving students from specific course prerequisites unless directly advised to do so by the academic department. The advisors refer students to faculty for waivers of specific course prerequisites and co requisites. Each department and/or school determines whether to provide such waivers.
The Center provides a place where the academic departments and faculty can promote majors, exciting new courses, and the minor. It is an ideal place to post upcoming events, new courses, and career opportunities in a field. The Center advises hundreds of students each week, so it is a great way to capture the attention of the undergraduate student population.
The Center encourages the faculty to refer to the website or to contact any member of the Advisement Staff with questions. They will be happy to assist whenever needed. Further information is available at **Center for Academic Advisement**. Additionally, faculty may find the **Advising Handbook**(pdf) to be a helpful resource.

Contact Information
Website: http://www.baruch.cuny.edu/advisement
Director of Academic Advisement Programs: Ms. Sharon D. Ricks
Location: Vertical Campus, Room 5-215 (click **here** for directions)
Telephone: 646-312-4260; 646-312-4261 (fax)
Email: Academic.Advisement@baruch.cuny.edu
Website (office hours, mailing address, center staff, etc.): www.baruch.cuny.edu/advisement/contact.html
Facebook Group(pdf): Center for Academic Advisement

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Academic Integrity Website

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Last updated on 8/30/07

Faculty members who ignore academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.
- excerpted from the academic integrity website of Rutgers University

NB:
Baruch's Academic Integrity Committee
sponsored a CUNY-wide A.I. conference
on Friday, March 9, 2007.
Program of the conference
Video of some of the conference sessions

The members of the faculty and administration of Baruch College wish to affirm that core academic and community values are central to our mission and eminently worth enforcing. Having created and circulated a *Faculty Guide to Student Academic Integrity* in the late 1990s, the college created an academic integrity task force in Fall 2002 dedicated to educating and enforcing those values through development efforts aimed at both faculty and students. The following links will take you to sites that focus on various aspects of Baruch College's commitment to academic integrity:

Baruch College Documents/Sites

- Academic Integrity at Baruch College
  (a summary for faculty of principles, policies, and procedures)
- Proctoring Exams
- (a version of the memo sent to members of the faculty in spring 2004)
- ***Creating and Administering Exams*** (PDF of brochure)
- Plagiarism
  (Includes links to brief definitions of plagiarism; the online plagiarism tutorial prepared by members of the Newman Library staff; and the College's procedures and policies.)
- ***A Faculty Guide to Student Academic Integrity***
  (The College's *Guide* was written in the late 1990s and has been widely distributed since. It contains a

detailed presentation of procedures, definitions, suggestions, and more in PDF and other formats.)

- **Reporting Form**
  (The **Faculty Report Form** should be used to help document cases of academic dishonesty. Reporting is part of our educative effort; it is not necessarily punitive.)
- ***The Student Guide to Academic Integrity at Baruch College*** (PDF file)
  (This document was drafted in the summer of 2003 by a group of undergraduate and graduate students. Published in the *Ticker* and discussed in several open forums, a revised version was published in June 2004 and reprinted in October 2006 and April 2007. It is intended to spur campus-wide discussion of academic integrity issues.)
- Academic Integrity Statements for Syllabi
  (sample statements by colleagues and others)
- Academic Honesty
  (The college's statement to students is accessible from the homepage under "Academics.")
- Academic Integrity Committee
  (membership of the committee that organizes and discusses ongoing activities on campus)
- Academic Integrity Overview
  (campus overview with numerous links)
- **Online Guides for International Students**
  Academic integrity sections:
  - Undergraduate Guide: see *7. Baruch Services* (slides 4-5)
  - Graduate Guide: see *7. Zicklin Graduate Services* (slides 12-13)
- **Strategies for Fostering Academic Integrity in the Classroom**
  (This site includes videos from 2003 of faculty discussing "strategies," led by Alison Baird Lovell, former Senior Communication Fellow, Bernard L. Schwartz Communication Institute. Contains many suggestions, links, and bibliography.)

Sites/Documents from elsewhere

- The Fundamental Values of Academic Integrity
  PDF file of a brochure from the Center for Academic Integrity, located at Duke University.
- Letter to students and best practices memo: documents written by Prof. Bill Taylor of Oakton Community College of Des Plaines, Illinois -- thought-provoking approaches that underscore the shared role of faculty and students in reinforcing academic integrity. Posted with Prof. Taylor's permission.
- **Academic Dishonesty, Plagiarism Included, in the Digital Age: A Literature Review** An article by Zorana Ercegovac and John V. Richardson Jr. in ***College & Research Libraries***, Vol. 65, No. 4 (July 2004)
- **Paper Mills**
  - This site at the University of Alberta includes links to a dozen of the most widely used mills, which they define as "online databases that offer research papers on thousands of topics."
  - For a more complete list (more than 250 sites, I'm sorry to say), see Kimbal Library of Coastal Carolina University.
- **Final Report of the CUNY Committeee on Academic Integrity**
- "Truth or Consequences"
  Our colleagues at Queens College have experimented with requiring students implicated in acts of academic dishonesty to meet as a group to "encourage discussion of their unethical behavior." The groups have been led by Barbara J. Moore, Assistant Professor of student personnel and a counselor at the Counseling and Advisement Center at Queens College. Her report of last year's discussions was published as "Truth or Consequences" in *About Campus* (September/October, 2002). (The link is to a typescript distributed with Prof. Moore's permission.)

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International Faculty Development Program

Services and Workshops

Last updated on 8/17/09

Baruch College offers an international faculty development program for faculty members whose native language/dialect is not American English. The program has met with an enthusiastic response; we are particularly happy that the program seems to be instrumental in significant increases in the student evaluation scores of participating instructors.

The following services are available.

Accent Reduction

The most popular part of the program are one-on-one accent reduction tutorials with a trained communication professional. Tutorials are usually scheduled once a week and last one hour. (***Not offered in AY 2009-2010***.)

Language Lab

International faculty members are invited to peruse the many excellent ESL and pedagogy materials in Baruch College's ESL Lab (NVC B6-121, enter through 6-120). For more information, see **Lab Instructions**, **Accent Reduction FAQs**, and a list of **ESL Materials** available in the lab. You may also ask an accent-reduction tutor for a tour of the lab.

Workshops

Workshops on pedagogy and communication issues are scheduled each semester. Topics include “Lecture Techniques,” “How to Make Your Classroom More Interactive,” “Classroom Management,” and “Testing and Grading.” Contact Prof. Elisabeth Gareis for this semester's workshop schedule (see below).

Classroom Observations

Two types of classroom observations are possible: (1) Subject area and/or faculty development specialists are prepared to visit classes, videotape instructors (if so desired), and provide feedback on pedagogy and/or communication. Observations by a specialist can be arranged through the international faculty development program coordinator. (2) Alternatively, faculty members can observe a colleague's class themselves. One's department chair will be happy to make a recommendation.

Materials on Pedagogy

Materials available in the faculty resource room and Speech/ESL Lab include books (e.g., *Teaching American Students: A Guide for International Faculty & Teaching Assistants in*

Colleges & Universities) and videos (e.g., *Teaching in America: A Guide for International Faculty; What Students Want: Teaching from a Student's Perspective*).

Writing/Editing Assistance

Assistance with written work (e.g., proofreading and editing of professional articles) is available—rates need to be negotiated by each faculty member with the specific tutor. (All other services are free of charge.)

* * * * * *

WORKSHOPS IN SPRING 2009

Open Forum (to meet new people, discuss concerns, and share topic interests for future forums)
Thursday, February 19, 12:30-2 p.m., NVC 8-213
Baruch College offers an International Faculty Development Program for faculty members whose native language/dialect is not American English.
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Vocabulary Development (to discuss strategies for improving one's active and passive vocabulary)
Thursday, March 19, 12:30-2 p.m., NVC 8-213
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Teacher Evaluations and Observations (to discuss procedures at Baruch and maximize results)
Thursday, April 2, 12:30-2 p.m., NVC 8-213
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Improving One's Course Evaluations (to discuss the pedagogical background for each item on the Baruch College course evaluation form and provide tips on how analysis of the criteria can improve one's teaching)
Thursday, May 7, 12:30-2 p.m., NVC 8-213
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

* * * * *

If you are interested in any or all of the above services or workshops, please contact the program coordinator:

Professor Elisabeth Gareis
Coordinator, International Faculty Development Program
Dept. of Communication Studies, B8-240
Tel.: (646) 312-3731
E-mail: **egareis@baruch.cuny.edu**

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Security (Public Safety)

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Last updated on 2/7/2007

The Department of Public Safety is open 24 hours a day, 7 days a week, 365 days a year. Its main function is to provide a safe and secure environment for the Baruch Community. This includes the protection of property, whether owned by the college or by an individual. An Assistant Director is always present on campus while classes are in session, including Saturdays.

Location: 17 Lexington Avenue, Room 102

Telephone numbers
Public Safety (main number): 646 660-6000
Emergency number (Baruch College): 646-312-3333
Emergency number (New York City): 911 (call in the event of immediate danger)

The Security and Public Safety unit consists of the Director of Security, an Associate Director for Operations, and four Assistant Directors who oversee: Training and Procedures, Fire Safety/Fire Drills, Special Events, Scheduling, Records, Officer Discipline and Supervision, Alarm Systems, Technical Equipment, Investigations and Crime Prevention, Key Control and Supervision of Locksmiths, Lost and Found, Assignment and Maintenance of College Vehicles, and the Supervision of the CUNY Card I.D. and Access Control Center. The Security unit also includes 6 Campus Peace Officers (Sergeants) and 45 Campus Peace Officers (Patrol Officers), 25 Campus Security Assistants, augmented by contract security. Deployment to Baruch College of Campus Peace Officers is part of The City University of New York's Security Initiative. Campus Peace Officers are sworn and have arrest powers.

Guest Policy
All guests visiting a Baruch College campus building must sign in to the visitor's log located in the lobby of each building. Visitors will be signed in by the Public Safety Officers after the visitor displays valid I.D. (i.e. driver's license). If the visitor does not display valid I.D., he/she will not be admitted to the building. In this case, the visitor will be referred to the Public Safety Office.

Property Removal
Baruch College property may not be removed or transferred from one building to another without a Property Removal Authorization form (available from your department office or from the Public Safety Office). The purposes of this procedure are (1) to reduce theft of college property and (2) to facilitate the record keeping required by the CUNY

Fixed Asset Accounting System. Your cooperation is essential for the system to succeed.
Follow these steps after filling out the form:

1. Bring or send the original (white) copy by campus mail to the Public Safety Office (Box A-0102) as soon as it is filled out.

2. When removing the property, give the yellow copy to the security guard verifying authorization to remove the property. You may be asked to produce proper identification in addition to the authorization form.

3. Retain and file the pink copy for your department's file.

The authorization form is valid only for the date noted on the form. If the form is not properly prepared and presented to the Public Safety personnel, the equipment may not be removed from any Baruch building.

Special Assistance
To provide a safe environment for Baruch faculty and staff personnel, the Public Safety Department requests that those who have health issues and work on weekends or outside of business hours (9 am to 10 pm) inform the Public Safety Office in writing of their schedule and special needs.

Off-Hour Access
Baruch College's policy for off-hour access distinguishes between two different circumstances: (1) buildings are open, but no classes are scheduled, or (2) buildings are closed and classes are not in session.

When buildings are open and there are no classes scheduled, faculty and staff are given normal access to their offices. If a visitor has an appointment with a staff or faculty member, the public safety officer will contact the staff/faculty member and inform the member that the visitor is in the lobby. If the staff/faculty member agrees to meet with the visitor, the public safety officer will print the visitor's name on the sign-in sheet. *All visitors must show photo identification before being admitted.*

When buildings are closed and classes are not in session, no one will be admitted without proper authorization and a valid Baruch I.D. Proper authorization means that an off-hour access notification form is prepared indicating the date, time, building, room, name of the person to gain access, and the reason. This form will be prepared by the Public Safety Office Administrative Assistant between the hours of 9 am - 5 pm, Monday through Friday. The public safety officer will print the name of each person and their destination on the sign-in sheet when he/she arrives. Everyone must sign out when leaving the building. Should plans change during non-business hours, please call the Public Safety Department 646 660-6000 and we will make sure the appropriate forms are completed for pickup on arrival at the college.

It is imperative we know of your presence in the building. If there are any questions concerning the off-hour access policy, please call the Public Safety Department at 646 660-6000 and we will assist you.

Access To Baruch Space
Fire Department regulations and building management policy stipulate that all locked areas in office buildings must be accessible. These rules protect life and property in the event of fire or other emergency (broken pipe, electrical malfunction, etc.). *Therefore, do not secure any space with a lockset not installed by the college locksmith.* If you do, the lock will be removed and replaced by the locksmith with an approved Baruch lockset.

Building Evacuations
In the rare event that we have to evacuate personnel from a building, Baruch Public Safety will initiate the following policy:

- A message will be transmitted over the public address system informing people that they must leave the building immediately. You will receive directions to use the nearest available stairwell. DO NOT USE ELEVATORS and DO NOT PANIC. Members of the Baruch Public Safety office and fire wardens will assist in the evacuation process.

- If there is a power failure, there will be no public address message transmitted. In this case, Baruch Public Safety officers will respond and direct an orderly evacuation. The stairwells will be illuminated by emergency back-up lighting. As in all emergency evacuations, DO NOT USE ELEVATORS and DO NOT PANIC.
- In the event of an emergency, particularly a fire, Public Safety needs to be able to locate faculty and staff members who might need special assistance. If you have such a need, let the Director of Public Safety know. All disclosures will be kept confidential.

Mail Safety
The likelihood of receiving a bomb in the mail is extremely remote; however, be aware of the following:

A bomb can be enclosed in a parcel or an envelope and can be extremely dangerous. However, mail bombs have some unique characteristics, which, if recognized, can prevent a tragedy.

Mail bombs may bear restricted endorsements such as "Personal," "Private," or "Confidential." If the addressee does not ordinarily receive this type of mail, be suspicious. The addressee's name or title may be inaccurate or misspelled. The package may contain excessive postage to assure delivery, and the return address may be missing, inaccurate or show a cancellation/ postmark different from the return address. The name and address may be in distorted handwriting, prepared with homemade labels or cut-and paste lettering. The item may have protruding wires, foil, oil stains or may emit a strange odor. Envelopes may be rigid or bulky in the center. The handler may hear sloshing, buzzing or ticking sound.

If you are suspicious of a mailing and are unable to verify the contents with the addressee or sender, do not take a chance: leave the envelope/parcel where it is, evacuate the immediate area and notify Public Safety's emergency line (212) 312-3333, without delay. DO NOT OPEN the item or tamper with it in any way.
Please call the Public Safety Department at 646 660-6000 regarding any questions or concerns.

Reserving Baruch College Facilities
All activities other than regularly scheduled classes are considered special events. Such events must follow the facilities-use procedures described below:

1. Fill out the Reservation Application Form. The form is available in department offices or from the Office of Conference Services: 17 Lexington Avenuet, Room 213 (646 660-6030 ; 6031 fax).

2. Contact Crescentia Coutinho (646 312-1442) to determine availability, catering, media needs, and billings.

3. Conference Services and Security will review all events and will assess the level of coverage required. Each event will require security approval. Should security determine a major potential problem with a proposed event, the event will be suspended until all outstanding security issues are resolved.

Following the procedures and filing a reservation application allows an Events Calendar to be prepared. This calendar allows senior officers of the college to be aware of events taking place on campus, and allows offices responsible for scheduling and control to cross-check their information. Any event sponsored by or connected to Baruch College must fill out a reservation application. All applications must be submitted thirty (30) days in advance and all fees are due two weeks in advance of the event.

Keys
To obtain a key for an office, desk, or cabinet, an employee of Baruch College must fill out a "Key Work Request." This form can be picked up in academic departments or at the Public Safety Office (17 Lexington Avenue, Room 102). The form must be completely filled out, including the signature of the department Chair. Without the Chair's signature the key will not be produced. After the "Key Work Request" has been filled out it should be brought to the Public Safety Office. The locksmith will then cut the key. After the key is made, Public Safety will ask the employee to pick up the key. Keys will be released only to employees with a Baruch College I.D.

Department of Public Safety (Security)

Location: 17 Lexington Avenue, Room 102
Main telephone number: 646 660-6000
Emergency number: 3333
NYC Emergency number: 9-911 (call in the event of immediate danger)



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Guest Access

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Last updated on 2/7/2007

To insure that guests you have invited to your class (or other location within the campus) are allowed to enter college buildings, you should send the following information **on letterhead with your signature** to the Security Office early enough to arrive at least 24 hours before the visit:

- your name and campus extension
- the room the guest will go to
- the name of the guest and time of expected arrival

You may fax the information (on letterhead with your signature) to 646 660-6001 .

All guests visiting a Baruch College campus building must sign in to the visitor's log located in the lobby of each building. Visitors will be signed in by the Public Safety Officers after the visitor displays valid I.D. (i.e. driver's license). If the visitor does not display valid I.D., he/she will not be admitted to the building. In this case, the visitor will be referred to the Public Safety Office.

Department of Public Safety (Security)
Location: 17 Lexington Avenue, Room 102
Main telephone number: 646 660-6000
Emergency number: 3333
NYC Emergency number: 9-911 (call in the event of immediate danger)

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Administration File

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Last updated on 1/16/2006

The Administration file is a separate file from the personnel file. The administration file contains "only materials supplied by the employee in connection with the employee's employment, promotion and tenure" (article 19, CBA, page 38). These are: the inital job application-resume, reference letters, external review letters. The administration file is available only to the "committee or individuals responsible for the review and recommendation of the employee with respect to appointment, reappointment, promotion, tenure" (article 19, CBA, page 38).

For further information, call the Office of Academic Affairs: 646-660-6500

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Administrative Organization of Baruch College

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Last updated on 7/12/04

The easiest way to view these charts online is as individual graphic files.

- Chart 1 Reports to the President
- Chart 2 Reports to the Provost
- Chart 2a Reports to the Associate Provosts
- Chart 3 Reports to the VP for Administration and Finance
- Chart 4 Reports to the VP for Student Development and Dean of Students
- Chart 5 Reports to the VP for College Advancement

Print the charts from the PDF file.

NB: these charts are out of date (7/12/04)

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Administrator Contact Information

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Last updated on 6/19/09

In the list below, office addresses (in parentheses) refer to the following campus locations:
A = 17 Lexington Avenue
NVC = Newman Vertical Campus
C = Newman Hall/137 E. 22nd Street
D = 135 E. 22nd Street
H = 151 E. 25th Street
J = 137 E. 25th Street

After the lead administrator of each office, subsequent names are listed in alphabetical order:

President's Office: (NVC 4-230) 646-312-3310
Kathleen Waldron, President:
(B4-233) 646-312-3310
David Dannenbring, Special Assistant to the President:
(B4-231) 646-312-3312
John Dugan, Counsel to the President and Dean of Faculty and Staff Relations:
(B5-209) 646-312-3320
Mary Gorman Hetherington, Chief of Staff to the President:
(NVC 4-226) 646-312-3315
Christina Latouf, Chief Communications and Marketing Officer:
(A-1503) 646-660-6114
Kenya N. Lee, Executive Secretary to the President:
(NVC 4-232) 646-312-3322
Shamik Mitchell, Legal Assistant:
(B5-205) 646-312-4544
Carmen Pedrogo, Affirmative Action Officer:
(B5-209) 646-312-4542

Office of the Provost and Senior Vice President for Academic Affairs:
(D-710) 646-660-6500; 646-660-6501 (fax)
James McCarthy, Provost and Senior Vice President for Academic Affairs:

(D-710) 646-660-6500
Elizabeth Bergman, Director, Undergraduate Honors Program:
(J-302) 646-312-2122
Keri Bertino, Director, Writing Center:
(NVC 8-185) 646-312-4028
John Choonoo, Director, Institutional Research and Program Assessment:
(J-1006) 646-312-2196
Ann Clarkson, Associate Dean, Continuing and Professional Studies:
(NVC 1-119) 646-312-5115
Arthur Downing, CIO and Assistant VP for Information Technology:
(H-930) 646-312-1026
Alan Evelyn, Director, Sponsored Programs and Research:
(J-1012) 646-312-2208
Marilyn Gaffney, Secretary to the Provost and Senior Vice President for Academic Affairs:
(D-710) 646-660-6502
Mikhail Gershovich, Director, Schwartz Communication Institute:
(J-317) 646-312-2062
Sandra Kraskin, Director, Mishkin Gallery:
(D-100) 646-660-6652
Barbara Lawrence, Associate Provost for Academic Administration:
(D-701) 646-660-6513
Carol Morgan, Director, Student Academic Consulting Center:
(VC2-118) 646-312-4833
Aurea (Abby) Santana, Director of Academic Administration:
(D-701) 646-660-6532
Dennis Slavin, Associate Provost, Faculty Development:
(D-712) 646-660-6504
Abigail Stevens, Coordinator of Budget and Administrative Services:
(D-711) 646-660-6503
Carmen Vasquez, Executive Assistant to Provost and Senior VP for Academic Affairs:
(D-711) 646-660-6506

Office of the Vice President for Administration & Finance:
(D-611A) 646-660-6660
Vice President for Administration and Finance:
(D-612) 646-660-6660
Bursar's Office:
(H-810) 646-312-1280
Terri Dixon, Associate Controller, Baruch College Fund:
(D-611) 646-660-6663
Mary Finnen, Assistant Vice President for Finance:
(D-514) 646-660-6549
David Garlock, Director of Purchasing:
(A-1410) 646-660-6154
Caroline George, Deputy Director, Office of Human Resources:
(D-200) 646-660-6612
Irina Laskin, Controller, Baruch College Fund:
(D-613) 646-660-6668
Jim Lloyd, Assistant Vice President for Campus Operations:
(A-1207) 646-660-6630
Henry McLaughlin, Director of Public Safety:
(A-102A) 646-660-6010
Mary Rivers, Assistant Vice President for Planning and Budget:
(D-517) 646-660-6544

Elizabeth Robinson, Director, Office of Human Resources:
(D-200) 646-660-6596
Carmine Tedesco, College Controller:
(D-505) 646-660-6573

Office of the Vice President for Student Development and Student Affairs:
(NVC 2-255) 646-312-4570
Ben Corpus, Vice President for Student Development and Enrollment Management & Dean of Students:
(NVC 2-260) 646-312-4580
Ron Aaron, Professor:
(NVC 2-256) 646-312-4577
Marco Dinovelli, Student Affairs Coordinator:
(NVC 2-255) 646-312-4573
Veralyn Esnard, Assistant to the Assistant Vice President:
(NVC 2-255) 646-312-4576
Tara Gemmel, Enrollment Management Coordinator:
(NVC 2-257) 646-312-4579
Elyse Mendel, Assistant Director of Career Services and Alumni Affairs:
(D-1010) 646-660-6754
Marybeth Murphy, Assistant Vice President for Enrollment Management:
(H-0720) 646-312-1371
Registrar's Office:
(NVC 8-850) 646-312-1150
Yamiley Saintvil, Director of Admissions:
(H-711) 646-312-1375; 646-312-1363 (fax)
Corlisse Thomas, Assistant Vice President of Student Affairs:
(NVC 2-255E) 646-312-4574
Natalie Velasquez, Assistant to the Vice President:
(NCV 2-261) 646-312-4580

Office of the Vice President for College Advancement:
(A-1603) 646-660-6060; 646-660-6061 (fax)
Mark Gibbel, Vice President for College Advancement:
(A-1621) 646-660-6067/6068
Jessica Aronin, Campaign Director:
(A-1602B) 646-660-6074
Donna Haggarty, Executive Director of Strategic Partnerships:
(A-1608B) 646-660-6089
Brian Hoeft, Executive Director, Leadership Giving:
(A-1621B) 646-660-6083
Basilia Huff, Director of 17 Lex Society:
(A-1504) 646-660-6082
Andrea Jones, Executive Assistant to the Vice President:
(A-1621) 646-660-6064
Elizabeth Maglietta, Director, Advancement Research:
(A-1623) 646-660-6099
Laura Piil, Gifts Processor:
(A-1606) 646-660-6069
Lisa Poullard-Burton, Director of Alumni Relations:
(A-1504B) 646-660-6121
Evelyn Roberts, Associate Director, Corporate and Foundation Relations:
(A-1608A) 646-660-6088
David Shanton, Executive Director of Development:
(A-1621C) 646-660-6065

Bianca (Naimah) Smith, Director of Development Services and CIS:
(A-1602A) 646-660-6073
Yvell Stanford, Director, Executives on Campus:
(A-1504C) 646-660-6098
Brenda Vercesi, Director of Special Events:
(A-1510) 646-660-6094

Office of the Dean of the School of Public Affairs:
(D-901) 646-660-6700; Fax: 646-660-6701
David S. Birdsell, Dean:
(D-914) 646-660-6700
Laurie Alemian-Derian, Director of Finance and Administration:
(D-907) 646-660-6715
Angelina Delgado, Director of Operations, Office of the Dean:
(D-913) 646-660-6827
Jonathan Engel, Associate Dean of Academic Programs:
(D-415) 646-660-6829
Barbara J. Fife, Director of External Affairs and Co-Director of the Center for Innovation & Leadership in Government:
(D-908) 646-660-6716
W. Yvette Kelley, Director of Technology at SPA:
(D-808B) 646-660-6774
Michael J. Lovaglio, Director of Student Affairs and Graduate Admissions:
(D-1013) 646-660-6760
Ann Ruecker, Director of Executive Programs:
(D-910) 646-660-6718

Office of the Dean of the Weissman School of Arts and Sciences:
(NVC 8-250) 646-312-3870
Jeffrey Peck, Dean:
(NVC 8-254) 646-312-3880
Boo Choi, Director of Administrative and Financial Services:
(NVC 8-253) 646-312-3881
Stephanie Govan, Director of Scheduling, Registration, and Enrollment Data Management:
(NVC 8-252) 646-312-3879
Gary Hentzi, Associate Dean:
(NVC 8-267) 646-312-3885
Keisha McLeod, Coordinator of Student Services:
(NVC 8-265A) 646-312-3884
Ana Mera-Ruiz, Coordinator of Administrative and Financial Services:
(NVC 8-250A) 646-312-3874
Sonya Wahab, Coordinator of Academic Affairs:
(NVC 8-268) 646-312-3892

Office of the Dean of the Zicklin School of Business:
(NVC 13-270) 646-312-3030
John Elliott, Vice President and Dean:
(NVC 13-268) 646-312-3034
Myung-Soo Lee, Associate Dean, Graduate Programs:
(NVC 13-275) 646-312-3048
Dularie Ramkishun, Analyst:
(NVC 13-267) 646-312-3044
Tara Sinclair, Assistant to the Associate Dean, Undergraduate Programs:
(NVC 13-270) 646-312-3033

Judy Tse, Director of Undergraduate Services:
(NVC 13-264) 646-312-3041
Pam (Narumon) Vamvanij, Assistant to the Dean:
(NVC 13-270) 646-312-3032
Beverley Warner, Director of Finance and Administration:
(NVC 13-265) 646-312-3042
Phyllis Zadra, Associate Dean, Undergraduate Programs:
(NVC 13-276) 646-312-3049

For further information on administrative units see Administrative Organization; also the Baruch College Directory, which contains additional contact information.



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Admissions

Last updated on 5/22/09

Undergraduate Admissions
Those who wish to apply as freshman or transfer students need to fill out an "Application for Undergraduate Admission" or "Application for Undergraduate Transfer Admission." Both are available on the web at https://portal0.uapc.cuny.edu/ or from Undergraduate Admissions and Financial Aid Services. Further information (and a link to the forms) is available from the Baruch College homepage under **Admissions**.

Undergraduate Admissions and Financial Aid Services
Director: James F. Murphy
Location: 151 East 25th Street, Room 720
Telephone: 646 312-1400

Graduate Admissions
Admissions information on the programs administered by the three Schools is available from the Baruch College homepage at **Admissions**. The individual sites are:

SPA: http://www.baruch.cuny.edu/spa/admissions/

WSAS: http://www.baruch.cuny.edu/wsas/graduate_programs/

ZSB: http://zicklin.baruch.cuny.edu/programs/programs_home.html

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Baruch's Alma Mater

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Last updated on 6/28/05

Baruch's school song, variously referred to as our Alma Mater or anthem, was written by one of our students, Miriam Blech, in the 1970s. Ms. Blech's song, "Standing High Above the City's Mighty Roar," was the winning entry in a competition to create a College song. Ms. Blech composed the music and wrote the words. In the 1990s, Grace Schulman, Distinguished Professor of English at Baruch, revised the words.

Here is a recording of the anthem as sung by Teresa Parker in Madison Square Garden during Commencement 2005.

Here is a PDF file of the music and words



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How to Submit Annoucements ("public," calendars etc.)

-

Last updated on 6/8/2007

Sending Public Announcements

To faculty and staff

E-news for Faculty and Staff is a service of Baruch's Office of Communications and Marketing. Please send an e-mail to communications@baruch.cuny.edu if you would like to discuss sending a public announcement to Baruch's faculty and staff.

To students

Please contact Carl Aylman in Baruch's Office of Student Life at carl_aylman@baruch.cuny.edu if you would like an announcement sent to students in the weekly email alert to students.

"Comprehensive" Campus Calendar

Members of the faculty and staff, as well as departments and organizations affiliated with CUNY, may post events on the institutional calendar by going to the calendar page of the Baruch College website and clicking the "submit an event" link on the calendar home page. (Here is a shortcut.) Submissions are checked most every morning and approved listings are posted.

This Week at Baruch

The student development calendar, "this week at baruch," also is available from the college homepage: click the "student life" pop down and select "student development." There you will find a selection for "this week." Clicking on that selection brings you to the student calendar, at the bottom of which is contact information for submitting an event (shortcut).

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Faculty Recognition Event

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Last updated on 4/08/09

Annual Faculty Recognition Ceremony
A Celebration of Faculty Scholarship and Creative Achievement

In spring 2003 the college inaugurated an annual event at which members of the faculty throughout the college are recognized for significant scholarly achievements during the previous calendar year. Such achievements typically take the form of published books or articles in top-tier journals, edited books or journals, major grants received, or exhibitions or performances. Criteria for recognition rest with the Deans of each school, the Dean of Students, and with the Chief Librarian.

On March 26, 2009 the college recognized 169 members of our faculty for achievements in 2008: **Program of the Seventh Annual Faculty Recognition Ceremony (PDF)**

On March 20, 2008 the college recognized 147 members of our faculty for achievements in 2007: **Program of the Sixth Annual Faculty Recognition Ceremony (PDF)**

On March 15, 2007 the college recognized 140 members of our faculty for achievements in 2006: **Program of the Fifth Annual Faculty Recognition Ceremony (PDF)**

On March 16, 2006 the college recognized 106 members of our faculty for achievements in 2005: **Program of the Fourth Annual Faculty Recognition Ceremony (PDF)**

On March 17, 2005 the college recognized 70 members of our faculty for achievements in 2004: **Program of the Third Annual Faculty Recognition Ceremony (PDF)**

On March 4, 2004 the college recognized 77 members of our faculty for achievements in 2003: **Program of the Second Annual Faculty Recognition Ceremony (PDF)**

On May 6, 2003 the college recognized 44 members of our faculty for achievements in 2002: **Program of the First Annual Faculty Recognition Ceremony (PDF)**

The immediate predecessors to the foregoing events were the annual "Authors and Editors" receptions in the Weissman

School. For programs and photos of those receptions, which took place each February, 1997-2002, see the **WSAS Authors and Editors Archive**.

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Annual Inventory of Off-Campus Equipment

Last updated on 5/22/2009

For the College's annual inventory of off-campus equipment, all assets must be inventoried and accounted for by the Property Management unit.

Members of the faculty or staff who are in possession of College equipment off-campus, should download and complete the Off-Campus Equipment Confirmation form available here.

Please forward the completed form via fax, email, or mail to the Property Manager listed below.

Lakesha Brown/Property Manager
Campus Facilities and Operations - Box# A-213
One Bernard Baruch Way
New York, NY 10010
Phone#: 646-660-6052
Fax#: 646-660-6031
Lakesha.Brown@baruch.cuny.edu.
For further information please click on annual property inventory 08-09.

Thank you in advance for your cooperation with this effort.

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Athletic Recreation Complex (ARC)

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Last updated on 8/25/09

The purpose of ARC is to provide a broad and diversified program of activities and services for students, faculty, staff, alumni, and the community, in order to enhance the quality of life. The college has long recognized that recreational activities and formalized sports programs are an integral part of the process of educating the total individual.

Membership Fees
The faculty and staff (Baruch College employees) fee is $275 per year. Members are entitled to use the facilities listed below. Students are admitted free. Family memberships are no longer being offered.

- ARC Website - Membership Information and Application

Fitness Center (NVC, B1 level) 646-312-5053
The fitness room contains lifecycles, recumbent bikes, stair climbers, treadmills, ellipticals, universal and hammer strength machines, and free weights. Check ARC Schedule here or call 646-312-5040.
Pool (NVC, B3 level) 646-312-5060
The pool is 25 meters, and has 6 lanes for open and lap swim. Check ARC Schedule here or call 646-312-5040.
Racquetball Courts (NVC, B3 level)
Reservations for the three courts may be made at least two business days in advance. For more information please Check ARC Schedule here or call 646-312-5054 OR 646-312-5061.
Main Gymnasium (NVC, B2 level)
The main gym includes three full basketball courts, seats 1,200 spectators, and is equipped for volleyball settings. Check ARC Schedule here or call 646-312-5054 OR 646-312-5061.
Auxiliary Gymnasium (NVC, B2 level)
It includes 1 full basketball court and is equipped for volleyball, tennis, and badminton settings.
Saunas (NVC, B1 level)
Saunas are available within the main locker rooms.
Lockers (NVC, B1 level)
Lockers are rented on a semester basis. *Student fees are $40 for fall, $40 for spring, and $35 for summer. Member fees are $60 for fall, $60 for spring, and $45 for summer. Rentals may be made online. There is a link on the ARC Website. For further information, student/members can call 646-312-5061.
*Students may use their own locks.
Guest Privileges
Members are permitted one guest per visit ($10 fee).
Members must accompany their guests.

Hours
Hours are subject to change, but you can check ARC Schedule here or call 646-312-5061 OR 646-312-5054.

****
Director of Athletics Facilities: Machli Joseph
Telephone: 646-312-5044
Please click for more information.

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Archived Entries

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Last updated on 8/5/09

The entries below have been removed from the Index to the Faculty Handbook because they are in some sense outdated. They might still be of interest to some...

Old Calendars and Scheduling Information
Adjunct Payroll - Spring 2006
Academic Calendar for Fall 2005
Academic Calendar for Summer 2005
Calendar (Academic) for Spring 2005 revised, September 2004
Scheduling Instructions for Spr '05 (for department schedulers and deans)
Calendars (for Summer and Fall 2004)
Academic Calendar and Scheduled Due Dates for Fall 2004

Miscellaneous
American Academy of Arts and Sciences Fellowship Program September 2006
AMP Evaluation RFP
Budget (CUNY's analysis of state budget, 8/24/04)
Budget (Report to the Faculty Senate 12/1/05) July 2009
Campaign for Student Success (Baruch College Plan for 2007-2008)
CAPS "Idea Exchange"
Census Research Data Center Annual Conference (Thursday, September 14, 2006)
College Now Course Development Grant
CUE Announcement and RFP for 2006-07
CUNY Faculty Development Program, Spring 2005
Commencement 2005 (link to videos)
Commencement 2006 (information, including regalia)
Commencement 2007
Commencement 2008 (article, link to photos, videos)
Committees of the Weissman School of Arts and Science (4/04)
Committees of the Zicklin School of Business (5/04)
CUE Coordinated Undergraduate Education (RFP Spring 2007)

CUE Proposal (Baruch's proposal submitted May 2007)
CUNY IT Conference, December 2006 -- Call for Proposals
Energy and Environmental Sustainability (call for Abstracts - due 10/1/06)
Ethics Week 2005 (April 11-15, 2005)
Ethics Seminar (Spring 2003)
Exam Schedule (Final Exams, Fall 2006)
Exam Schedule (Final Exams, Spring 2007)
Faculty Development Program (CUNY) for Spring 2006 **March 2006**
Faculty Fellowship Publications Program 2006 **October 2005**
"Faculty Idea Exchange"
Faculty Research Seminars (SPA)
Faculty Roundtable on Student Writing - Spring 2005)
Faculty Senate (old site)
General Education Conference - May 2006 (Call for proposals)
Grants Workshop - January 2004 ("Introduction to Grants and Proposal Writing")
Hispanics & Latinos in the Humanities & Sciences (QCC Symposium, March 30-31)
Information Literacy Conference (March 11, 2005)
Information Technology Conference (CUNY 2005)
Integrative Learning Conference (at LaGuardia College, May 6, 2005)
Life of Pi links (freshman text, Fall 2003)
Making Connections (CUNY General Education Conference on Integrative Learning)
Mellon Fellowships at the CUNY Grad Center (description and application)
Mexican Immigrants in NYC - conference on 10/20/06
Middle States (Reaccreditation Documents from 2005 and earlier)
Middle States Periodic Review Report (sent May 31, 2005)
Multiple Position Reports
Photography Exhibition, June 2005 (information on entering)
Postdoctoral Development Program **October 2006**
Public Affairs Week (19-22 April 2004)
Roundtable on Student Writing - Spring 2005
Sloan grant (memorandum and application forms - March 2006)
Student Writing (Faculty Roundtable - Spring 2005)



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The Arts at Baruch College

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Last updated on 8/17/2009

For information on events in the Baruch Performing Arts Center, see BPAC's website.

For a college whose primary focus is on business and administration, the emphasis on the arts at Baruch is extraordinary. But the arts, of course, are big business, especially in New York, and the college's emphasis on educational excellence implies attention to the full range of human endeavor.
The college brings the arts directly into classrooms through the Baruch Performing Arts Center's **Student Outreach Program**: theatre professionals, string quartets, and orchestras bring to life concepts discussed in classes in ways that help students think critically and "outside the box." Creative Problem Solving and Communication Workshops offer tools to build innovative and critical thinking, confidence and presentational skills. Students regularly have the opportunity to attend first-rate concerts, theatrical productions, and gallery exhibitions at no charge via a Ticket Subsidy Program. Ticket subsidy compliments the curriculum by giving faculty the ability to assign a BPAC production to its class at no cost to the students. Additionally, ticket subsidy enables any student wishing to attend outside class to purchase a ticket for $10 ticket for any production. The Student Outreach Program cuts across the disciplines of all three Schools.
Academically, the college offers courses in Art, Music, and Theatre through the Department of Fine and Performing Arts, with specializations in bridge programs that link WSAS to ZSB and SPA, such as Management of Musical Enterprises and Arts Administration (with focus on either Art or Theatre). The Business Communication major includes a specialization in Graphic Communication. A well-equipped darkroom serves students taking Photography courses.

The Performing Arts at Baruch

BPAC (**Baruch Performing Arts Center**) presents dozens of events each semester. The schedule as well as ticket buying information appears on **BPAC's website**. The phone number is: 646-312-4085.
BPAC's Venues: **Engelman Recital Hall**, a beautifully appointed classic recital hall with 175 seats (Newman Vertical Campus B2 level); **Rose Nagelberg Theater**, a flexible black-box theater that seats 220 (Newman Vertical Campus B3 level); **Mason Hall** a grand old-fashioned style hall that seats 1157 (17 Lexington Avenue, lobby); and **Bernie West Theatre**, a classic black box style that accommodates a maximum of 74 with fixed end-stage seating (17 Lexington Avenue, 9th floor).

The **Aaron Silberman Concert Series** features four or five concerts a year in Engelman Hall by outstanding chamber music ensembles. (See BPAC's website for an up-to-date listing of concerts in the series.) Baruch's ensemble-in-residence, the **Alexander String Quartet**, performs at least one concert each semester.
The annual **Milt Hinton Jazz Perspectives Series** features such performers as Tito Puente and the Mingus Big Band.
Each semester the **Baruch College Choir** performs a varied repertory in an end-of-semester free concert. ***Faculty and staff are invited sing with the chorus and to engage with our students through song.*** If you are interested in participating, please contact the Chorus's director, Teresa Parker.
The Department of Fine and Performing Arts presents a **student play** each semester, directed by a member of the FPA faculty. The department will put on **The Charm Of Preparedness** which will take place in the Engelman Recital Hall.

Artists-in-Residence

ALEXANDER STRING QUARTET
The ASQ has been resident in WSAS for one week each semester for more than 20 years. The quartet attends a wide variety of classes to draw connections between music and other disciplines. For example, they demonstrate connections between narrative and musical forms in literature or writing classes, and, in history classes, explore ways in which music of the "Romantic" period might express that Zeitgeist; they investigate musical/mathematical relationships in math classes. To ask about bringing the ASQ to your classroom, contact the Department of Fine and Performing Arts at 646-312-4052.

HARMAN WRITER-IN-RESIDENCE
Each semester the **Sidney Harman Writer-in-Residence** teaches one writing-intensive workshop and presents an open reading and "conversation" with the Baruch community, creating a lively literary salon for students and faculty.

> On March 24th 2009, at 5:45pm, in the Newman Conference Centerl, The Sidney Harman Writer in Residence program (co-sponsored by Poets & Writers) will present: **A Reading and Conversation with George Packer.** Further information about the Spring 2009 Harman writer please visit: http://www.baruch.cuny.edu/wsas/academics/writer_in_residence/more_george_packer.htm

Harman writers have included playwrights Edward Albee and Tony Kushner, poets Yehuda Amichai, Agha Shahid Ali, and April Bernard, fiction writers Lorrie Moore, Paul Auster, John Edgar Wideman, Anita Desai, and Colum McCann, and non-fiction writers Jane Kramer and Philip Gourevitch. The Fall 2004 Sidney Harman Writer-in-Residence was William Finnegan, a staff writer at The New Yorker since 1987. In Spring 2005, the Harman writer was Ben Katchor, the prize-winning graphic novelist, author of *Julius Knipl, Real Estate Photographer* and other series and a recipient of a MacArthur Foundation Fellowship.

The Sidney Mishkin Gallery
(212) 660-6652

Founded in 1983, the **Sidney Mishkin Gallery** was renamed in 1991 in honor of the late Sidney Mishkin (class of 1934). The gallery has distinguished itself by presenting small, museum-quality exhibitions that highlight innovative scholarship, significant artists, and multicultural concerns. The exhibitions and programs organized at the Mishkin Gallery broaden and enrich the education of Baruch College students, while enhancing the cultural opportunities of the entire Baruch College community. An increasingly visible non-profit gallery in New York City, the Mishkin Gallery also provides a neighborhood museum for residents of Gramercy Park, Madison Square, and Park Avenue South. Mr. Mishkin's donation of 10 major works of modern art established a standard of excellence for the College's permanent collection, which has expanded to include outstanding examples of twentieth-century photography and works on paper, in addition to paintings and sculpture by European and American modernists. See the **exhibition schedule**.
Gallery tours for classes: The Mishkin Gallery provides gallery tours for Baruch classes from any department. The gallery director will work with faculty to provide a gallery talk relating the exhibition on view to the content of a specific course. To schedule a tour call 212-660-6652.
Gallery Director: Dr. Sandra Kraskin,
Address: 135 East 22nd Street, 1st floor
Telephone: 212-802-2690
Hours: Monday-Friday, 12-5 pm; Thursday, 12-7 pm

Weissman Lecture on the Influence of the Arts on Society

The annual Weissman Lecture features members of the New York arts world exploring intersections between the arts and the worlds of business, government, and the general community. Featured speakers have included **George Weissman** (former CEO of Philip Morris and former President of Lincoln Center), **Schuyler Chapin** (then NYC Commissioner of Cultural Affairs), **Cora Cahan** (President of The New 42nd Street, Inc.), and **Gordon J. Davis** (former President of Lincoln Center). Here is a link to the text of George Weissman's inaugural lecture of December 1998.

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Joint Committee on Curriculum and Articulation/The Baruch College Assessment Committee

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Last updated on 08/21/08

Article VII, Section 2 of the Bylaws of the General Faculty reads as follows:

> **Section 2 – Joint Committee on Curriculum and Articulation**
> This Committee shall consider curriculum and matters of articulation that are College-wide in nature. It shall make recommendations to the General Faculty and the faculties of the several Schools as may be appropriate.
>
> The Committee shall consist of ten voting members: two faculty members from each School to be selected in accordance with the Bylaws of that School; and three undergraduate students, two to be selected from the Day Session Student Government, one to be selected from the Evening Student Session Assembly; and one graduate student to be selected by the Graduate Student Assembly. The Vice President for Academic Affairs or designee, the Registrar or designee, the Chief Librarian or designee, and the several Schools' full Deans or designees shall serve *ex officio* with voice but without vote.

Members of the Joint Committee on Curriculum and Articulation for 2008-2009
* = voting member

Phyllis Bagley (Registrar)
Paula Berggren (WSAS)
Jerry Bornstein (LIB) - co-Chair
John Choonoo (Institutional Research)
Jonathan Engel (Associate Dean, SPA)
Mikhail Gershovich (Bernard L. Schwartz Communication Institute)
Corinne Giladi (Undergraduate Student)*
Mehmet Genc (ZSB)*
Michael Goodman (WSAS)*
Gary Hentzi (Associate Dean, WSAS)
Shamin Mashruwala (ZSB)*
Tansen Sen (WSAS)*
Hartley Bramhall (Graduate Student)*
Dennis Slavin (Associate Provost) - co-Chair
Vanessa Vacchiano (Institutional Research)

Dan Williams (SPA)*
Phyllis Zadra (Associate Dean, ZSB)

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CUNY Assessment Workshops - Fall 2009

Last updated on 8/13/09

CUNY's Assessment Council, in collaboration with the Central Office
of Academic Affairs, invites CUNY faculty and staff to participate in
assessment of student learning workshops.
All workshops will be held at the Macaulay Honors College
35 West 67th Street New York, NY
Continental Breakfast will be served

Workshop 1:
A Road Map for Designing Program Level Assessment of Student Learning

Friday, September 25th, 2009
9:30 AM to 12:00 PM

Facilitator:
Michael Anderson, Director of Academic Assessment, Brooklyn College
Who should attend?
This workshop is designed for faculty and administrators who both teach in programs and have responsibility for designing and implementing program-level assessment of student learning.
Format:
The workshop will lead participants through an interactive series of exercises/questions/decision trees ultimately resulting in at least a full outline of a sustainable assessment plan (Roadmap) tailored to their particular programs. Depending on the responsibility of the participants and the completeness of the information they bring to the workshop, they might take home significant portions of plans or complete plans. The characteristics of assessment plans emphasized by this workshop are those outlined in Standard 14 of the Middle States Commission on Higher Education's *Characteristics of Excellence in Higher Education*
http://www.msche.org/publications/CHX06_Aug08REVMarch09.pdf)
Topics:

- Introduction – The Levels of Assessment: Program, Classroom, and Institutional

- Writing Program Level Missions and Goals (**Bring existing materials/drafts or ideas**)
- Distinguishing and articulating appropriate levels of student achievement (Graduate v. Undergraduate, etc.)
- Internal Benchmarking (Setting levels of program accomplishment)
- Mapping Goals onto the Curriculum (**For those at this level, bring course descriptions for your program**)
- Creating an Assessment Cycle (**Bring information on program course sequencing**)
- Assessment methods appropriate to your field, time, and resources
- Direct and Indirect
- Quantitative and Qualitative
- Tests, Rubrics, Capstones and Portfolios
- Logistics of collection and scoring
- Next Steps

Space is limited! To attend, please RSVP to OAAevents@mail.cuny.edu by September 17th and indicate in the subject line the workshop title you wish to attend. If you have any questions, please contact Sherri Ondrus at (212) 794-5765.

Workshop 2:
Content Analysis as a Tool for Assessment of Student Learning Outcomes

Friday, October 9th, 2009
9:30 AM to 12:00 PM

Facilitators:
Vanessa Vacchiano, Coordinator of Assessment, Baruch College and
Diane Phillips, Director of Institutional Research and Assessment, Macaulay Honors College

Assessment need not be restricted to quantitative research. Using content analysis we can draw on multiple kinds of evidence (student journals, narratives, portfolios) to provide persuasive evidence of the process and outcomes of student learning.

Who should attend?
Faculty and staff interested in using qualitative data analysis for assessment.

Format:
This is a hand-on workshop intended to provide participants with the opportunity to ask questions, explore, and learn about practical applications of content analysis as a research tool for assessing student learning outcomes. An overview of content analysis will be provided as well as some examples of research projects. Exercises will be conducted to provide the participants with first-hand opportunity to apply content analysis techniques to data. As a result of this workshop participants will be able to:

- Demonstrate an understanding of the basic principles and procedures of qualitative content analysis as a tool in assessment
- Identify challenges of content analysis
- Identify advantages and disadvantages
- Recognize examples of different uses of content analysis
- Code and analyze qualitative data systematically and flexibly

Space is limited! To attend, please RSVP to OAAevents@mail.cuny.edu by October 1st and indicate in the subject line the workshop title you wish to attend. If you have any questions, please contact Sherri Ondrus at (212) 794-5765.

Workshop 3:
Using Assessment to (Im)Prove Student Learning

Friday, November 20th, 2009
9:30 AM to 12:00 PM

Facilitators:
Annita Alting, Director of Assessment, City College and **Kathy Powell-Manning, Assistant Director of Assessment, City College**
Who should attend?
This workshop is designed for faculty and staff responsible for coordinating and supporting learning outcomes assessment in their departments. It emphasizes the "using the results" part of the assessment cycle, and how to present findings and evidence for internal and external audiences.
Format:
After a short review of the elements of an assessment "loop", participants will be presented with "real-life" case studies and will systematically discuss the strengths and weaknesses of the different strategies to improve, collect and report evidence of student learning. The second part of the workshop offers an exercise in analyzing and reporting student comments on exit surveys to inform improvements.
After completion of this workshop, participants will be able to:

- Use assessment findings to inform course and curriculum improvements
- Identify strategies for instructional and program level improvements
- Identify measures and instruments to assess the impact of improvement strategies
- Document curriculum improvements and their impact systematically

Space is limited! To attend, please RSVP to OAAevents@mail.cuny.edu by November 12th and indicate in the subject line the workshop title you wish to attend. If you have any questions, please contact Sherri Ondrus at (212) 794-5765.

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Registrar's Office

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Last updated on 5/18/09

Office of the Registrar
151 E. 25th Street, Room 850
New York, NY 10050
646-312-1150
www.baruch.cuny.edu/registrar

Office Hours
Monday - Thursday: 9:00am-6:00pm
Fridays: 9:00am-4:45pm
Summer Hours
Monday - Thursday: 8:30am-6:00pm
General Information
Information Center: (646) 312-1150
Senior Registrar
Vacant
Registration
Eliza Tom: 646-312-1164
Scheduling
Andrew Cox: 646-312-1177
Grades
Beverly King: 646-312-1195

The Registrar's office is the official keeper of all academic records of the college and is responsible for creation of the academic calendar, course master file, semester course schedule, all registration activities, verification of class enrollment, enrollment certificates to state, federal and local agencies, grades and transcripts request.
Registration
Students register three times a year: Fall, Spring, Summer I and II. Registration is online for continuing students. Continuing students are given preference by class level, which ensures that they are able to register for classes before new students. Even if the minimum payment due on the bill is $0.00 the bill must be validated by the bursar.
Some FAQs from students regarding registration:

- ***What should I do if the payment due is $0.00?***

Even if the minimum payment due on the student's bill is $0.00, the bill must be validated by the Bursar's Office.

- ***If I Do Not Attend Classes, Will my Money Be Refunded?***

Once registration is completed students are liable for full payment of all charges assumed at registration. Failing to attend a class does not change the payment due or entitle students to a refund. To cancel the financial liability for registration, classes must be dropped by the due dates in the Academic Calendar. (After this date, students are responsible for full payment of all tuition and fee changes)

- ***Is there a Penalty for late Registration?***

The late registration fee is $15.00.

Student Registration Options

All continuing students are eligible to register for courses using the web based registration system known as **e-SIMS**. This WEB-based system allows students to:

- Change their Personal Identification Number (PIN)
- Add courses
- Drop courses
- Replace one course with another
- View their schedules
- Inquire about tuition and fees
- View grades for the previous semester
- View for open sections of courses
- View transcripts

Class Rosters for Faculty

- To gain access to your First Day Rosters, follow these steps:
  - From the Baruch Home Page, go to the "Computing" menu and choose "Faculty & Staff Resources"
  - Then choose "Access Your Course Roster Online with eRoster" and enter the last six digits of your social security number.
- The **e-Certification Roster** must be certified by the published due date. Effective Fall 08 the "**WN**" grade was introduced. This grade must be assigned if the student "**never**" attended the course. An instructor may not request that the Registrar's Office remove the "**WN**" grade for the purpose of allowing the student to officially withdraw from the course. Please keep in mind that there are federal regulations involved. You may refer the student to the Center for Advisement in Rm. VC 5-215. This roster, reflects all registered students on file as of the third week of classes. This roster requires verification of attendance of the names appearing on the roster. If they have exceeded the maximum time allowed then a "**WU**" should be assigned.
- The Web-based Roster maybe accessed by the individual faculty. The name of the faculty member teaching the course must be on file with the Registrar's Office. If the Instructor of the course is officially listed "**STAFF**," no one can access the roster through the web. If the department changes an Instructor from one course to another without this change being recorded by the Registrar's Office, the new Instructor of the course cannot access the roster. To access the web-based roster go to **Faculty Rosters**. When you have selected Faculty Rosters, you will be prompted to enter your user name (Your last name) and the last 6 digits of your SSN. You will then see a roster of the students registered for your course. This list can be downloaded from the Internet and be used in a spreadsheet program if you have one.

Some Faculty FAQs

- ***What do I do if a student claims to have registered but their name does not appear on the roster?***

If a student claims to have registered for your course and their name does not appear on the roster, please ask the student to provide a copy of the validated bill dated after the date of your roster. If the student cannot provide that, direct the student to the Registrar's Office (151 E. 25th Street 8th floor). If the student resolves the registration, a new bill will be issued showing verification of enrollment.

- ***What do I do if I assign a WU/WN grade in error?***

Please use your Baruch College e-mail address to contact Luis Ortiz or Renetta Elphage in the Registrar's Office within the first 2 weeks of incorrectly assigning the grade.

- ***Can a student who is registered for one section be allowed to attend another section for which s/he is not registered?***

Students should be registered for the course that they are attending. Informal arrangements to allow a student to "sit in" a different section of the course may end up with the student receiving a failing grade in the course for which they are

registered. Resolving the registration problem after the term ends can be very problematic for the student and the faculty member involved.

Class Attendance
Attendance is mandatory. Students are required to attend every session of their courses. **A *WU* grade must be given to freshman and sophomores** for absence in excess of twice the number of weekly hours the class meets and **may be given to juniors or seniors**. *A WU given prior to a student applying for a W takes precedence. A W*U counts as an F grade in a student transcript. A WU grade may not be used if the student has taken the final examination.

Grades
Faculty members are asked to submit their grades as soon as possible after the final examination. 72 hours is the normal limit, but we are aware that essay examinations take longer to grade and allow an additional 24 hours for those grades. Late submission of grades may affect a student's ability to register for classes the following semester or to complete graduation certification.
Listed below are the official grades for Baruch College. They apply to both undergraduate and graduate students except where noted. For guidelines to the use of traditional grades (A, A-, B+ etc.) see far below.
Baruch College employs several grades in addition to the traditional letter grades. They are listed in official locations, such as **http://www.baruch.cuny.edu/registrar/webgrade/Webgrade_system.htm**, but the outline below might be useful. It includes a bit more information than the official descriptions on which it is based.
Any **questions** should be addressed to the college's Associate Registrar, Beverly King:
Beverly.king@baruch.cuny.edu or 646-312-1195.

Grade: AUD
It means: AUDITOR
Explanation: The student must have officially requested the status of auditor at the start of the semester. If s/he officially applied for auditor's status, a grade of "AUD" will appear in the grade column. This grade cannot be assigned by the Instructor.

Grade: INC
It means: INCOMPLETE TERM WORK
Explanation: When the student has earned an average term grade of 50% or better and, in your view has a reasonable chance to pass the course, you may assign an "INC" to a student who, for a valid reason, does not complete the work assigned (including final exams, papers etc.). If the grade is not resolved by the end of the examination period of the subsequent semester, the "INC" becomes "FIN," the equivalent of an "F." In principle, the student should discuss the need to receive an incomplete with the instructor before grades are due.

Grade: NC
It means: NO CREDIT
Explanation: An "NC" grade is appropriate for research courses when a thesis has not been completed but progress has been made. Graduate students who apply for the P/NC (Pass/No Credit) option will receive a grade of "P" if the course is successfully completed and "NC" if it is not.

Grade: P
It means: SATISFACTORY COMPLETION
Explanation: The grade of "P" can be used for undergraduates in the Weissman School of Arts & Sciences if approved. It can also be used in the graduate thesis or research course. Graduate students who apply for the P/NC (Pass/No Credit) option will receive a grade of P if the course is successfully completed and NC if it is not.

Grade: PEN
It means: PENDING for reasons of academic integrity – Please contact Dr. Ron Aaron at 646-312-4570
Explanation: The student's grade is under review because of possible infractions compromising academic integrity. Students are entitled to due process, so if the faculty member has not yet resolved the issue with the student, the proper grade until such resolution is "PEN." This appears on the student's transcript as a grade of "PEN." If the grade is not resolved by the end of the examination period of the subsequent semester, the "PEN" becomes an "F."

Grade: R
It means: UNSATISFACTORY WORK FOR REMEDIAL COURSE(S)
Explanation: “R” is assigned as a final grade (in lieu of “F” or “INC” for remedial, no-credit courses or tutorial courses only (e.g., ENG 0132, CSTM 0120, and FRO 1000)

Grade: W
It means: OFFICIAL WITHDRAWAL
Explanation: If a student in your course OFFICIALLY withdrew by the due date, a grade of “W" will appear in the grade column. It is considered to be "without penalty" because, unlike, the “WU” or “WN”, it is not calculated in the GPA as an "F."

Grade: WA
It means: ADMINISTRATIVE WITHDRAWAL
Explanation: The student did not comply with immunization requirements. The student must comply with immunization requirements or the "WA" will be permanent; no grade changes will be allowed. *Faculty members must add a proposed grade to the comments field of Web grade.*

Grade: WN - This grade is newly in effect as of fall 2008.
It means: NEVER ATTENDED
Explanation: "WN" should be given if the student has never attended a class and there is no documented evidence of the student's participation in a course. The establishment of a "WN" grade provides necessary information concerning attendance; this is a requirement of Federal Title IV regulations for the disbursement of financial aid to students. A "WN" given prior to a student applying for a "W" takes precedence and counts as an "F."

Grade: WU
It means: UNOFFICIAL WITHDRAWAL
Explanation: "WU" is assigned by the faculty at any time before the student takes the final exam. "WU" is equivalent to "F." It is assigned for excessive unexcused absences -- absences in excess of twice the number of weekly hours the class meets (i.e., if a class meets three hours a week, students who are absent more than six hours may be assigned the grade of "WU"). If you enter a grade of "WU" for a student, you will be required to enter the last date the student attended. (NB: A WU grade *must* be given to freshman and sophomores for absence in excess of twice the number of weekly hours the class meets and *may* be given to juniors or seniors. A WU given prior to a student applying for a W takes precedence. A WU counts as an F grade in a student transcript. A WU grade may not be used if the student has taken the final examination.)

Grade: Y
Explanation: "Y" is an intermediate grade assigned after the first semester of a two-semester Honors sequence (or the first two semesters of a three-semester sequence) to signify work in progress. (Honors courses numbered 6001, 6002, 6003.) The "Y" grade is not included in calculating the grade point average. Each "Y" grade is replaced by an appropriate letter grade when the sequence has been completed.

"Traditional" Grades
The percentage equivalents (see "grade scale") are given to guide those who compute grades on the basis of 100%.

UNDERGRADUATE			**GRADUATE**		
LETTER GRADE	GPA VALUE	GRADE SCALE	LETTER GRADE	GPA VALUE	GRADE SCALE
A	4.0	93.0–100.0	A	4.0	93.0–100.0
A-	3.7	90.0–92.9	A-	3.7	90.0–92.9
B+	3.3	87.1–89.9	B+	3.3	87.1–89.9
B	3.0	83.0–87.0	B	3.0	83.0–87.0
B-	2.7	80.0–82.9	B-	2.7	80.0–82.9
C+	2.3	77.1–79.9	C+	2.3	77.1–79.9

C	2.0	73.0–77.0	C	2.0	73.0–77.0
C-	1.7	70.0–72.9	C-	1.7	70.0–72.9
D+	1.3	67.1–69.9			
D	1.0	60.0–67.0			
F	0.0	below 60.0	F	0.0	below 0.0
WU	0.0				
WN	0.0		WN	0.0	
PEN	0.0		PEN	0.0	

Questions: Associate Registrar, Beverly King: Beverly.king@baruch.cuny.edu or 646-312-1195.
For additional information on the meaning and implication of each grade, see the **Baruch College Bulletin** (Undergraduate and Graduate).

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Presidential Excellence Awards

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Last updated on 5/7/09

Baruch College Presidential Excellence Awards for
Distinguished Scholarship
Distinguished Teaching (full-time faculty)
Distinguished Teaching (adjunct faculty)
Distinguished Service

Established and maintained by grants from the Baruch College Fund, the Presidential Excellence Awards are given to faculty members to stimulate and reward outstanding achievement and to enhance the College as a center of excellence. The Awards are made by the President, acting on the recommendation of the Awards Committee. The recipient receives an honorarium and a certificate, and the names of all recipients are inscribed on a plaque, which is prominently displayed.

The Distinguished Scholarship Award (first awarded in1978) encompasses three categories:
Written Scholarship recognizes full-time faculty who have published a book, monograph, article, or series of articles of scholarly distinction in the past two years; ***Creative Work*** recognizes faculty who have had a distinguished achievement in the fine or performing arts during the past two years; ***Long-Term Career Achievements*** recognizes faculty whose scholarship in the past 10 to 15 years constitutes an exceptional contribution to their field. List of winners

The Distinguished Teaching Award (full-time faculty; first awarded in 1979) and The Distinguished Teaching Award (adjunct faculty; first awarded in 2000) recognize full-time faculty and adjunct faculty whose outstanding pedagogical ability, commitment to teaching, and achievements in teaching are making a positive impact on the quality of instruction and student life at the College. List of winners

The Distinguished Service Award (first awarded in 1993) recognizes full-time faculty whose service distinct from teaching and scholarship is improving the quality of the Baruch community through leadership in developing new directions for College activity, in developing resources for the College, and/or in connecting the College to relevant external communities. List of winners

* * * * *

Nomination Process

Nominations are welcome from any source within the Baruch Community, including departmental executive committees, deans, chairpersons, colleagues, and students. We invite alumni to nominate faculty; self-nominations are also invited.

For the scholarship award, the letters of nomination should indicate the significance of the candidate's scholarship to her or his field. For the teaching award, the nomination should describe the outstanding work in instruction. For the service award, the nomination should include a description of the outstanding service. Nominees will be contacted for the supporting materials needed by the Awards Committee.

Nominations are to be sent to the Committee via the Provost's Office:
Attn: Awards, Box D-0710.



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Introduction to Baruch College

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Last updated on 06/26/07

Baruch College traces its roots to 1847, when the Free Academy, the first institution of free public higher education in the country, was founded in New York City to provide educational opportunity and superior academic programs. (Baruch's landmark building at 23rd Street and Lexington Avenue occupies the site of the Free Academy.) Today Baruch is a thriving, urban, multicultural institution, and a senior college of The City University of New York (CUNY), the largest urban university in the U.S. and its third-largest public university system. Some 200,000 students are enrolled for degrees on 19 campuses in all five boroughs of New York City.

Baruch offers undergraduate and graduate programs through its three schools. The Zicklin School of Business (ZSB) is the largest and one of the most respected business schools in the nation, the only unit in CUNY that offers business programs accredited by the AACSB International. ZSB offers degree programs leading to the BBA, MBA, Executive MBA, MS, and Executive MS in Finance; also the Baruch/Mt. Sinai MBA in Health Care Administration, which is accredited by the Accrediting Commission on Education for Health Care Administration (ACEHSA). The Zicklin full-time MBA program enrolls students whose credentials and average GMAT scores place them among the top students in the nation. The Zicklin School also offers a combined degree program in accountancy that meets the latest education requirements for the CPA exam and enables students to complete an undergraduate degree program of their choice and an MS in accountancy in five years. The Zicklin School houses the City University's PhD in business and offers a joint degree program leading to the JD/MBA degrees in conjunction with both Brooklyn Law School and The New York Law School.

The Weissman School of Arts and Sciences (WSAS) provides all Baruch students with a strong foundation in the arts and sciences and offers 14 majors leading to the BA degree, as well as an arts and sciences ad hoc major that enables students to tailor unique interdisciplinary programs. "Bridge programs" combine study of a liberal arts discipline with study of business, such as arts administration, management of musical enterprises, business journalism, graphic communication, and corporate communication. WSAS offers science programs that prepare students for entry into top medical and dental schools. At the graduate level, the Weissman School offers the MS and PhD degrees in industrial/organizational psychology, MS in Applied Mathematics for Finance, and MA degrees in business journalism and corporate communication.

The School of Public Affairs (SPA) prepares students for careers in government, the nonprofit sector, and private enterprise through programs leading to the BS in public affairs and in real estate and metropolitan development, MPA,

Executive MPA, and MS Ed in educational administration and supervision, and in higher education administration.

Baruch has been ranked as the most diverse college in the United States, with students from across the wide spectrum of New York City's cosmopolitan population, as well as from 148 other nations. Total enrollment is over 15,000, including nearly 2,500 graduate students. The profile of the traditional Baruch student has remained unchanged since the college's beginnings: smart students, many of whom work, many of whom do not speak English at home, and many of whom are the first in their families to attend college. They are willing to work and study hard to make their career aspirations a reality. Day, evening, and weekend class schedules are designed to accommodate both full- and part-time students.

Baruch's faculty combine outstanding academic credentials with significant real-world experience. Roughly 450 teach full time, with about 95 percent holding the PhD or other terminal degree. Full-time faculty teach both entry-level and advanced courses and serve as advisors to student organizations and pre-professional programs. Many are affiliated with the PhD programs at the CUNY Graduate Center. As leaders in their chosen academic fields, faculty members are regularly recognized with fellowships and awards. Several hold the prestigious title of City University Distinguished Professor.

The Baruch College Campus
The campus comprises six buildings, as outlined below. The bold letters on the left correspond to the official designations of campus boxes and offices (e.g. Box **B**8-250 means the Newman Vertical Campus, 8th floor, Room 250). For more detailed descriptions of the facilities see the Bulletin; for the location of specific offices or individuals, see the on-line directory; for additional information on the college see the homepage.

A 17 Lexington Avenue (23rd Street)

- Classrooms
- Department of Natural Sciences
- Faculty Lounge (Room 215)
- College Advancement
- Mason Hall
- Continuing Studies
- Security/Public Safety
- Baruch College High School

B Newman Vertical Campus
(One Bernard Baruch Way/55 Lexington Avenue)

- Classrooms
- Faculty and Departmental Offices
- Weissman School of Arts and Sciences
- Zicklin School of Business
- Center for Advisement and Orientation
- Student Development
- Student Life
- Performing Arts Center
- Field Center for Entrepreneurship and Small Business
- Athletic and Recreational Complex
- Faculty and Staff Lounge (14-290)
- Conference Facilities

C Newman Hall (137 East 22nd Street)

- School of Public Affairs
- Newman Real Estate Institute

D 135 East 22nd Street

- Administrative Offices
- School of Public Affairs
- Sidney Mishkin Gallery

H 151 East 25th Street

- Newman Library
- Admissions and Financial Aid Office
- Registrar's Office
- Bursar's Office
- International Student Service Center
- BCTC (Baruch Computing and Technology Center)
- Subotnick Financial Services Center
- Conference Facilities

I 137 East 25th Street (The Annex)

- Information Center
- SPAR (Grants Office)
- Counseling Center
- Honors Program Office
- Schwartz Communication Institute
- Institutional Research

One Bernard Baruch Way (55 Lexington at 24th St), New York, NY 10010 (646) 312-1000

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BaruchSpeak
Abbreviations, acronyms, names of venues, shorthand references, programs etc.

Last updated on 8/17/09

One Bernard Baruch Way – AKA Newman Vertical Campus, 25th Street between Lexington and 3rd Avenues
3rd Floor Lounge – 135 East 22nd Street, 3rd floor (AKA Administrative Lounge, Administrative Center Classroom)
4 North – 17 Lexington Ave., 4th floor
4 South – 17 Lexington Ave., 4th floor
5 South – 17 Lexington Ave., 5th floor
A Building – 17 Lexington Ave. (SE corner, 23rd Street)
Administration Building – 135 East 22nd Street
Administrative Center Classroom – 135 East 22nd Street, 3rd floor (AKA Administrative Lounge, 3rd Floor Lounge)
Administrative Lounge – 135 East 22nd Street, 3rd floor (AKA Administrative Center Classroom, 3rd Floor Lounge)
Annex – 137 East 25th Street
ARC – Athletic Recreation Complex (NVC, B-levels)
B Building – AKA Newman Vertical Campus, One Bernard Baruch Way/55 Lexington Ave (between 24th and 25th Streets)
Barbara Kent Plaza – Plaza outside the 25th Street entrance to the NVC
Baruch Survey Research Unit
BCAA – Baruch College Alumni Association
BCCHS – Baruch College Campus High School
BCF – Baruch College Fund
BCTC – Baruch Computing and Technology Center
Bernard L. Schwartz Communication Institute – 137 East 25th Street, 3rd floor
Bernie West Theatre – 17 Lexington Ave., 9th floor
Bert and Sandy Wasserman Trading Floor – 151 East 25th Street, 1st floor
BOSS – Baruch Online Student System
BPAC – Baruch Performing Arts Center, NVC, B-2 and B-3
C Building – 137 East 22nd Street (Newman Hall)
CA – College Advancement

CAA – Cumulative Academic Average
CAO – Center for Advisement and Orientation
CAPS – Continuing and Professional Studies
CCI – **Center for Corporate Integrity**
CCVIP – **Computer Center for Visually Impaired People**
Center for Educational Leadership
Center for Innovation and Leadership in Government
Center for the Study of Business and Government
Center on Equality, Pluralism and Policy
CIS – Department of Computer Information Systems
COPS – Council of Presidents (CUNY-wide)
CPE – CUNY Proficiency Exam
CUPS – City University Personnel System
CUNY – City University of New York
CUTRA – CUNY Tuition Reimbursable Account
D Building – 135 East 22nd Street
ECP – Executive Compensation Plan
Eli and Claire Mason Seminar Room – 135 East 22nd Street, 3rd floor
EMT – Emergency Management Team
Engelman Recital Hall – entrance on B-2 of NVC
EOC – Executives on Campus
ESIMS – Electronic Student Information Management System
Faculty Lounge – 17 Lexington Ave., 2nd floor (Room 215)
Faculty/Staff Lounge – NVC 14-290; 17 Lex, Room 215
FPA – Department of Fine and Performing Arts
GAF – Graduate Adjunct Fellow
GPA – Grade Point Average
GTF – Graduate Teaching Fellow
H Building – 151 East 25th Street
Honors Lounge – 17 Lexington Ave., 9th floor
J Building – 137 East 25th Street (AKA the Annex)
Jewish Resource Center
Lawrence N. Field Center for Entrepreneurship and Small Business – NVC, 2nd floor
Marble Lounge – 137 East 22nd Street, 2nd floor
Mason Hall – 17 Lexington Ave., 1st floor
Mason Seminar Room – 135 East 22nd Street, 3rd floor
MSILR – Master of Science in Industrial and Labor Relations
Nagelberg Theatre – (Rose Nagelberg Theatre) entrances on B-2 and B-3 of NVC
Nallin Recital Hall – 17 Lexington Ave., 12th floor
Newman Conference Center – 151 East 25th Street, 7th floor
Newman Hall – 137 East 22nd Street
Newman Library – 151 East 25th Street
NVC – Newman Vertical Campus, One Bernard Baruch Way/55 Lexington Ave (between 24th and 25th Streets)
Oakroom – 137 East 22nd Street, 2nd floor
PAF – Personnel Action Form (two versions: tax levy and BCF)
President's Conference Room – (now called Provost's Conference Room) 135 East 22nd Street, 9th floor
Provost's Conference Room – 135 East 22nd Street, 9th floor
PSC – Professional Staff Congress
RF – CUNY Research Foundation
Rose Nagelberg Theatre – entrances on B-2 and B-3 of NVC
SACC – Student Academic Consulting Center
SEEK – Search for Education, Elevation, and Knowledge
SFSC – Subotnick Financial Services Center
Sidney Mishkin Art Gallery – 135 East 22nd Street, 1st floor

SIMS – Student Information Management System
Skylight Room – 17 Lexington Ave., 3rd floor
SPA – School of Public Affairs
SPAR – Sponsored Programs and Research
Steven L. Newman Real Estate Institute – 137 East 22nd Street
Subotnick Financial Services Center – 151 East 25th Street, 1st floor
VC – [Newman] Vertical Campus, One Bernard Baruch Way/55 Lexington Ave (between 24th and 25th Streets)
Weissman Center for International Business – 137 East 25th Street, 8th floor
WSAS – Weissman School of Arts and Sciences
ZBUS– Zicklin School of Business
ZSB – Zicklin School of Business

ALSO SEE CUNYSpeak: http://web.cuny.edu/academics/info-central/wwww/acronym-dictionary.html

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The Bernard L. Schwartz Communication Institute

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Last updated on 2/3/09

Founded in 1997, the Bernard L. Schwartz Communication Institute spearheads efforts to infuse oral, written, and computer-mediated communication into the curriculum by emphasizing a philosophy of teaching rather than a quantification of communication-intensive activities. The Institute promotes the idea that it is more helpful for students to receive formative feedback on a few assignments than to tack on assignments and point to the number of pages produced by students. The Institute defines communication as a purposeful activity imbedded in a discipline or context; it is the locus in which learning and teaching takes place. What communication means (and what good or bad communication means) depends on the discipline and individual faculty members. The Institute advocates having students encounter as many different forms of communication in as many disciplines as possible over a course of study. Since students will not become good communicators by taking isolated **Communication Intensive Courses** (CICs), the Institute promotes a coordinated effort across the disciplines to encourage students to see themselves as communicators, to value the importance of communicating their ideas well, and to see themselves as life-long practitioners of communication.

The Institute facilitates the infusion of communication into the curriculum in a variety of ways—primary through communication-intensive courses. CICs are developed by faculty in conformity with the Faculty Guidelines for CICs with the support of the Institute's professional staff. These courses do more than push students to write, speak or use computers. An "intensive" experience in communication engages students in the full range of intellectual and practical processes that go into producing effective communication. That means covering not only grammar and usage, pronunciation and intonation, but habits of mind, analytical tools, and audience adaptation, as well as respect for the differences among the various modes of expression at play in academic and professional environments. The Institute provides faculty and students in CICs with support by trained communication consultants and CUNY Writing Fellows and an outside assessment on the impact of the CIC experience on the students' ability to communicate. It provides professional development for faculty through department-based meetings and one-on-one consulting with faculty. It sponsors faculty-led luncheon seminars on issues relating to communication in the disciplines, innovative approaches to teaching content matter and communication and challenges faced by infusing communication into a course or discipline. It sponsors an annual symposium on communication and communication-intensive instruction that brings together leading educators and business professionals from across the country to discuss fundamental issues of communication.

The Institute also supports faculty research and facilitates curricular reform through its Resource Room (dedicated to communication and pedagogy), a state-of-the-art Apple lab, and a **webpage** that provides useful information for students and faculty.
Also see the **CIC Guidelines**.

Location: 137 East 25th Street, 3rd floor
Director: Mikhail Gershovich, 646-312-2062
Telephone: 646-312-2060; 646-312-2061 (fax)

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Personnel Review Binders

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Last updated on 1/23/2007

All personal files for candidates for reappointment, reappointment with tenure, and promotion will be presented in a binder as described below. The chair of the department or a designated member of the review committee, should assist the candidate in the preparation of the review file. The file must be submitted in compliance with this format, but the candidate is not prohibited from including any additional documentation that would provide evidence for the consideration of the reviewing committee. All material should be in reverse chronological order, most recent first. (For administration files see below after Section V.)

TABLE OF CONTENTS
A Table of Contents, listing all materials from the candidate's personal file, must be included at the front of the file.

SECTION I. Candidate Information and Evaluations

1. CV - The standard form must be used (see Curriculum Vitae) and the CV must be complete and current.

2. Statement of Candidate - A self-evaluation of teaching, service, and scholarship; should include a brief overview of important publications and an evaluation of courses taught. It should also provide information about future plans for teaching and research.

3. All annual evaluations by the department chair.

4. Masked copies of external reviews that were obtained before 1994. Reviews that were obtained starting in Fall 1994 are not placed in the personal file but are put in the administration file (see below). Correspondence with reviewers and all documentation that identifies the external reviewers are filed in the administration file; all other correspondence related to external reviews are filed in Section V.

5. Other recommendations and Comments - recommendations that were received by any means other than the College's external review process. If letters have been solicited by the faculty member, copies of the requesting letters should also be included. (For promotion to full professor, letters from full professors in the department are not in the personal file, but are placed in the candidate's administration file.

SECTION II. Teaching Portfolio

1. All peer observation reports and all post-observation conference memoranda.

2. Student Evaluations - In addition to the evaluations of the candidate, the binder will contain statistical data on the performance of all departmental members evaluated; data will be made available through the School Dean.

3. Other Teaching Documentation - Include any other documentation that addresses the teaching of the candidate; e.g., course syllabi, examinations, materials prepared for students.

4. Pedagogical materials developed by candidate and documentation of the use of the materials.

SECTION III. Service Portfolio

Include any materials that pertain to service activities that are itemized on the CV. These may include statements from the department chair commenting on departmental service assignments, letters received from professional organizations, statements from chairs of college or university committees, etc.

SECTION IV. Research Portfolio

1. **Publications** - Reprints of all items on the CV in print must be included in this section of the file. If the work is voluminous, it may be included in an appropriately identified box or boxes accompanying the binder; note the supplementary location of these materials on a sheet that is included in Section IV.

2. **Other Evidence** - Other items listed on the CV, e.g. galley proofs of works in progress, acceptances, completed manuscripts and manuscripts in preparation, correspondence with editors, must be included in this section of the file.

3. **Programs** - Materials related to presentations at professional meetings cited on the CV must be included in the file.

4. **Reports** - Fellowship and scholar incentive leave reports must be included in the file.

5. **Grants** - Documentation related to grants completed, current, and pending must be included in the file.

6. **Other Documentation** - Any other documentation relating to research and publication activities cited on the CV that will assist in the evaluation of the quality of the activities must be included in the file.

SECTION V. General Information and Correspondence

1. **Workload History** - Include copies of the candidate's workload reports, including released time for research and service.

2. **Correspondence** - Include all copies of all correspondence pertaining to the external review process that do not identify the reviewers (e.g. departmental notices to candidate, copies of procedural memos sent to candidate).

3. Include a copy of the current departmental policies and procedures, if available.

Other documents that related to the staff member's employment history but which have no bearing on his or her candidacy (e.g. personnel action forms, routine correspondence), should be kept in a separate file folder that remains part of the personal file.

ADMINISTRATION FILE

The Administration file is a separate file from the personnel file. The administration file contains "only materials supplied by the employee in connection with the employee's employment, promotion and tenure" (article 19, CBA, page 38). These are: the inital job application-resume, reference letters, external review letters. The administration file is only available to the "committee or individuals responsible for the review and recommendation of the employee with respect to appointment, reappointment, promotion, tenure" (article 19, CBA, page 38).

The faculty member's administration file will accompany the file binder when the review committees meet to consider the candidate. The administration file contains external reviews for tenure and promotion candidates and, in the case of promotion to full professor, letters from full professors in the candidate's department. These reviews and letters should be grouped together and placed in the front of the administration file folder. Only external reviews that were obtained in accordance with the Baruch policy may be included. Other reviews are filed in Section I, Part 5 of the personal file.

For further information, call the Office of Academic Affairs: 212 660-6500.



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Coordinated Undergraduate Education(CUE)
Block Programming; Freshman Academic Year Programs; Freshman Seminar; Learning Communities; Testing and Evaluation; Immersion; Contacts

Last updated on 8/6/09

CUE (Coordinated Undergraduate Education) is a college-wide program, supported by CUNY, that brings together a wide range of programs, initiatives, and practices that are designed to strengthen the academic skills of entering students, to ease the transition into higher education, to provide a meaningful and coherent first year experience, to improve retention, and to build a solid foundation for academic success. Overseen by the Provost's Office, CUE draws upon faculty, student development professionals, staff and administrators from all three schools, student life, and student development. Key components include:

Block Programming: First-semester freshmen experience Baruch College in blocks, a full-time structured schedule containing English Composition, Mathematics, Freshman Seminar, and three required courses drawn from the common core. Each block consists of 20-25 students who attend the courses in the block together as a group. Block programming enhances student cohesion and offers some of the benefits of a residential college environment; it also provides the College with opportunities for pedagogical and curricular innovation.

Freshman Academic Year Programs: CUE funds a wide range of special projects for first year students, including supplemental instruction, tutoring, new classroom technologies, course design, faculty development, and a number of assessment efforts. Key projects include the development of a Baruch College orientation CD-ROM. The overall mission is to provide students with a seamless transition into the College and a framework for mapping goals and expectations that will guide them toward successful completion of their degree objective and beyond. Starting with new student orientation, students take part in a series of shared experiences including a common reading for entering freshmen, Baruch Beginnings (convocation, which features an address by the author of the freshman text, parent orientation and other events), and a vocational inventory for second-semester freshmen.

Freshman Seminar: A required 12-week non-credit course for freshmen, Freshman Seminar offers students an opportunity to engage in the Baruch community during the initial, and sometimes unsettling, first semester on campus. The 12 sessions are divided between six in-class sessions and six outside-the-classroom experiences that students self select from a menu of options designed to expose them to the vast array of academic enrichment offerings and support services at the College. Led by a faculty or staff member and a trained upperclassman, freshmen seminars provide information about college life and the College. The program helps students learn and adopt methods to be successful in college. Structured class exercises encourage participation and provide an avenue for interactions with the students.

Seminar leaders play a vital role in helping students adjust and in influencing their educational objectives. Faculty members are encouraged to participate.

Learning Communities: Faculty who participate in Learning Communities build on the advantages of block programming by highlighting intellectual links between paired courses and arranging co-curricular events and meetings outside of class time. In a Baruch learning community, two faculty members assisted by a peer mentor help a small group of first-semester freshmen to make a successful and enjoyable transition to higher education at the college level. Together the faculty create a range of activities that supplement in-class instruction, increase engagement, and reinforce the collegial ideal of students and teachers working together on the common project of education.

Testing and Evaluation: The Office of Testing and Evaluation administers proficiency and placement exams. All entering students must demonstrate college-level proficiency in reading, writing, and mathematics; Baruch College, like other CUNY senior colleges, does not offer remedial courses in the academic year.

University Summer Immersion Programs: Entering students who do not demonstrate college-level proficiency in reading, writing or mathematics are invited to participate in a summer immersion program.

Contacts

Freshman Seminar
Shadia Sachedina
646-312- 4554 or **shadia.sachedina@baruch.cuny.edu**

Office of Testing and Evaluation
Denyse Ramkaran
646-312-4269 or **Denyse.Ramkaran@baruch.cuny.edu**

Orientation and Freshman Year Programs
Mark Spergel
646-312-4271 or **Mark.Spergel@baruch.cuny.edu**

Learning Communities
Gary Hentzi, Associate Dean of Arts and Sciences
646-312-3890 or **Gary.Hentzi@baruch.cuny.edu**

Immersion
Carol Morgan
646 312-4833 or **Carol.Morgan@baruch.cuny.edu**

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Faculty Book Club

Last updated on February 27, 2009

2009

This semester's book club selection is **Malcolm Gladwell, *Outliers: The Story of Success*** (http://www.gladwell.com/outliers/index.html). Book club discussions will be facilitated alternately by Elisabeth Gareis and Linda Lopez of the Communication Studies Department.
Wednesday, March 4, 6-7:30 p.m., NVC8-213 (Elisabeth Gareis)
Monday, March 16, 12:30-2 p.m., NVC8-213 (Elisabeth Gareis)
Thursday, April 30, 12:30-2 p.m., NVC8-213 (Linda Lopez)
RSVP via email to Elisabeth Gareis at egareis@baruch.cuny.edu with preferred date.

2008

This semester's book club selection is **Louis Menand (ed.), *The Future of Academic Freedom*** (University of Chicago Press, 1998). Prof. Menand will be the keynote speaker on May 2, 2008, at the 4th Annual CUNY General Education Conference to be held at Baruch College. Those members of the faculty who had signed up by January 10, 2008, will be provided with free copies and are invited to attend any of the several sessions listed below. The discussions will be facilitated alternately by **Elisabeth Gareis** and **Denise Patrick** of the Communication Studies Department.
RSVP: Participants should confirm their plans to attend by sending an e-mail to **Elisabeth Gareis** at egareis@baruch.cuny.edu with their preferred date.

Denise, Tuesday, March 25, 3:30-5:00 p.m., NVC 8-213
Elisabeth, Wednesday, April 2, 2:00-3:30 p.m., NVC 8-213
Denise, Thursday, April 10, 12:30-2:00 p.m., NVC 8-213
Elisabeth, Monday, April 14, 12:30-2:00 p.m., NVC 8-213

2007

Last year saw the debut of our faculty book club: More than thirty colleagues (divided into groups) read and discussed R. J. Wlodkowski and M. B. Ginsberg, *Diversity and Motivation: Culturally Responsive Teaching* (Jossey-Bass, 2003). This year's book will be Donald L. Finkel, ***Teaching with Your Mouth Shut*** (Boynton/Cook, 2000); fifty-one faculty

members have signed up to discuss the book.

Those who signed up in January 2007 will be provided with free copies and are invited to attend any of the five sessions listed below. The discussions will be facilitated alternately by **Elisabeth Gareis** and **Leigh Williams** of the Communication Studies Department. Participants should confirm their plans to attend by sending an e-mail to egareis@baruch.cuny.edu with their preferred date:

WE, Mar. 21, 12:30-2 p.m., NVC 8-213
TU, Mar. 27, 6-7:30 p.m. , NVC 8-213
MO, Apr. 16, 6-7:30 p.m. , NVC 8-213
TH, Apr. 19, 12:30-2 p.m. , NVC 8-213
TH, Apr. 26, 6-7:30 p.m. , NVC 8-213



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The Baruch College Bookstore

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Last updated on 8/20/07

The Baruch College Bookstore is located on the first floor of the Newman Vertical Campus. Faculty and staff can save 10% on non-text purchases, including Baruch memorabilia, reference books, office supplies, and Hallmark Cards. The store has a selection of software at educational prices—as much as 70% off the commercially-priced product. The Bookstore sponsors special events such as Faculty Appreciation Day, Secretary's Day for Academic Secretaries, Marketing events, and giveaways throughout the semester. The Lexington Avenue windows feature the latest events, as well as the college's Writer-In-Residence program, New York Times Bestsellers, and Student Promotions.

The college bookstore is managed by Follett Higher Education Group, which leases over 630 stores nationwide and Canada. As such, Baruch faculty can make use of **www.efollett.com**, where instructors can order textbooks for upcoming semesters using the eadoption method,register online for the FACULTY WEB (textbook information resources), and check which books are currently displayed for your courses.

We ask faculty members to provide textbook information to the bookstore on a timely basis in order to accurately stock the course materials for your students at Baruch.

For Fall semester - Please submit information by May 1st
For Spring semester - Please submit information by Nov. 1st.
For Summer semester - Please submit information by April 1st.

We ask for this information relatively early for several reasons. We search the country for used textbooks, helping students to save money. We research out-of-stock situations, and prepare within a set timeframe for our upcoming semester. By asking for the information before the end of the previous semester we can offer students more money for their textbooks on materials that we can resell. If we know what books will be used for the following semester, we can offer students half of what they paid for their materials.

Ordering

Telephone: 646-312-4850
Fax: 212-679-2014

Online: **www.baruch.bkstr.com**

For the password needed for ordering textbooks through the eadoption method, inquire at
baruchbkstr@fheg.follett.com

Store Manager: Kevin Boyce
Telephone: 646-312-4851
baruchbkstr@fheg.follett.com



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Bridge Fund Program

Last updated on 4/22/05

CUNY faculty who run externally funded research programs and who run into a funding crisis due to a competitive renewal of their grant not being funded may apply for bridge funds under specific circumstances as outlined below. In appropriate cases this program will provide up to a maximum of $25,000, when justified, with an equal match requirement from the home campus of the faculty member. In order to ensure the continuance of this program and provide funding for as many faculty as possible, it is required that 50% of the funding provided by this office must be repaid within 6 months of the faculty member receiving any external funding, this repayment should come from indirect costs generated by the newly funded grant(s).
In order to be considered for funding through this program, faculty must meet the following requirements:

- Have a history of continuous (at least six years) external funding for their research project.
- Have submitted a competitive renewal that has not been funded but that can be resubmitted at the next deadline (reviews for this proposal must be submitted with the application for funding).
- Have a signed commitment for an equal amount of matching funds from their home campus.
- Submit a detailed list of any funds currently available to them, including no-cost extensions, as well as a time frame for re-submission of the research proposal.
- Submit a list of other grant proposals submitted with timelines for possible funding.
- Sign a commitment to return any residual funds supplied through this program immediately upon receiving any external funds.
- Submit a detailed budget for the bridge funds – acceptable items that will be considered include salaries for a postdoc, technician, graduate student; supplies; user fees for research facilities.

Final decisions for funding will be made by the University Dean for Research in consultation with the Provost of the respective College and will depend on availability of funds and respective needs.
Applications for the Bridge Fund Program must be made at the home campus; forms are available at the grants offices and here.

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Last updated on 5/15/09

The campus comprises six buildings, as outlined below. The bold letters on the left correspond to the official designations of campus boxes and offices (e.g. Box B 8-250 means the Newman Vertical Campus, 8th floor, Room 250). For more detailed descriptions of the facilities see the Bulletin; for the location of specific offices or individuals, see the on-line directory; for additional information on the college see the homepage; and then there's the map.

A 17 Lexington Avenue (23rd Street)

- Classrooms
- Department of Natural Sciences
- Faculty Lounge (Room 215)
- Mason Hall
- Continuing Studies
- Security/Public Safety
- Baruch High School

B Newman Vertical Campus
(One Bernard Baruch Way / 55 Lexington Avenue)

- Classrooms
- Faculty and Departmental Offices
- Weissman School of Arts and Sciences
- Zicklin School of Business
- Center for Advisement and Orientation
- Student Academic Consulting Center (SACC)
- Student Development
- Student Life
- Performing Arts Center
- Field Center for Entrepreneurship and Small Business
- Athletic and Recreational Complex
- Faculty and Staff Lounge (14-290)
- Conference Facilities

C Newman Hall (137 East 22nd Street)

- School of Public Affairs
- Newman Real Estate Institute

D 135 East 22nd Street

- Administrative Offices
- Sidney Mishkin Gallery

H 151 East 25th Street

- Newman Library
- Admissions and Financial Aid Office
- Registrar's Office
- Bursar's Office
- International Student Service Center
- BCTC (Baruch Computing and Technology Center)
- Subotnick Financial Services Center
- Conference Facilities

I 137 East 25th Street (The Annex)

- Information Center
- SPAR (Grants Office)
- Counseling Center
- Honors Program Office
- Schwartz Communication Institute
- Institutional Research



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Business Cards

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Last updated on 6/21/06

Full-time faculty and administrators are eligible to receive business cards imprinted with the official college logo.

Requests for business cards for full-time faculty members should be initiated through the faculty member's department chair. Sample cards and card templates are available in the chair's office, and may be accessed online by the chair's CUNY office assistant, or other authorized users of the StaplesLink.com online ordering system.

Questions regarding contracted services for business card production for Baruch faculty and staff should be directed to Baruch's Purchasing Department, via e-mail at: david_garlock@baurch.cuny.edu

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Governance Documents

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Last updated on 5/23/05

The following links will take you to the Governance Charter of Baruch College and to the Bylaws of the General Faculty.

Article VI of the General Faculty Bylaws describes election procedures and the charge of each committee. Current membership of the Committees of the General Faculty appears at Committee Membership (General Faculty). Other committees are described within the bylaws of the Schools, see links below.

Following are some other documents of interest. As additional ones become available online they too will be linked to this page.

SPA Bylaws

WSAS Bylaws

ZSB Bylaws (revised March 2009)

Bylaws of the General Faculty

Bylaws of the CUNY Board of Trustees

CUNY Master Plan 2004-2008

Bylaws of the Baruch College Alumni Association

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Campus Intervention Team

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Last updated on 4/21/09

Direct link: www.baruch.cuny.edu/cit
Baruch's Campus Intervention Team (CIT), which was launched in Fall 2008, acts as a support network for students in crisis at the College. The team is a coordinated point of contact to follow-up on concerns about students expressed by other members of the Baruch community. Crisis may manifest itself in many ways, but some examples are:

- Unusual or erratic behavior in class
- Extended absence from class by a typically engaged student
- Written work with troubling themes or references
- Verbal or written threats made by a student toward another student
- Written or verbal expressions of suicidal ideation
- Other actions that cause an alarm or call into question the safety of the student or his/her peers.

Members of Baruch College's faculty and staff will be the first, in many situations, to witness and question troublesome student behavior. Reporting that behavior to the Campus Intervention Team will accomplish several things. First, it will alert us to a student in need so that we can reach out to the student and offer the appropriate support service, whether it is counseling or general health services, academic advising, disability student services or some other need. Additionally, since any Baruch community member can report a concern, the team may know whether the student's behavior is an isolated incident or something that is pervasive.
The core members of the Baruch Campus Intervention Team (CIT) are:
Dr. Corlisse Thomas, Chair
Assistant Vice President of Student Affairs
Dr. Ronald Aaron
Professor of Student Development and
Assistant to the Vice President of Student Affairs
Marco Dinovelli
Student Affairs Coordinator
Dr. Caroline Kasnakian
Associate Director of the Counseling Center
Shadia Sachedina
Associate Director of Student Life
If you have not already done so, please visit the CIT website at www.baruch.cuny.edu/cit for more information about Baruch's Campus Intervention Team or to report a concern about a student. We can also be reached at cit@baruch.cuny.edu or 646-312-4570.

Please assist us in providing this essential support for Baruch students.
Ben Corpus, Ph.D.
Vice President for Student Affairs and Enrollment Management



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The Career Development Center

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Last updated on 5/15/2009

The Career Development Center provides career counseling and on- and off-campus recruiting to Baruch's undergraduate population and for graduate students from the Weissman School of Arts and Sciences. (Separate career services are available for MBA and MS students in ZSB and SPA. See **Graduate Programs/Advisement**.)

A staff of professional counselors administers vocational tests, provides individual career counseling, and offers workshops on a wide array of career-related topics including job search, interviewing techniques, resume writing and networking. Students are encouraged to have their resumes reviewed by peer counselors or to participate in a videotaped mock interview.

Corporate relations staff invites recruiters, collects resumes, and arranges schedules for hundreds of companies that come to campus to interview Baruch students regardless of major. Companies include representatives from most areas of business including accounting, finance, retail, technology, and government, social service, and non-profit organizations. Additionally, full and part-time jobs are posted on the bulletin boards, filed in binders, and posted on our website. The office posts information about internship opportunities, works with students individually and in groups to ensure that they are prepared to meet with employers, and sets up interviews on campus.

Maximizing opportunities for students to meet with potential employers, the Center sponsors several events including two Career Days and an Internship Fair. Company representatives are encouraged to come to campus for Information Sessions, to provide information about their companies, and to interact with students. Reference materials about careers and companies including print, video, and computer resources are housed in the Career Development Center.

Students are encouraged to come to the Center and to familiarize themselves with the services as soon as they enter Baruch. Faculty should feel free to visit the center or to refer students for services.

Director: Patricia V. Imbimbo
Location: Vertical Campus, Room 2-150
Telephone: 646-312-4683; 646-312-4671 (fax)
www.baruch.cuny.edu/careers
Patricia_Imbimbo@baruch.cuny.edu



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Case Studies and Other Classroom Reality Shows

Last updated on 9/24/2009

Workshop Schedule, Fall 2009

Case studies are true stories, "reality bites," that educators employ to bridge the gap between theory and practice. They also serve to create new dynamics in the classroom by breaking down the traditional role of professors -- they become facilitators of a more student-centered learning process. The following series is designed to explore the case study method and strengthen the use of these powerful pedagogical tools.

Session I: Innovative Practices Using Case Studies
Tuesday, September 22, 12:30-2:30 p.m., 14-270
This session will introduce the series and highlight current practices by Baruch professors who use cases and other similar artifacts to involve students in the analysis of situations related to professional practice. List of speakers:

John Casey, SPA (Moderator & Introduction)
David Birdsell, SPA
Su Han Chan, Real Estate (ppt slides)
Will Millhiser, Management (ppt slides)

Session II: Teaching with Cases
Tuesday, October 20, 12:30-2:30 p.m., Oak Room (Newman Institute), 137 East 22nd St.
This session will look at how cases can be embedded into a course syllabus, and how to manage the classroom process of teaching with cases. Provisional list of speakers:

Stan Altman, SPA and Acting President of Baruch College
Donald Schepers, Management

Susan Locke, Psychology

Session III: Preparing Case Studies
Tuesday, November 17, 12:30-2:30 p.m., 14-270
This session will look at how best to use cases from established sources (Electronic Hallway, Harvard Business School, etc.), how to adapt readily available material such as press articles and online videos, and how to write case studies from scratch. Provisional list of speakers:

Robin Root, Sociology and Anthropology
Moshe Banai, Management

With comments or questions please contact **Prof. John Casey** at: John.Casey@baruch.cuny.edu.

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Centers and Institutes

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Last updated on 11/13/2002

Baruch College is home to several centers and institutes that support education and research in such key areas as business, finance, the global economy, public policy, social equity, and real estate and metropolitan development. Brief descriptions of each, as well as links to further information are available at http://www.baruch.cuny.edu/centers/.



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Academic Integrity

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Last updated on 3/19/2003

Baruch College's *Faculty Guide to Student Academic Integrity* was written by a faculty task force in 1998, discussed at the Faculty Senate, and approved at a meeting of the General Faculty. All departments have copies of the *Guide*; the above site includes a link to the *Guide* in PDF format.

The subject of academic integrity is much in the news. Prof. Don McCabe of Rutgers University, a widely-cited writer on the subject, led a faculty seminar on the subject in November. The Provost has convened a taskforce to examine possible improvements in current procedures and policies and to discuss them with individual departments. In February, some members of the taskforce enrolled in an online workshop on preventing plagiarism hosted by The Center for Intellectual Property in the Digital Environment at University of Maryland University College. A Best Practices in Preventing Academic Dishonesty document was produced by the workshop; it is the property of the Center. (An article on a related subject -- with some useful tips -- "Keeping Plagiarism at Bay in the Internet Age," appeared in the February 2002 issue of the APA Monitor.) Finally, in spring 2003 the college's seminar series Ethics Across and Beyond the Curriculum deals with issues that significantly overlap those alluded to under the Academic Integrity rubric.

Approaches to the issue that may be of interest to Baruch faculty include: a letter to students and a "best practices" document written by Prof. Bill Taylor of Oakton Community College of Des Plaines, Illinois (Prof. Taylor welcomes use of versions of these documents by others, as well as comments); the *Multimedia Integrity Teaching Tool*; those discussed at the website for the Center for Academic Integrity (CAI) at Duke University. (Baruch College is a member of CAI.); and a draft statement about academic honesty by Paul Arpaia, the Director of the Bernard L. Schwartz Communication Institute, and Alison Lovell, a consultant at the Institute.

Added 3/3/03: Here is a link to The Center for Academic Integrity's brochure, ***The Fundamental Values of Academic Integrity***.

Added 4/24/03: Since Fall 2001, our colleagues at Queens College have experimented with requiring students implicated in acts of academic dishonesty to meet as a group to "encourage discussion of their unethical behavior." The groups have been led by Barbara J. Moore, Assistant Professor of student personnel and a counselor at the Counseling and Advisement Center at Queens College. Her report of last year's discussions was published in *About Campus* (September/October, 2002) as "Truth or Consequences." (The link is to a typescript; it is distributed with Prof. Moore's permission.)

Baruch College's statement to students on this subject is available from the homepage (see Academic Honesty under "Academics"). A version of that statement, slightly revised for faculty, appears below.

Academic Honesty and Dishonesty at Baruch College

NB: *The student version of the following statement is available on the college's home page at* Academic Honesty.

Academic dishonesty is unacceptable and should not be tolerated by faculty or students. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the College's educational mission and the students' own personal and intellectual growth. Our students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Definitions of Academic Dishonesty

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include:

- Copying from another student during an examination or allowing another student to copy one's work.
- Unauthorized collaborating on a take-home assignment or examination.
- Using unauthorized notes during a closed book examination.
- Taking an examination for another student.
- Asking or allowing another student to take an examination for one's self.
- Changing a corrected exam and returning it for more credit.
- Submitting substantial portions of the same paper to two classes without consulting the second instructor.
- Preparing answers or writing notes in a blue book (exam booklet) or on a desk top before an examination.
- Allowing others to research and write assigned papers, including the use of commercial term paper services.

Plagiarism is the act of presenting another person's ideas, research or writing as one's own:

- Copying another person's actual words without the use of quotation marks and footnotes.
- Presenting another person's ideas or theories in one's own words without acknowledging the other person.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.

Obtaining an Unfair Advantage

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials.
- Depriving other students by stealing, destroying, defacing or concealing library materials.
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.
- Engaging in activities that intentionally create an unfair advantage over another student's academic work.

Falsification of Records and Official Documents

- Forging signatures of authorization
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Collusion: lending assistance or failing to report witnessed acts of academic misconduct.

Due Process and Students' Rights

Any charge, accusation or allegation to be presented against a student that, if proved, may subject the student to

disciplinary action, must be promptly submitted in writing to the Office of the Dean of Students (646-312-4570; Box B2-255; VC, Room 2-255). Due process begins with student notification and an investigation of the charge. The process ends with either dismissal of the charge or sanctioning. For a detailed description of the steps involved in the adjudication process, please refer to Article 15, Section 15.3 ***Student Disciplinary Procedures,*** which appears under ***Students Rights and Responsibilities*** in every Baruch College Bulletin (this link is to a PDF file).

Penalties for Academic Dishonesty

Engaging in acts of academic dishonesty can end a student's college career and jeopardize future career goals. Baruch College is committed to maintaining an atmosphere of academic integrity. Students should know that faculty and staff follow routine practices that readily detect acts of academic dishonesty: as experts in their field of study, faculty often are familiar with the source of plagiarized material; techniques for detecting cheating are used on blue books and examination papers, especially in large course sections. All alleged cases of academic dishonesty are subject to due process. When misconduct has been proven, the following sanctions are applied. A disciplinary file becomes a part of the student's permanent record.

- **Admonition:** An oral statement to the offender that he/she has violated University rules.
- **Warning:** Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.
- **Censure:** Written reprimand for violation of specified regulation including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
- **Disciplinary Probation:** Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
- **Restitution:** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- **Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
- **Complaint to Civil Authorities**
- **Ejection**

Academic Dishonesty Occurs…

- **Because students are ignorant about the school's policy.** Behavior that is considered collaborative in one environment or culture may be considered cheating elsewhere.
- **Because of societal pressure to "succeed at any cost."** Students focus on grades instead of the learning process.
- **Because of desperation.** Poor time management and study skills often lead to lack of preparation for exams and inability to meet deadlines.

Helping Students to Avoid Academic Dishonesty

- **Suggest that students read and familiarize themselves** with Article 15, ***Students Rights and Responsibilities***, which appears at the back of every Baruch College Bulletin.
- **Communicate up front.** Let your students know where you stand on academic dishonesty. Students should let their study partners know where *they* stand on academic dishonesty. If they lend term papers, they should be clear that they do not expect their work to be copied. Typists or editors must discuss any changes before making them on students' papers.
- **Time Management and Study Skills.** Students should allow adequate time for studying and writing papers. Acts of academic dishonesty often are desperate attempts to cover up lack of preparation.
- **Seek Help.** If a student is overwhelmed by course content, he/she should visit the professor during office hours to discuss his/her concerns. The student also may attend on-campus workshops on time management and study

skills. Information on workshops is available at the **Office of Student Life** (Vertical Campus, Room 2-210). The **SACC Center** (Vertical Campus, Room 2-116) offers tutoring in most subjects.

- **Course Withdrawal.** If a student is doing poorly in a course or if a crisis has caused the student to fall too far behind, he or she should consider dropping the course within the deadline for receiving a W (see **Calendar** for precise dates).
- **Reexamine Goals.** Students should be sure that the goals they set and follow are their own. They should not be pressured by family and friends into a career that does not make the best use of their abilities. The **Counseling Center** offers personal and career counseling.
- **Make Cheating More Difficult.** Seating students apart from each other, creating several different exams for the same class so that students near each other have different exams, avoiding giving the same exam twice—these and other techniques can discourage academic dishonesty.
- **Reporting Acts of Academic Dishonesty.** Students who are dishonest in obtaining their grades may not succeed on the job; employers will come to believe that Baruch students do not have the knowledge/skills to perform their work. If a student observes cheating during an exam, or knows of students who have any unfair advantage, it is his or her *obligation* to report these occurrences to the Dean of Students. The Dean's Office will investigate allegations while maintaining confidentiality. Students should remember that *they* are the ones most being hurt if these injustices are allowed to continue.

For further information on matters relating to Student Academic Dishonesty and Student Affairs, contact Ron Aaron, Associate Dean of Students at (646) 312-4570, Vertical Campus, Room 2-255.

Acknowledgments: The section on "Definitions of Academic Dishonesty" is an excerpt from University of California's web page entitled *The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation* by Prof. Harry Nelson. The sections "Academic Dishonesty Occurs…" and "Helping Students to Avoid Academic Dishonesty" are adapted from John N. Gardner and Jerome A. Jewler, *Your College Experience: Strategies for Success* (Wadsworth Publishing, 1995).

Some useful links:
www.plagiarism.org
www.turnitin.com

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Guidelines for Department Chairs

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Last updated on 12/18/08

Memorandum to: Baruch College Faculty
From:
Kathleen Waldron, President
James McCarthy, Provost and Senior Vice President for Academic Affairs
David Birdsell, Dean of the School of Public Affairs
John Elliott, Dean of the Zicklin School of Business
Jeffrey Peck, Dean of the Weissman School of Arts and Sciences
Re: Guidelines for the Baruch College Presidents to recommend to CUNY Board of Trustees the names of candidate for Department Chair Appointments at Baruch College and notification to academic departments.
Date: December 17, 2008
In order to clarify some procedural issues that have arisen this past year with respect to the naming of academic department chairs, we have reviewed our current process for recommending elected department chairs to the CUNY Board of Trustees. Our review indicated a need to be more specific with the timing of actions so that Baruch College will meet the CUNY Board of Trustees deadlines and that the administration will have sufficient time for review and notification to the candidates and the departments.
In addition, Dean Elliott, Provost McCarthy, and President Waldron met with the members of the Management Department in September 2008 at which time we indicated our intent to review procedures.
This memo assumes all procedures specified in the **Baruch College Charter**, the **Bylaws of the Board of Trustees of the City University of New York**, the **PSC contract**, and all CUNY procedures and guidelines are followed, including **Chancellor Goldstein's memo on department chair evaluations (dated October 6, 2000)**.
The revised guidelines are as follows:

1. A written annual performance evaluation of an incumbent academic department chair will be provided by the Dean to the Provost and President of the College in accordance with the Chancellor's memo on department chair evaluations no later than April 15th of each year. (see **Chancellor Goldstein's memo on department chair evaluations, dated October 6, 2000**).
2. The Dean of the School where the Academic Department Chair elections occur will assure that the Provost and President of the College are notified of the results of the election in writing no later than 48 hours after election results are reported by the appropriate Academic Department usually during the first week of May.
3. If there are any objections to the electoral process a written objection shall be provided to the Dean and the Provost who will attempt to resolve the objection within 5 days. The Provost will notify the President of the resolution of the objection or lack thereof in writing within 48 hours of trying to resolve the objection. If a

resolution cannot be obtained, the President will meet with the appropriate parties to discuss the issue. This will occur no later than 10 days following the election.

4. Once the election for a new chair has been successfully held, the President will receive recommendations for the Academic Department and provide a speedy response to the candidate and the Academic Department as to the President's acceptance or rejection of the election. Notification to the Dean, Provost, Academic Department and to the elected candidate of the President's intent to forward a positive recommendation to the CUNY Board of Trustees will take place within two weeks of the election. It is expected that the President usually will favorably respond to a duly conducted faculty election.
5. To insure continuity in department leadership, the President needs to make a recommendation to the CUNY Board of Trustees no later than the last week in May for consideration at the June Board meeting.
6. If for any reason the President decides not to recommend a candidate to the CUNY Board of Trustees the President will so inform the candidate and the Department in writing within 14 days of an election and certainly before the end of the spring term so that sufficient time exists to follow CUNY guidelines as to election of department chairs. (see **relevant excerpt from the CUNY Board of Trustees Bylaws - Section 9.1)**
7. A decision on the part of the President not to accept the result of a departmental election may occur as allowed in the CUNY By-Laws but is expected to be rare. The President may elect to not reappoint an incumbent chair when the Dean and/or Provost have recommended against reseating a chair on the basis of performance issues as documented in the annual performance review. The President may elect to not appoint a chair if the candidate holds another position of significant and time-consuming responsibility such as director of a center or institute at Baruch College or other such entity.

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Childcare (The Baruch College Early Learning Center)

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Last updated on 1/26/2007

This facility is available to students and their children.

The Early Learning Center provides licensed on-site child care for children 2½ to 5 years old. The Center can accommodate approximately 45 student families. Its population reflects the rich diversity of Baruch. The philosophy and the curriculum of the program emphasize an atmosphere of exploration and recognizes the primary importance of relationships between children and the adults who care for them.

The Early Learning Center offers child care from 8:30 am to 5:45 pm. It is not a drop-off service. Children need to be in school by 9:30 am and must attend at least 3 hours. The Center offers a structured yet child-centered program for children while their parents attend classes, engage in club activities, work, and study. Children bring their own lunch and the Center provides a snack in the morning and afternoon. A nominal fee is charged for this program.

The Baruch College Early Learning Center

Location: 104 East 19th Street, 2nd floor
(between Park Avenue South and Irving Place)
Telephone: 212-387-1420
www.scsu.baruch.cuny.edu

Mailing address:
17 Lexington Avenue, Box G-1063

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Children on Campus

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Last updated on 10/07/2002

In the Fall of 1999, the College established a policy regarding students and employees bringing children on campus. That policy is stated as follows:

“The College has an obligation to its students, staff, and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. There may be occasions when brief visits by children under the age of 17 of faculty, staff, and students may be necessary. Minor children may visit College offices and facilities, other than classrooms, for limited periods of time at the discretion of the supervisor of the office or facility which is the destination of the parents or child. On such occasions children will be subject to the same conditions as any other visitor to the College. Parents must sign in their children at security desks as any other visitor, along with the purpose of the visit and its expected duration. Regular, repeated visits by children are not permitted. It is a parent’s responsibility to supervise his or her children at all times they are present on College premises.”

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CIC Guidelines

Last updated on 2/6/09

Guidelines for Communication-Intensive Courses (CICs)
These guidelines were approved by the curriculum committees
of the WSAS, ZSB and SPA in 2007.

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.

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Claim Forms

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Last updated on 6/25/03

- GHI claim forms can be found at www.ghi.com
- The new dental claim forms at www.glic.com
- Flexible spending account enrollment forms are at www.nyc.gov/html/olr



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Classroom "Management"

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Last updated on 3/17/06

On December 6, 2002, 16 members of the Baruch faculty, staff, and administration met to discuss issues of classroom management; specifically, student behavior that disrupts effective teaching. Discussion was spirited, but a broad consensus emerged around several issues, including the need for the items listed here to be discussed and implemented at the departmental level, with support from the college's administration through orientation and other efforts.

The list below reflects the consensus and is advanced here for consideration by individual members of the faculty and by departments. These items should not be construed as requirements; they are suggestions from which faculty and departments are invited to pick and choose as seems appropriate to their discipline. Many of these suggestions may seem obvious; further suggestions are welcome.

1. Consensus arose around the importance of communication: absent clear guides to classroom behavior, some students have no idea what behaviors are inappropriate. In light of contemporary norms -- talking in cinemas, cell phones at concerts, feet on subway seats, litter thrown on the ground -- less than respectful behavior might not be surprising, even in a college. Faculty should make clear to students (preferably both orally and in writing) that the classroom environment is a special one, with special normative behaviors. Syllabi distributed and discussed at the first class session are an important tool for communicating these precepts.

2. Most students appreciate having limits clearly articulated and enforced. Those limits can include: phones and beepers turned off; no leaving class for calls; a request that students visit bathrooms before or after class, not during; no talking while the instructor is talking; no sleeping; questions to be directed to the instructor; no reading of materials unrelated to the class; no use of laptop computers other than for taking notes, etc.

3. Student responsibilities regarding less banal aspects of behavior (including the need to prepare for class) similarly should be spelled out, preferably through a written syllabus, as well as orally.

   For a thought-provoking view of student responsibilities that encourages faculty to articulate these in the context of their own responsibilities, see Bill Taylor's "Letter to My Students" (which also may be accessed from the Academic Integrity page of the Faculty Handbook website). Again, anyone who wishes to incorporate this approach is invited to pick and choose.

4. Faculty who do allow students to talk or to leave the room during a lecture help to create/reinforce bad habits that students then bring to other classrooms. The absence of stated limits encourages this behavior, as does faculty disregard of cheating during exams, or plagiarism on written assignments. Multiple-choice exams may be unavoidable in classes with many students, but administering the same MC exam to students sitting next to each other invites cheating: when possible, students should be seated in alternate seats and several versions of exams should be administered. (Different versions can be on different colored paper; the differences can be limited to the order of the questions. Here, as elsewhere, departments should develop their own best practices.) Faculty may insist that students use restrooms before the exam starts and should not themselves leave the room during exams.

5. Some disruptive behaviors by students yield to tricks of the trade. They can be asked to change seats. In larger classes, students can be assigned seats alphabetically (or in other ways that discourage friends from sitting together); the seat assignments can be recorded and can serve as aids to taking attendance and to calling students by name. Students can be asked to supply photocopies of their ID photos, helping faculty learn names. Taking attendance is important not merely because of state regulations that students attend a certain number of hours, but because it alerts the college to potential problems of individual students and helps lessen the sense of anonymity. Warning students who have missed classes that they risk being dropped for over-cutting is a good idea; despite information on a syllabus and elsewhere, they may be unaware of attendance requirements.

6. If a student's behavior is disruptive, the faculty member should ask him/her to stop. As suggested above, the key is communication: disruptions show disrespect for the instructor, fellow students, and the educational environment. If the disruptions persist, asking a student to change seats is reasonable, as is asking him/her to leave the classroom. If necessary, Security can be called to insure that a student leaves as requested (x3000 -- there are phones in all classrooms of the VC). The names of students who are disruptive can be sent to the Associate Dean of Students: Ron Aaron (NVC 2-256; 646-312-4577).

7. Students who arrive late may be unintentionally disruptive. A separate seating area near the door can minimize this disruption. Late arrivals are always disruptive to some degree: faculty may discourage these by counting a certain number as the equivalent of an absence. Faculty who are not ready to begin lessons on time set a bad example.

8. General issues of respect for the institution include respecting the classroom environment and the staff who clean the rooms. Faculty may bar eating and drinking from the classroom, but if they allow food consumption they should ask students to dispose of refuse correctly.

9. Departments are urged to follow procedures regarding peer observations (all untenured faculty, including adjuncts, need to be observed during each of their first ten semesters teaching; tenured faculty may be observed once each semester) and to standardize their approach to observation and post-observation reports. (The relevant portion of our collective bargaining agreement is available here.) In addition, faculty should be encouraged to sit in on colleagues' lectures. A helpful practice would be for one or more members of a department to agree to be observed in this way. Standard departmental approaches to creating and maintaining a file of current syllabi also are encouraged.



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College Closings (due to weather)

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Last updated on 12/15/05

How can you find out about College closings?

If it should become necessary to cancel classes or to close Baruch College buildings because of severe weather conditions or other emergencies, notification will be broadcast on the following radio stations after 6 am on the day involved. Announcements will indicate whether day classes, evening classes, or both are canceled.

AM Radio	**FM Radio**
WCBS 880	WCBS 101.1
WINS 1010	WFAS 104
WLIB 1190	WBLS 107.5
WFAS 1230	
WADO 1280	

Announcements also will be available at the following **websites**:
CUNY: www.cuny.edu
WCBS: www.wcbs880.com
WFASFM: www.wfasfm.com
WFASAM: www.wfasam.com
WOR: www.wor710.com

The Security Office (646-660-6000) is open 24 hours a day; the College switchboard (646-312-1000) will also be staffed for emergency coverage. E-mails and voicemails to the President's Office will be regularly monitored.

When changing conditions require early closing during the workday, Human Resources will notify each office directly by telephone or e-mail, and the radio stations will alert students and faculty members about canceled evening classes.

If classes are canceled, all staff, except those designated as essential to

provide emergency coverage, are released without charge to leave balances.



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Faculty Wine Tasting Club

Last updated on 5/14/09

The Faculty Wine Tasting Club was founded in Fall 2004. Open to all members of the faculty and staff, the club meets two or three times per semester to enjoy a variety of wines and to foster genial social interaction across the boundaries of school. These are usually informal, but in the last couple of years we have moved to include at least a couple of tastings in which we are guided by a professional.
At the beginning of the academic year a mailing to the entire Baruch faculty invites those who are interested to forward their names for inclusion in the list that will be notified of upcoming gatherings. Everyone who attends pays a fee (usually $20-30) that covers the cost of the wines for that evening and some snacks.
The club is run by an informal "executive committee." Currently the committee comprises Ali Nematollahy, Gayana Jurkevich, Karl Lang, Dennis Slavin, and Ana Valenzuela.
Anyone who would like to add his/her name to our mailing list should communicate this by email to Dennis.Slavin@baruch.cuny.edu.

Wine Club Events
Fall 2004
October 6: at i Trulli Oenoteca
November 22: Beaujolais tasting
December 13: Tenuta di Arceno (Super-Tuscan)
December 20: BYOB ($20 or less)
Spring 2005
February 16: Wines from Campania
March 18: Ports
April 4: Sakes (led by Kazu Yamazaki)
May 9: West Coast pinot noirs
Late May: Belgian beers (at La Petite Abeille)
June 22: Wines of New Zealand
July 21: Rosé tasting
Fall 2005
October 25: Riesling tasting (led by Esther Lok)
November 21: Beaujolais encore
December 20: BYOB
Spring 2006

February 22: Wines of the Loire Valley
Fall 2006
September 13: Wines of Greece
November: Beaujolais
December 18: BYOB
Spring 2007
February 22: Whiskey tasting
March 28: Wines of Austria
May 10: Wines of Alsace
August 9: Rosé Redux
Fall 2007
October 1: Wines of Spain
Spring 2008
March 17: Tasting at Moore Bros.
April 9: Kosher wines (led by Aaron Ritter)
May 15: Old World/New World wines (led by Jamal Rayyis)
Fall 2008
November 13: Wines of Spain (led by Jamal Rayyis)
Spring 2009
February 19: Southern Italian wines (led by Tasos Sengos)
May 13: Wines from Argentina and Chile (led by Jamal Rayyis) These are the seven wines we tasted.



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Clubs

Last updated on 7/23/2009

The Office of Student Life helps run more than 150 student clubs for undergraduates and graduate students. Clubs and organizations span a wide range of interests, with something for practically every Baruch student, and students may start their own. Membership in a club offers students a place to meet new people, as well as opportunities to develop important communication, organizational, and leadership skills. Students who participate in clubs and other extracurricular activities usually do better academically.
Faculty interested in advising clubs are most welcome.
Most **undergraduate** clubs meet on Thursdays, 12:40-2:20 pm (club hours). Clubs meeting at other days and/or times are so noted.
Graduate clubs meet at various times. Meeting rooms assigned are for Fridays 6-9pm. Clubs meeting at other days and/or times are so noted.
For further information please visit the website for Student Clubs and Organizations or contact Student Life, Room 2-210 in the 55 Lexington Avenue/Newman Vertical Campus (NVC) building, 646-312-4550, for more information. The complete list of clubs is also available in pdf format here.

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Committee Membership

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Last updated on 6/23/2009

NB: School committee lists include representatives to college-wide committees.
Committees of the School of Public Affairs (2009-20010)
Committees of the Weissman School of Arts and Science (Elections of May 2009)
Committees of the Zicklin School of Business (2008-2009)
Committees of the General Faculty (2008-2010)
Election procedures and the charge of each of the committees of the General Faculty are available under Article VI of the Bylaws of the General Faculty. In some cases (e.g. College Personnel and Budget Committee) the member listed represents the General Faculty on a committee (or in an organization) that is substantially larger. For some committees it will be necessary to conduct elections at the General Faculty meeting in Fall 06. Chairs for the respective committees should be elected during the first month of the Fall semester.
Committees Reporting to the Cabinet (1/05)

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Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings

Last updated on 2/13/07

The University has prepared a set of guidelines on this topic. It was widely circulated for discussion and went through numerous revisions. At a public hearing on January 22, 2007, more than 80 people spoke regarding this policy, including faculty, students, staff, provosts, and college presidents. As a result of that hearing, the policy was further revised, distributed to the Board of Trustees, and approved with an effective date of February 1, 2007.

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS

I. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

II. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

III. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

IV. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder.")

A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The

complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective

bargaining agreement between the University and the Professional Staff Congress.

VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

VIII. Board Review. During the spring 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.



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Computing at Baruch

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Last updated on 5/21/2009

For information on Blackboard and on technology in classrooms see **Instructional Technology At Baruch College**.

Technical Support Contacts

For troubleshooting the little problems and glitches that happen on faculty and adjunct computers and in computer labs your department technician (for those departments that have one) is your first line of defense and probably the most handy. These may be software or hardware problems.

If you have no immediate technical support, or if your technician cannot remedy a problem, each school has specialists available to help, as follows:
School of Public Affairs:
Yvette Kelley: 646-660-6774; **Yvette.Kelley@baruch.cuny.edu**
Shelford Mitchell: 646-660-6773; **Shelford.Mitchell@baruch.cuny.edu**

Weissman School of Arts & Sciences:
Danny Cayas: 646 312-3886; **Danilo.Cayas@baruch.cuny.edu**
Farhana Osmani: 646 312-3823; **Farhana.Osmani@baruch.cuny.edu** Slava Kosmina: 646 312-3887; **Viatchesla.Kosmina@baruch.cuny.edu**

Zicklin School of Business:
Rosa Alvarado de Jesus: 646 312-3886; **Rosa.Alvarado@baruch.cuny.edu**
Glova Smith: 646 312-3050; **Glova.Smith@baruch.cuny.edu**

BCTC Help Desk: 646-312-1010

For widespread problems (e.g., the entire office has no internet or email) call the BCTC(The Baruch Computing and Technology Center) Help Desk (646-312-1010). Such problems involve college networks and servers that are in the hands of BCTC. Also call the Help Desk about specific problems with accessing your Lotus email (e.g., logon is

rejected). Finally, by all means call the Help Desk if—after following the instructions above—you are unable to reach someone to help you.
BCTC provides access to information and communication technologies for students, faculty, and staff throughout the Baruch community. Campus wide support of telephony, videoconferencing, computer networking communication systems, campus electronic mail, campus file servers, distance learning, and media services equipment distribution are included in the services of the BCTC.
From any web browser, you may view the current status of systems or networks at **http://www.baruch.cuny.edu/bctc**.

Creating Email Accounts:
All Baruch College students, faculty, and staff may **apply online for a Baruch College e-mail account**.
* ***Note***: You must obtain a Baruch College CUNYCard ID prior to applying for an e-mail account.
To check your faculty or staff **Lotus Notes** e-mail with a web browser, go to **Faculty & Staff Email** and enter your user name (i.e. Bernard Baruch) and your internet password.
Click on the following link to view **information on e-mail accounts and configuring other e-mail software packages**.
For email addresses (as well as office addresses and telephone numbers) visit our **online directory**.

Other Accounts:
Contact your school's Technology staff for Local Area Network (LAN) accounts. The college does not support UNIX or mainframe accounts at this time.

Computer Lab
Baruch Computing & Technology Center
151 East 25th Street, 6th floor
New York, NY 10010
For general information please call:
(646) 312-1103 or 1102

Applications currently available at the BCTC Lab include:

- Acrobat Reader 4.0
- Borland C++ 5.02
- Maple V R4
- Microsoft Visual C++ 6.0
- M.Y.O.B Accounting Plus
- Oracle
- QWS 3270x
- SAS
- SPSS 11.5
- WordPerfect
- Microsoft Office Professional Edition 2000: Word, Power Point, Excel, Access
- Microsoft Internet Explorer 5.0
- Netscape Navigator 4.5
- WS_FTP
- Eudora Light 3.02

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Integrating Information Literacy & Communication Skills Across the Curriculum: Learning Goals & Assessment

Last updated on1/29/2007

Baruch College Faculty Conference
Funding for this conference has been provided in part by the Joseph Drown Foundation.

Friday, March 11, 8:30am-2:30pm, VC 14-220
Continental Breakfast and Luncheon provided

Please click **here** for a video on the conference

Today an educated person must be able to function proficiently in a rapidly evolving information environment, think critically about the content and quality of information, and communicate findings and conclusions effectively. Such skills are necessary not only for academic success across all disciplines, but also for career success, responsible citizenship, and lifelong learning. The Middle States Commission on Higher Education recently acknowledged the importance of these skills by requiring the integration of information literacy and communication across the curriculum as a criterion for accreditation. Learning opportunities that optimize the development of information literacy and communication skills and facilitate assessment of student learning will be the focus of a this conference.

Keynote Speaker
Oswald M. T. Ratteray, Associate Director, Middle States Commission on Higher Education: ***Pedagogical Foundations for Information Literacy***

Panel of Faculty Respondents:
Moderator: Curtis Kendrick, CUNY University Librarian
Panelists: Profs. **Tim Stevens**, English Department, John Jay College; **Sanders Korenman**, School of Public Affairs Baruch College; **Hannah Rothstein**, Management Department, Baruch College.

Panel Discussion: *Assessment of Student Learning*
Moderator: David Potash, Associate Provost, Baruch College
Panelists: Prof. **Nancy Becke**r, Library Science, St. John's University; **Joyce Strawser**, Associate Dean of Undergraduate and MBA Curricula, Stillman Business School, Seton Hall University; **Raymond Rodrigues**, Vice President for Academic Affairs and Dean of Faculty, Skidmore College; Prof. **Seth Lipner**, Law Department and

Chair, Undergraduate Curriculum Committee, Zicklin School of Business, Baruch College.

Poster Sessions highlighting reflections, experiences, insights, and practical suggestions that address:

- The current status of information literacy and communication in the curriculum on campus;
- Learning goals that facilitate development of information literacy and communications;
- Creative and innovative assignments that integrate these skills into the curriculum;
- Collaborative faculty efforts within and across disciplines that maximize learning opportunities for information literacy and communication;
- Principles and strategies for meaningful assessment of student learning.

Registration: Send an e-mail indicating your name and department by March 4th to Infolit_Conference@baruch.cuny.edu. Please indicate if you require provision of kosher food.

Committee Members:
Nancy Aries, School of Public Affairs
Paula Berggren, English
Jerry Bornstein, Library
T. J. Desch-Obi, History
Arthur Downing, Asst. Vice President for Information Technology and Chief Librarian
Lisa Ellis, Library
Andrea Gabor, English/Journalism program
Mikhail Gershovich, Bernard L. Schwartz Communication Institute
Alison Griffiths, Communications Department
Louise Klusek, Library
Lewis Liu, Library
Terrence Martell, Economics and Finance, Director of the Weissman Center for International Business
Marilyn Neimark, Accountancy
Rita Ormsby, Library
Jay Weiser, Law

Funding for this conference is provided by the Provost's Office.

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Counseling Center

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Last updated on 06/26/2007

The **Counseling Center** is one of several units within the Department of Student Development. We offer individual and group counseling to the Baruch community. Our services are all **confidential and free of charge** . We are located in Room 927 at 137 East 25th Street (Annex building -east of the library). To schedule an appointment, you can call the Counseling Center at (646) 312-2155 or e-mail us at counseling@baruch.cuny.edu. We are open Monday through Friday from 9am to 8:30pm. Please call during regular business hours to schedule an evening appointment.

Services offered by the Counseling Center
The Counseling Center is staffed by licensed psychologists, supervised trainees, and psychiatrists. Our staff helps students define and achieve their personal and academic goals. Personal problems can range from common struggles such as difficulty establishing social supports, difficulty adjusting to a new country, difficulty meeting academic demands, time management, test anxiety, frequent absences, to more sever mental illnesses such as aggressive behaviors, depression with suicidal ideation, panic attacks and other anxiety disorders that can seriously impair a person's functioning. Our psychiatrics provide consultations on students who present with sever mental illness and prescribe medication to these students when necessary.
In addition to one-on-one counseling sessions, group sessions, and psychiatric consultations, the Counseling Center offers workshops, video screenings, and discussion groups. Topics of previous workshops have included Assertiveness, Procrastination, Stress Reduction, Test Anxiety, Asian Students and Cultural Adjustment.

Who can use the Counseling Center?
The Counseling Center offers professional services to anyone who is currently enrolled and registered as an undergraduate or graduate student at Baruch College. Baruch faculty, staff and alumni may be seen for consultation and referral. Non-degree and non-matriculated Baruch students are also seen for consultation and referral.

Further Resources
If you are concerned about a student, **please contact Dr. Cheng or Dr. Kasnakian at 646-312-2155 for a consultation** . We will help you assess the seriousness of the student's behavior, guide you on how to approach the student to voice your concern, and explain how you can refer them to the Center. Your attention to the student can have the most favorable impact on their decision to get help. You may also go to the **counseling center's website** for additional information about the Center. The Center's pamphlet, ***Referring Students for Counseling: A Guide for Faculty and Staff*** can be of further assistance as well.

In the event of an emergency—which means that a student's basic safety is jeopardized and includes severe eating disorders, severe substance abuse, and suicidal urges—make an appointment with the student in your office or walk the student over to the Counseling Center and call Dr. David Cheng (Director) or Dr. Caroline Kasnakian at 646-312-2155 to explain the problem.
For additional information, please see (or direct students to) the **counseling center's website** or contact the Center using the information below.

Location: 137 East 25th Street (the Annex), Room 927
Director: Dr. David Cheng
Assistant Director: Dr. Caroline Kasnakian
Telephone: 646-312-2155
Email: **counseling@baruch.cuny.edu**



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Budget Update: Read the latest analysis of the adopted state and city capital and operating budgets. more

The New York State Ethics Commission has ruled that beginning this fall most faculty must file a financial disclosure statement as set forth in Public Officers Law Section 73. more

Senior Appointments: The Trustees have named Selma Botman, former Chief Academic Officer at U Mass, to Executive Vice Chancellor for Academic Affairs. Learn more about Dr. Botman and other top-level appointments. more

Tech Conference: Leveraging and managing change is the theme for this fall's 3rd annual. Proposals & participation requested. more

Continuing Education & Public Programs at The Graduate Center are now available to the CUNY community as well as to the general public. All CUNY students, faculty, staff and alumni are eligible for a 10% discount. more

Passing the test, Adding value to the degree more

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CUNY eMall

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Last updated on 12/3/03

Letter dated 2 December 2003 from Brian T. Cohen, CUNY's Chief Information Officer:

Dear All,

I am pleased to announce the launch of a new feature of the CUNY Portal -- the CUNY eMall. EMall is a virtual shopping plaza where you can access offers for goods and services from various companies that have extended a special discount to the CUNY community.

Among the many offers available, there is an opening special on Dell computers (in the Computers and Office Supplies section) as well as special discount coupons from Staples (for in-store events this December), Eddie Bauer, Jos A Bank, Woodbury Commons, theatre tickets, movie discounts, YMCA memberships, etc. We're expecting Nextel to join the eMall in the Communications section in the very near future. We are always working to add new companies and offers -- some of them specifically targeted for faculty and staff, others for students.

In just the first week, the CUNY eMall has already been a money saving benefit to the CUNY community. A 20% CUNY discount added to the Thanksgiving promotion at Eddie Bauer resulted in a $100 savings for one staff member, and we're also hearing about positive experiences with online ordering of computers and peripherals from Dell.

In order to begin taking advantage of this benefit, register and log in to portal (**http://www.cuny.edu**) and you should see the eMall's signature shopping bag logo just above the Welcome message in the orange navigation bar on the lower left. Click on the eMall link and you should find your way into the eMall. If, as you browse your way around the eMall you find any problems, please call the Help Desk (212-541-0982) and ask to open an eMall problem.

Happy Shopping!!!

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CALL FOR PROPOSALS
CUNY's 6th Annual IT Conference
John Jay College of Criminal Justice
Friday, November 30, 2007

Instructional/Information Technology in CUNY: Future Present

The City University of New York will hold its 6th annual all-day conference devoted to instructional and information technology the last Friday in November 2007. The conference will offer an overview of the University's key IT initiatives, an opportunity to explore how technology is changing instruction, research, and administration, and an occasion to hear from CUNY's faculty and IT leaders as well as to meet with vendors.

The concurrent sessions will provide a rich array of presentations, encompassing a broad range of topics of interest to CUNY faculty, technology staff, and college administrators, giving attendees a greater sense of the educational and administrative opportunities that IT makes possible and the roles faculty, students, and staff have in the ever-changing landscape of technology use.

For this year's conference we are especially interested in the following points of focus:

1. Proven Practices: How have we already made the future present in our instructional and administrative practices? What innovations deserve to be extended and duplicated?

2. Systemizations: How can we make (or are we making) the future more present across our campuses and organizations? Are we moving beyond "random acts of innovation" to more orchestrated, organized steps forward in teaching and administration?

3. Disseminations: What are we doing in the way of training and mentoring? How are we making the future present to colleagues, introducing them to new techniques and technologies, new strategies and directions?

4. Horizon Events: What changes are headed our way that we need to be aware of -- especially as we prepare a new master plan? How do we distill out the merely trendy trends from the consequential changes we need to learn to live with, the ones that will make our future present?

Proposals should be between a paragraph and a page in length, and should include a title as well as the name and campus affiliation of each presenter. (Proposals may be made for group as well as individual presentations.) Submit a proposal using the form at http://www.dln.cuny.edu/it/proposals.html **Proposals are due by 9/14/07**. Acceptances will be announced by the end of that month.

Presentation titles from last year's conference ("Instructional/Information Technology in CUNY: Entry Points, Efficiencies, Visions for the Future") are accessible at http://www.centerdigitaled.com/conference.php?confid=327

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CUNY IT Policy

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Last updated on 1/31/06

For an html version:
http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001171.htm

For a pdf version:
http://portal.cuny.edu/cms/id/cuny/documents/cio/Policies/CUNY_IT_Policy2002-002_ComputerUse.pdf

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CUNY Master Plan 2008-2012
(draft dated March 21, 2008)

Last updated on 4/3/2008

PDF of the 131-page draft Master Plan
Master Plan in blog format for comments: http://blsciblogs.baruch.cuny.edu/cunymp08/

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Student Surveys

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Last updated on 1/29/2007

2006 CUNY Student Experience Survey
as described below

This report provides information from a CUNY survey of students that was administered in 2006. The information relates to: Demographics, Use of Computers, Allocation of Time, Engagment, and Course Information:

Baruch Graduation Rates for Freshmen Cohorts of 1994-1998
One striking statistic: whereas only 7% of freshmen who entered in 1994 graduated with four years, 24% of freshmen who entered in 1998 did so. **NB:** This bar graph is easiest to read in color.

Retention and Graduation Rates for Students Who Entered in Fall 1998

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CUNY Faculty Devlopment Program for 2007-2008

Last updated on 06/26/2007

CUNY's Office of Academic Affairs is pleased to announce a new Faculty Development Program. This year, the program consists of two separate categories for which faculty may apply:

- ***Teaching CUNY's Undergraduates***
  $5,000 for individual projects; $10,000 for team projects
  See guidelines (linked below) for details
  OR
- ***Fostering a Research Environment: New York City***
  Funding up to $10,000
  See guidelines (linked below) for details

Please note that faculty may apply to or participate in a proposal for only one category .

Details and application guidelines for each category are linked below and can also be found at **www.cuny.edu/research** .

- Announcement (pdf file)
- Teaching CUNY's Undergraduates (Guidelines and Application Form)
- Fostering a Research Environment (Guidelines)
- Fostering a Research Environment (Application Form)

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Forms

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Last updated on 3/23/06

This page contains links to forms that may be useful to faculty. As additional forms become available online they will be linked to this page. Please send suggestions for additional links to Dennis_Slavin@baruch.cuny.edu.

Grading Forms
WU and WF form **new, March 2006**

Curriculum Forms
- Forms for submission of curriculum proposals to WSAS.
- Sample curriculum forms for the Zicklin School in PDF format. (When viewed, some pages need to be "rotated," but should print correctly.)
- The linked document contains a guide to a Shared Folder for SPA Administrative Purposes which may be found on the SPA intranet. Many items/forms are available there in read-only format.

Reporting Form
Reporting Form
Used by faculty to report incidents of academic dishonesty to the Dean of Students Office. Such reports are not necessarily punitive; they are intended as educative (for the student) and to allow the college to track multiple instances of academic integrity violations.

Facilities Request Form
Facilities Request Form

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Curriculum Issues

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Last updated on 5/21/2009

The curriculum at Baruch is evaluated at many levels by many different groups including faculty, departments, schools, college-wide committees, CUNY, the NY State Education Department, external accrediting agencies, and students. Most departments have curriculum committees. Formal changes in the curriculum must be approved at the department level before they are vetted by a School-wide curriculum committee and then by School faculty. CUNY's transfer policy site provides additional curricular information for evaluating transfer credit.

I. Undergraduate Curriculum

Baruch College offers the following undergraduate degrees:

BA (120 credits)
BS (120 credits)
BBA (124 credits)

Undergraduate Majors
Accountancy
Actuarial Science
Arts and Sciences Ad Hoc Major
Business Communication
Business Journalism
Corporate Communication
Graphic Communication
Computer Information Systems
Economics
English (including Journalism)
Finance and Investments
History
Industrial/Organizational Psychology
Management
Marketing
Mathematics
Music (including Management of Musical Enterprises)
Operations Research

Philosophy
Political Science
Psychology
Public Administration
Public Affairs
Real Estate and Metropolitan Development
Sociology
Spanish
Statistics

Common Core Curriculum
In Spring 2001 the faculty approved a common core curriculum for all Baruch College undergraduates. All freshmen entering in Fall 2001 (and thereafter) follow this curriculum. Faculty should familiarize themselves with the requirements so they can advise their students. The core comprises three tiers, as follows:

Tier I (12-19 credits) Generally taken in first two semesters:
- ENG 2100 and 2150
- One 2000-level Math course (placement via block programming)
- COM 1010
- CIS 1000 (or exemption through an exam)
- Foreign Language (see Bulletin for details)

Tier II (29-33 credits) Generally begun in first two semesters:

Humanities (12 credits): *one course from each* of the following four groups:
- The Arts: ART 1000, 1011, 1012, or MSC 1003, 1005, or THE 1041
- History: HIS 1000, 1001, 1003, 1005, 2050, or 2053
- Literature: ENG/LTT 2800 or ENG/LTT 2850
- Philosophy: PHI 2000, 2010, or 2200

Natural Sciences (4 credits): *one course (total)* from among the following:

- BIO 1003 or 1005
- CHM 1000 or 2003
- PHY 1003 or 2003
- ENV 1020 or 1021

Social Sciences (13 credits): *one course from each* of the following:

- PSY 1001 (4 credits)
- ANT 1001 or SOC 1005
- ECO 1001 or 1002
- POL 1101, 2001, 2332, 2353, or PUB 1250

Tier III (9 credits) Minor Requirement may begin in sophomore year or later:
The Minor consists of two courses at the 3000 level and one 4000/5000-level capstone from one of the following disciplines: ART, COM, ENG, HIS, LTT, MTH, MOD. LANG., MSC, PHI, THE, BIO, CHM, ENV, PHY, ANT, POL, PSY, PUB, or SOC

Additional Requirements/Information
Pre-Business Requirements
Students interested in pursuing a major in ZSB are required to complete specific courses and maintain a specific GPA, as described below:

Students must complete the following eight courses with a minimum GPA of 2.25 in these courses: ENG 2100, MTH 2100/2010 or their equivalents, ECO 1001 *and* 1002, LAW 1101, STA 2000, CIS 2200, and ACC 2101.

- They must complete 45 credits with an overall GPA of 2.25 or higher.
- They must have completed either ENG 2150 or COM 1010 (both are required for the degree).
- (AP credit will not be used in calculating the GPA needed for entrance to ZSB.)

Pre-BS Requirements

Students interested in pursuing a major in SPA must be in good academic standing and must complete the following additional requirements:

- Students interested in Public Affairs must have completed the following eight courses: ENG 2100 *and* 2150, ECO 1001, COM 1010, PHI 2200, PUB 1250, any 2000-level MTH course, and STA 2000 **OR** any 48 credit hours that include: ENG 2100 *and* 2150, PUB 1250, any 2000-level MTH course, and STA 2000.
- Students interested in Real Estate and Metropolitan Development must have completed: ACC 2101, CIS 2200, ECO 1001 *and* 1002, ENG 2100, LAW 1101, MTH 2006/2010/2107, and STA 2000 **AND** a minimum of 45 credits, among which must be included ENG 2150 or COM 1010 (both of which are required for the degree).

Additional Requirements:

Each School has requirements in addition to those of the common core. (Some of these are implicit among the pre-business/BS requirements outlined above.)

- **For the BBA:**

  MTH 2006/2107 or equivalent, ECO 1001 *and* 1002, and STA 2000

- **For the BA:**
  1. An additional Lab Science course from among BIO 1003, 1005; CHM 1000, 2003; PHY 1003, 2003; ENV 1020, 1021 (The second lab science course must come from a different area from the one used as part of the core. For these purposes ENV and BIO are considered to be the same area.)
  2. A course in Cultural Studies, chosen from Black, Hispanic, Latin American, or Asian and Asian American Studies.
  3. Foreign Language: 6-8 credits
- **For the BS:**

  Public Affairs Majors:
  ECO 1001 and 1002,PHI 2200,
  PUB 1250, and STA 2000
  Real Estate:
  MTH 2301 and 2006/2107, ECO 1001 and 1002,
  ECO 3320, PUB 1250, and STA 2000 or 2100

II. Graduate Curriculum

Baruch College offers the following graduate degree programs:

Master of Business Administration:

Accountancy
Computer Information Systems
Economics
Finance and Investments
General MBA Option
Baruch/Mount Sinai Graduate Program in Health Care Administration

Industrial/Organizational Psychology
International Business
Management/Entrepreneurship and Small Business Management
Management/Operations Management
Management/Organizational Behavior/Human Resource Management
Marketing/Advertising
Marketing/International Marketing
Marketing/Marketing Management
Operations Research
Statistics
Taxation

Master of Science:

Accountancy
Applied Mathematics for Finance
Business Computer Information Systems
Industrial/Organizational Psychology
Marketing
Operations Research
Statistics
Taxation

Master of Science in Education:

Educational Leadership
Higher Education Administration

Master of Arts:

Corporate Communication

Master of Public Administration

JD/MBA Joint Degree Programs

Executive Programs:

MBA
MPA
MS in Business Computer Information Systems
MS in Finance
MS in Industrial and Labor Relations

Doctoral Programs:

The CUNY Graduate Center offers 32 doctoral programs. The following two are housed at Baruch College:

PhD in Business with specialization in:

Accountancy
Finance
Management Planning and Information Systems
Marketing
Organizational Behavior and Human Resources

PhD in Industrial/Organizational Psychology

For further information on all of these graduate programs and on people to contact, see Graduate Programs/Advisement or visit:

http://zicklin.baruch.cuny.edu/programs/programs_home.htm
http://www.baruch.cuny.edu/wsas/graduate_programs/index.html
http://www.baruch.cuny.edu/spa/academics/index.htm



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IPEDS Data

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Last updated on 06/26/2007

This is an interesting report that provides comparative data with similar institutions. What stands out is the lack of state support, the low level of funding that goes into instruction, and the vastly superior retention and graduation results.

IPEDS stands for Integrated Postsecondary Education Data System. It emanates from the National Postsecondary Education Cooperative (NPEC). Both IPEDS and NPEC are described in the link, which is to a PDF file of information from 2004 .

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DegreeWorks

An on-line student degree audit and advising system

Last updated on 6/22/04

To: Baruch Community
From: Phyllis Bagley, Arthur Downing, David Potash
Re: DegreeWorks Project launched; Stephen Andrus appointed project manager
Date: June 22, 2004

We are delighted to announce the launch of DegreeWorks, an on-line student degree audit and advising system being implemented over the next nine months and the appointment of Stephen Andrus as the DegreeWorks project manager. The system addresses several pressing needs and several CUNY colleges are currently implementing DegreeWorks. The promise is so great for this system that funding here comes from the student technology fee.

Stephen Andrus brings outstanding expertise to the project. He has extensive information systems project experience in the corporate world and in-depth knowledge of Baruch, having taught for several years in the CIS department. We are very fortunate to have his leadership, for the participation, cooperation and coordination of many different departments and people is necessary to complete this project. The entire academic community will be called upon to make DegreeWorks effective here.

Once in production, DegreeWorks allows students to do on-line degree audits and generate various What-If Analyses. A DegreeWorks audit is an on-line computerized evaluation report that compares coursework and credits to intended degree requirements. The What-If capabilities helps students and advisors determine, for instance, whether the student has met the course requirements and has the GPA for admission to the Zicklin School of Business.

These new capabilities will greatly enhance a student's understanding and control of their academic progress, as well as proving an important tool for all advisors, faculty members and staff. Along with providing these "front-line" functions, DegreeWorks reporting capability helps to meet essential for planning, and research needs.

More information about DegreeWorks will be shared with the entire Baruch community in the next few weeks and as we reach various milestones in the project.

If you have any questions, contact **DegreeWorks@Baruch.CUNY.edu**.

Please join with us in supporting Stephen Andrus and the DegreeWorks project.

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Digital Media Library

Last updated on 4/14/05

Baruch College now has a single point of online access to the digital multimedia resources that it produces. The Digital Media Library (DML) (http://www.baruch.cuny.edu/dml) is a continuously growing collection of online tutorials, oral histories, and recordings of lectures and campus events. It contains materials as varied as readings by Tony Kushner and Edward Albee, addresses by Peter Vallone and Larry Zicklin, and recordings of the college's commencement and the groundbreaking ceremony for the Vertical Campus.

Baruch departments and faculty can submit videos, audio clips, images and multimedia presentations to the DML. The instructions are posted on the DML home page. There is also a URL generator that lets faculty add links from DML contents to their Blackboard courses.

Jason Belland, Multimedia Instructional Designer, managed the development of the DML and the preparation of its content. Janey Chao, Head of Cataloging, supplied the metadata that allows the contents to be fully searchable. The project team also included Patrick Ackerman, Bin Lu, Michael Parascandola, Jim Russell, and Thomas Shomaker.

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Information related to Students with Disabilities and OSSD (Baruch College's Office of Services for Students with Disabilities)

Last updated on 9/9/09

This page provides the following links:

Services for Students with Disabilities
Describes the accomodations we provide students with disabilities and concludes with the **text of an announcement that the Provost asks you to read to your classes** during the first week of the semester. Please feel free to copy and paste any of this text, including the announcement (with blanks filled in), to your syllabi.

OSSD: Office of Services for Students with Disabilities
Baruch College is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch College that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations.

- **OSSD's own website**
- The Director of OSSD: **Barbara Sirois**

Reasonable Accomodations (PDF file)
A faculty guide to teaching college students with disabilities

Assistive Technology Services (PDF file)
Consistent with Baruch College's mission of access and excellence in post-secondary education, the Office of Services for Students with Disabilities strives to help students who rely on assistive technology achieve their educational, professional, and personal goals.

Student Information Packet (PDF file)

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Distinguised Professor Guidelines

Last updated on 07/07/2007

I. **Goals, Criteria, and Required Evidence**
a. **Goals of the Policy on Distinguished Professors**

The title of Distinguished Professor is conferred on an individual by the University Board of Trustees in recognition of exceptional scholarly achievement. The purpose of these appointments is to recruit new faculty or retain existing faculty whose appointments enrich the University, especially when candidates require special incentives to influence their decision to accept an offer or to remain within the University. These appointments are expected to contribute to CUNY's commitment to recruit and retain an excellent faculty representing a rich diversity of gender and ethnicity.
b. **Criteria for Distinguished Professorship Appointments**

CUNY Distinguished Professors should comprise a small number of exceptional individuals. That number is currently limited to 175 under the terms of the collective bargaining agreement. The primary purpose of the awards is to recruit or retain outstanding faculty. Distinguished Professorships are reserved for faculty with records of exceptional performance by national and international standards of excellence in their profession. There must be substantial evidence of this exceptional performance, including significant quantities of high-quality work in areas of importance in their disciplines. In addition to superb scholarship, Distinguished Professors are expected to participate in appropriate teaching and service roles in their colleges. However, this honor is granted solely in recognition of the quality and impact of a nominee's scholarship.

Nominations from colleges are expected to represent a balance between the number of Distinguished Professors recruited from outside the University relative to those appointed from internal CUNY candidates
Since Distinguished Professor appointments are not provided solely to recognize past performance, there must be evidence that their quality of performance will continue. Colleges must review the performance of all Distinguished Professors at the end of every fifth year after initial appointment. The President will submit the review to the Chancellor. In consultation with appropriate departmental and College persons, the President is expected to recommend to the Chancellor that a Distinguished Professorship be discontinued if there is failure to perform at the scholarly levels expected of persons at that rank. Recommendations not to reappoint on any grounds other than scholarly productivity and excellence are rarely appropriate for this honor.

In all but the most exceptional circumstances, candidates who have been rejected may be renominated only once after a minimum of three years from the action.

c. **Required Evidence for Awards**

There must be evidence that the candidate is regarded nationally, and where appropriate, internationally, as a leading scholar in his/her academic field. There also must be evidence that the candidate, if named University Distinguished Professor, will continue to perform as a faculty member at levels appropriate for Distinguished Professors.

Campuses should seek at least ten (10) letters of evaluation from widely recognized authorities in the nominee's field who can provide objective analyses of the nominee's qualifications. As part of the nomination materials sent to the University, the campuses should provide the evaluating committee with information on each reviewer, consisting of either a vita or a thorough descriptive profile of the reviewer's suitability for assessing the nominee's qualifications. These review letters should include a comparison of the nominee to a specific list of other distinguished scholars in the field and provide a clearly articulated rationale for the assessment. Any prior contact with the nominee should be acknowledged by the reviewer.

II. **Procedure**
a. **Overview**

The procedures which guide the appointment to Distinguished Professor are designed to enable the University to gauge the appropriateness of nominees for this award. Nominations for the appointments are presented to the University Board of Trustees at the January and June Board meetings. Prior to presentation to the Board the case must have: (1) college endorsement based on the approved policy and/or practices of the college, which must incorporate the goals, criteria, and evidence prescribed in Section 1 of these guidelines; (2) submission of the materials to the Executive Vice Chancellor and University Provost's Office; (3) solicitation of evaluative letters by the Executive Vice Chancellor and University Provost when additional documentation is necessary; (4) review by the Distinguished Professor Selection Committee and recommendation to the Chancellor; (5) approval by the Chancellor and recommendation to the Board Committee on Faculty, Staff, and Administration; (6) approval by the Board Committee on Faculty, Staff, and Administration; and (7) approval by the Board of Trustees.
i. **College Process**

The College President will forward to the Executive Vice Chancellor and University Provost (1) a current c.v. checked for accuracy and completeness; (2) letters of recommendation from the College's President and from the highest-ranking academic administrator (usually the Provost or Dean); (3) at least ten (10) external evaluations, accompanied by vitas of the evaluators or descriptive profiles that substantiate their qualifications; (4) documentation of the processes used up to the point of submission of the case from the College.

Note: The evaluations submitted by the College are critical. The evaluators must be among the most highly respected persons in the field, and they must be objective, without reason for bias; for example, evaluators should not ordinarily be coauthors with the candidate. Reviewers also cannot be from any CUNY college.
ii. **University Process**

After the College-level process is completed and the materials are forwarded to the Executive Vice Chancellor and University Provost's Office, the Executive Vice Chancellor and University Provost will request additional supporting materials if the external evaluations are deemed insufficient.

If the Executive Vice Chancellor and University Provost finds the nominations meritorious, they will be sent to a Distinguished Professor Selection Committee. The Selection Committee will then meet and evaluate the candidates' portfolios, making recommendations to the Executive Vice Chancellor and University Provost, who will send the final recommendations to the Chancellor for review and submission to the Board Committee on Faculty, Staff, and Administration, with eventual approval required by the University Board of Trustees. Because every effort will be made to avoid conflicts of interest in the composition and conduct of each Selection Committee, members of a Selection Committee should disclose any ties to the nominee under discussion at the beginning of deliberations. The Executive Vice Chancellor and University Provost may ask members to recuse themselves if there is a reasonable concern that a member's ties with a nominee would compromise the Committee's deliberations.

iii. **Timetable**

The University Board of Trustees will act on nominations for Distinguished Professor at the January and June Board meetings. Submissions of nominating materials from the Colleges to the Executive Vice Chancellor and University Provost's Office for appointment to University Distinguished Professor must be made no later than October 1 for consideration by the Board at its January meeting or March 1 for consideration at its June meeting.

Upon evidence of extraordinary urgency associated with recruiting outstanding faculty, the deadlines may be changed with the approval of the Executive Vice Chancellor and University Provost.



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DIVERSITY PROJECTS DEVELOPMENT FUND

Last updated on 8/26/09

Sponsored by the Office of the Vice Chancellor for Human Resource Management and the University Office for Workforce Compliance & Equity Management

INFORMATION FOR GRANT APPLICATIONS 2009-2010

PURPOSE OF THE FUND

The Diversity Projects Development Fund was established by Office of the Vice Chancellor for Human Resource Management to support scholarly research projects and other educational activities for or about populations that are traditionally under-represented within higher education. More specifically, the purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities, which promote diversity, multiculturalism, and non-discrimination.

ADMINISTRATION OF THE FUND

The Fund is administered by the University Affirmative Action Committee. The Committee establishes the operating guidelines for the use of the monies in the Fund, develops procedures for implementing the guidelines, and selects Fund grant recipients. The 2009-10 committee members are Professor George Cunningham representative of the University Faculty Senate, Professor Concetta Mennella, Professors Emeritus Don Watkins and, Charlotte Phoenix, Professor Joseph Wilson, Professor Joyce Moy, and Natalie Mason-Kinsey the representative of the Council of Affirmative Action Officers. The University Office for Special Projects provides administrative support to the Diversity Projects Development Fund. Vice Chancellor Gloriana Waters serves as consultant to the committee, assisted by Committee Chair, Ms. Candita C. Gual.

PROJECTS

The Fund invites proposals in, but not limited to, the following areas:

- Collaborative research among scholars within departments, and/or between disciplines/institutions within CUNY.
- Programs to promote members of diverse populations in academic disciplines in which they are traditionally under-represented.
- Seminars, workshops, educational activities, or scholarly research on topics related to diversity and/or multiculturalism.
- Programs or projects which integrate the results of studies and research projects about under-represented groups into the general curriculum.

LEVEL OF GRANTS

Grants are awarded up to a maximum of $5,000.

ELIGIBILITY FOR GRANTS

Current full and part-time members of the University Instructional Staff may apply for grants. University Instructional Staff titles include the following: the Professorial series, Instructor, Lecturer, the Higher Education Officer series, Research Associate and Assistant, Teaching Staff at the Hunter College Campus Schools, Teaching Staff at Educational Opportunity Centers (teaching and non-teaching), Adjunct titles, and Graduate Assistant titles. Proposals having a matching fund from the host institution or any other source will be considered.

PROPOSALS MUST CONTAIN

- A **single** cover letter on college letterhead, which provides the composer's:
  - Name, home address, and home telephone number and email address.
  - Department or unit/area of specialization.
  - Office telephone number.
- A one-page proposal statement with these headings:
  - Amount requested. (**up to $5,000**)
  - Specific purpose of grant.
  - Projected outcomes (**the results of the proposed project**).
  - Indicated commencement and projected completion dates of the project **(note the project(s) timeframe is limited to the spring semester)**Completion dates must be on or before August 31, 2010. Proposals selected with dates beyond this time frame will be asked to scale back the schedule to ensure completion and to allow appropriate follow-up on the final project.
- A detailed budget (line itemed budget) outlining the use of the funds.
  Please check with the Budget Officer at your school if you have questions concerning appropriate expenditures for tax levy monies.
  Note: Funds may be used to support reassigned time. If reassigned time is requested, a letter of endorsement by an appropriate college official **must** be included with your proposal.
- Your **current** resume/*curriculum vitae.*
- A two-page (maximum), double-spaced, typewritten proposal summary containing the following information:
- Project summary.

- A description of the project's implementation plan. (How do you envision this project being carried out from beginning to end?)

- A discussion of the project's impact on the University community, and potential for successful continuation past the grant period.

- A brief discussion of the anticipated benefits to under-represented populations as it relates to the fulfillment of the fund's purpose.

IMPORTANT DATES

- Grant proposals must be postmarked or hand delivered no later than the end of the day on October 30, 2009. Grant awardees will be notified by emailed on December 1, 2009.
- Projects can begin once awardees have been notified. The program runs January 2010 through August 2010. **Project award monies must be spent before the end of fiscal year 2010, which is June 30, 2010**.

ACCEPTABLE PROPOSALS

Grants will be awarded on a competitive basis and proposals will be selected based on such criteria as relevance to Fund objectives, impact on the University community, and potential for successful continuation past the grant period.

Examples of proposals include:

- Projects that strengthen diversity studies programs;
- Scholarly research which integrates perspectives of under-represented groups into courses throughout curriculums;
- Workshops, seminars, exhibits or performances, which illustrate aspects of diversity or multiculturalism;
- Seminars, workshops, educational activities, or scholarly research on topics related to diversity, multiculturalism and under-represented groups including diversity within protected groups.

GRANT AWARDS

Grants will be awarded to individuals in amounts up to a maximum of $5,000. The Fund may provide limited support

for the development of seminars, workshops, etc., **but cannot provide funding to cover food or refreshment expenses associated with these activities. The Fund does not cover such items as travel, office furniture, living and/or childcare expenses, laptops, computers and/or PDA's**. All submissions are considered part of the application process and become the property of the Diversity Projects Development Fund.

- All proposals must be written in language that will be understood by reviewers.
- All applicants **must submit eight** (**8**) complete copies of the proposal. **Incomplete submissions will not be considered**.

TO APPLY:
Completed grant proposals should be sent to:
Diversity Projects Development Fund
The City University of New York
Office of Workforce Compliance & Equity Management
University Office of Human Resource Management
535 East 80th Street, 4th Floor
New York, NY 10075

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Photocopying/Duplicating Services

-

Last updated on 6/7/04

Most departments have their own photocopying machines and their own guidelines for use. See below for **Faculty Services**, **Newman Library services**, **Problems?**, and **Alternatives to Photocopying**.

Faculty Services
The Office of Purchasing and Administrative Services, maintains a photocopying facility (called **Faculty Services**) on the 1st floor of the Vertical Campus (Room 1-165, adjacent to the cafeteria; 646-312-5090). This facility will do course-related photocopying, including exams. You must fill out a ***Graphic Arts Request Form***, available in your department office, and obtain an authorized signature, usually from your department chair. To insure that copies are ready when needed, the original and the form should be brought to VC 1-165 at least one week in advance, especially for complicated jobs. When they are completed, the copies may be retrieved from VC 1-165. Final exams are processed and picked up in the Security office, 17 Lexington Avenue, Room 102. For information regarding restrictions and protocols related to on-campus photocopying vs outsourcing options, please see http://www.baruch.cuny.edu/procurement/duplicating_services.htm

Newman Library provides free copy cards for making single copies from library materials using the photocopy machines and microfilm equipment in the library. For more information, see http://newman.baruch.cuny.edu/services/fac_copy.htm or call 646-312-1676.

Problems?
If you experience problems with photocopier equipment on campus, ask a designated individual or individuals in your department to place a service call to the appropriate manufacturer, as indicated below. When placing a service call, the caller should provide the following information: (1) machine location, (2) model number, (3) serial number, and (4) the nature of the malfunction. A log of such service calls should be kept in the department.

Numbers to call:
- Konica Minolta: 212-294-6400
- Xerox: 1-800-822-2979
- Canon 1-800-627-2679

If the response to a request for service is in any way unsatisfactory (slow response time, inadequate service from the technician responding to a call, excessive and recurring breakdowns following a service call), email the Director of

Purchasing, David Garlock (David_garlock@baruch.cuny.edu) with specific information, including relevant serial number(s) and model number(s). In the Director's absence, any other staff person in the Purchasing Department should be contacted with the appropriate information required to solve the problem expeditiously: 646-660-6154.

Alternatives to Photocopying
Many faculty members find they can communicate with students more effectively and minimize use of paper by posting to Blackboard information (including syllabi and assignments) they would otherwise photocopy.



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Student Engagement

Last updated on 06/26/07

A notable tendency among Baruch students is to vanish as soon as their classes are over -- to attend the college "as though they were double parked." Given that many students work long hours, such tendencies are perhaps not surprising, but they are also not educationally optimal.

Many educators believe that students often learn as much or more through engagement with faculty outside of the 75-minute class session as during the prescribed lecture/classroom discussion. Such engagement might consist of brief conversations immediately before or after class or more extended advisement sessions in a faculty member's office. Advice can range from encouraging students to get involved with extracurricular activities to helping them design research projects in a discipline -- especially around topics of interest to the students.

Faculty can play an enormously important role by getting involved with student activities outside of class. Student clubs, for example, benefit greatly by the involvement of a faculty member, as do activities like the radio station.

Involvement in the education of our students through meaningful advisement and counsel is a vital goal. At a minimum, faculty availability for students around the time of a class to review or elaborate on topics discussed -- even to discuss why a student received a particular grade -- is a necessary component to a good education. Informing students of office hours and being sure to be available during those hours also is necessary. Office hours should always be posted outside the instructor's office.

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A Strategic Look at Enrollment

Last updated on 12/2/04

Provost David Dannenbring spoke about enrollment at the December 2, 2004 plenary session of the faculty senate. Slides from his presentation are available here.

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Elie Wiesel Prize in Ethics

Last updated on 1/29/2007

The Elie Wiesel Foundation for Humanity awards prizes totaling $10,000 to undergraduates for essays on urgent ethical issues confronting them in today's complex world.

Objectives
This essay-writing competition is designed to challenge college students to analyze urgent ethical issues confronting them in today's complex world. Suggested topics for the 2005 contest are as follows: how is ethics a source of hope, and hope a source of ethics; examine the ethical aspects or implications of a major literary work, a film, or a significant piece of art; what is terrorism and what it the ethical response to it; reflect on the most profound moral dilemma you have encountered and analyze what it has taught you about ethics. Students may write about any topic as long as it pertains to
ethics.

Eligibility
Eligible applicants are undergraduates, who are registered as full-time juniors or seniors at an accredited four-year college or university in the U.S. during the fall semester of 2004. Applicants who are studying abroad during the 2004-05 school year are eligible, as long as they are registered as full-time juniors or seniors at their home schools in the U.S.

Funding
First prize is $5,000; second prize is $2,500; third prize is $1,500; and two honorable mention awards of $500 each will be awarded.

Deadline: postmarked by 12/08/2006

Address
Elie Wiesel Prize in Ethics
529 Fifth Avenue
Suite 1802
New York, NY 10017
U.S.A.

E-mail: EPinfo@eliewieselfoundation.org

Program URL: http://www.eliewieselfoundation.org/EthicsPrize/EPContest.htm
Tel: 212-490-7777



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On-Line Resources on Ethics

Last updated on 5/21/09

Compiled by Prof. Josh Mills of Baruch College/CUNY, who makes no claim to originality and thanks all the individuals, organizations and institutions whose heavy lifting he brings together here. If you come across other links, please send them to Prof. Mills. He will keep this up to date and re-circulate it.

The Corporate Library
http://www.thecorporatelibrary.com/
The Corporate Library describes itself as "an independent investment research firm specializing in corporate governance and board effectiveness. The Corporate Library does not accept consulting or other special fees from the companies we rate."

University of Illinois Office of the Vice Chancellor for Research
http://www.web-miner.com/busethics.htm

A copious and detailed set of links that includes:

Business Corporate Ethics
http://www.washingtonpost.com/wpdyn/business/specials/corporateethics/ Business Corporate Ethics is a special report outlining recent corporate scandals involving ethics violations compiled by the Washington Post. Breaking news features, Enron updates, WorldCom activities, accounting probes, as well as timelines and analysis are posted.

Business Ethics Newsletter
http://www.iese.edu/faculty/Etica/newsletter/
This newsletter is affiliated with the IESE Business School at the University of Navarra (Spain). The goal of the Business Ethics Newsletter is to highlight certain stories featuring business ethics that have appeared recently in the media.

Business Ethics: Resources for Educators
http://www.business-ethics.com/For-Educators.htm
Business Ethics claims to be "the premier publication of the movement for greater social responsibility in business." The publication has been in operation for 15 years and is aimed at secondary and post-secondary level educators.

Business Schools Add Ethics in Wake of Corporate Scandals
http://www.kellogg.northwestern.edu/news/hits/020816ap.htm This AP article from August 16, 2002 examines the growing interest in business ethics courses by students on many college campuses. Business schools are responding to this demand by providing new ethics curriculum selections and by trying to find ways to integrate these values into current business courses.

BusinessWeek Online
http://www.businessweek.com
BusinessWeek Online allows you to search for articles dealing with ethics in business. Use the search feature to retrieve current articles covering a variety of ethical dilemmas affecting the business world including information about the Enron, Tyco and WorldCom scandals.

Corporate Ethics
http://www.pbs.org/newshour/bb / business/ethics
This online special report featured on the program "NewsHour with Jim Lehrer" covers some recent scandals. Links to stories discussing some of the corporations affected by the controversies, online forum resources and background reports dating back to 1995.

Do You Need an Ethics Manager?http://www.thestandard.com/article/display/0,1151,16549,00.htmlStart-up companies may overlook one key element when trying to get their companies off the ground. Ethical issues that often arise in the workplace may result in lawsuits that will drain their budgets or government penalties. This article examines how and why many companies are starting to hire ethics managers.

Ethics Resource Center (ERC)
http://www.ethics.org
An extensive list of articles dealing with business ethics and related issues can be found in the section, Organizational Ethics Articles: Business at http://www.ethics.org/resources/nr_oearticles.cfm?NavCat=Business

Financial Scandalshttp://www.ex.ac.uk/~RDavies/arian/scandals
Financial Scandals is a site created by Roy Davies that is divided into 8 sections and is designed for a broad audience, from business executives interested in business ethics issues to financial history enthusiasts.

Fortune.com
http://www.fortune.com
Fortune.com has numerous articles discussing ethics and ethical issues in the corporate world. Type "ethics" in the site's search feature to retrieve the latest articles.

House Committee on Energy and Commerce: Documents Related to Enronhttp://energycommerce.house.gov/107/key w ords/Enron.htm
The unfolding of the Enron scandal is documented by the House Committee on Energy and Commerce. Investigative reports and news releases.

Lessons from the Enron Scandalhttp://www.scu.edu/Ethics/publications/ethicalperspectives/nikkei.htmlThis is a transcript of a Q & A session between Kirk Hanson, executive director of the Markkula Center for Applied Ethics, and Atsushi Nakayrna, a reporter for the Japanese newspaper Nikkei. The interview occurred on March 5, 2002.

Additional resources on the Enron scandal:

**** BBC: The Enron Affair***
http://news.bbc.co.uk/1/in_depth/business/2002/enron/

**** CNN: The End of Enron?***
http://www.cnn.com/SPECIALS/2002/enron/

Business Ethics: Case Studies

http://www.uvsc.edu/ethics/curriculum/business
The Center for the Study of Ethics at Utah Valley State College developed these business cases as part of their Ethics across the Curriculum seminar. Even though the cases in this section are somewhat generic in nature, they are designed to address personal and corporate ethics situations that could occur in any business environment.
BusinessEthics.ca - http://www.busine s sethics.ca
BusinessEthics.ca is a site created by Chris MacDonald, and it is one of the many EthicsWeb.ca (http://www.ethicsweb.ca) topic areas. Canadian and international resources including articles, case studies, and business ethics in the news reports are provided. A special collection on "Enron & Ethics" is on the site.
Carnegie Mellon: Ethics Teaching Materialshttp://ba.gsia.cmu.edu/ethics/teaching.htm
This site, developed by the Center for International Corporate Responsibility, provides links to the role of ethics instruction in B-school, case studies, tutorials and business scandal articles. Academic resources, membership organization information and other ethical materials are also available.
CasePlace.org
http://www.caseplace.org
CasePlace.org is a free service for business faculty and students offered by Aspen Institute's Initiative for Social Innovation through Business). Cases and topics for discussion are posted at this site, and the cases are searchable by topic or discipline.

Ethics Case Studies: Illinois CPA Societyhttp://www.icpas.org/icpas/consumer/ethics-casestudies.asp
Dr. Howard A. Kanter at the DePaul School of Accountancy and the ICPAS Ethics Committee have developed and maintained the case studies found at the Illinois CPA Society Web site. The cases presented cover areas like discreditable acts, compliance with standards, accounting principles and general standards.

Ethics Case Study Detail
http://ethics.sandiego.edu/resources/cases/HomeOverview.asp
Case studies covering a wide range of ethical issues, including this one about the Atlantic Cement Company, can be found at the Ethics Update site

Institute for Global Ethics (IGE)
http://www.globalethics.org
IGE is an organization dedicated to promoting "ethical behavior in individuals, institutions, and nations through research, public discourse, and practical action."

Institute of Business Ethics (IBE)
http://www.ibe.org.uk/
The goal of the Institute of Business Ethics (IBE) is to "encourage high standards of corporate and business behavior and the sharing of best practice."

Codes of Ethics Online Businesshttp://www.iit.edu/departments/csep/PublicWWW/codes/business.htmlIllinois Institute of Technology's Center for the Study of Ethics in the Professions developed this online collection of codes on the Web, and it has grown out of the Center's Library of codes that resides in their vertical file.

Creating a Code of Ethics
http://www.ethicsweb.ca/codes
Chris MacDonald of St. Mary's University (Halifax, Canada) put together this site with links to resources to assist individuals and groups in writing a code of ethics.



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Ethics Week 2009

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updated 4/20/09

Ethics Week 2009

March 23-28

Ethics Week is generously supported by the Charles Dreifus Ethics-Across-the-Curriculum Initiative.

During Ethics Week, members of the Baruch faculty are encouraged to initiate discussions in their classrooms of ethical issues related to their subjects/disciplines. The schedule that follows lists special events featuring members of the Baruch community and invited guests.

Schedule of Events

Each Day During Ethics Week

Times TBA

A Colleague in Your Classroom

Throughout Ethics Week, **Prof. Jerry Bornstein** (Deputy Chief Librarian) will join members of the faculty to help lead discussions in classrooms on ***Ethical Issues in the Information Age***. Please **contact Prof. Bornstein as soon as possible** to arrange this – each year his schedule fills up quickly: jerry.bornstein@baruch.cuny.edu or 646-312-1615.

Monday, March 23

7:30-8:30

Ethics in the Intercultural Context

Lisa LaValle-Finan of SIETAR Metro NY (Society of Intercultural Education, Training, and Research) will speak with Prof. Elisabeth Gareis's COM 9656/IBS 9756 (International Business Communication) class. Additional seating is limited; anyone wishing to attend should contact Prof. Gareis at 646-312-3731.

Tuesday, March 24

12:30 (151 E. 25th St., BCTC Main Computing Lab, Room 620)

Social justice and Information Poverty

Johannes Britz, Dean and Professor, School of Information Studies, University of Wisconsin-Milwaukee. This will be a live interactive web video presentation.

12:45 (Newman Vertical Campus, 14-290)

Teaching Ethics: How To Start Ethics Discussions and How Not To Snuff Them Out by Accident

Prof. Douglas Lackey (Philosophy) will host informal discussions with faculty colleagues on the subject of leading classroom discussions of ethics.

RSVP to Juan Pagan at: juan.pagan@baruch.cuny.edu or 646-660-6500.

5:45 (151 E. 25th St., Newman Conference Center, Room 750)

A reading and conversation with Harman Visiting Writer-in-Residence, George Packer. Mr. Packer, a staff writer for The New Yorker and the author of several books, including The Assassins' Gate: America in Iraq, which was named one of the 10 best books of 2005 by the New York Times Book Review, will address issues of journalistic ethics.

Wednesday, March 25

12:00-1:30 (Newman Vertical Campus, Room 14-220)

The Zicklin Graduate Leadership Speaker Series

John Grifonetti (BBA'90) President & CEO Creditex, Inc. An expert in electronic trading and brokerage, Grifonetti joined Creditex as President and COO in January 2006. He is a CPA and received a BBA in accounting from Bernard M. Baruch College. He is a trustee of the Baruch College Fund. **Prof. Paquita Davis-Friday** (Accountancy) will serve as moderator. Lunch will be served at 12:00pm. Students should dress in business attire (suits, jackets, dresses) and **RSVP** by March 18 to: http://events.embark.com/event/baruch/newstudentevents

Thursday, March 26

12:30-2:00 (Newman Vertical Campus, Room 3-165)

Networking lunch at noon

Let's Talk Ethics: the Student Recruiter's Perspective

(See the video.) The Robert Zicklin Center for Corporate Integrity and the National Association of State Boards of Accountancy's Center for the Public Trust present this panel discussion, which will feature:

- **John Elliott,** moderator, Dean, Zicklin School of Business, Baruch College
- **Ken Bouyer,** Americas Director of Inclusiveness Recruiting, Ernst & Young
- **Andre Lee,** National Director of Talent Management, InRoads
- **Blane Ruschak,** Executive Director of University Relations & Recruiting, KPMG

Senior recruiters and subject matter experts from leading national companies will share with students ethical traps to avoid during the recruiting process, as well as campus and volunteer activities that highlight their positive moral and ethical standing. A light networking **lunch** will be provided. The forum will end promptly at 2:00 p.m.

Register (complimentary to all Baruch College students, staff, and faculty members) at http://zicklin.baruch.cuny.edu/centers/cci/ or 646-312-3231 or cci@baruch.cuny.edu

4:00-6:00 (Newman Vertical Campus, Room 14-220)

Presentation of the Abraham J. Briloff Prizes in Ethics

Presentation of these prizes this year will be part of the college's annual **Faculty Recognition Ceremony**, which honors full-time members of the faculty for publications, external grants, and creative achievements. The Briloff Prizes are intended to stimulate scholarship in the field of ethics, with an emphasis on ethics in professional life. Honoring Abraham J. Briloff, Emmanuel Saxe Distinguished Professor of Accountancy Emeritus, these prizes are awarded annually to a faculty member (full time and/or adjunct) who has written an important topical article, essay, or book on ethics, and to a student or students (undergraduate and/or graduate) who has written an outstanding research paper or essay.

Friday, March 27

9:30am (Newman Vertical Campus, Room 14-269)

The Great Enabler: The Role of Technology in Ethics and Social Responsibility

Prof. Linda Weiser Friedman (Statistics & Computer Information Systems) will present on this topic at Baruch College's **12th Annual Teaching and Technology Conference.** For the full program, see www.baruch.cuny.edu/teachtech.

Newman Vertical Campus, Room 14-269

Ethics Week is generously supported by the Charles Dreifus Ethics- Across-the-Curriculum Initiative.

* * * * *

Some background information about
Ethics Week at Baruch College

Ethics Week was the idea of Prof. Roslyn Bernstein (English), who suggested at the concluding session of the Spring 2003 Seminar, "Ethics Across and Beyond the Curriculum," that the college set aside one week during which members of the faculty would be encouraged to discuss ethical issues specific to their subjects/disciplines in their classrooms, and departments or programs would invite outside speakers for public presentations.

Ethics Week 2009 was organized by Associate Provost Dennis Slavin (646-660-6504).

See webpages from Ethics Week 2004, Ethics Week 2005, Ethics Week 2006, Ethics Week 2007, and Ethics Week 2008. See videos of some of the events of Ethics Week 2006.

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Eugene M. Lang Junior Faculty Research Program

Last updated on 8/4/2009

Dear Faculty Colleagues,
Lang Fellowships are designed to encourage and assist Baruch's junior faculty members to develop and carry out scholarly research in their disciplines in furtherance of their academic careers. The goal of the program is to produce scholarly research that represents significant accomplishment. ***I urge all eligible faculty members to apply (eligible faculty will receive a separate hard copy mailing) and ask that senior faculty encourage their junior colleagues to apply***.

Application Deadline and Selection Schedule

- Project proposals must be submitted on or before **5pm, March 1, 2010**.
- Fellowship decisions will be announced in **April 2010**.
- Funding will be available for the following academic year, beginning **June 1, 2010**.

Eligible projects include scholarly research, creative projects, and other types of projects that represent significant contributions to the applicant's discipline. These projects must meet the standards of professional and academic achievement recognized by the tenure and promotion guidelines set forth by CUNY. In addition to scholarly research and publication, examples of eligible projects include professional-level (a) writing and publication of creative/journalistic works, (b) creation and performance/exhibition of works of the fine arts or music, (c) writing and production of works of theater, (d) creation and implementation of public initiatives that serve the social good and are specifically relevant to the applicant's academic disciplines.
Research proposals requesting support of up to $8,000 from full-time tenure track junior faculty members of Baruch College in all disciplines will be considered. A committee of Baruch faculty members determines the fellowship winners. This exciting opportunity for junior faculty members is made possible by Mr. Lang's generous donation through the Eugene M. Lang Foundation. Eugene M. Lang agreed to renew The Eugene M. Lang Junior Faculty Research Program through 2010. Mr. Lang is delighted with the extraordinary quality of the research his funding has supported during the past years.
For information on eligibility, how to apply and additional information go to http://www.baruch.cuny.edu/grants/elang.html.
If you have any questions, please do not hesitate to contact **Melisa Mendez** at Melisa.Mendez@baruch.cuny.edu or 646-312-2207. Proposals should be submitted to the Office of Sponsored Programs and Research (Box J-1010) by March 1, 2010.
Sincerely,
James McCarthy
Provost and Senior Vice President for Academic Affairs

- **Recent Awardees**

2009-2010
Timothy Aubry, English
Hillary Botein, SPA
Charlotte Brooks, History
Karen Shelby, Fine and Performing Arts
Gregory Snyder, Sociology and Anthropology
Ana Valenzuela, Marketing
Chester Zarnoch, Natural Sciences

2008-2009
Bin Chen, SPA
Micki Eisenman, Management
David Hoffman, SPA
Rajarishi Nahata, Economics and Finance
Robin Root, Sociology and Anthropology
Valerie Schawaroch, Natural Sciences
Jun Wang, Economics and Finance
Elizabeth Wollman, Fine and Performing Arts

2007-2008
Daniele Artistico, Psychology
James DeFilippis, Black and Hispanic Studies
Ozgur Demirtas, Economics and Finance
Jennifer Goldstein, SPA
Matthew Johnson, Computer Information Systems
Thomas Kramer, Marketing
Chandrika Kulatillike, Natural Sciences
Sanyoung Song, Marketing
Ana Valenzuela, Marketing
Dov Waxman, Political Science

2006-2007
Benedetto Fontana, Political Science
Kenneth Guest, Sociology & Anthropology
Judith Kafka, Public Affairs
Hyeong-Min Kim, Marketing
Nanda Kumar, CIS
Katherine Pence, History
Robin Root, Sociology & Anthropology
Roumen Vragov, CIS
Rui Yao, Economics & Finance

2005-2006
Donald Byard, Accountancy
Vincent DiGirolamo, History
Ted Henken, Sociology/Anthropology and Black & Hispanic Studies
Elena Kosyginia, Mathematics
Thomas Kramer, Marketing
Lin Peng, Economics & Finance
Valerie Schawaroch, Natural Sciences
Charles Scherbaum, Psychology
John Shon, Accountancy

2004-2005
Raquel Benbunan-Fich, CIS
Jay Dahya, Economics & Finance
Thomas Desch-Obi, History
Charlotte Hansen, Economics & Finance
Ying Li, Accountancy
Mehmet Ozbilgin, Accountancy
Jaihyun Park, Psychology

2003-2004
Gayle DeLong, Economics & Finance
Benedetto Fontana, Political Science
Marios Koufaris, Statistics and CIS
Kristin Sommer, Psychology
Dan Stefanica, Mathematics
Tamara Giles-Vernick, History
Lilia Ziamou, Marketing

2002-2003
Turan Bali, Economics & Finance
Zheng Wang, Statistics and CIS
Andrea Gabor, Journalism
Alison Griffiths, Communication Studies

2001-2002
Ajay Das, Management
Paschalina (Lilia) Ziamou, Marketing
Eva Shan Chou, English
Stephanie Golob, Political Science



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Student Evaluation of Faculty and Courses

Last updated on 12/2/05

- **New student evaluation instrument - Fall 2005 (PDF)**
- **Summer Teaching Evaluation Comparison**
- **April 2005 Report of the Joint Committee for the Student Evaluation of Faculty & Courses.**
- **Cognitive validation report on revised instrument**
- **Student Evaluation Processes Around CUNY** (summary prepared by Denyse Ramkaran)

Memorandum

December 15, 2003

To: Baruch Faculty

From: David Potash for the Joint Committee for the Student Evaluation of Faculty & Courses

Re: Revising the current student evaluation instrument

A system providing students with the opportunity to evaluate their faculty and courses can only be effective if we are clear about its goals. A college-wide committee, containing faculty, administrators and students, is currently looking at ways to improve our student evaluation instrument, which was created more than thirty years ago. The committee has decided that the most important goals for the development of a new instrument at Baruch include:

- To furnish information for assessing course content and presentation
- To provide data that may be used in support of a faculty member's development, as well as considerations for promotion, tenure, salary increments, or other forms of recognition
- To provide the student body with a voice in developing and maintaining an effective faculty and curriculum
- To gauge student engagement

We have also decided that secondary goals for the development of a new instrument might include:

- To provide information to assist in making a more effective course
- To provide data that may assist in making curricular decisions.
- To assist with student course choice and decision-making.

The committee anticipates that a new instrument will be approximately the same length as the current form. It will look at the teacher ***and*** the course, and it will be accompanied by guidelines for use. The guidelines will emphasize that the instrument is not, nor should it be, the only measure of a teacher's effectiveness.

The committee welcomes your participation in the development of a new instrument. Information about the committee and its work is available on Blackboard as an organization called the "Student_Evaluation_Committee." Also posted is information about the issue as well as sample instruments from other institutions. We have given one presentation before the Faculty Senate, and we will look forward to other open meetings in the coming months.

The Committee would also be grateful for comments or suggestions, and we also want potential questions for the next instrument. If you have a question you would like to see on the next form, please email it to: Student_evaluation@baruch.cuny.edu

Thank you very much.

c. Altman, Chase, Dannenbring, Elliott, Freedman, Hill, Johnson, Vora

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Observation (Peer)

Last updated on 1/10/2003

The following is excerpted from Article 18 (Professional Evaluation) of the ***Agreement between Professional Staff Congress/CUNY and the City University of New York, February 1, 1996-July 31, 2000*** (pp. 35-36). Please note that 18.2.b.1 indicates that all non-tenured faculty *shall* be observed at least once each semester and that tenured faculty *may* be observed once each semester.

Article 18
Professional Evaluation

[18.] 2 (b) Teaching observation, as described below, is one factor in total evaluation of academic performance of the teaching staff.

1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation.

Tenured and certificated members of the teaching staff may be observed once each semester.

2. a) Each department P & B committee shall designate a panel, the size to be specified by the chairperson, of department observers (which shall include members of the P & B committee). The department chairperson shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairperson, a written observation report to the department P & B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.

(b) The department chairperson shall schedule the post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee and the observer. Either a member of the P & B committee or a member of the department with the rank of tenured Associate Professor or tenured Professor may be assigned by the chairperson at the request of the employee or the observer.

(c) Following the post-observation conference, the P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairperson. If the post-observation conference includes only the observer and the employee, than the observer shall prepare the record of the discussion in

memorandum form. The original conference memorandum shall be placed in the employee's personal file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personal file.

(d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within ten (10) working days thereafter, file a request for an observation and/or conference with the chairperson. A copy of that request shall be sent to appropriate dean and the Office of the President. Failure of the employee to file the request within the stipulated time shall bar the employee from subsequent complaint regarding such non-compliance with Article 18.2 (b), 2 b) or c). Upon the receipt of the request, the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or observation conference by the dean or President or their designee.

(e) After ten (10) semesters of service, teaching observation for adjunct personnel shall be held at the request of the chairperson or the adjunct.



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Proctoring Exams

-

Last updated on 5/6/09

Faculty members who ignore academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.
- excerpted from the academic integrity website of Rutgers University

Many students have expressed dismay about examinations held with little attempt to proctor carefully. Cheating, they suggest, is rampant in those classes. In their view, some students feel encouraged to cheat and the honest students who have worked hard feel punished. Many studies suggest that the number of students who cheat on exams can be drastically reduced if faculty clearly announce the rules in advance and monitor the exams.
The Provost's office is able to offer proctoring support to any member of the faculty (FT or adjunct) with more than 50 students in her/his class. There are two conditions: that the instructor is not already receiving a proctor from another source (if other sources are available, they should be applied to first) and that the instructor also serve as a proctor for the exam. Instructors who qualify should contact their department chair to locate and arrange for an appropriate proctor. Proctors will be paid $20 per exam ($28 for final exams).

Chairs:

To pay proctors who **are not** employees of the college, use the Baruch College Fund check request form. Fill in the person's name, address, social security number, and amount. Check the box that says "Honorarium & Professional Fees." Under "Description," write "Payment for proctoring exam." Bring the completed forms to the Provost's office. We will fill in the account number and complete the processing.
Check Request Form (BCF)
To pay proctors who **are** employees of the college, use the Baruch College Fund Personal Action Form (PAF). Fill in the person's name, address, social security number, work phone number and email address and have them sign the PAF. Under "Payroll Title", write "Non-teaching adjunct." Under "Total Salary," write $28. Under "Comments," write "Payment for proctoring exam". Bring the completed forms to the Provost's office. We will fill in the account number, account name and rate of pay. Here is a link to the **Baruch College Fund PAF**. ***If the employee has never been paid by the Baruch College Fund before***, he/she must also submit:

- **a W-4 form**
- **an I-9 form**
- a copy of their Baruch ID card
- a copy of their social security card
- a copy of a driver's license (or passport or any other state ID)

These are required only the first time that they are paid from these funds.

For suggestions on how to proctor, see the PDF file of *Creating and Administering Exams*, distributed in hard copy to faculty in December 2004.

I would be delighted to learn about any practices you have found useful that are not mentioned in *Creating and Administering*: dennis_slavin@baruch.cuny.edu

On a lighter(?) note

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Records Retention Policy

Last updated on 6/4/07

How long should members of the faculty retain records of student grades, attendance, etc.? The document that follows is based on an email circulated on June 1, 2007 by CUNY's Deputy General Counsel Jane Sovern:

Subject: CUNY's New Records Retention and Disposition Schedule
Linked below is a searchable copy (PDF) of CUNY's new Records Retention and Disposition Schedule, which was recently completed by the Office of the General Counsel and approved by the New York State Archives. Together with initiatives begun by the Office of Executive Vice Chancellor Allan Dobrin, this new CUNY Schedule will ensure that individual records are retained as long as required for administrative, legal, and fiscal reasons and will encourage and facilitate the systematic disposal of unneeded records.

> ***Note to members of the Baruch faculty:*** information on retrention of course related materials (syllabi, exams, rosters, etc.) is contained on pp. 60-61 of the schedule (i.e. pp. 74-75 of the PDF file).

The new Schedule, which is effective immediately, replaces and supersedes the University's current schedule, which was issued in 1993, as well as all other retention guidelines that College and University officials may have adopted from time to time. Dozens of individuals within CUNY with knowledge of an extensive range of College and University functions have provided valuable input in the preparation of the new Schedule. We thank them for their time and insight.

The new Schedule consists of an introduction establishing guidelines for the use of the Schedule, the Schedule itself, and an index. It is available not only in the printable pdf version linked below but also, as of May 31, 2007, in a searchable online version with hyperlinks that is accessible through the CUNY portal.

The full text of the new Schedule can be accessed online at the CUNY Policy Documents Site at www.cuny.edu/policy/text/toc/rrs. In addition, in order to make the online use of the new Schedule even easier, you can access the new Schedule using the following different features available on the CUNY Policy Documents Site: (1) the Table of Contents feature at www.cuny.edu/policy/toc/rrs, (2) the Index feature at www.cuny.edu/policy/index/rrs, and (3) the Search Function feature at www.cuny.edu/policy/search, which allows users to choose among natural language, guided, and command searches of different documents on the site, including the new Schedule.

Here is a PDF of the CUNY Records Retention Policy.

As required by State law, the University has designated a University Records Management Coordinator, currently Linda Shatzer, to coordinate the proper retention and disposition of records throughout all CUNY Colleges and the Central Office. Each College will also have its own Records Management Coordinator, to be appointed by the College President. Over the next year, the University Records Management Coordinator and the Office of the General Counsel will provide the college Records Management Coordinators with training in the implementation of the new Schedule and CUNY's new records management program.

If you have any inquiries about the new Schedule, please contact Assistant General Counsel Dick Malina at richard.malina@mail.cuny.edu. If you have any technical questions about the use of the CUNY Policy Documents Site, please contact the Policy Documents Site Team at pds.team@mail.cuny.edu.

> ***Note to Departments:*** Department Chairs should plan to collect grade books or rosters from adjuncts if they aren't scheduled to teach the next term. Departments should make arrangements for storage and then disposal of exams etc. when professors take a new job or retire.



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Fellowship, Scholar Incentive, and Performance Excellence Awards

Last updated on 11/11/08

Article 25 of the PSC CUNY agreement describes Research, Fellowship, Scholar Incentive, and Performance Excellence Awards. See below for the Fellowship, Scholar Incentive, and Performance Excellence Awards, or pages 60-65 of the written contract, or go to this link for a PDF version of the contract.

Excerpt from Agreement between The City University of New York and Professional Staff Congress/CUNY

ARTICLE 25
RESEARCH, FELLOWSHIP, AND SCHOLAR INCENTIVE AWARDS

25.1 The parties agree that the University shall provide funds for research and fellowship awards.

The following sums shall be provided for PSC/CUNY Research Awards:
Effective August 1, 2001 $3,308,990
Effective May 1, 2004 $3,391,715
Effective May 1, 2005 $3,484,987
Effective May 1, 2006 $3,589,537
Effective September 19, 2007 $3,622,958

25.2 PSC-CUNY Research Awards

(a) Eligibility: It is the intention of the parties that the funds for research shall be available without restriction to all full-time members of the instructional staff, and the junior members of the faculty in particular, who are on the regular University payroll processed through the Office
of the Comptroller of the City or State of New York. The parties further intend that research funding shall be used to support activities in the creative arts and all academically relevant research in the areas of natural science, social science and humanities, including but not limited to research related to curriculum development, improvement in teaching, adaptation of standard educational techniques to special clientele and the relationship between technical or occupational training and the liberal arts curriculum.

(b) Committee: The Chancellor shall appoint a faculty committee to be composed of representation among the

Biological Sciences, the Physical Sciences, the Social Sciences, the Humanities, the professional schools and a representative of the non-classroom professional staffs. Such committee shall be constituted as the University Committee on Research Awards, charged with the responsibility to make, in its discretion, research grants to individual instructional staff members of The City University of New York. The Chancellor may designate such University personnel as required for the financial administration of the research fund.

(c) The Committee shall be responsible for establishing guidelines for the application and approval of research awards and shall communicate these procedures to all members of the instructional staff.

25.3 Fellowship Awards

(a) Eligibility: It is the intention of the parties that the funds for fellowship awards be limited to instructional staff members of the permanent instructional staff. Tenured members of the permanent instructional staff, including those holding the title Lecturer with certificates of continuous employment, who have completed six years of continuous paid full-time service with the University exclusive of non-sabbatical or fellowship leave, shall be eligible for a fellowship award. Individuals in professorial titles who are on leave from the title Lecturer with a certificate of continuous employment shall be eligible for a fellowship award. Service shall
include service in a school or college maintained in whole or part with City funds immediately preceding service in a college or institution under the jurisdiction of the Board of Trustees, provided that credit for such prior service shall not exceed three (3) years.

(b) Applications:

1. Applications for a fellowship award may be made for the following purposes:
(a) Research (including study and related travel)
(b) Improvement of teaching
(c) Creative work in literature or the arts

2. Such application shall also state that the applicant will continue to serve for at least one year after expiration of the term of his or her leave unless this provision is expressly waived by the Board of Trustees.

3. The application in the form of a plan shall be submitted to the appropriate departmental committee and, if approved, to the college committee on faculty personnel and budget. If the latter committee approves, it shall forward the application to the President with its endorsement. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave, and that the work the applicant intends to do is consonant with the principles of the fellowship leave. The President shall transmit such application to the Board of Trustees, with his or her own recommendation.

4. The Board of Trustees will consider the advantage of the applicant as a scholar and teacher to be expected from such a fellowship award, and the consequent advantage through his or her service to the college. Special consideration shall be given to those applicants who have not had a sabbatical leave or fellowship in fourteen (14) or more years.

5. (i) Application may be for one of three types of fellowship leaves:
- a full year leave at one-half the annual salary
- a one-half year leave at one-quarter the annual salary
- a one-half year leave at full pay

(ii) Effective August 25, 2006, the three types of fellowship leaves in (i) above will be replaced with the three types of fellowship leaves in this subparagraph (ii). Application may be made for:
- a full year leave at 80% of the bi-weekly salary rate
- a one-half year leave at 80% of the bi-weekly salary rate
- a one-half year leave at full pay

There is an expectation that there will be a minimum of one half-year leave at full-pay every other year at each college. Fellowship leaves received by members of the instructional staff who serve in the libraries will be of the same duration as those of other instructional staff. Members of the instructional staff who serve in libraries will not accrue annual leave during the period of the fellowship leave. Members of the unit who receive a full-year fellowship leave at one-half pay may, at their option, upon written notice to the President no later than October 30 or March 30, whichever is applicable, terminate the fellowship leave after one-half year. Where fellowships are terminated upon request under Section 25.3 (b) 5, such termination relieves the University of any obligation to further claims for the second half of the leave, but does not reduce the time period or other qualifications required for consideration for a subsequent fellowship leave.

(c) The University agrees to request the appropriate retirement system to credit the period of the fellowship as service for retirement purposes. The period of the fellowship leave shall be credited for increment purposes.

(d) Nothing contained in this Article shall be construed to diminish or impair the rights of an employee appointed prior to July 1, 1965, of the benefits of the Bylaws of the Board as they existed on July 1, 1965 with respect to sabbatical leaves of absence.

25.4 Professional Reassignments

The parties agree to establish a paid leave not to exceed four weeks during any year commencing September 1 and ending August 31 (not to exceed five weeks effective September 1, 2006) for the purpose of permitting members of the instructional staff who serve in the libraries to be reassigned for research, scholarly writing, and other recognized professional activities that enhance their contribution to City University. The reassignments shall be subject to approval by the personnel and budget committees of the respective library departments and appropriate college-wide committees. The parties accept as a goal the reassignment of 50 members of the instructional staff in the University libraries during a
one-year period.

25.5 Scholar Incentive Awards

Scholar Incentive Awards of not less than one semester nor more than one year shall be established for full-time personnel in the following titles: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, University Professor, Distinguished Professor, and Medical Series. The only purpose of these Awards shall be to facilitate bona fide and documented scholarly research. Other projects or proposals (e.g. meeting of degree requirements, study, service outside the University) or reasons (e.g. professional, career, personal) shall not be considered for these Awards. The application in the form of a plan shall be submitted to the appropriate departmental committee and, if approved, to the college committee on faculty personnel and budget. If the latter committee approves, it shall forward the application to the President with its
endorsement. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave, and that the work the applicant intends to do is consonant with the principles of the
Scholar Incentive Award. Upon positive recommendation of the President, the application shall be forwarded to the Chancellor for review and recommendation.

The following principles for such Scholar Incentive Awards shall apply:

1. A candidate shall be a full-time member of the instructional staff in one of the above titles.

2. A candidate shall have completed not less than one full year of continuous paid full-time service with the University before becoming eligible for a Scholar Incentive Award. A candidate shall be eligible for a subsequent Scholar Incentive Award after six years of creditable service with the University since the completion of the last Scholar Incentive Award. A Scholar Incentive Award may not be held concurrently with a Fellowship Leave.

3. If a Scholar Incentive Award is immediately preceded by full-time continuous service creditable for tenure or a Certificate of Continuous Employment or Fellowship Award and immediately followed by such full-time continuous service, the period of creditable service immediately preceding the Scholar Incentive Award shall be counted in computing the years of service required for the granting of tenure, Certificate of Continuous Employment or Fellowship Award.

4. A candidate may be compensated by the University for up to 25% of annual salary rate. The total amount of money earnable with outside support and the University salary may not exceed 100% of the annual salary rate that the person would have received without the leave. The amount may be less than 25% if the amount of any outside fellowship and grant support received would result in earnings above 100% of salary.

5. The University shall develop guidelines to be utilized in approving applications for Scholar Incentive Awards.

25.6 Complaint Procedure

Award decisions made under this Article shall be subject only to the informal complaint procedure specified in Article 20

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Facilities Request Form

Last updated on 2/4/2009

The link below takes you to an online form that can be used to request service from Campus Faciltities and Operations. This form may be used to request minor repairs for items such as inoperable lights or windows. If you have questions about the use of the form, call 646-660-6030 . Online service request form.

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Support for Faculty Development from the Baruch College Fund in AY 2005-2006

Last updated on 8/17/06

Barcuh College received $500,000 to support faculty research and teaching in the 2005-2006 academic year. Here is an overview of the how that support was distributed (see below for link to complete report):

- Travel to professional conferences - 193 trips by members of the faculty
- Graduate student assistantships - 28 assistantships
- Summer research support - to 29 members of the faculty
- Travel to teaching-related conferences - to 14 members of the faculty
- Travel to assessment conferences - to 22 members of the faculty and administration
- Accent reduction tutorials for international faculty - 18 members of the faculty
- Master Teacher Series - five speakers; eight events attended by nearly 240 members of the faculty

For the complete report, see **Report on Faculty Support AY 05-06**. Please note: many faculty members received support from other sources, so not all who received support in the foregoing categories are listed in the report; additionally, some are listed for funds encumbered for the summer or near future.

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Faculty Development Seminars 2008-2009

Last updated on 9/17/2009

Support for many of these faculty development seminars is provided in part by the Baruch College Fund. Also see the archived series for 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, and 2007-2008. For the series ***Research Without Borders*** (presentations by members of the Baruch faculty and invited guests), go here.

Please feel free to send ideas for seminars to
Associate Provost Dennis Slavin.

SEMINARS IN FALL 2009

PSC-CUNY Research Award Application Workshop
Thursday, September 17, 11:30am-12:30pm, Dean's Conference Room, NVC 13-215
As part of faculty development program at the Zicklin School we want to invite you to a PSC-CUNY Research Award Application Workshop. The main agenda item is for Professor Joe Weintrop and other faculty involved with the PSC-CUNY evaluative process to give you hands-on tips on putting together your PSC-CUNY Award proposal. The deadline for proposals is October 15th at 5 pm and there are no extensions. Note this date is earlier than it is for first year faculty. Please make every effort to join this workshop if you plan to apply for the research award. For more information about the call for proposals, etc, please click on **PSC-CUNY 41 Research Award Program**.
Please contact either **Melisa Mendez** at 646-312-2207 or Melisa.Mendez@baruch.cuny.edu or **Amrish Sugrim-Singh** at 646-312-2204 or Amrish.Sugrimsingh@baruch.cuny.edu.

Case Studies and Other Classroom Reality Shows
Case studies are true stories, "reality bites," that educators employ to bridge the gap between theory and practice. They also serve to create new dynamics in the classroom by breaking down the traditional role of professors -- they become facilitators of a more student-centered learning process. The following series is designed to explore the case study method and strengthen the use of these powerful pedagogical tools.

Session I: Innovative Practices Using Case Studies
Tuesday, September 22, 12:30-2:30 p.m., NVC 14-270
This session will introduce the series and highlight current practices by Baruch professors who use cases and other similar artifacts to involve students in the analysis of situations related to professional practice. Provisional list of speakers:

John Casey, SPA (Moderator & Introduction)
David Birdsell, SPA
Su Han Chan, Real Estate
William Millhiser, Management

Session II: Teaching with Cases
Tuesday, October 20, 12:30-2:30 p.m., The Oak Room (Newman Institute), 137 East 22nd St.
This session will look at how cases can be embedded into a course syllabus, and how to manage the classroom process of teaching with cases. Provisional list of speakers:

Stan Altman, SPA and Acting President of Baruch College
Donald Schepers, Management
Susan Locke, Psychology

Session III: Preparing Case Studies
Tuesday, November 17, 12:30-2:30 p.m., NVC 14-270
This session will look at how best to use cases from established sources (Electronic Hallway, Harvard Business School, etc.), how to adapt readily available material such as press articles and online videos, and how to write case studies from scratch. Provisional list of speakers:

Robin Root, Sociology and Anthropology
Moshe Banai, Management

With comments or questions please e-mail Prof. John Casey.

SEMINARS IN SPRING 2009

International Faculty Development Workshop
Open Forum (to meet new people, discuss concerns, and share topic interests for future forums)
Thursday, February 19, 12:30-2pm, NVC 8-213
Baruch College offers an International Faculty Development Program for faculty members whose native language/dialect is not American English.
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu
Social Sciences Faculty Roundtable: *Low Stakes Writing*
Monday, February 23, 12:30-2pm, 137 E. 25th St., Rm. 323
Tuesday, February 24, 12:30-2pm, 137 E. 25th St., Rm. 323
These roundtables will introduce a variety of creative exercise designed to deepen students' engagement with course content. (The Bernard L. Schwartz Communication Institute hosts a series of faculty roundtables in Spring 2009 designed to explore techniques for enhancing students' writing and thinking skills.) The roundtables are open to faculty in the social sciences and related disciplines and will be led by experienced Communication Fellows with strong social science backgrounds.
Faculty Book Club
This semester's book club selection is Malcolm Gladwell, ***Outliers: The Story of Success*** (http://www.gladwell.com/outliers/index.html). Book club discussions will be facilitated alternately by Elisabeth Gareis and Linda Lopez of the Communication Studies Department.
Wednesday, March 4, 6-7:30 p.m., NVC8-213 (Elisabeth Gareis)

Monday, March 16, 12:30-2 p.m., NVC8-213 (Elisabeth Gareis)
RSVP via email to Elisabeth Gareis at egareis@baruch.cuny.edu with preferred date.

Social Sciences Faculty Roundtable: *Peer Review*
Monday, March 16, 12:30-2pm, 137 E. 25th St., Rm. 323
Tuesday, March 17, 12:30-2pm, 137 E. 25th St., Rm. 323
These roundtables will introduce techniques to help students think critically about the essay writing process. (The Bernard L. Schwartz Communication Institute hosts a series of faculty roundtables in Spring 2009 designed to explore techniques for enhancing students' writing and thinking skills.) The roundtables are open to faculty in the social sciences and related disciplines and will be led by experienced Communication Fellows with strong social science backgrounds.

International Faculty Development Workshop
Vocabulary Development (to discuss strategies for improving one's active and passive vocabulary)
Thursday, March 19, 12:30-2 p.m., NVC 8-213
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

English Department Faculty Development Workshop
Title TBA
Thursday, March 19, 12:30-2:15 p.m. (Club Hours)
Facilitators: Sean O'Toole and Frank Cioffi
This workshop will look at the kinds of things we say on student papers. What kind of feedback are we giving our students? Do they understand what we have written or scrawled in their margins? Do these marginalia improve their writing? What kinds of things ought we mark, comment on, "correct," or circle? What color ink should we use? Should we simply return a paper, ungraded, once it has demonstrated that it has not been adequately proofread? And in our final comment, what do we say? One model is that we summarize the argument, offer something positive, and then suggest areas for improvement. Is this a good model to follow? We will look at several different ways to grade papers, using a few actual student essays and some actual teachers' remarks as well. We will also examine some rubrics used in grading. Please bring ideas, along with lunch!

International Faculty Development Workshop
Teacher Evaluations and Observations (to discuss procedures at Baruch and maximize results)
Thursday, April 2, 12:30-2 p.m., NVC 8-213
To sign up, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Social Sciences Faculty Roundtable: *Commenting on Student Writing*
Monday, April 20, 12:30-2pm, 137 E. 25th St., Rm. 323
Tuesday, April 21, 12:30-2pm, 137 E. 25th St., Rm. 323
These roundtables will explore ways of making comments on student writing most effective. (The Bernard L. Schwartz Communication Institute hosts a series of faculty roundtables in Spring 2009 designed to explore techniques for enhancing students' writing and thinking skills.) The roundtables are open to faculty in the social sciences and related disciplines and will be led by experienced Communication Fellows with strong social science backgrounds.

English Department Faculty Development Workshop
English Composition as a Happening
Thursday, April 23, time & location TBA
Corey David Mead & Frank Louis Cioffi (facilitators)
Using Geoffrey Sirc's pathbreaking book of the same name, this workshop will investigate ways to make the English composition classroom a more intense and memorable experience for students. It will seek to address the issue of how the class we teach will impart not merely skills but also will change the way students experience the world: ideally, the class should modify student perception, consciousness, sensoria. . . .
Here is the deal: when students come here from high school, they want to put that world behind them. They want to leave the domination of their parents, the rigamarole of high school, the angst of being an adolescent, the annoyance of having no money. But they don't realize that as they seek to abandon such "childish ways," they need also re-form themselves, especially the way that they use language (both orally and in writing). How do we help them with this transition? How do we support and at the same time shape the big change they will have to make? No pay, but we will have tea and coffee for everyone.

Faculty Book Club

This semester's book club selection is Malcolm Gladwell, ***Outliers: The Story of Success*** (http://www.gladwell.com/outliers/index.html).
Thursday, April 30, 12:30-2 p.m., NVC8-213 (facilitated by Linda Lopez)
RSVP via email to Elisabeth Gareis at egareis@baruch.cuny.edu with preferred date.
Technology and the Foreign Language Classroom
Wednesday, May 6, 12:45-1:30pm, NVC 6-210
Discussion group led by Prof. Antonietta D'Amelio

International Faculty Development Workshop: ***Improving One's Course Evaluations***
Thursday, May 7, 12:30-2 p.m., NVC 8-213 (Patti Ougourlian, facilitator)
The pedagogical background for each item on the Baruch College course evaluation form will be discussed and tips provided on how analysis of
the criteria can improve one's teaching. Topics include:

- how course evaluations can inform our teaching
- how to enhance course organization
- how to communicate learning goals to students
- how to improve course delivery (course content, feedback, assignments)
- how to establish a class environment that fosters learning
- how to address students' oral and written communication skills
- how to challenge students intellectually

To sign up for the workshop, please e-mail Elisabeth Gareis at egareis@baruch.cuny.edu

SEMINARS IN FALL 2008

Workshops for Instructors and TAs of Large Lecture Sections
Tuesday, July 29, 11:00 a.m.-3:00 p.m., NVC 13-215
This session will include a general overview of the teaching responsibilities and support services available to the TAs for ACC 2101 and 2203. The groups will be broken out and will meet with publisher representatives to learn about the online homework modules of the texts. Time will be allocated for each instructor to meet with his/her TAs and discuss the format of the course.
Little Brown Handbook Workshops
Tuesday, August 19, 10 a.m.-12 p.m.
Thursday, August 21, 2-4 p.m.
Thursday, September 18, 12:30-2:30 p.m.
The publisher of the college's new writing handbook, Pearson Higher Education, is hosting a workshop for all teaching faculty in the English Department. Please join our Pearson campus Representative for a presentation and training on the resources to which we have access with ***The Little Brown Handbook***, specifically MyCompLab (www.mycomplab.com). Participants will be paid at the 60% rate and should come away with helpful ideas for online support. Please RSVP to nichole.stanford@baruch.cuny.edu for one of the dates/times listed above.
Orientation for New Faculty I
Wednesday, Aug. 20, 9:30 a.m.-5:00 p.m., NVC 14-270
The focus will be on teaching, and the afternoon will feature a session
led by **Mel Silberman**, author of ***Teaching Actively*** (Allyn & Bacon, 2005). We will conclude with a reception in the Writing Center.
Orientation for New Faculty II
Wednesday, Aug. 20, 10:00 a.m.-4:00 p.m.
The morning will be devoted to a discussion in **NVC 10-150** of our library's resources and of technological issues, including
classroom and other teaching technologies. This will be followed by lunch and afternoon discussion with the academic deans:
David Birdsell, School of Public Affairs (Location TBA)
John Elliott, Zicklin School of Business (NVC 13-215)
Jeffrey Peck, Weissman School of Arts and Sciences (151 E. 25th

Street, Room 763).

Workshops for Instructors and TAs of Large Lecture Sections

The same program will be presented twice:

Monday, Sept. 15, 12:30-2:00 p.m., NVC 13-263

Tuesday, Sept. 16, 12:30-2:00 p.m., NVC 13-263

Meetings will be held with instructors of the large lecture economics courses and their TAs. In addition, representatives from the book publishers will be on hand to answer questions about the online products and support available for student queries. The meetings are scheduled to clarify the responsibilities of the instructors and the TAs and to describe the support services available for them and their students. (This faculty development workshop will be repeated in January 2009 in preparation for the spring 2009 semester. The date has not been selected yet.)

Orientation for New Faculty III

Friday, Sept. 26, 9:00 a.m.-11:30 p.m., NVC 14-285

The Provost's office will host a discussion of personnel issues, including procedures related to reappointment, tenure, and promotion. The later part of the morning will include discussion of issues of special interest to our international faculty members and presentations from Dean of Faculty Staff Relations **John Dugan** and our union representatives.

Sociology/Anthropology Faculty Development Workshop

Low Stakes Writing

Tuesday, Oct. 7, 12:30-2:00 p.m., Soc./Anthro. Conference Room

Wednesday, Oct. 8, 12:30-2:00 p.m., Soc./Anthro. Conference Room

This workshop presents a variety of strategies to engage students in course content through ungraded written excesses. These include in class assignments as well as blogs and journaling. Refreshments will be provided and adjuncts will be compensated for their time at the non teaching adjunct rate.

Great Works Faculty Workshops

Write-to-Learn Practices in the Great Works Classroom

Friday, Oct. 10, 2:30-4 p.m., NVC 14-269

In this session, Great Works faculty will discuss the possibilities of using writing-to-learn practices (free writing, journals, logs, response papers, mini-essays, letters and others) in the Great Works classroom. We'll also take a look at these strategies in the context of the formalized "learning goals" of Great Works to see how small-scale/low-stakes writing work relates to the broadest goals of Great Works courses.

Master Teacher Series: JOHN BEAN

From Novice to Expert: Designing Writing Assignments to Teach Disciplinary Ways of Thinking and Arguing

The same program will be presented twice:

Tuesday, Oct. 14, 10:30 a.m.-noon, 151 East 25th Street, Room 763

Tuesday, Oct. 14, 1-2:30 p.m., 151 East 25th Street, Room 763

Bean's book *Engaging Ideas: The Professor's Guide to Writing, Critical Thinking, and Active Learning in the Classroom* (Jossey-Bass, 1996) has been extremely well received by many members of our faculty as well as by a national audience. His premise: "Integrating writing and other critical thinking activities into a course increases students' learning while teaching them thinking skills for posing questions, proposing hypotheses, gathering and analyzing data, and making arguments." In this discussion, Bean, a professor of English at Seattle University, will draw upon the arsenal of suggestions presented in Engaging Ideas.

RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

English Department Faculty Development Workshop

What Makes for Good Student Writing?

Thursday, Oct. 16, 9:45 a.m. - 1 p.m., NVC 14-269 (Sean O'Toole & Frank Cioffi, facilitators)

The workshop will focus on developing a common language for discussing and evaluating writing in the classroom. What are the characteristics of the best academic writing in any and all fields? How can we enable students to transcend the localness of any particular assignment or draft, and transfer their learning to other writing situations? We'll approach these questions first by developing a writing lexicon of our own. We'll work with Gordon Harvey's "Elements of the Academic Essay" and consider possible modifications or alternatives. In light of this discussion, we'll then workshop a recent student paper, looking closely at various moments in the text and modeling ways to get students to do the same. If time permits, we might consider the question of grades and grading rubrics. All inquiries can be directed to Frank Cioffi at: frank.cioffi@baruch.cuny.edu

RSVP to Juan Pagan at juan.pagan@baruch.cuny.edu or 646-660-6500

Workshops for Learning Goal Assessment

Tuesday, Oct. 21

A meeting will be held with faculty working on the assessment of the technology learning goal and with full-time faculty teaching MGT 3121. The faculty have developed and will deliver data for the preliminary assessment. The goal is to share the data we receive and to discuss the assignment, its goals, and its results.

International Faculty Development Workshops

Leading Effective Classroom Discussions

The same workshop will be given on two dates:

Wed., Oct. 22, 12:30-2 p.m., NVC 8-213 (Elisabeth Gareis, facilitator)

Thurs., Oct. 23, 12:30-2 p.m., NVC 8-213 (Denise Patrick, facilitator)

Baruch College offers an International Faculty Development Program for faculty members whose native language/dialect is not American English. In this workshop, topics will include: how to socialize students for class discussion; how to encourage student preparation; how to ask effective questions, negotiate meaning, and check for comprehension; how to ensure equal participation; and how to teach students to facilitate small-group discussions themselves.

To sign up for either workshop, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Workshops for Instructors and TAs of Large Lecture Sections

Friday, Oct. 24, 2:30 p.m., Annex 323, Suzanne Epstein (facilitator)

A meeting will be held by the Schwartz Communication Institute (Suzanne Epstein) and the TAs teaching the Accounting 2101 recitations. The TAs will review and refocus the rubric that will be used for the oral communication assignment for ACC 2101. TAs will be introduced to the Vocat scoring system.

Master Teacher Series: EDWARD DECI

Facilitating Motivation and Psychological Well-Being in Universities

The same program will be presented twice:

Thursday, Oct. 30, 10:30 a.m.-noon, NVC 14-270

Thursday, Oct. 30, 1-2:30 p.m., NVC 14-270

Edward Deci, professor of psychology and Gowen Professor in the Social Sciences at the University of Rochester, is a founder of Self-Determination Theory (SDT), one of today's most influential motivational theories. He writes of his work: "I examine a variety of issues in human motivation, isolating basic processes and testing their application to education, health care, parenting, mental health, and work organizations in the U.S. and across cultures. Using both laboratory and field methods, my work focuses primarily on the nature and development of self-determination."

RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

Sociology/Anthropology Faculty Development Workshop

Small Groups and Peer Review

Monday, Nov. 3, 12:30-2:00 p.m., Soc./Anthro. Conference Room

Tuesday, Nov. 4, 12:30-2:00 p.m., Soc./Anthro. Conference Room

This workshop presents a variety of strategies to engage students in course content through the use of small groups. Building on some of the ideas presented in the Low Stakes Writing workshop, this session looks at how to use such exercise to stimulate class discussion and raise critical questions. The workshop also covers methods of implementing peer review in the classroom to help students develop better reading and editing skills. Refreshments will be provided and adjuncts will be compensated for their time at the non-teaching adjunct rate**.**

Great Works Faculty Workshops

Focus on a single Great Works text

Wednesday, Nov. 5, 3-4:30 p.m., NVC 14-269

In this session we'll share ideas for tackling and teaching a single, and particularly difficult, Great Works text. We'll discuss innovative strategies for meeting student resistance, finding points of entry in low-stakes writing, and creating successful essay assignments.

International Faculty Development Workshops

Improving Your Course Evaluations

The same workshop will be given on November 12 (see below)

Thurs., Nov. 6, 12:30-2 p.m., NVC 8-213 (Denise Patrick, facilitator)

This workshop focuses on course evaluation criteria. Special attention will be paid to course organization, learning goals, class environment, oral and written communication skills, and intellectual challenge. The pedagogical background for each item will be discussed and tips provided on how analysis of the criteria can improve one's

teaching.
To sign up for this workshop, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Master Teacher Series: MARTINA BODE and MARY SCHULLER

"Clickers" in Classes

The same program will be presented twice:

Mon., Nov. 10, 11 a.m.-12:30 p.m., 151 East 25th Street, Room 763

Mon., Nov. 10, 1:30-3 p.m., 151 East 25th Street, Room 763

Would you like to know how well your students can apply course material—as you are presenting it to them? Martina Bode, senior lecturer of mathematics at Northwestern University, and Mary Schuller, Northwestern's manager of faculty support services, demonstrate how electronic response systems can stimulate student engagement and provide immediate feedback about what they are truly learning.

RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500.

IRB Workshop

Tuesday, November 11, 12:30 - 2:00 p.m., NVC 14-266

Federal law mandates that researchers working with human subjects acquire approval of an institutional review board (IRB), and professional ethics require protection of research participants. The Baruch College IRB invites all faculty members and doctoral students who are planning to submit an IRB application during the next few months to a workshop designed to help researchers understand the IRB process at Baruch College and to provide guidance in navigating the process smoothly and efficiently. Plenty of time will be available for your questions.

RSVP to Keisha.Peterson@baruch.cuny.edu by November 7.

Questions? Please contact **Keisha Peterson** or the IRB's chair **Prof. Hannah Rothstein** Hannah.Rothstein@baruch.cuny.edu.

International Faculty Development Workshop

Improving Your Course Evaluations

For a description of this workshop, see November 6

Wednesday, Nov. 12, 12:30-2 p.m., NVC 8-213 (Elisabeth Gareis, facilitator)

To sign up for this workshop, please email Elisabeth Gareis at egareis@baruch.cuny.edu

Master Teacher Series: RICHARD LIGHT

Strengthening Student Success: Six Suggestions

Wednesday, Nov. 19, 10 am-noon, NVC 14-250

Richard Light is Walter H. Gale Professor of Education of the John F. Kennedy School of Government at Harvard University. His award-winning book, Making the Most of College (Harvard, 2001), which is based on 10 years of student interviews, will serve as a springboard for discussion of effective, organized teaching, focused on connecting abstract academic ideas to more practical, quotidian thoughts.

RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

Academic Integrity Workshop: SARAH RYAN

When It's About Skills, Not Integrity: Assessing and Remedying Skill Deficiencies Related to Common Academic Integrity Issues

Tuesday, Dec. 2, Time 10:00-11:30 a.m., NVC 14-269

Violations of academic integrity are more often related to skill deficiencies than to ethical/moral deficiencies. Learn how to assess what your students know about citing sources, researching ethically, and more. Then, try some of the handy fixes offered in this workshop to help your students begin to patch their knowledge gaps. You will walk away with a workbook filled with activities designed to assist your students in developing a deeper understanding of what academic integrity entails and how it can be pursued ethically in higher education.

RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

Master Teacher Series: CHARLIE CANNON

Thinking Together: Collaboration and Engagement

The same program will be presented twice:

Tuesday, Dec. 2, 12:30-2 p.m., NVC 14-270

Tuesday, Dec. 2, 3-4:30 p.m., NVC 14-270

Charlie Cannon is a faculty member of the Rhode Island School of Design (RISD) and co-founder of LOCAL Architecture Research Design. He draws on his experience to discuss how to use real, complex problems to engage students, and engage them to work together, to seek solutions that are creative and indeed innovative. His methods for creating collaboration across disciplines have been featured in the Chronicle of Higher Education. At RISD Cannon

has twice been nominated for the prestigious Frazier Teaching Award.
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

Sociology/Anthropology Faculty Development Workshop

Commenting on Student Writing

Tuesday, Dec. 2, 12:30-2:00 p.m., Soc./Anthro. Conference Room
Wednesday, Dec. 3, 12:30-2:00 p.m., Soc./Anthro. Conference Room

This workshop explores the most effective methods for commenting on student writing, emphasizing ways in which faculty can coach revision and help further develop students' critical thinking skills. We explore styles of commenting as well as effective ways of managing time spent grading. Refreshments will be provided and adjuncts will be compensated for their time at the non-teaching adjunct rate.

Great Works Faculty Workshops

Blog Possibilities for Great Works

Wednesday Dec. 10, 3-4:30 p.m., NVC 14-269

Following up on last semester's session on integrating technology into the Great Works classroom, we'll hear from faculty who have incorporated blogs into their Great Works teaching and learn about the practices and strategies they've developed. We'll also review the technology, set-up, and conceptual underpinning of blogs for those who might want to give blogging a try.

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The Baruch College Faculty Handbook

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Faculty Development Seminars for 2007-2008

Last updated on July 9, 2008

Support for many of these seminars is provided in part by the Baruch College Fund and the Joseph Drown Foundation. The sessions below are listed chronologically. Also see the archived Faculty Seminar Series for 2002-2003, 2003-2004, 2004-2005, 2005-2006 and 2006-2007.

Please feel free to send ideas for seminars to
Associate Provost ***Dennis Slavin.***

SEMINARS IN SPRING 2008

Workshop for Users of The Little, Brown Handbook
Thursday, January 24, 2008, 9:30-11:00 a.m., NVC 7-210; 7-205
Computer specialists from Pearson Longman will conduct a hands-on workshop for faculty who want to use the web supplements to The Little, Brown Handbook. Participants will be assisted in enrolling in Longman's electronic MyCompLab and setting up their course sites in preparation for the coming semester. For more information contact **Paula Berggren** at Paula_Berggren@baruch.cuny.edu

Workshops for Instructors of English: FOR 2100T/2150T FACULTY
Evaluation of the Intersection of Course Goals, Course Syllabi, and Grading Principles
Thursday, January 24, 1:00-3:00 p.m., NVC 7-239
Participants will discuss the learning objectives and writing goals of English 2100T and 2150T as they apply to the special needs of speakers of other languages; they will share and evaluate the writing activities, assignments and different types of literature they have found effective. Grading rubrics and approaches used in various situations will be presented and discussed. For more information contact **Ellen Block** at Ellen_Block@baruch.cuny.edu

U.S.-Europe Seminar
Religion and Politics: Is Islam a Barrier to Democracy?
Monday, February 11, 2008, 6:00-8:00 p.m., NVC 14-270
The U.S.-Europe Seminar at Baruch College presents a roundtable discussion that will inaugurate a new series on Religion and Politics. The roundtable will feature:
Steven A. Cook (Douglas Dillon Fellow, Council of Foreign Relations), author of *Ruling But Not Governing: The Military and Political Development in Egypt, Algeria, and Turkey* (Johns Hopkins University Press, 2007).
Dov Waxman (Baruch College, Political Science), author of *The Pursuit of Peace and the Crisis of Israeli Identity* (Palgrave Macmillan, 2006).
Wine and cheese will be served at 5:30. For further information contact **John Brenkman**, Director, U.S.-Europe

Seminar at Baruch College at john_brenkman@baruch.cuny.edu or 646-312-3921.
The U.S.-Europe Seminar at Baruch College is sponsored by the Weissman School of Arts and Sciences.

Workshops for Instructors of English: FOR 2100T/2150T FACULTY

Cultural Issues in Reading

Thursday, February 14, 2008, 12:30-2:30 p.m., NVC 7-239

Participants will discuss the problems speakers of other languages experience when reading various genre of literature; they will share and evaluate specific approaches they have found effective and specific problems students have experiences. An important component of this workshop is the development of a core of resources that have proven useful for the teaching of writing and literature with this population and which can serve as models for the future. For more information contact **Ellen Block** at Ellen_Block@baruch.cuny.edu

Master Teacher Series

Saundra McGuire

Learning Styles and Teaching Students how to Learn

The same workshop will be presented twice.

Monday, February 25, 10:30 am-12 pm, NVC 14-250

Monday, February 25, 1:00-2:30 pm, NVC 14-250

A recipient of multiple teaching awards, Dr. McGuire visits from Louisiana State University where she is Director of the Center for Academic Success and Associate Dean of University College. Among her passionate interests is techniques which facilitate valuable communication and learning.

RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500

Click **here** to view a video of Prof. McGuire's presentation.

International Faculty Development Workshops

Evaluating Individual and Group Presentations

The workshop will be given on two dates.

Wednesday, February 27, 2008, 12:30-2:00 p.m., NVC 8-213

Thursday, February 28, 2008, 12:30-2:00 p.m., NVC 8-213

International faculty members***** are invited to the following workshop on how to evaluate oral presentations. Topics include: creating evaluation checklists (rubrics), monitoring equal participation and dynamics in group projects, peer evaluation techniques, grading oral presentations, weighing content versus delivery, common verbal and nonverbal delivery challenges, online and video resources on effective presentations, and referring students to support services. Please confirm your attendance by e-mail with your date of selection to **Prof. Elisabeth Gareis** at egareis@baruch.cuny.edu by February 20.

*****Members of the faculty who would be interested in a similar faculty development event that would not be designed specifically for international faculty are invited to inform Prof. Gareis of their interest.

Faculty Book Club

Discussing The Future of Academic Freedom

See below for dates & times, NVC 8-213

This semester's book club selection is **Louis Menand (ed.),** ***The Future of Academic Freedom*** (University of Chicago Press, 1998). Prof. Menand will be the keynote speaker on May 2, 2008, at the 4th Annual CUNY General Education Conference to be held at Baruch College. Those members of the faculty who had signed by January 10, 2008, will be provided with free copies and are invited to attend any of the several sessions listed below. The discussions will be facilitated alternately by **Elisabeth Gareis** and **Denise Patrick** of the Communication Studies Department. Refreshments will be served at all meetings.

Please sign up for one of the meetings by March 1st by sending an e-mail to **Elisabeth Gareis** at egareis@baruch.cuny.edu.

Tuesday, March 25, 3:30-5:00 p.m., NVC 8-213 (Denise)

Wednesday, April 2, 2:00-3:30 p.m., NVC 8-213 (Elisabeth)

Thursday, April 10, 12:30-2:00 p.m., NVC 8-213 (Denise)

Monday, April 14, 12:30-2:00 p.m., NVC 8-213 (Elisabeth)

Workshops for Instructors of English: FOR 2100T/2150T FACULTY

Group Assessment of Midsemester Papers

Friday, March 14, 2008, 11:00 a.m.-2:00 p.m., NVC 7-239

Participants will evaluate a selection of papers written by 2100T/2150T students in class in the sixth week of the semester. An important component of this workshop is the development of a common set of expectations and grading

principles to be used in 2150T. For more information contact **Ellen Block** at Ellen_Block@baruch.cuny.edu

Faculty Book Club

Discussing The Future of Academic Freedom

Tuesday, March 25, 3:30-5:00 p.m., NVC 8-213

Denise Patrick will facilitate this is the first book club meeting for this semester's selection, **Louis Menand (ed.)**, ***The Future of Academic Freedom*** (University of Chicago Press, 1998). Please see above for further information and RSVP details.

Master Teacher Series - Ken Bain

What Do the Best College Teachers Do?

Monday, March 31, 11:30 a.m.-1:00 p.m., NVC 14-250

Baruch welcomes back a regular speaker in our Master Teacher Series. Bain's award-winning book, What the Best College Teachers Do (Harvard, 2004), will serve as a springing-off point as he reminds us that the best teaching is about deep learning.

RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500

Click **here** to view a video of Ken Bain's presentation.

Workshops for Instructors of Mathematics

Tuesday, April 1, 12:45 pm, location TBA

Before speaking in the Master Teacher Series, Prof. Donald Saari, who teaches calculus (among other things) at UC, Irvine, will meet with math instructors. Lunch will be served. More information regarding this event will follow. Math department faculty please **RSVP** to **Elizabeth Albert** by November 1, 2007 at Elizabeth_Albert@baruch.cuny.edu.

Master Teacher Series - Donald Saari

Is there a New Isaac Newton in My Class?

Tuesday, April 1, 3:00-4:30 p.m., H-763

"What does this have to do with me?" is often written on students' faces. Saari, Distinguished Professor of Mathematics and Economics at the University of California, Irvine, will address the disconnect that arises when what is discussed in the classroom seems to have little connection with the real world. He reveals how even the smallest detail may illuminate larger concepts.

RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500

Click **here** to view a video of Prof. Saari's presentation.

Faculty Book Club

Discussing The Future of Academic Freedom

Wednesday, April 2, 2:00-3:30 p.m., NVC 8-213

Elisabeth Gareis will facilitate this meeting on this semester's book selection, **Louis Menand (ed.)**, ***The Future of Academic Freedom*** (University of Chicago Press, 1998). Please see above for further information and RSVP details.

Great Works Faculty Development Session

Using the Little Brown Handbook to Enhance Communication-Intensive Learning

Thursday, April 3, 12:30 - 2:00 p.m.

How can we use the newly-adopted Little, Brown Handbook to help our students better communicate their ideas in written assignments? Please join us to learn more, and to share your techniques and exchange ideas with other members of the faculty.

Lunch will be provided If you would like to register, or have any questions, please contact jody_rosen@baruch.cuny.edu. To complete your registration, you must receive a confirmation e-mail. Space is limited, but we will try to accommodate all who are interested in participating.

Workshop for Teachers of Writing

Examining Issues of Crucial Importance

Tuesday, April 8, 12:30-3:30 p.m., PCR

Organized by **Frank Cioffi**, the workshop hopes to reach all faculty who teach writing at Baruch. This workshop will examine issues of critical significance to teachers of writing including using drafts, employing electronic grading, and educating students about avoiding plagiarism. To investigate such topics in further detail, **Cheryl Smith** will focus on working with the draft and techniques for responding to student writing. **Gerry Dalgish** will address electronic-grading and anti-plagiarism tools, using faculty interest to guide discussions.

Faculty Book Club
Discussing The Future of Academic Freedom
Thursday, April 10, 12:30-2:00 p.m., NVC 8-213
Denise Patrick will facilitate this meeting on this semester's book selection, **Louis Menand (ed.)**, ***The Future of Academic Freedom*** (University of Chicago Press, 1998). Please see above for further information and RSVP details.

Great Works Faculty Development Session
Technology-Enhanced Great Works
Thursday, April 11, 11:00 a.m. - 4:00 p.m.
Do you use technology to enhance your communication-intensive activities throughout the semester? Are you interested in learning different techniques to use both in and out of the classroom, such as blogs, podcasts, and video production, to name a few? This meeting will allow us to share our inventive approaches to incorporating technology in the Great Works course.
Lunch will be provided If you would like to register, or have any questions, please contact jody_rosen@baruch.cuny.edu. To complete your registration, you must receive a confirmation e-mail. Space is limited, but we will try to accommodate all who are interested in participating.

Faculty Book Club
Discussing The Future of Academic Freedom
Monday, April 14, 12:30-2:00 p.m., NVC 8-213
Elisabeth Gareis will facilitate this meeting on this semester's book selection, **Louis Menand (ed.)**, ***The Future of Academic Freedom*** (University of Chicago Press, 1998). Please see above for further information and RSVP details.

Master Teacher Series - Claude Steele
The Psychology of Social Identity: Its Role in Group Performance and the Challenges of an Integrated Society
Wednesday, April 30, 12:45-2:15 p.m., H-763
Steele's presentation is rooted in research aimed at identifying unseen pressures on the academic performance of groups whose abilities are negatively stereotyped - such as women and minorities. He is the Lucie Stern Professor of the Social Sciences at Stanford University.
RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500
Click **here** to view a video of Prof. Steele's presentation.

Great Works Faculty Development Session
Designing a Semester of Low-Stakes Assignments
Thursday, May 1, 12:30 - 2:00 p.m.
Using low-stakes assignments can be an effective way to encourage students to engage with the Great Works course material in smaller, less-stressful ways before jumping in to a big assignment. In this session, we would like to consider designing syllabi that use low-stakes assignments--written or oral--to scaffold larger, high-stakes assignments. Please bring a copy of a syllabus you would like to re-vamp to include more low-stakes work.
Lunch will be provided If you would like to register, or have any questions, please contact jody_rosen@baruch.cuny.edu. To complete your registration, you must receive a confirmation e-mail. Space is limited, but we will try to accommodate all who are interested in participating.

Fourth Annual CUNY General Education Conference
Making It Work and Making It Matter
Friday, May 2, 8:00 a.m. - 5:00 p.m.
The keynote address will be delivered by **Louis Menand**, the Anne T. and Robert M. Bass Professor of English and American Literature and Language at Harvard University and a former faculty member of the CUNY Graduate Center. There will be 48 presentations distributed over four time slots. The full program will be posted soon.

- Additional information: http://www.baruch.cuny.edu/conference/gened/index.htm
- To register: http://www.baruch.cuny.edu/conference/gened/registration.htm

The Teaching of Foreign Languages: Learning objectives and assessment
Wednesday, May 2, 2008, 2:00-4:00, NVC 6-210
Full-time and part-time faculty will discuss issues related to the teaching of foreign languages. Particular attention will be given to the learning goals for elementary and intermediate language courses as well as the implementation of new assessment tools.

SEMINARS IN FALL 2007

Workshops for New Faculty

Orientation for New Faculty

Wednesday, August 22 & Thursday, August 23, 2007, 9:30 a.m.-4:30 p.m., NVC 14-250

This two-day orientation is designed to welcome new faculty members by providing them with the support and information needed to start the semester well. Participants will meet peers and discuss a wide-range of teaching related issues. The following day will be devoted to exploring technology both in and out of the classroom. At the event's conclusion, new faculty can converse with respective deans from the School of Public Affairs, the Weissman School of Arts and Sciences, or the Zicklin School of Business.

To find out more, visit the Syllabus page on Baruch's *Faculty Handbook* (http://www.baruch.cuny.edu/facultyhandbook/topics.htm). Feel free to contact the Provost's office for further questions.

RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

Master Teacher Series

Mel Silberman

Getting Started with Active Learning

The same workshop will be presented twice.

Tuesday, September 25, 2007, 12:45-2:30 p.m., NVC 14-280

Tuesday, September 25, 2007, 4:00-5:45 p.m., NVC 14-280

Mel Silberman returns to Baruch after an appearance on Baruch's Master Teacher Series in spring 2007. He will discuss and demonstrate a variety of active learning strategies designed to enliven your classroom. Learn ways to stimulate discussion, dramatize concepts, prompt student inquiry, and promote team learning. This is a follow-up to Dr. Silberman's workshop, "Getting Started with Active Learning." All are welcome -- both previous and first time pa participants. Dr. Silberman is a psychologist known internationally as a pioneer in the areas of active learning, interpersonal intelligence, and team development. He is a professor of adult and organizational development at Temple University and president of Active Training, a company based in Princeton, NJ.

RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

International Faculty Development Workshops

Teaching Nonnative Students

Wednesday, October 10th, 2007, 12:30–2:00 p.m., NVC 8-213

Thursday, October 11th, 2007, 12:30–2:00 p.m., NVC 8-213

Workshops led by **Profs. Elisabeth Gareis** and **Denise Patrick** of the Communication Studies Department for members of Baruch's international faculty. Topics include: effective verbal and nonverbal behavior in and out of the classroom, monitoring student comprehension, engaging nonnative speakers in classroom activities and group projects, grading oral and written assignments, common cultural issues, and referring students to support services

Please confirm your plans to attend by sending an e-mail with your selection of date to **Elisabeth Gareis** at egareis@baruch.cuny.edu

Master Teacher Series

Jim Eison

Promoting Deep Learning

The same workshop will be presented twice.

Monday, October 15, 2007, 10:30 a.m.-12:30 p.m., NVC 14-280

Monday, October 15, 2007, 4:00-6:00 p.m., NVC 14-280

All too many students appear content to scratch the surface of assigned course readings and to memorize minimally that which might appear on examinations. Consequently, one significant challenge facing college and university faculty is to develop instructional strategies that stimulate students to delve more deeply into course material. This interactive session will explore ways faculty: (1) can help students better understand and appreciate the important differences between surface and deep learning, (2) design course activities and assignments that require critical and creative thinking, and (3) structure class time to support in-depth exploration and self-reflection.Jim Eison is a psychologist who has made teaching, learning, and faculty development in higher education the focus of his professional career. He is a professor at the University of Florida and is the founding director of the Center for Teaching Enhancement at the University.

RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

Workshops for Great Works Faculty

Incorporating Dramatic Performance into the Great Works Syllabus

Tuesday, October 23, 2007, 12:30-2:00 p.m.

How can we use dramatic performance to help our students better understand the texts they are assigned in Great Works? We will consider the Jonathan Bernstein productions available for this semester as well as other performance-based activities of your choosing. Please join us to share your techniques and exchange ideas with other members of the faculty.

Workshops for Sociology/Anthropology

Commenting on Student Writing: Critical Thinking, Thesis-Driving Writing and Commenting as Coaching

Wednesday, October 31, 2007, 11:30 a.m.-1:00 p.m., Annex 323

Faculty in this department has expressed concern about the quality of student writing and about engaging students with discipline regarding specific ideas and concepts. In this workshop fellows and faculty explore ways to enhance students' technical and intellectual skills.

Workshops for Sociology/Anthropology

Blogging Across the Curriculum: What are Blogs? How do They Work? Are They for Me?

Wednesday, October 31, 2007, 1:30-3:00 p.m., Annex 323

This seminar gives a history of blogging in the academic world and investigates how it can be incorporated into a Sociology or Anthropology curriculum. We look at different blogs being used at Baruch and other institutions to see how they can be used as an integral part of the classroom experience.

Workshops for Instructors of English

Placement, Assessment, and Rubrics: Where to Enroll Students and How to Evaluate Them

Friday, November 2, 2007, 10:00 a.m.-1:00 p.m., Newman Conference Center 763

Facilitated by **Ellen Block**, **Carol Morgan**, and **Frank Cioffi**.

This workshop will have three parts, one led by each facilitator.

Cioffi will start with presentation of his "flow chart" of how students are tracked at Baruch, how they are brought to what would seem to be the right course for them. Morgan, who is in charge of both the Immersion Program and SACC, will discuss the way that students are dealt with in the Immersion Program and its relationship to the ACT exam, that is, the way "out of" 0132 or Immersion and into college credit courses. Block will discuss the notion of rubrics, namely, grading guides that indicate what counts for a certain grade on a written assignment.

International Faculty Development Workshops

Effective Lecturing

Thursday, November 8, 2007, 12:30–2:00 p.m., NVC 8-213

Wednesday, November 14, 2007, 12:30–2:00 p.m., NVC 8-213

Workshops led by **Profs. Elisabeth Gareis** and **Denise Patrick** of the Communication Studies Department for members of Baruch's international faculty. Topics include: tips for an attention-getting beginning and ending with impact, making lectures easy to follow, memorable, interesting, and interactive, and using Power Point effectively. Please confirm your plans to attend by sending an e-mail with your selection of date to **Elisabeth Gareis** at egareis@baruch.cuny.edu

Institutional Review Board Workshop

Procedure and Criteria

Tuesday, November 13, 2007, 12:30-2:00 p.m., NVC 14-280

The Baruch College Institutional Review Board (IRB) is pleased to invite all faculty to a workshop on the procedures and criteria used in completing and reviewing applications for IRB approval. The workshop is designed to help people with little or no experience in submitting applications to understand the process so that they submit applications that are complete and address the key issues clearly. Our hope is that this will further reduce the time it takes for us to review applications and to enable you to focus on doing your research.

RSVP to **Keisha Peterson**, IRB Administrator at Keisha_Peterson@baruch.cuny.edu or **Hannah Rothstein**, IRB Chair at Hannah_Rothstein@baruch.cuny.edu

Workshops for Great Works Faculty

Using Group Work in the Great Works Classroom and Beyond

Wednesday, November 14, 2007, 10:30 a.m.-12:00 p.m.
Do you use group work throughout the semester? For particular activities? Are you interested in learning different techniques to facilitate student collaboration both in and out of the classroom? This meeting will allow us to share our inventive approaches to group work centered in the Great Works course.

Workshops for Instructors of English

Addressing the Issues of Multilingual Writers at Baruch

Friday, November 16, 2007, 10:00 a.m.-1:00 p.m., Newman Conference Center 763

In the first hour of the workshop, "Breaking Down 'ESL'," **Maria Jerskey**, Ph.D. and **Sarah Nakamaru** will facilitate a discussion distinguishing the different backgrounds, strengths, needs, and characteristic writing features of student writers at Baruch, including those typically labeled "ESL." In the second hour, "Responding to Multilingual Writers," participants will look at first drafts and revised versions of student texts and discuss the teacher responses that led to the revisions. In the third hour, "Developing Writers in the T Sections," **Molly Turner**, Ph.D. will discuss strategies for addressing student writers' needs in 2100T and 2150T.

Workshops for Faculty Development

Best Practices in Creating and Proctoring Final Exams

Tuesday, November 27, 12:45 p.m.-2:15 p.m., NVC 14-280

Wednesday, November 28, 4:00 p.m.-5:30 p.m., NVC 14-280

The Academic Integrity Committee is sponsoring these workshops as a means of encouraging members of the faculty to share problems and solutions and to stimulate discussion of these issues. We'll also provide cookies and coffee. As an additional spur to discussion, you might like to have a look at the sites below, which include a variety of suggestions, as well as information on proctoring assistance.

RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-4500

http://www.baruch.cuny.edu/facultyhandbook/ProctoringExams.htm

http://www.baruch.cuny.edu/facultyhandbook/documents/ProctoringBrochure.pd

Master Teacher Series

Jeanette Norden

Promoting Intellectual and Personal Development

Wednesday, November 28, 2007, 11:00 a.m.-12:30 p.m., NVC 14-250

This presentation is designed to bring to awareness that the underlying goals of the professor play a major role in guiding decisions in the classroom – regardless of venue or subject matter. Jeanette Norden will use examples from her own teaching of both undergraduates and medical students to show how her goal of wanting to stimulate intellectual and personal growth has influenced how and what she teaches.

Stimulating Learning in Our Students - Effective Teaching Strategies

Wednesday, November 28, 2007, 1:00-2:30 pm, NVC 14-250

In part, teaching excellence involves the ability to teach in a way that communicates effectively, stimulates curiosity, and promotes a deep understanding of a subject. In this workshop, Jeanette Norden will share teaching tips and methods that she has found are particularly helpful in creating an environment that fosters learning.

Dr. Jeanette Norden is a neuroscientist and Professor of Cell and Developmental Biology in the School of Medicine, and Professor of Neuroscience in the College of Arts and Sciences. She has been a maverick in Medical Education, stressing not only intellectual, but also personal and interpersonal development in students. Dr. Norden was highlighted as one of the most effective teachers in America in *What the Best College Teachers Do* (K. Bain, Harvard University Press, 2004).

RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

Workshops for Faculty Development

Addressing the Challenges of Quantitative Literacy - Not just for Math Professors!

Thursday, November 29, 2007, 1:00-2:30 p.m., NVC 14-220

Prof. Michael Burke teaches mathematics at the College of San Mateo and is a visiting scholar at the Carnegie Foundation. He is working on a book, drawn from his own integrative approaches to teaching, that advocates teaching students to use mathematics in ways that prepare them for active lives as citizens in a democracy.

He encourages the integration of mathematics, statistics, and their manifold forms of representation with other undergraduate courses. In this manner, he helps students understand, critique and write about serious issues that range

from global warming to world population growth, all of which require the proper interpretation and use of quantitative data in a variety of forms.
Prof. Burke issues a challenge to his fellow educator - both those who teach mathematics and those who teach the other disciplines - to address the challenges of quantitative literacy.
Please see the following links for additional details:
http://www.carnegiefoundation.org/perspectives/sub.asp?key=245&subkey =2451
http://www.carnegiefoundation.org/perspectives/sub.asp?key=244&subkey =1984
Buffet lunch at 12:30 - **RSVP's** are essential: Contact **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500 to reserve a space. Please cancel if your plans change.

Workshops for Great Works Faculty

Visiting Oral Communication in the Great Works Classroom

Thursday, December 6, 2007, 3:30-5:00 p.m.

Communication-Intensive need not only refer to written communication. This meeting will provide the space not only to consider oral presentations for the Great Works course, but will open the conversation to other spoken components that can enhance our classes. Please bring one or two examples of how you infuse your course with oral communication for the day's discussion.

Workshops for Instructors of Mathematics

Innovative Teaching of Quantitative Methods

Tuesday, December 11, 2007, 1:15-3:15 p.m., NVC 6-215

Deborah Hughes Hallett was one of the main authors of the famous Harvard Project and Calculus Reform, resulting in a non-traditional approach to the teaching of precalculus and calculus. It coined the rule of three (which later became four) as mentioned by Michael Burke in his talk. She is an acknowledged expert on Innovative Teaching of Quantitative
Methods.

Workshops for Instructors of English

Literary Criticism, Its Future and Its Relationship to Freshman Writing Courses

December 19, 2007, 10:00 a.m.-1:00 p.m., Newman Conference Center 763

In this workshop, **Bill McClelland** and **Mary McGlynn**, Associate Professors of English, will explore ways in which writing classes employ literary criticism to teach the fundamentals of academic writing. Students in these classes typically write several essays, all of which represent responses to and analyses of literature. In short, this workshop will explore what kinds of inquiry student papers make. What is the model for these papers? Do these papers resemble essays that appear in professional literary critical journals, such as *PMLA*, *American Literature*, *New Literary History*, *Critical Inquiry*, or the like? How does “professional” literary criticism differ?
In addition, this workshop will ask the question, “Is the English course the ideal venue for the teaching of first year writing?” Is it possible that other disciplines and departments should also be closely involved in writing instruction? Why is English-and its form of discourse, literary criticism-seen almost universally as the ideal location for the required writing course? And what direction will this take as the 21st century progresses, and printed material gradually disappears?



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Faculty Experience Survey

Last updated on 2/9/06

The University Faculty Senate conducted a "Faculty Experience" survey in Spring 2005. About 2,000 CUNY faculty members responded, a response rate of approximately 33%. About 125 Baruch faculty members participated, approximately 25% of those surveyed here. In comparison to other CUNY colleges, Baruch often scores very well, although there are significant differences across the survey's questions. It is also important to note the range of responses across CUNY campuses, suggesting that the survey really does capture important differences among them. More survey results and benchmarking to national data are forthcoming. The survey's results are available here as a PDF file.

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Faculty Fellowship Publications Program 2010

Last updated on 9/9/09

Sponsored by CUNY's Office for Recruitment & Diversity and the University Office for Human Resource Management

Faculty Fellowship Publications Program 2010
Program for the Design and Execution of Scholarly Publications

INTRODUCTION

In keeping with the University's commitment to diversity, the University Office of Special Projects, Office of the Dean for Recruitment & Diversity, will sponsor the Faculty Fellowship Publications Program (FFPP). This is a University-wide initiative designed to assist full-time untenured CUNY junior faculty (Assistant Professors) in the design and execution of scholarly writing projects essential to progress toward tenure. These writing projects may include articles for juried journals as well as books for scholarly presses. Faculties working on creative and non-traditional scholarship are welcome to apply.

This year's program is limited to faculty from the following disciplines:

- **Area and Ethnic Studies**
- **Creative Writing**
- **Film and Media**
- **English**
- **Humanities**
- **Education**
- **Social Sciences**.
- **Clinical Nursing**
- **Sociology/Social Work**
- **Sciences**

ELIGIBILTY

The applicant must satisfy the following requirements:

- **Must be an untenured Assistant Professor hired before September, 2008** (faculty in substitute appointments are not eligible);
- **Must be** employed **full-time** for at least one academic year in the current title;
- **Must have** an earned **doctorate** or qualifying Master's degree (e.g., MFA);
- **Must have a letter of endorsement** from the College Provost/Dean of Faculty and from the Department

Chairperson supporting the reassigned time.

Note: Past participants of the program will not be considered.

THE PROGRAM

Each selected faculty member's work will be discussed and reviewed at regularly scheduled seminar-type meetings, led by a senior-level faculty mentor. The program requires participants to support each other in all phases of publication preparation through constructive commentary. The group mentor is also available for individual consultation.

The program is expected to begin in January 2010 throughout the spring semester. Three (3) credit hours of reassigned time will be given to the selected participants.

Selected faculty will participate in an intensive orientation in December 2009. During the spring semester, group meetings and subsequent one-on-one meetings with the mentor will provide continued support for the writing projects. Participants must be available for group meetings, which will be held on the first and third Friday of each month of the spring 2009 semester.

APPLICATION PROCEDURES

If you would like to apply for this program, please send the items listed below by mail no later than **October 30, 2009** to:

The City University of New York
Office for Recruitment & Diversity
Faculty Fellowship Publication Program
535 East 80th Street, 4th Floor
New York, New York 10075

- Cover letter (on campus letterhead if possible) giving the following:
- Name, Campus, Rank and Department
- Date of Initial Full-time Appointment as Assistant Professor
- Home Address, Telephone Numbers, and E-mail address
- 100 word abstract of proposed project for FFPP
- 3 to 5 page project proposal;
- A current curriculum vita;
- A letter of endorsement from your Department Chair and Provost supporting the reassigned time
- Four (4) copies of all of the above (1-4).

NOTE: **Accepted participants will be notified by November 30, 2009**.

CUNY's Protected Class Members are Particularly Encouraged to Apply.

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Faculty Lounges

Last updated on 10/28/08

In Fall 2002 the college established two spaces designated as Faculty/Staff Lounges.

Vertical Campus: 14-290
Faculty and staff members are invited to meet with each other, to eat lunch, or just to sit and think. There is also a large flat-screen TV and an exhibition of photographs of our newest faculty members. The view is terrific. Entrance is by card-swipe.
17 Lexington Avenue: Room 1107
Room 1107 has comfortable chairs, tables, computer station and additional data port/jack, a refrigerator and telephone. The room can be used as a place to meet with students. The combination to the room is available through the Office of Public Safety, located in Room 102 of the same building.

* * *

Please feel free to forward suggestions on the use of these facilities to Associate Provost Dennis Slavin at **dennis_slavin@baruch.cuny.edu**.

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Faculty Meetings (School and General Faculty)

Last updated on 8/4/09

The General Faculty meets once each semester; each School sets its own meeting schedule.

MEETINGS FOR THE ACADEMIC YEAR 2009-2010

General Faculty
TBA

School of Public Affairs
Fall 2009
Thursday, September 24, 2009, 12:30-2:30 pm, 135 E. 22nd St., D-301
Thursday, December 10, 2009, 12:30-2:30 pm, 135 E. 22nd St., D-301
Spring 2010
Thursday, February 11, 2010, 12:30-2:30 pm, 135 E. 22nd St., D-301
Thursday, April 29, 2010, 12:00-2:30 pm, 135 E. 22nd St., D-301

Weissman School of Arts and Sciences
Fall 2009
Wednesday, October 14, 2009, 1:30 pm, NVC 14-270
Wednesday, December 9, 2009, 2:00 pm, NVC 14-270
Spring 2010
Tuesday, February 23, 2010, 2:00 pm, NVC 14-270
Tuesday, May 11, 2010, 2:00 pm, NVC 14-270

Zicklin School of Business
Fall 2009
Thursday, September 17, 2009, 1:00 pm, NVC 14-250
Thursday, October 15, 2009, 1:00 pm, NVC 14-250
Thursday, November 19, 2009, 1:00 pm, NVC 14-250
Spring 2010
Thursday, February 18, 2010, 1:00 pm, NVC 14-250
Thursday, March 25, 2010, 1:00 pm, NVC 14-250
Thursday, April 15, 2010, 1:00 pm, NVC 14-250
Thursday, May 13, 2010, 1:00 pm, NVC 14-250

MEETINGS FOR THE ACADEMIC YEAR 2008-2009

General Faculty

Tuesday, October 21, 2008, 12:45-2:15 pm, NVC 14-220
Thursday, March 12, 2009, 12:45-2:15 pm, NVC 14-220

School of Public Affairs

Fall 2008

Thursday, September 23, 2008, 12:30-2:30 pm, 135 E. 22nd St., D-301
Thursday, December 11, 2008, 12:30-2:30pm, 135 E. 22nd St., D-301

Spring 2009

Thursday, February 19, 2009, 12:30-2:30, 135 E. 22nd St., D-301
Thursday, April 30, 2009, 12:00-2:30, 135 E. 22nd St., D-301

Weissman School of Arts and Sciences

Fall 2008

Wednesday, October 15, 2008, 3:00 pm, NVC 14-270
Wednesday, December 11, 2008, 12:30 pm, NVC 14-270

Spring 2009

Wednesday, February 18, 2009, 3:00 pm, NVC 14-270
Wednesday, May 13, 2009, 3:00 pm, NVC 14-270

Zicklin School of Business

Fall 2008

Thursday, August 28, 2008, 1:00 pm, NVC 14-250
Thursday, September 18, 2008, 1:00 pm, NVC 14-250
Thursday, October 16, 2008 – *Cancelled*
Thursday, November 20, 2008, 1:00 pm, NVC 14-250
Tuesday, December 16, 2008, 2:15 pm, NVC 14-250 – *Special Meeting*

Spring 2009

Thursday, February 19, 2009, 1:00 pm, NVC 14-250
Thursday, March 19, 2009, 1:00 pm, NVC 14-250
Thursday, April 23, 2009, 1:00 pm, NVC 14-250
Thursday, May 14, 2009, 1:00 pm, NVC 14-250

MEETINGS FOR THE ACADEMIC YEAR 2007-2008

General Faculty

Thursday, October 18, 2007 12:45pm to 2:15pm, NVC 14-220
Thursday, March 13, 2008 12:45pm to 2:15pm, NVC 14-220

School of Public Affairs

Fall 2007

Tuesday, September 25, 2007, 12:30- 2:30 pm, 135 E. 22nd St., D-301
Thursday, December 13, 2007, 12:30-2:30 pm, 135 E. 22nd St., D-301

Spring 2008

Thursday, February 21, 2008, 12:30-2:30 pm, 135 E. 22nd St., D-301
Tuesday, April 29, 2008, 12:00-2:30 pm, 135 E. 22nd St., D-301

Weissman School of Arts and Sciences

Fall 2007

Thursday, September 20, 2007, 3:00 pm, NVC 14-280
Monday, December 10, 2007, 3:00 pm, NVC 14-270 *followed by Holiday Party*

Spring 2008

Thursday, February 14, 2008, 3:00 pm, NVC 14-270
Monday, May 5, 2008, 3:00 pm, NVC 14-270

Zicklin School of Business

Fall 2007

Thursday, September 20, 2007, 1:00-3:00 pm, NVC 14-250
Thursday, October 11, 2007, 1:00-3:00 pm, NVC 14-250
Thursday, November 29, 2007, 1:00-3:00 pm, NVC 14-250

Spring 2008

Thursday, February 21, 2008, 1:00-3:00 pm, NVC 14-250

Thursday, March 27, 2008, 1:00-3:00 pm, NVC 14-250
Thursday, April 17, 2008, 1:00-3:00 pm, NVC 14-250
Thursday, May 15, 2008, 1:00-3:00pm, NVC 14-250

Faculty Senate
Plenary sessions take place on the first Thursday of each month from 12:45-2:15 pm in NVC 14-250. The schedule for AY 2007-2008 appears on the senate's home page: http://www.baruch.cuny.edu/facultysenate/

MEETINGS FOR THE ACADEMIC YEAR 2006-2007

General Faculty
Thursday, October 19, 2006, 12:45-2:15 pm, NVC 14-220
Thursday, March 8, 2007, 12:45-2:15 pm, NVC 14-220
Reminders and agendas will be sent out prior to each meeting.

- Agendas of upcoming meetings and archive
- Agenda and reports for the April 2005 meeting and minutes from the meeting of October 2004.

School of Public Affairs
Fall 2006
Thursday, September 28, 2006, 12:30-2:30 pm, 135 E. 22nd St., D-301
Thursday, November 9, 2006, 12:30-2:30 pm, 135 E. 22nd St., D-301
Thursday, December 14, 2006, 12:30-2:30 pm, 135 E. 22nd St., D-301
Spring 2007
Thursday, February 22, 2007, 12:30-2:30 pm, 135 E. 22nd St., D-301
Tuesday, May 1, 2007, 12:30-2:30 pm, 135 E. 22nd St., D-301

Weissman School of Arts and Sciences
Fall 2006
Wednesday, September 27, 2006, 2:00-5:00 pm, NVC 14-270
Wednesday, December 13, 2006, 3:00-5:00 pm, NVC 14-270 - *The WSAS Holiday Party will follow the December 13 meeting.*
Spring 2007
Wednesday, February 21, 2007, 2:00-5:00 pm, NVC 14-270
Wednesday, April 25, 2007, 2:00-5:00 pm, NVC 14-270

Zicklin School of Business
***link to more information, including agendas as they become available**
Fall 2006
Thursday, September 14, 2006, 1:00-3:00 pm, NVC 14-220
Thursday, October 12, 2006, 1:00-3:00 pm, NVC 14-250
Thursday, November 16, 2006, 1:00-3:00 pm, NVC 14-250
The Zicklin Holiday Party will take place on Wednesday, December 6, 5:00 - 7:00 in NVC 14-250.
Spring 2007
Thursday, March 22, 2007, 1:00-3:00 pm, NVC 14-250
Thursday, April 12, 2007 1:00-3:00 pm, NVC 14-250
Thursday, May 17, 2007 1:00-3:00 pm, NVC 14-250

Faculty Senate
Plenary sessions take place on the first Thursday of each month from 12:45-2:15 pm in NVC 14-250. The schedule for AY 2006-2007 appears on the senate's home page: http://www.baruch.cuny.edu/facultysenate/

MEETINGS FOR THE ACADEMIC YEAR 2005-2006

General Faculty
Thursday, September 22, 2005, 12:45 pm, NVC 14-220
Thursday, March 30, 2006, 12:45 pm, NVC 3-150
Reminders and agendas will be sent out prior to each meeting.

- Agendas of upcoming meetings and archive
- Agenda and reports for the April 2005 meeting and minutes from the meeting of October 2004.

School of Public Affair

Fall 2005

Thursday, September 29, 2005, 12:30-2:30 pm, 135 E. 22nd St., D-301

- Agenda for 9/29

Monday, November 14, 2005, 12:30-2:30 pm, 135 E. 22nd St., D-301

Spring 2006

Thursday, February 23, 2006 12:30-2:30 pm, 135 E. 22nd St., D-301

Tuesday, May 2, 2006, 12:30-2:30 pm, 135 E. 22nd St., D-301

Weissman School of Arts and Sciences

Fall 2005

Wednesday, September 21, 2005, 2:00-4:00 pm, NVC 14-250

Wednesday, December 7, 2005, 2:00-4:00 pm, NVC 14-250 - *The WSAS Holiday Party will follow the December 7 meeting.*

Spring 2006

Wednesday, February 22, 2006, 2:00-4:00 pm, NVC 14-270

Wednesday, May 3, 2006, 1:00-3:00 pm, NVC 14-270

Zicklin School of Business

***link to more information, including agendas**

Fall 2005

Tuesday, September 6, 2005, 1:00 pm, NVC 14-250

Thursday, October 27, 2005, 1:00 pm, NVC 14-250

Tuesday, December 6, 2005, *Dean's Office Holiday Party*, 5:00 pm, NVC 14-220

Thursday, December 8, 2005, 1:00 pm, NVC 14-250

Spring 2006

Thursday, March 9, 2006, 1:00 pm, NVC 14-250

Thursday, April 13, 2006, 1:00 pm, NVC 14-250

Thursday, May 18, 2006 1:00 pm, NVC 14-250



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Office Hours

Last updated on 9/16/04

Involvement in the education of our students through meaningful advisement and counsel is a vital goal. Faculty availability for students around the time of a class to review or elaborate on topics discussed -- even to discuss why a student received a particular grade -- is a necessary component to a good education. Informing students of office hours and being sure to be available during those hours also is necessary.

- A rule of thumb is to schedule at least one office hour on each teaching day; many faculty members also indicate on their syllabi that they are availabe by appointment.
- Faculty members should post office hours outside their offices and be available during those hours.
- Adjunct faculty teaching six or more hours in a given semester receive pay for an additional hour per week. Use of that hour as a regular office hour is possible; this should be discussed with the department chair.

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CUNY's Faculty Recruitment Initiative

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Last updated on 10/10/08

Thus far, the initiative includes useful information on:

1. Housing
2. Spousal Hiring
3. K-12 Public Education
4. Immigration Services

1. HOUSING
Rent Stabilization Association (RSA)
RSA represents 25,000 property owners/agents responsible for approximately 1,000,000 housing units. RSA's members range from owners of small one unit buildings to large cooperatives and condominiums.
The partnership with RSA puts CUNY faculty in direct contact with property owners, which means no brokers fees.
If you have questions, or want to avail yourself of this service, contact **Burt Sacks** (burt.sacks@mail.cuny.edu).

2. SPOUSAL HIRING
Metro New York & Southern Connecticut Higher Education Recruitment Consortium (HERC)
HERC is a free web-based clearinghouse for all faculty and staff job listings at 32 member institutions located throughout the Metropolitan New York area and Southern Connecticut.
With HERC, faculty and spouses/partners can:

- Register for job alerts;
- Link profiles and resumes to create a dual-career search;
- Find links to other dual-career websites;
- Access on-line articles about dual-career programs, policies and practices

To learn how HERC can help you, and to sign up, visit HERC on-line: http://www.mnyscherc.org

3. K-12 PUBLIC EDUCATION
Office of Student Enrollment, New York City Department of Education
The Office of Student Enrollment (OSE) is responsible for ensuring that all school-aged children are enrolled public school
CUNY faculty are eligible to meet with an OSE representative to better understand their public school options and

receive one-on-one support as they register their children.
Learn more about registering in a public school on-line: http://schools.nyc.gov/ChoicesEnrollment/default. htm
If you have questions, or want to avail yourself of this service, contact **Burt Sacks** (burt.sacks@mail.cuny.edu).

4. IMMIGRATION SERVICES
CUNY Citizenship & Immigration Project
The mission of the CUNY Citizenship and Immigration Project is to provide free, high quality, and confidential citizenship and immigration law services to help immigrants on their path to U.S. citizenship.
To achieve this goal, our immigration attorneys and paralegals offer one-on-one consultations to assess participants' eligibility for legal benefits and advise them on the most viable options available. In addition, we coordinate community, educational, and volunteer initiatives to help us further our mission.
Learn more: http://web.cuny.edu/about/citizenship.html

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Faculty Rights and Responsibilities

Last updated on 06/26/2007

On March 6, 2003, Provost David Dannenbring addressed these topics at a plenary session of the Baruch College Faculty Senate. Meeting first with the Senate's Executive Committee, the Provost agreed to avoid issues covered specifically in the collective bargaining agreement. Instead, he based 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*.

- Provost Dannenbring's **Powerpoint presentation is available here**.

You can gain access to the documents it was drawn from through the links below:

- ***Bylaws of the CUNY Board of Trustees***
- ***Statement of Principles on Academic Freedom and Tenure***: adopted in 1940, with interpretive comments from 1970.
- ***Statement on Professional Ethics***: a 1987 revision of a statement adopted in 1966.

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Faculty Travel to Conferences (memo of 12/22/08)

Last updated on 1/09/2009

Dear Colleagues,
As one of the cost-cutting strategies being adopted by Baruch College, a new policy governing faculty travel goes into effect, from now on. We recognize that travel to professional meetings is a critical element of faculty scholarship and professional development. However, the College's current financial situation, particularly regarding funds made available through The Baruch College Fund, requires that we impose limits on professional travel. Specifically, faculty travel will be supported only in those cases in which faculty members are presenting scholarly papers at recognized and highly-regarded professional meetings. Support will be provided to only one Baruch author per presentation, and faculty members are asked to limit travel to those meetings that are vital to faculty scholarship. Support for travel to more than one meeting per year will be very rare. Considering the high cost of international travel, and the goal of providing support for the largest number of faculty with the limited funds available, it is highly unlikely that international travel, even to present a paper, can be supported. Deans are asked to review and approve all requests for faculty professional travel. Even if travel is approved and supported, we cannot guarantee that full travel support will be available.
Faculty travel for purposes other than presenting scholarly work cannot, at this time, be supported with Baruch funds; therefore travel to attend conferences, workshops or seminars at which papers are not being presented cannot, at this time, be supported.
Any exceptions to the above conditions must be justified based on the needs of the College, rather than the contribution of the proposed travel to the faculty member's scholarship. Any exception must be approved by the Provost.
We regret the need to impose this more restrictive policy, but the current situation gives us no options. As soon as we find ourselves in a more favorable financial position, we will return to our previous, more liberal approach to funding travel for scholarly and professional development.
Sincerely,
Jim McCarthy
Provost and Senior Vice President for Academic Affairs

One Bernard Baruch Way (55 Lexington at 24th St), New York, NY 10010 (646) 312-1000

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D ACC 2203 OR24N DEC 23 T 1:00PM- 3:00PM NVC 5-150
D ACC 2203 OR24O DEC 23 T 1:00PM- 3:00PM NVC 5-150
D ACC 3000 DG24A DEC 18 R 8:00AM-10:00AM NVC 12-155
D ACC 3000 EO6 DEC 20 S 10:30AM-12:30PM NVC 9-155
E ACC 3000 MW74A DEC 17 W 8:15PM-10:15PM NVC 7-150
D ACC 3000 RU13A DEC 22 M 1:00PM- 3:00PM NVC 11-155
D ACC 3000 TW24A DEC 23 T 3:30PM- 5:30PM 23 1220
D ACC 3000 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-150
D ACC 3100 DG13A DEC 22 M 8:00AM-10:00AM NVC 3-165
D ACC 3100 PS13A DEC 22 M 1:00PM- 3:00PM NVC 9-155
D ACC 3100 QY6 DEC 20 S 1:00PM- 3:00PM NVC 9-155
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D ACC 3100 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-155
D ACC 3100H TW24H DEC 23 T 3:30PM- 5:30PM NVC 10-215
D ACC 3200 FJ13A DEC 18 R 1:00PM- 3:00PM NVC 3-150
E ACC 3200 MW74B DEC 18 R 8:15PM-10:15PM NVC 7-155
D ACC 3200 PS13B DEC 18 R 1:00PM- 3:00PM NVC 3-150
D ACC 3200 TW24A DEC 18 R 1:00PM- 3:00PM NVC 11-155
D ACC 3200 UX13B DEC 18 R 1:00PM- 3:00PM NVC 10-150
E ACC 3202 MW54A DEC 22 M 6:00PM- 8:00PM 23 1323
D ACC 3202 PS13A DEC 22 M 1:00PM- 3:00PM NVC 9-150
E ACC 3202 TR54A DEC 18 R 6:00PM- 8:00PM 23 1404
E ACC 3202 TR74A DEC 23 T 8:15PM-10:15PM 23 4SO
E ACC 3202 TR74B DEC 23 T 8:15PM-10:15PM 23 1202
D ACC 3202 TW24A DEC 23 T 3:30PM- 5:30PM 23 1323
D ACC 4100 JM24A DEC 18 R 10:30AM-12:30PM NVC 13-145
E ACC 4100 MW54A DEC 22 M 6:00PM- 8:00PM NVC 10-170
E ACC 4100 MW74A DEC 17 W 8:15PM-10:15PM NVC 13-150
D ACC 4100 RU13A DEC 22 M 1:00PM- 3:00PM NVC 13-145
D ACC 4100 RU13B DEC 22 M 1:00PM- 3:00PM NVC 12-130
D ACC 4100 TW24A DEC 23 T 3:30PM- 5:30PM NVC 13-145
D ACC 4100 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 13-145
D ACC 4300 JM13A DEC 22 M 10:30AM-12:30PM NVC 11-150

E ACC 4300 MW54A DEC 22 M 6:00PM- 8:00PM 23 4NO
E ACC 4300 MW74A DEC 17 W 8:15PM-10:15PM NVC 3-165
E ACC 4300 TR54A DEC 18 R 6:00PM- 8:00PM 23 1304
D ACC 4300 TW24A DEC 23 T 3:30PM- 5:30PM 23 4NO
E ACC 4361 MW54A DEC 22 M 6:00PM- 8:00PM NVC 9-210
E ACC 5400 MW74A DEC 17 W 8:15PM-10:15PM NVC 11-155
D ACC 5400 PS13A DEC 22 M 1:00PM- 3:00PM NVC 10-155
E ACC 5400 TR54A DEC 18 R 6:00PM- 8:00PM 23 310
E ACC 5400 TR54B DEC 18 R 6:00PM- 8:00PM 23 1303
G ACC 9110 APEL6 DEC 20 S 10:30AM-12:30PM NVC 12-150
G ACC 9110 EG13H DEC 17 W 10:30AM-12:30PM NVC 12-150
G ACC 9110 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-150
G ACC 9110 MW73U DEC 17 W 8:15PM-10:15PM NVC 3-150
G ACC 9110 TR6A DEC 18 R 6:00PM- 8:00PM NVC 7-150
G ACC 9110 TR6U DEC 18 R 6:00PM- 8:00PM NVC 7-150
G ACC 9112 MW54A DEC 22 M 6:00PM- 8:00PM NVC 3-160
G ACC 9112 MW54U DEC 22 M 6:00PM- 8:00PM NVC 3-160
G ACC 9804 MW54A DEC 22 M 6:00PM- 8:00PM 23 MASON
G ACC 9805 MW54A DEC 22 M 6:00PM- 8:00PM NVC 7-155
G ACC 9807 MW54A DEC 17 W 6:00PM- 8:00PM NVC 13-150
G ACC 9807 UX13A DEC 17 W 3:30PM- 5:30PM NVC 9-135
G ACC 9811 TR54A DEC 18 R 6:00PM- 8:00PM NVC 3-160
G ACC 9816 TR54A DEC 18 R 6:00PM- 8:00PM NVC 11-155
G ACC 9821 MW74A DEC 17 W 8:15PM-10:15PM NVC 5-160
G ACC 9901 TR74A DEC 23 T 8:15PM-10:15PM NVC 9-117

ASIAN AMERICAN STUDIES
D AMS 4900 KM24A DEC 18 R 10:30AM-12:30PM NVC 8-190

ANTHROLOGY
D ANT 1001 EG13A DEC 17 W 10:30AM-12:30PM NVC 12-140
D ANT 1001 EG24A DEC 23 T 10:30AM-12:30PM NVC 11-165
D ANT 1001 FH24A DEC 23 T 10:30AM-12:30PM NVC 3-120
D ANT 1001 FH24B DEC 23 T 10:30AM-12:30PM NVC 4-180
D ANT 1001 JL13A DEC 22 M 10:30AM-12:30PM NVC 4-165
D ANT 1001 KM13A DEC 22 M 10:30AM-12:30PM 23 203
D ANT 1001 KM24A DEC 18 R 10:30AM-12:30PM NVC 3-165
D ANT 1001 KM24B DEC 18 R 10:30AM-12:30PM 23 203
E ANT 1001 MW6A DEC 22 M 6:00PM- 8:00PM 23 203
E ANT 1001 MW6B DEC 22 M 6:00PM- 8:00PM 23 1203
D ANT 1001 SU13A DEC 17 W 3:30PM- 5:30PM NVC 9-116
E ANT 1001 TR6A DEC 18 R 6:00PM- 8:00PM 23 203
E ANT 1001 TR6B DEC 18 R 6:00PM- 8:00PM 23 1302
E ANT 1001 TR73A DEC 23 T 8:15PM-10:15PM 23 211
D ANT 1001 TV24A DEC 23 T 3:30PM- 5:30PM NVC 12-140
D ANT 1001 TV24B DEC 23 T 3:30PM- 5:30PM NVC 4-214
D ANT 1001 XZ13A DEC 22 M 3:30PM- 5:30PM 23 307
D ANT 1001 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-120
D ANT 1001 XZ24B DEC 18 R 3:30PM- 5:30PM 23 1520
D ANT 1001 XZ24C DEC 18 R 3:30PM- 5:30PM NVC 11-165
D ANT 3085 JL24A DEC 18 R 10:30AM-12:30PM NVC 9-160
D ANT 3085 WY13A DEC 22 M 3:30PM- 5:30PM NVC 4-165
E ANT 3110 T6A DEC 23 T 6:00PM- 8:00PM 23 207
E ANT 3113 M6A DEC 22 M 6:00PM- 8:00PM NVC 4-214

E ANT 3113 W6A DEC 17 W 6:00PM- 8:00PM 23 207
D ANT 3125 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-170
E ANT 3153 TR73A DEC 23 T 8:15PM-10:15PM NVC 12-116
E ANT 4015 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-120
D ANT 4110 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-120
D ANT 4800 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 13-135

ARABICS
D ARB 1001 FJ13A DEC 17 W 10:30AM-12:30PM NVC 11-160

ART
D ART 1000 EL6A DEC 20 S 10:30AM-12:30PM NVC 7-215
D ART 1000 PR13A DEC 22 M 1:00PM- 3:00PM NVC 7-215
D ART 1000 PV6A DEC 20 S 1:00PM- 3:00PM NVC 7-215
D ART 1000 TV13A DEC 17 W 3:30PM- 5:30PM NVC 7-215
D ART 1011 EG13A DEC 17 W 10:30AM-12:30PM NVC 7-155
D ART 1011 KM24A DEC 18 R 10:30AM-12:30PM NVC 7-155
D ART 1012 KM24A DEC 18 R 10:30AM-12:30PM NVC 7-210
E ART 1012 MW6A DEC 22 M 6:00PM- 8:00PM NVC 7-210
D ART 1012 PR13A DEC 22 M 1:00PM- 3:00PM NVC 7-155
E ART 1012 TR6 DEC 18 R 6:00PM- 8:00PM NVC 7-210
D ART 1012 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 7-210
D ART 1012 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 7-155
D ART 1012H TV13H DEC 17 W 3:30PM- 5:30PM NVC 7-210
D ART 2050 DG24A DEC 18 R 8:00AM-10:00AM NVC 7-130
D ART 2050 FP5A DEC 19 F 10:30AM-12:30PM NVC 7-130
D ART 2050 JM24A DEC 18 R 10:30AM-12:30PM NVC 7-130
E ART 2050 T54A DEC 23 T 6:00PM- 8:00PM NVC 7-130
D ART 2060 JM13A DEC 22 M 10:30AM-12:30PM NVC 7-126
D ART 2060 PS13A DEC 22 M 1:00PM- 3:00PM NVC 7-126
D ART 2060 TW24A DEC 23 T 3:30PM- 5:30PM NVC 7-126
D ART 3041 JM13A DEC 22 M 10:30AM-12:30PM NVC 7-130
E ART 3050 MW54A DEC 22 M 6:00PM- 8:00PM NVC 7-130
E ART 3050 R54A DEC 18 R 6:00PM- 8:00PM NVC 7-130
D ART 3055 TW24A DEC 23 T 3:30PM- 5:30PM NVC 7-130
D ART 3057 RX5 DEC 19 F 1:00PM- 3:00PM NVC 7-130
D ART 3058 PX1 DEC 22 M 1:00PM- 3:00PM NVC 7-130
D ART 3060 JM24A DEC 18 R 10:30AM-12:30PM NVC 7-126
D ART 3235 PR13A DEC 22 M 1:00PM- 3:00PM NVC 7-210
D ART 3240 JL13A DEC 22 M 10:30AM-12:30PM NVC 7-210
D ART 3254 TZ2 DEC 23 T 3:30PM- 5:30PM NVC 7-210
D ART 3280 TZ4 DEC 18 R 3:30PM- 5:30PM NVC 7-210
D ART 4900 PX3 DEC 17 W 1:00PM- 3:00PM NVC 7-130

BIOLOGY
D BIO 1003 DK24A DEC 18 R 10:30AM-12:30PM 23 5SO
D BIO 1003 DK24B DEC 18 R 10:30AM-12:30PM 23 5SO
D BIO 1003 DQ11A DEC 18 R 10:30AM-12:30PM 23 5SO
D BIO 1003 DQ11B DEC 18 R 10:30AM-12:30PM 23 5SO
D BIO 1003 FM24A DEC 23 T 10:30AM-12:30PM 23 5SO
D BIO 1003 FM24B DEC 23 T 10:30AM-12:30PM 23 5SO
D BIO 1003 FQ11A DEC 23 T 10:30AM-12:30PM 23 5SO
D BIO 1003 FQ11B DEC 23 T 10:30AM-12:30PM 23 5SO
E BIO 1003 TR58A DEC 18 R 6:00PM- 8:00PM 23 5SO

E BIO 1003 TR58B DEC 18 R 6:00PM- 8:00PM 23 5SO
D BIO 1003 WZ24A DEC 18 R 6:00PM- 8:00PM 23 5SO
D BIO 1003 WZ24B DEC 18 R 6:00PM- 8:00PM 23 5SO
D BIO 1005 HP13A DEC 17 W 1:00PM- 3:00PM 23 4SO
E BIO 1005 MW58A DEC 22 M 6:00PM- 8:00PM 23 4SO
E BIO 1005 MW58B DEC 22 M 6:00PM- 8:00PM 23 4SO
D BIO 1005 OU13A DEC 17 W 1:00PM- 3:00PM 23 4SO
D BIO 1005 OU13B DEC 17 W 1:00PM- 3:00PM 23 4SO
D BIO 1005 OU13C DEC 17 W 1:00PM- 3:00PM 23 4SO
D BIO 1005 WZ13A DEC 22 M 6:00PM- 8:00PM 23 4SO
D BIO 1005 WZ13B DEC 22 M 6:00PM- 8:00PM 23 4SO
D BIO 2010 CJ13A DEC 22 M 8:00AM-10:00AM 23 4SO
D BIO 2010 CJ13B DEC 22 M 8:00AM-10:00AM 23 4SO
D BIO 3005 CX8 DEC 18 R 8:00AM-10:00AM 23 611
D BIO 3010 DL13A DEC 22 M 10:30AM-12:30PM 23 611
D BIO 3010 DL13B DEC 22 M 10:30AM-12:30PM 23 611
D BIO 3012 EL13 DEC 17 W 10:30AM-12:30PM 23 410
D BIO 4004 RY24A DEC 18 R 1:00PM- 3:00PM 23 410

BLACK STUDIES
D BLS 1003 PR13A DEC 22 M 1:00PM- 3:00PM NVC 6-170
D BLS 1019 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-145
D BLS 3011 TV13A DEC 17 W 3:30PM- 5:30PM NVC 4-213
E BLS 3013 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-213
D BLS 3024 EL4 DEC 23 T 10:30AM-12:30PM NVC 9-130
E BLS 3038 TR6A DEC 18 R 6:00PM- 8:00PM 23 1322
D BLS 3044 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-175
D BLS 3060 OQ13 DEC 17 W 1:00PM- 3:00PM NVC 4-211
D BLS 3085 JL24A DEC 18 R 10:30AM-12:30PM NVC 9-160
D BLS 3125 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-170
E BLS 4900 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-213
D BLS 4900 TZ4 DEC 23 T 3:30PM- 5:30PM NVC 3-190

BUSINESS POLICY
D BPL 5100 AC13A DEC 22 M 8:00AM-10:00AM NVC 6-118
D BPL 5100 EL5B DEC 19 F 10:30AM-12:30PM NVC 6-140
D BPL 5100 EL6 DEC 20 S 10:30AM-12:30PM NVC 9-125
D BPL 5100 EL7 DEC 21 U 10:30AM-12:30PM NVC 4-120
E BPL 5100 F6A DEC 19 F 6:00PM- 8:00PM NVC 9-125
E BPL 5100 F6B DEC 19 F 6:00PM- 8:00PM NVC 9-145
D BPL 5100 JL13A DEC 22 M 10:30AM-12:30PM NVC 10-180
D BPL 5100 KM24A DEC 18 R 10:30AM-12:30PM NVC 10-140
D BPL 5100 KM24B DEC 18 R 10:30AM-12:30PM NVC 10-130
E BPL 5100 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-216
E BPL 5100 MW6B DEC 22 M 6:00PM- 8:00PM NVC 12-175
E BPL 5100 MW6C DEC 22 M 6:00PM- 8:00PM NVC 12-170
E BPL 5100 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-160
E BPL 5100 MW73B DEC 17 W 8:15PM-10:15PM NVC 4-165
E BPL 5100 MW73C DEC 17 W 8:15PM-10:15PM NVC 6-119
E BPL 5100 MW9A DEC 22 M 8:15PM-10:15PM NVC 4-160
D BPL 5100 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 9-175
D BPL 5100 OQ13B DEC 17 W 1:00PM- 3:00PM NVC 12-140
D BPL 5100 OQ13C DEC 17 W 1:00PM- 3:00PM NVC 4-165
D BPL 5100 PV6 DEC 20 S 1:00PM- 3:00PM NVC 9-125

D BPL 5100 PV7 DEC 21 U 1:00PM- 3:00PM NVC 4-120
D BPL 5100 SU13A DEC 17 W 3:30PM- 5:30PM NVC 12-140
D BPL 5100 SU13B DEC 17 W 3:30PM- 5:30PM NVC 4-165
E BPL 5100 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-160
E BPL 5100 TR6B DEC 18 R 6:00PM- 8:00PM NVC 9-120
E BPL 5100 TR6C DEC 18 R 6:00PM- 8:00PM NVC 9-180
E BPL 5100 TR73A DEC 23 T 8:15PM-10:15PM NVC 11-165
E BPL 5100 TR73B DEC 23 T 8:15PM-10:15PM NVC 4-190
D BPL 5100 TV24A DEC 23 T 3:30PM- 5:30PM NVC 12-175
D BPL 5100 TV24B DEC 23 T 3:30PM- 5:30PM NVC 12-170
D BPL 5100 WY13A DEC 22 M 3:30PM- 5:30PM NVC 12-130
D BPL 5100 WY13B DEC 22 M 3:30PM- 5:30PM NVC 10-165
D BPL 5100 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 6-175
D BPL 5100 XZ24B DEC 18 R 3:30PM- 5:30PM NVC 6-140
E BPL 5100H MW6H DEC 22 M 6:00PM- 8:00PM NVC 3-130

BUSINESS ADMINISTRATION AND POLICY
D BUS 1000 CNOW1 DEC 22 M 3:30PM- 5:30PM NVC 6-170
D BUS 1000 CNOW2 DEC 18 R 3:30PM- 5:30PM 23 1322
D BUS 1000 DE5A DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 DE5B DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 DE5C DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 DE5D DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 GH5A DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 GH5B DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 GH5C DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 GH5D DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 KL5A DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 KL5B DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 KL5C DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 KL5D DEC 22 M 8:00AM-10:00AM NVC 5-150
D BUS 1000 OP2A DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 OP2B DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 OP2C DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 OP2D DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 RS2A DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 RS2B DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 RS2C DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 RS2D DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 UV2A DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 UV2B DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 UV2C DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000 UV2D DEC 19 F 10:30AM-12:30PM NVC 3-150
D BUS 1000H EF2H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H EF3H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H HJ2H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H HJ3H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H LM2H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H TU2H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H TU4H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H UV3H DEC 22 M 8:00AM-10:00AM NVC 3-150
D BUS 1000H XY4H DEC 22 M 8:00AM-10:00AM NVC 3-150
G BUS 9100 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-160
G BUS 9100 TV13H DEC 17 W 3:30PM- 5:30PM NVC 12-150

G BUS 9200 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-116
G BUS 9200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-126
G BUS 9200 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-216
G BUS 9551 SW1A DEC 17 W 3:30PM- 5:30PM NVC 13-130
G BUS 9551 SW1B DEC 17 W 3:30PM- 5:30PM NVC 9-130
G BUS 9551 SW1C DEC 17 W 3:30PM- 5:30PM NVC 12-135
G BUS 9551 SW1D DEC 17 W 3:30PM- 5:30PM NVC 13-145
G BUS 9551 SW1E DEC 17 W 3:30PM- 5:30PM NVC 14-230
G BUS 9551 W73A DEC 17 W 8:15PM-10:15PM NVC 13-160
G BUS 9551 W73B DEC 17 W 8:15PM-10:15PM NVC 13-130
G BUS 9551 W73C DEC 17 W 8:15PM-10:15PM NVC 13-135
G BUS 9551 W73D DEC 17 W 8:15PM-10:15PM NVC 3-130
G BUS 9601 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-170

CHINESE
D CHI 1001 FH24A DEC 23 T 10:30AM-12:30PM NVC 6-175
D CHI 1001 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-175
E CHI 1002 TR54A DEC 18 R 6:00PM- 8:00PM 23 1013
D CHI 1002 TV13A DEC 17 W 3:30PM- 5:30PM NVC 3-185
D CHI 3001 TW24A DEC 23 T 3:30PM- 5:30PM NVC 4-213
E CHI 3002 TR54A DEC 18 R 6:00PM- 8:00PM NVC 3-185
D CHI 3006 JL13A DEC 22 M 10:30AM-12:30PM NVC 5-263
D CHI 4181 PR13A DEC 22 M 1:00PM- 3:00PM NVC 6-118
D CHI 4183 JL24A DEC 18 R 10:30AM-12:30PM NVC 12-130

CHEMISTRY
D CHM 1000 EM11A DEC 23 T 10:30AM-12:30PM 23 805
D CHM 1000 EM9A DEC 17 W 1:00PM- 3:00PM 23 805
D CHM 1000 EM9B DEC 17 W 10:30AM-12:30PM 23 805
D CHM 1000 EO13A DEC 17 W 1:00PM- 3:00PM 23 805
D CHM 1000 EO13B DEC 17 W 1:00PM- 3:00PM 23 805
D CHM 1000 EO13C DEC 17 W 10:30AM-12:30PM 23 805
D CHM 1000 EO13D DEC 17 W 10:30AM-12:30PM 23 805
D CHM 1000 FY24A DEC 23 T 10:30AM-12:30PM 23 805
D CHM 1000 FY24B DEC 23 T 10:30AM-12:30PM 23 805
E CHM 1000 TR58A DEC 18 R 6:00PM- 8:00PM 23 805
E CHM 1000 TR58B DEC 18 R 6:00PM- 8:00PM 23 805
E CHM 1000 TR58C DEC 18 R 6:00PM- 8:00PM 23 805
D CHM 2003 LY7A DEC 18 R 10:30AM-12:30PM 23 805
D CHM 2003 PY24A DEC 18 R 1:00PM- 3:00PM 23 805
D CHM 2003 PY24B DEC 18 R 1:00PM- 3:00PM 23 805
D CHM 2003H PY24H DEC 18 R 1:00PM- 3:00PM 23 805
D CHM 3003 LW9A DEC 18 R 10:30AM-12:30PM 23 611
D CHM 3003 LY9A DEC 18 R 10:30AM-12:30PM 23 611

COMPUTER INFORMATION SYSTEMS
D CIS 1001 XY13B DEC 22 M 3:30PM- 5:30PM NVC 11-115
D CIS 2200 BD13A DEC 22 M 8:00AM-10:00AM NVC 8-150
D CIS 2200 BD24A DEC 18 R 8:00AM-10:00AM NVC 8-150
D CIS 2200 EL5 DEC 19 F 10:30AM-12:30PM NVC 8-150
D CIS 2200 EL6 DEC 20 S 10:30AM-12:30PM NVC 11-150
D CIS 2200 FH13A DEC 17 W 10:30AM-12:30PM NVC 8-150
D CIS 2200 FH24A DEC 23 T 10:30AM-12:30PM NVC 8-155
D CIS 2200 JL24A DEC 18 R 10:30AM-12:30PM NVC 8-150

D CIS 2200 KM13A DEC 22 M 10:30AM-12:30PM NVC 8-150
E CIS 2200 MW6A DEC 22 M 6:00PM- 8:00PM NVC 11-140
E CIS 2200 MW73A DEC 17 W 8:15PM-10:15PM NVC 11-130
E CIS 2200 MW9A DEC 22 M 8:15PM-10:15PM NVC 8-150
D CIS 2200 PR13A DEC 22 M 1:00PM- 3:00PM NVC 8-150
D CIS 2200 PR25A DEC 18 R 1:00PM- 3:00PM NVC 8-150
E CIS 2200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-140
E CIS 2200 TR73A DEC 23 T 8:15PM-10:15PM NVC 8-150
D CIS 2200 TV13A DEC 17 W 3:30PM- 5:30PM NVC 8-150
D CIS 2200 TV24A DEC 23 T 3:30PM- 5:30PM NVC 8-150
D CIS 2200 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 8-150
D CIS 2200 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 8-150
D CIS 2200 XZ24B DEC 18 R 3:30PM- 5:30PM NVC 10-118
D CIS 2200H XZ24H DEC 18 R 3:30PM- 5:30PM NVC 12-140
D CIS 3100 KM13A DEC 22 M 10:30AM-12:30PM NVC 9-210
E CIS 3100 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-165
D CIS 3100 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-175
D CIS 3270 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-120
E CIS 3367 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-215
D CIS 3367 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-195
D CIS 3400 JL24A DEC 18 R 10:30AM-12:30PM NVC 4-213
D CIS 3400 PR13A DEC 22 M 1:00PM- 3:00PM NVC 9-160
E CIS 3400 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-185
E CIS 3444 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-130
D CIS 3810 KM24A DEC 18 R 10:30AM-12:30PM NVC 11-130
D CIS 4100 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-185
E CIS 4100 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-175
E CIS 4350 MW73A DEC 17 W 8:15PM-10:15PM 25 125
D CIS 4400 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-185
E CIS 4450 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-210
D CIS 4450 OU7 DEC 21 U 1:00PM- 3:00PM NVC 4-180
D CIS 4550 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-175
D CIS 4670 EG13A DEC 17 W 10:30AM-12:30PM NVC 4-185
E CIS 4800 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-210
D CIS 4800 TV24A DEC 23 T 3:30PM- 5:30PM NVC 4-175
D CIS 5800 TV24A DEC 23 T 3:30PM- 5:30PM NVC 11-217
G CIS 9000 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-125
G CIS 9000 MW6AU DEC 22 M 6:00PM- 8:00PM NVC 4-125
G CIS 9000 MW6B DEC 22 M 6:00PM- 8:00PM NVC 3-125
G CIS 9000 MW6BU DEC 22 M 6:00PM- 8:00PM NVC 3-125
G CIS 9000 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-125
G CIS 9000 MW73U DEC 17 W 8:15PM-10:15PM NVC 4-125
G CIS 9000 TR7AU DEC 23 T 8:15PM-10:15PM NVC 4-125
G CIS 9000 TR7BU DEC 23 T 8:15PM-10:15PM NVC 3-125
G CIS 9000 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-125
G CIS 9000 TR73B DEC 23 T 8:15PM-10:15PM NVC 3-125
G CIS 9310 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-217
G CIS 9340 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-175
G CIS 9350 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-215
G CIS 9444 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-130
G CIS 9490 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-140
G CIS 9555 MW6A DEC 22 M 6:00PM- 8:00PM NVC 11-130
G CIS 9590 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-160
G CIS 9771 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-215

COMMUNICATION STUDIES

D COM 1010 AC24A DEC 18 R 8:00AM-10:00AM NVC 10-118
D COM 1010 BD13A DEC 22 M 8:00AM-10:00AM NVC 10-120
D COM 1010 BD13B DEC 22 M 8:00AM-10:00AM NVC 10-118
D COM 1010 EG13A DEC 17 W 10:30AM-12:30PM NVC 9-116
D COM 1010 EG24A DEC 23 T 10:30AM-12:30PM NVC 10-120
D COM 1010 EG24B DEC 23 T 10:30AM-12:30PM NVC 10-118
D COM 1010 FH13A DEC 17 W 10:30AM-12:30PM NVC 3-145
D COM 1010 FH13B DEC 17 W 10:30AM-12:30PM NVC 3-130
D COM 1010 FH13C DEC 17 W 10:30AM-12:30PM NVC 13-135
D COM 1010 FH13D DEC 17 W 10:30AM-12:30PM NVC 10-120
D COM 1010 FH13E DEC 17 W 10:30AM-12:30PM NVC 10-118
D COM 1010 FH24A DEC 23 T 10:30AM-12:30PM NVC 3-130
D COM 1010 GO5 DEC 19 F 10:30AM-12:30PM NVC 10-118
D COM 1010 JL24A DEC 18 R 10:30AM-12:30PM NVC 13-135
D COM 1010 JL24B DEC 18 R 10:30AM-12:30PM NVC 10-120
D COM 1010 JL24C DEC 18 R 10:30AM-12:30PM NVC 10-118
D COM 1010 JL24D DEC 18 R 10:30AM-12:30PM NVC 4-214
D COM 1010 KM13A DEC 22 M 10:30AM-12:30PM NVC 3-145
D COM 1010 KM13B DEC 22 M 10:30AM-12:30PM NVC 3-130
D COM 1010 KM13C DEC 22 M 10:30AM-12:30PM NVC 13-135
D COM 1010 KM13D DEC 22 M 10:30AM-12:30PM NVC 10-120
D COM 1010 KM13E DEC 22 M 10:30AM-12:30PM NVC 10-118
D COM 1010 KM13F DEC 22 M 10:30AM-12:30PM NVC 4-214
D COM 1010 KM24A DEC 18 R 10:30AM-12:30PM NVC 3-130
E COM 1010 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-118
E COM 1010 MW6B DEC 22 M 6:00PM- 8:00PM NVC 10-120
E COM 1010 MW6C DEC 22 M 6:00PM- 8:00PM NVC 13-130
E COM 1010 MW6D DEC 22 M 6:00PM- 8:00PM NVC 13-135
E COM 1010 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-118
E COM 1010 MW73B DEC 17 W 8:15PM-10:15PM NVC 10-120
D COM 1010 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-120
D COM 1010 PR13B DEC 22 M 1:00PM- 3:00PM NVC 10-118
D COM 1010 RX5 DEC 19 F 1:00PM- 3:00PM NVC 10-118
D COM 1010 SU13A DEC 17 W 3:30PM- 5:30PM NVC 4-212
E COM 1010 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-118
E COM 1010 TR6B DEC 18 R 6:00PM- 8:00PM NVC 10-120
E COM 1010 TR6C DEC 18 R 6:00PM- 8:00PM NVC 13-130
E COM 1010 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-118
E COM 1010 TR73B DEC 23 T 8:15PM-10:15PM NVC 10-120
E COM 1010 TR9A DEC 18 R 8:15PM-10:15PM NVC 10-118
D COM 1010 TV13A DEC 17 W 3:30PM- 5:30PM NVC 3-130
D COM 1010 TV13B DEC 17 W 3:30PM- 5:30PM NVC 13-135
D COM 1010 TV13C DEC 17 W 3:30PM- 5:30PM NVC 10-120
D COM 1010 TV13D DEC 17 W 3:30PM- 5:30PM NVC 4-214
D COM 1010 TV13E DEC 17 W 3:30PM- 5:30PM NVC 10-118
D COM 1010 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-130
D COM 1010 TV24B DEC 23 T 3:30PM- 5:30PM NVC 10-118
D COM 1010 TV24C DEC 23 T 3:30PM- 5:30PM NVC 10-120
D COM 1010 TV24D DEC 23 T 3:30PM- 5:30PM NVC 13-135
D COM 1010 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-118
D COM 1010 XZ13B DEC 22 M 3:30PM- 5:30PM NVC 10-120
D COM 1010 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-214

D COM 1010H KM13H DEC 22 M 10:30AM-12:30PM NVC 9-116
D COM 1010H WZ13H DEC 22 M 3:30PM- 5:30PM NVC 6-119
E COM 3040 MW6A DEC 22 M 6:00PM- 8:00PM 25 135
D COM 3040 XZ24A DEC 18 R 3:30PM- 5:30PM 25 135
D COM 3060 TV13A DEC 17 W 3:30PM- 5:30PM NVC 6-118
D COM 3061 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-125
D COM 3067 KM24A DEC 18 R 10:30AM-12:30PM NVC 6-119
D COM 3068 BD13A DEC 22 M 8:00AM-10:00AM NVC 10-125
D COM 3068 KM24A DEC 18 R 10:30AM-12:30PM NVC 6-140
E COM 3068 TR6A DEC 18 R 6:00PM- 8:00PM NVC 6-175
D COM 3068 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-125
D COM 3069 KM13A DEC 22 M 10:30AM-12:30PM NVC 6-118
E COM 3069 M6A DEC 22 M 6:00PM- 8:00PM NVC 6-175
D COM 3069 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-125
D COM 3102 FH13A DEC 17 W 10:30AM-12:30PM NVC 6-118
D COM 3102 KM13A DEC 22 M 10:30AM-12:30PM NVC 6-175
E COM 3102 TR9A DEC 18 R 8:15PM-10:15PM NVC 10-125
D COM 3102 TV24A DEC 23 T 3:30PM- 5:30PM NVC 6-119
E COM 3102 W6A DEC 17 W 6:00PM- 8:00PM NVC 6-140
D COM 3150 EG13A DEC 17 W 10:30AM-12:30PM NVC 6-140
D COM 3150 JL13A DEC 22 M 10:30AM-12:30PM NVC 6-119
D COM 3150 KM24A DEC 18 R 10:30AM-12:30PM NVC 6-175
E COM 3150 MW6A DEC 22 M 6:00PM- 8:00PM NVC 6-118
E COM 3150 MW6B DEC 22 M 6:00PM- 8:00PM NVC 6-119
E COM 3150 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-190
E COM 3150 TR73A DEC 23 T 8:15PM-10:15PM NVC 6-118
D COM 3150 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 11-165
D COM 3150 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 6-119
D COM 3700 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 6-165
D COM 4101 KM13A DEC 22 M 10:30AM-12:30PM NVC 11-165
E COM 4101 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-125
E COM 4101 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-165
E COM 4101 TR6B DEC 18 R 6:00PM- 8:00PM NVC 4-165
D COM 4101 TV24A DEC 23 T 3:30PM- 5:30PM NVC 6-140
D COM 4101 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 6-140
E COM 4900 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-125
D COM 4900 SU13A DEC 17 W 3:30PM- 5:30PM NVC 10-125
E COM 4900 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-160
D COM 4900 TV24A DEC 23 T 3:30PM- 5:30PM NVC 6-175
G COM 9505 T6A DEC 23 T 6:00PM- 8:00PM NVC 11-130
G COM 9620 R6 DEC 18 R 6:00PM- 8:00PM NVC 6-140
G COM 9630 M6 DEC 22 M 6:00PM- 8:00PM NVC 6-140
G COM 9640 W6 DEC 17 W 6:00PM- 8:00PM NVC 4-175
G COM 9651 W6 DEC 17 W 6:00PM- 8:00PM NVC 10-165
G COM 9655 M6 DEC 22 M 6:00PM- 8:00PM NVC 4-175
G COM 9660 R6 DEC 18 R 6:00PM- 8:00PM NVC 10-125
G COM 9660 T6 DEC 23 T 6:00PM- 8:00PM NVC 10-125

ECONOMICS
D ECO 1001 JL13A DEC 22 M 10:30AM-12:30PM NVC 3-150
D ECO 1001 JL13B DEC 22 M 10:30AM-12:30PM NVC 3-150
D ECO 1001 JL13C DEC 22 M 10:30AM-12:30PM NVC 3-150
D ECO 1001 JL13D DEC 22 M 10:30AM-12:30PM NVC 3-150

D ECO 1001 JL24A DEC 18 R 10:30AM-12:30PM NVC 5-150
D ECO 1001 JL24B DEC 18 R 10:30AM-12:30PM NVC 5-150
D ECO 1001 JL24C DEC 18 R 10:30AM-12:30PM NVC 5-150
D ECO 1001 JL24D DEC 18 R 10:30AM-12:30PM NVC 5-150
D ECO 1001 JL24S DEC 18 R 10:30AM-12:30PM NVC 5-150
E ECO 1001 TR6A DEC 18 R 6:00PM- 8:00PM NVC 5-150
E ECO 1001 TR6B DEC 18 R 6:00PM- 8:00PM NVC 5-150
E ECO 1001 TR6C DEC 18 R 6:00PM- 8:00PM NVC 5-150
E ECO 1001 TR6D DEC 18 R 6:00PM- 8:00PM NVC 5-150
D ECO 1001 TV13A DEC 17 W 3:30PM- 5:30PM NVC 5-150
D ECO 1001 TV13B DEC 17 W 3:30PM- 5:30PM NVC 5-150
D ECO 1001 TV13C DEC 17 W 3:30PM- 5:30PM NVC 5-150
D ECO 1001 TV13D DEC 17 W 3:30PM- 5:30PM NVC 5-150
D ECO 1001H JL24H DEC 18 R 10:30AM-12:30PM NVC 9-175
D ECO 1002 JL24A DEC 18 R 10:30AM-12:30PM NVC 3-150
D ECO 1002 JL24B DEC 18 R 10:30AM-12:30PM NVC 3-150
D ECO 1002 JL24C DEC 18 R 10:30AM-12:30PM NVC 3-150
D ECO 1002 JL24D DEC 18 R 10:30AM-12:30PM NVC 3-150
E ECO 1002 MW54A DEC 22 M 6:00PM- 8:00PM NVC 5-150
E ECO 1002 MW54B DEC 22 M 6:00PM- 8:00PM NVC 5-150
E ECO 1002 MW54C DEC 22 M 6:00PM- 8:00PM NVC 5-150
E ECO 1002 MW54D DEC 22 M 6:00PM- 8:00PM NVC 5-150
D ECO 1002 TV24A DEC 23 T 3:30PM- 5:30PM NVC 5-150
D ECO 1002 TV24B DEC 23 T 3:30PM- 5:30PM NVC 5-150
D ECO 1002 TV24C DEC 23 T 3:30PM- 5:30PM NVC 5-150
D ECO 1002 TV24D DEC 23 T 3:30PM- 5:30PM NVC 5-150
D ECO 1002H KM24H DEC 18 R 10:30AM-12:30PM NVC 11-140
D ECO 3100 KM24A DEC 18 R 10:30AM-12:30PM 23 1220
D ECO 3100 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 11-155
D ECO 3110 FH24A DEC 23 T 10:30AM-12:30PM NVC 9-165
E ECO 3200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-150
D ECO 3200 TV13A DEC 17 W 3:30PM- 5:30PM NVC 6-170
D ECO 3220 FH24A DEC 23 T 10:30AM-12:30PM NVC 11-155
E ECO 3220 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-155
D ECO 3220 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 7-150
E ECO 3250 MW73A DEC 17 W 8:15PM-10:15PM NVC 11-150
D ECO 3250 TV24A DEC 23 T 3:30PM- 5:30PM NVC 11-150
D ECO 3250 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 3-150
D ECO 3501 FM6 DEC 20 S 10:30AM-12:30PM NVC 10-126
D ECO 4000 CJ5 DEC 19 F 10:30AM-12:30PM NVC 11-160
D ECO 4000 EL6 DEC 20 S 10:30AM-12:30PM NVC 10-170
D ECO 4000 FH13A DEC 17 W 10:30AM-12:30PM NVC 13-150
D ECO 4000 KM13A DEC 22 M 10:30AM-12:30PM 23 310
D ECO 4000 KM24A DEC 18 R 10:30AM-12:30PM NVC 11-155
E ECO 4000 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-135
D ECO 4000 QW6 DEC 20 S 1:00PM- 3:00PM NVC 10-170
E ECO 4000 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-125
D ECO 4000 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-125
D ECO 4000 TV13B DEC 17 W 3:30PM- 5:30PM 23 4NO
D ECO 4000 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 12-135
D ECO 4000 XZ24B DEC 18 R 3:30PM- 5:30PM NVC 3-150
D ECO 4000H TV13H DEC 17 W 3:30PM- 5:30PM NVC 9-160
E ECO 4100 TR6A DEC 18 R 6:00PM- 8:00PM NVC 13-145
D ECO 4200 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-126

D ECO 4201 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-160
E ECO 4501 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-175
G ECO 9708 APTM7 DEC 22 M 8:15PM-10:15PM NVC 12-150
G ECO 9708 TV3H DEC 17 W 3:30PM- 5:30PM NVC 12-155
G ECO 9709 WY24A DEC 18 R 3:30PM- 5:30PM NVC 10-150
G ECO 9709 WY6 DEC 20 S 10:30AM-12:30PM NVC 10-150

EDUCATION
D EDU 1100 KM24A DEC 18 R 10:30AM-12:30PM NVC 4-175
D EDU 1101 FH24A DEC 23 T 10:30AM-12:30PM NVC 4-175
D EDU 1101 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-130
D EDU 3001 KM13A DEC 22 M 10:30AM-12:30PM 23 207

ENGLISH
D ENG 0132 EL11A DEC 17 W 10:30AM-12:30PM 23 712
E ENG 0132 MR57A DEC 22 M 6:00PM- 8:00PM NVC 9-116
D ENG 0132 TZ9A DEC 23 T 3:30PM- 5:30PM NVC 6-150
D ENG 2100 AD13A DEC 22 M 8:00AM-10:00AM NVC 4-213
D ENG 2100 DG13A DEC 22 M 8:00AM-10:00AM NVC 10-145
D ENG 2100 DG13B DEC 22 M 8:00AM-10:00AM NVC 10-135
D ENG 2100 DG13C DEC 22 M 8:00AM-10:00AM NVC 12-135
D ENG 2100 DG13D DEC 22 M 8:00AM-10:00AM NVC 11-145
D ENG 2100 DG13E DEC 22 M 8:00AM-10:00AM NVC 5-175
D ENG 2100 DG13F DEC 22 M 8:00AM-10:00AM NVC 12-116
D ENG 2100 DG24A DEC 18 R 8:00AM-10:00AM NVC 4-214
D ENG 2100 DG24B DEC 18 R 8:00AM-10:00AM NVC 4-213
D ENG 2100 DG24C DEC 18 R 8:00AM-10:00AM NVC 9--175
D ENG 2100 DG24D DEC 18 R 8:00AM-10:00AM NVC 12-140
D ENG 2100 DG24E DEC 18 R 8:00AM-10:00AM NVC 12-130
D ENG 2100 DG24F DEC 18 R 8:00AM-10:00AM NVC 10-165
D ENG 2100 FJ13A DEC 17 W 10:30AM-12:30PM NVC 4-180
D ENG 2100 FJ13B DEC 17 W 10:30AM-12:30PM NVC 9-165
D ENG 2100 FJ13C DEC 17 W 10:30AM-12:30PM NVC 9-180
D ENG 2100 JM13A DEC 22 M 10:30AM-12:30PM NVC 10-130
D ENG 2100 JM13B DEC 22 M 10:30AM-12:30PM 23 4NO
D ENG 2100 JM13C DEC 22 M 10:30AM-12:30PM 23 305
D ENG 2100 JM13D DEC 22 M 10:30AM-12:30PM NVC 8-210
D ENG 2100 JM13E DEC 22 M 10:30AM-12:30PM 23 303
D ENG 2100 JM13F DEC 22 M 10:30AM-12:30PM NVC 6-215
D ENG 2100 JM13G DEC 22 M 10:30AM-12:30PM 23 205
D ENG 2100 JM13I DEC 22 M 10:30AM-12:30PM 23 714
D ENG 2100 JM13J DEC 22 M 10:30AM-12:30PM NVC 12-175
D ENG 2100 JM24A DEC 18 R 10:30AM-12:30PM 23 1404
D ENG 2100 JM24B DEC 18 R 10:30AM-12:30PM NVC 8-165
D ENG 2100 JM24C DEC 18 R 10:30AM-12:30PM 23 1421
D ENG 2100 JM24D DEC 18 R 10:30AM-12:30PM 23 207
D ENG 2100 JM24E DEC 18 R 10:30AM-12:30PM 23 1304
D ENG 2100 JM24F DEC 18 R 10:30AM-12:30PM 23 309
D ENG 2100 JM24G DEC 18 R 10:30AM-12:30PM 23 1303
D ENG 2100 JM24I DEC 18 R 10:30AM-12:30PM 23 305
D ENG 2100 JM24J DEC 18 R 10:30AM-12:30PM 23 1202
D ENG 2100 LP13A DEC 22 M 10:30AM-12:30PM 23 711
D ENG 2100 LP13B DEC 22 M 10:30AM-12:30PM 23 710
D ENG 2100 LP13C DEC 22 M 10:30AM-12:30PM 23 709

D ENG 2100 LP13D DEC 22 M 10:30AM-12:30PM NVC 11-155
D ENG 2100 LP13E DEC 22 M 10:30AM-12:30PM NVC 3-195
E ENG 2100 MW54A DEC 22 M 6:00PM- 8:00PM NVC 3-195
E ENG 2100 MW74A DEC 17 W 8:15PM-10:15PM NVC 3-195
D ENG 2100 PS13A DEC 22 M 1:00PM- 3:00PM NVC 4-216
D ENG 2100 PS13B DEC 22 M 1:00PM- 3:00PM 23 1304
D ENG 2100 PS13C DEC 22 M 1:00PM- 3:00PM 23 1303
D ENG 2100 PS13D DEC 22 M 1:00PM- 3:00PM 23 1202
D ENG 2100 PS13E DEC 22 M 1:00PM- 3:00PM 23 303
D ENG 2100 PS13F DEC 22 M 1:00PM- 3:00PM 23 205
D ENG 2100 PS13G DEC 22 M 1:00PM- 3:00PM 23 1420
D ENG 2100 PS13I DEC 22 M 1:00PM- 3:00PM 23 211
D ENG 2100 PS13J DEC 22 M 1:00PM- 3:00PM 23 203
D ENG 2100 RU13A DEC 22 M 1:00PM- 3:00PM 23 1402
D ENG 2100 RU13B DEC 22 M 1:00PM- 3:00PM 23 310
D ENG 2100 RU13C DEC 22 M 1:00PM- 3:00PM NVC 3-195
D ENG 2100 RU13D DEC 22 M 1:00PM- 3:00PM NVC 3-190
D ENG 2100 RU13E DEC 22 M 1:00PM- 3:00PM 23 305
E ENG 2100 TR54A DEC 18 R 6:00PM- 8:00PM NVC 3-190
D ENG 2100 TW24A DEC 23 T 3:30PM- 5:30PM 23 310
D ENG 2100 TW24B DEC 23 T 3:30PM- 5:30PM 23 307
D ENG 2100 TW24C DEC 23 T 3:30PM- 5:30PM 23 305
D ENG 2100 TW24D DEC 23 T 3:30PM- 5:30PM 23 1421
D ENG 2100 TW24E DEC 23 T 3:30PM- 5:30PM 23 303
D ENG 2100 TW24F DEC 23 T 3:30PM- 5:30PM 23 207
D ENG 2100 TW24G DEC 23 T 3:30PM- 5:30PM 23 205
D ENG 2100 UX13A DEC 22 M 3:30PM- 5:30PM 23 203
D ENG 2100 UX13B DEC 22 M 3:30PM- 5:30PM 23 205
D ENG 2100 UX13C DEC 22 M 3:30PM- 5:30PM 23 1302
D ENG 2100 UX13D DEC 22 M 3:30PM- 5:30PM 23 714
D ENG 2100 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 3-190
D ENG 2100 WZ13B DEC 22 M 3:30PM- 5:30PM NVC 3-195
D ENG 2100 WZ24A DEC 18 R 3:30PM- 5:30PM 23 714
D ENG 2100T EL13A DEC 17 W 10:30AM-12:30PM NVC 6-150
D ENG 2100T EL13B DEC 17 W 10:30AM-12:30PM NVC 6-165
D ENG 2100T EL24A DEC 23 T 10:30AM-12:30PM NVC 6-150
D ENG 2100T EL24B DEC 23 T 10:30AM-12:30PM 23 1420
D ENG 2100T KR13A DEC 22 M 10:30AM-12:30PM NVC 9-120
E ENG 2100T TR57A DEC 18 R 6:00PM- 8:00PM NVC 3-195
D ENG 2100T TZ13A DEC 17 W 3:30PM- 5:30PM NVC 6-150
D ENG 2100T TZ13B DEC 17 W 3:30PM- 5:30PM NVC 3-145
D ENG 2100T TZ24A DEC 23 T 3:30PM- 5:30PM 23 309
D ENG 2100T TZ24B DEC 23 T 3:30PM- 5:30PM 23 1311
D ENG 2150 DG13A DEC 22 M 8:00AM-10:00AM NVC 8-135
D ENG 2150 DG24A DEC 18 R 8:00AM-10:00AM NVC 6-118
D ENG 2150 DG24B DEC 18 R 8:00AM-10:00AM NVC 4-160
D ENG 2150 FJ13A DEC 17 W 10:30AM-12:30PM NVC 10-165
D ENG 2150 JM13A DEC 22 M 10:30AM-12:30PM 23 713
D ENG 2150 JM24A DEC 18 R 10:30AM-12:30PM NVC 11-165
D ENG 2150 JM24B DEC 18 R 10:30AM-12:30PM 23 1311
D ENG 2150 JM24C DEC 18 R 10:30AM-12:30PM NVC 4-160
D ENG 2150 LP13A DEC 22 M 10:30AM-12:30PM NVC 3-120
D ENG 2150 LP13B DEC 22 M 10:30AM-12:30PM NVC 10-165
E ENG 2150 MW54A DEC 22 M 6:00PM- 8:00PM NVC 4-185

E ENG 2150 MW74A DEC 17 W 8:15PM-10:15PM 23 710
D ENG 2150 PS13B DEC 22 M 1:00PM- 3:00PM 23 1302
D ENG 2150 RU13A DEC 22 M 1:00PM- 3:00PM NVC 4-160
D ENG 2150 RU13B DEC 22 M 1:00PM- 3:00PM 23 713
E ENG 2150 TR54A DEC 18 R 6:00PM- 8:00PM 23 712
E ENG 2150 TR54B DEC 18 R 6:00PM- 8:00PM NVC 6-180
E ENG 2150 TR54C DEC 18 R 6:00PM- 8:00PM 23 1004
D ENG 2150 TW24B DEC 23 T 3:30PM- 5:30PM NVC 6-180
D ENG 2150 TW24C DEC 23 T 3:30PM- 5:30PM NVC 4-212
D ENG 2150 UX13A DEC 22 M 3:30PM- 5:30PM NVC 6-180
D ENG 2150 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-160
D ENG 2150T FM24A DEC 23 T 10:30AM-12:30PM 23 211
D ENG 2150T TZ13A DEC 17 W 3:30PM- 5:30PM 23 1404
D ENG 2500 KM13A DEC 22 M 10:30AM-12:30PM NVC 7-160
D ENG 2800 DG13A DEC 22 M 8:00AM-10:00AM NVC 9-145
D ENG 2800 DG13B DEC 22 M 8:00AM-10:00AM NVC 6-175
D ENG 2800 DG24A DEC 18 R 8:00AM-10:00AM NVC 6-180
D ENG 2800 DG24B DEC 18 R 8:00AM-10:00AM NVC 7-205
D ENG 2800 FJ13A DEC 17 W 10:30AM-12:30PM NVC 4-160
D ENG 2800 JM13A DEC 22 M 10:30AM-12:30PM NVC 12-170
D ENG 2800 JM13B DEC 22 M 10:30AM-12:30PM NVC 7-205
D ENG 2800 JM24A DEC 18 R 10:30AM-12:30PM NVC 7-205
D ENG 2800 JM24B DEC 18 R 10:30AM-12:30PM 23 714
D ENG 2800 JM24C DEC 18 R 10:30AM-12:30PM 23 713
D ENG 2800 LP13A DEC 22 M 10:30AM-12:30PM NVC 4-180
D ENG 2800 LP13B DEC 22 M 10:30AM-12:30PM NVC 4-160
D ENG 2800 LP13C DEC 22 M 10:30AM-12:30PM NVC 9-165
E ENG 2800 MW54A DEC 22 M 6:00PM- 8:00PM 23 712
E ENG 2800 MW54B DEC 22 M 6:00PM- 8:00PM 23 711
E ENG 2800 MW74A DEC 17 W 8:15PM-10:15PM 23 713
D ENG 2800 PS13A DEC 22 M 1:00PM- 3:00PM NVC 6-175
D ENG 2800 PS13B DEC 22 M 1:00PM- 3:00PM 23 714
D ENG 2800 RU13A DEC 22 M 1:00PM- 3:00PM 23 711
D ENG 2800 RU13B DEC 22 M 1:00PM- 3:00PM 23 710
D ENG 2800 TW24A DEC 23 T 3:30PM- 5:30PM NVC 4-190
D ENG 2800 TW24B DEC 23 T 3:30PM- 5:30PM NVC 7-205
D ENG 2800 UX13A DEC 22 M 3:30PM- 5:30PM NVC 6-175
D ENG 2800 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 12-116
D ENG 2800 WZ13B DEC 22 M 3:30PM- 5:30PM NVC 9-117
D ENG 2850 AD13A DEC 22 M 8:00AM-10:00AM NVC 4-160
D ENG 2850 DG13A DEC 22 M 8:00AM-10:00AM NVC 9-135
D ENG 2850 DG13B DEC 22 M 8:00AM-10:00AM NVC 9-125
D ENG 2850 JM24A DEC 18 R 10:30AM-12:30PM 23 710
D ENG 2850 JM24B DEC 18 R 10:30AM-12:30PM NVC 6-170
D ENG 2850 JM24C DEC 18 R 10:30AM-12:30PM 23 709
D ENG 2850 LP13A DEC 22 M 10:30AM-12:30PM NVC 11-160
D ENG 2850 LP13B DEC 22 M 10:30AM-12:30PM NVC 9-180
E ENG 2850 MW54A DEC 22 M 6:00PM- 8:00PM NVC 4-165
E ENG 2850 MW74A DEC 17 W 8:15PM-10:15PM 23 712
D ENG 2850 PS13A DEC 22 M 1:00PM- 3:00PM NVC 11-165
D ENG 2850 RU13A DEC 22 M 1:00PM- 3:00PM 23 709
D ENG 2850 RU13B DEC 22 M 1:00PM- 3:00PM NVC 10-165
E ENG 2850 TR54A DEC 18 R 6:00PM- 8:00PM NVC 10-140
E ENG 2850 TR54B DEC 18 R 6:00PM- 8:00PM NVC 7-205

D ENG 2850 TW24A DEC 23 T 3:30PM- 5:30PM NVC 4-165
D ENG 2850 TW24B DEC 23 T 3:30PM- 5:30PM 23 712
D ENG 2850 TW24C DEC 23 T 3:30PM- 5:30PM 23 711
D ENG 2850 WZ13A DEC 22 M 3:30PM- 5:30PM NVC 12-145
D ENG 3010 SU13A DEC 17 W 3:30PM- 5:30PM NVC 4-175
E ENG 3015 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-130
D ENG 3020 EG24A DEC 23 T 10:30AM-12:30PM NVC 9-160
E ENG 3025 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-165
D ENG 3034 JL13A DEC 22 M 10:30AM-12:30PM NVC 4-175
D ENG 3036 KM24A DEC 18 R 10:30AM-12:30PM NVC 12-116
E ENG 3038 TR6A DEC 18 R 6:00PM- 8:00PM 23 1322
D ENG 3040 BD24A DEC 18 R 8:00AM-10:00AM NVC 4-175
D ENG 3050 JM13A DEC 22 M 10:30AM-12:30PM NVC 7-165
E ENG 3050 R6A DEC 18 R 6:00PM- 8:00PM NVC 7-160
D ENG 3100 TV24A DEC 23 T 3:30PM- 5:30PM NVC 7-160
D ENG 3150 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 7-160
D ENG 3200 FH13A DEC 17 W 10:30AM-12:30PM NVC 7-160
E ENG 3200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 7-165
D ENG 3210 OU5 DEC 19 F 1:00PM- 3:00PM NVC 7-160
D ENG 3400 TV24A DEC 23 T 3:30PM- 5:30PM NVC 7-165
D ENG 3500 TV13A DEC 17 W 3:30PM- 5:30PM NVC 7-165
E ENG 3640 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-170
D ENG 3650 KM24A DEC 18 R 10:30AM-12:30PM NVC 7-160
D ENG 3700 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 6-165
D ENG 3720 JL13A DEC 22 M 10:30AM-12:30PM NVC 4-185
D ENG 3770 EG13A DEC 17 W 10:30AM-12:30PM NVC 4-175
D ENG 3835 WY13A DEC 22 M 3:30PM- 5:30PM NVC 5-298
E ENG 3940 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-140
E ENG 3950 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-130
E ENG 3950 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-185
D ENG 4140 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 4-175
E ENG 4150 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-160
D ENG 4200 KM13A DEC 22 M 10:30AM-12:30PM NVC 9-117
D ENG 4300 WY13A DEC 22 M 3:30PM- 5:30PM NVC 9-140
D ENG 4320 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-135
D ENG 4410 KM24A DEC 18 R 10:30AM-12:30PM NVC 4-185
E ENG 4525 TR73A DEC 23 T 8:15PM-10:15PM NVC 12-135
D ENG 4750 PV3 DEC 22 M 1:00PM- 3:00PM NVC 7-180
E ENG 5050 W6A DEC 17 W 6:00PM- 8:00PM NVC 7-160

ENVIRONMENTAL STUDIES
D ENV 1020 GO13A DEC 17 W 10:30AM-12:30PM 23 4SO
D ENV 1020 GO13B DEC 17 W 10:30AM-12:30PM 23 4SO
D ENV 1020 GT13A DEC 17 W 10:30AM-12:30PM 23 4SO
D ENV 1020 GT13B DEC 17 W 10:30AM-12:30PM 23 4SO
D ENV 1020 JU24A DEC 23 T 3:30PM- 5:30PM 23 4SO
D ENV 1020 JU24B DEC 23 T 3:30PM- 5:30PM 23 4SO
E ENV 1020 MW58A DEC 22 M 6:00PM- 8:00PM 23 5SO
E ENV 1020 MW58B DEC 22 M 6:00PM- 8:00PM 23 5SO
D ENV 1020 TZ24A DEC 23 T 3:30PM- 5:30PM 23 4SO
D ENV 1020 TZ24B DEC 23 T 3:30PM- 5:30PM 23 4SO
D ENV 1020 WZ13A DEC 22 M 6:00PM- 8:00PM 23 5SO
D ENV 1020 WZ13B DEC 22 M 6:00PM- 8:00PM 23 5SO
D ENV 3002 KU24 DEC 18 R 10:30AM-12:30PM 23 505

D ENV 4900 KU24 DEC 18 R 10:30AM-12:30PM 23 505

FINANCE

D FIN 1601 CNOW DEC 18 R 3:30PM- 5:30PM NVC 12-175
D FIN 3000 AC13A DEC 22 M 8:00AM-10:00AM NVC 13-155
D FIN 3000 AC24A DEC 18 R 8:00AM-10:00AM NVC 13-145
D FIN 3000 EL5 DEC 19 F 10:30AM-12:30PM NVC 11-150
D FIN 3000 EL6 DEC 20 S 10:30AM-12:30PM NVC 10-155
D FIN 3000 FH24A DEC 23 T 10:30AM-12:30PM NVC 13-155
D FIN 3000 JL13A DEC 22 M 10:30AM-12:30PM NVC 12-116
D FIN 3000 KM13A DEC 22 M 10:30AM-12:30PM NVC 9-155
D FIN 3000 KM24A DEC 18 R 10:30AM-12:30PM NVC 10-135
E FIN 3000 MW6A DEC 22 M 6:00PM- 8:00PM 23 1303
E FIN 3000 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-125
E FIN 3000 MW73B DEC 17 W 8:15PM-10:15PM NVC 4-120
E FIN 3000 TR6A DEC 18 R 6:00PM- 8:00PM 23 1421
E FIN 3000 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-120
E FIN 3000 TR73B DEC 23 T 8:15PM-10:15PM 23 210
D FIN 3000 TV13A DEC 17 W 3:30PM- 5:30PM 23 4SO
D FIN 3000 TV24A DEC 23 T 3:30PM- 5:30PM 23 5SO
D FIN 3000 XZ13B DEC 22 M 3:30PM- 5:30PM NVC 3-160
D FIN 3000 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 14-240
D FIN 3000H TV24H DEC 23 T 3:30PM- 5:30PM NVC 4-216
D FIN 3610 EL6 DEC 20 S 10:30AM-12:30PM NVC 11-155
D FIN 3610 JL24A DEC 18 R 10:30AM-12:30PM NVC 11-150
D FIN 3610 KM24A DEC 18 R 10:30AM-12:30PM NVC 9-155
E FIN 3610 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-155
E FIN 3610 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-150
D FIN 3610 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-150
D FIN 3610 XZ13A DEC 22 M 3:30PM- 5:30PM 23 1323
D FIN 3610 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 3-165
D FIN 3710 JL13A DEC 22 M 10:30AM-12:30PM NVC 5-160
E FIN 3710 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-155
E FIN 3710 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-175
D FIN 3710 TV13A DEC 17 W 3:30PM- 5:30PM NVC 4-120
D FIN 3710 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-125
D FIN 3710 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 5-165
D FIN 3710 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 11-150
E FIN 4610 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-160
D FIN 4610 PR13A DEC 22 M 1:00PM- 3:00PM NVC 13-150
D FIN 4610 TV13A DEC 17 W 3:30PM- 5:30PM NVC 10-160
D FIN 4610 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-170
D FIN 4610 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-126
D FIN 4610 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 13-150
D FIN 4710 JL24A DEC 18 R 10:30AM-12:30PM NVC 13-150
E FIN 4710 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-126
D FIN 4710 TV13A DEC 17 W 3:30PM- 5:30PM NVC 10-126
D FIN 4710 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-160
D FIN 4710 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 13-150
D FIN 4720 EG13A DEC 17 W 10:30AM-12:30PM NVC 11-150
D FIN 4730 KM13A DEC 22 M 10:30AM-12:30PM NVC 7-150
D FIN 4750 JL13A DEC 22 M 10:30AM-12:30PM NVC 7-155
E FIN 4750 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-150
E FIN 4775 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-150

E FIN 4808 TR73A DEC 23 T 8:15PM-10:15PM NVC 12-155
D FIN 4910 CJ6 DEC 20 S 10:30AM-12:30PM NVC 12-155
D FIN 4910 QW6 DEC 20 S 1:00PM- 3:00PM NVC 10-155
D FIN 4920 EL5 DEC 19 F 10:30AM-12:30PM NVC 9-155
D FIN 4920 JL24A DEC 18 R 10:30AM-12:30PM NVC 9-150
E FIN 4930 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-150
D FIN 4930 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-126
G FIN 9759 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-185
G FIN 9770 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-170
G FIN 9770 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-155
G FIN 9770 TV24H DEC 23 T 3:30PM- 5:30PM NVC 12-150
G FIN 9770 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 8-155
G FIN 9774 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-116
G FIN 9776 MW73A DEC 17 W 8:15PM-10:15PM 22 203
G FIN 9776 TR73A DEC 23 T 8:15PM-10:15PM NVC 7-155
G FIN 9781 MW6A DEC 22 M 6:00PM- 8:00PM 23 1220
G FIN 9781 TR73A DEC 23 T 8:15PM-10:15PM NVC 7-150
G FIN 9783 MW73A DEC 17 W 8:15PM-10:15PM 23 5SO
G FIN 9783 TR6A DEC 18 R 6:00PM- 8:00PM 23 1220
G FIN 9783 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-125
G FIN 9784 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-224
G FIN 9786 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-145
G FIN 9788 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 7-155
G FIN 9790 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-215
G FIN 9795 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-145
G FIN 9797 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-116
G FIN 9981 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-145
G FIN 9983 TR73A DEC 23 T 8:15PM-10:15PM NVC 3-130

FILM
D FLM 3002 JM13A DEC 22 M 10:30AM-12:30PM NVC 9-160

FINE AND PERFORMING ARTS
D FPA 2000 FM5 DEC 19 F 10:30AM-12:30PM NVC 10-125
D FPA 4900 FM3 DEC 17 W 10:30AM-12:30PM NVC 10-125
E FPA 4900 T6A DEC 23 T 6:00PM- 8:00PM NVC 6-119

FRENCH
D FRE 1001 KM24A DEC 18 R 10:30AM-12:30PM 23 1520
E FRE 1001 TR54A DEC 18 R 6:00PM- 8:00PM 23 714
D FRE 1001 TV13A DEC 17 W 3:30PM- 5:30PM 23 1322
D FRE 1001 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-214
D FRE 1002 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-170
E FRE 1002 TR54A DEC 18 R 6:00PM- 8:00PM NVC 6-210
D FRE 1002 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 6-210
E FRE 3001 MW54A DEC 22 M 6:00PM- 8:00PM NVC 3-190
D FRE 3002 TW24A DEC 23 T 3:30PM- 5:30PM NVC 9-117
D FRE 4181 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-213

HEBREW
D HEB 1001 PR13A DEC 22 M 1:00PM- 3:00PM NVC 6-180
D HEB 3002 UX13A DEC 22 M 3:30PM- 5:30PM NVC 12-170

HISTORY

D HIS 1000 EG24 DEC 23 T 10:30AM-12:30PM NVC 5-160
D HIS 1000 EG35B DEC 17 W 10:30AM-12:30PM NVC 11-130
D HIS 1000 EL6 DEC 20 S 10:30AM-12:30PM NVC 5-175
D HIS 1000 JL35B DEC 22 M 10:30AM-12:30PM NVC 11-135
D HIS 1000 KM13 DEC 22 M 10:30AM-12:30PM NVC 8-165
E HIS 1000 MW6 DEC 22 M 6:00PM- 8:00PM NVC 5-160
D HIS 1000 TV13 DEC 17 W 3:00PM- 5:30PM NVC 5-160
D HIS 1000 TV13A DEC 17 W 3:30PM- 5:30PM NVC 10-170
D HIS 1000 XZ13 DEC 22 M 3:30PM- 5:30PM NVC 13-130
D HIS 1000H KM24H DEC 18 R 10:30AM-12:30PM NVC 5-263
D HIS 1001 KM24 DEC 18 R 10:30AM-12:30PM NVC 5-160
D HIS 1001 PR13 DEC 22 M 1:00PM- 3:00PM NVC 5-160
D HIS 1001 XZ13 DEC 22 M 3:30PM- 5:30PM NVC 5-160
D HIS 1003 BD13 DEC 22 M 8:00AM-10:00AM NVC 4-170
D HIS 1003 EG35A DEC 17 W 10:30AM-12:30PM NVC 10-180
D HIS 1003 FH13 DEC 17 W 10:30AM-12:30PM NVC 9-170
D HIS 1003 JL35 DEC 22 M 10:30AM-12:30PM NVC 10-145
D HIS 1003 TV24 DEC 23 T 3:30PM- 5:30PM NVC 5-160
D HIS 1003 XZ24 DEC 18 R 3:30PM- 5:30PM NVC 5-160
D HIS 1003H JL24H DEC 18 R 10:30AM-12:30PM NVC 9-117
D HIS 1003H PR13H DEC 22 M 1:00PM- 3:00PM NVC 5-263
D HIS 1005 EL5 DEC 19 F 10:30AM-12:30PM NVC 11-140
D HIS 1005 KM13 DEC 22 M 10:30AM-12:30PM NVC 5-165
D HIS 1005 QW6 DEC 20 S 1:00PM- 3:00PM NVC 5-175
E HIS 1005 TR73 DEC 23 T 8:15PM-10:15PM NVC 4-220
D HIS 1005 TV24 DEC 23 T 3:30PM- 5:30PM NVC 5-165
D HIS 3011 XZ13 DEC 22 M 3:30PM- 5:30PM NVC 11-160
D HIS 3060 OQ13 DEC 17 W 1:00PM- 3:00PM NVC 4-211
D HIS 3070 EG24 DEC 23 T 10:30AM-12:30PM NVC 10-126
D HIS 3345 XZ24 DEC 18 R 3:30PM- 5:30PM NVC 9-135
E HIS 3360 MW6 DEC 22 M 6:00PM- 8:00PM NVC 9-135
D HIS 3380 TV24 DEC 23 T 3:30PM- 5:30PM NVC 6-170
D HIS 3400 KM24 DEC 18 R 10:30AM-12:30PM NVC 4-211
D HIS 3450 KM24 DEC 18 R 10:30AM-12:30PM NVC 10-180
D HIS 3460 FH13A DEC 17 W 10:30AM-12:30PM NVC 4-225
E HIS 3460 TR6 DEC 18 R 6:00PM- 8:00PM NVC 11-135
D HIS 4900 JL24 DEC 18 R 10:30AM-12:30PM 23 210
E HIS 4900 TR6 DEC 18 R 6:00PM- 8:00PM NVC 5-263
D HIS 4900 TV24 DEC 23 T 3:30PM- 5:30PM NVC 5-175

HISPANIC STUDIES
D HSP 1003 JL13A DEC 22 M 10:30AM-12:30PM 23 1323
D HSP 1004 KM13A DEC 22 M 10:30AM-12:30PM NVC 4-225
D HSP 3012 TV13A DEC 17 W 3:30PM- 5:30PM NVC 10-145
D HSP 3044 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-175
D HSP 3085 JL24A DEC 18 R 10:30AM-12:30PM NVC 3-125
D HSP 3125 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-170
E HSP 4900 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-213
D HSP 4900 TZ4 DEC 23 T 3:30PM- 5:30PM NVC 3-190

INTERNATIONAL BUSINESS
G IBS 9760 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-135
G IBS 9762 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-135
G IBS 9767 EL6 DEC 20 S 10:30AM-12:30PM NVC 12-135

G IBS 9769 MW6A DEC 22 M 6:00PM- 8:00PM 23 1304

INTERDISCIPLINARY STUDIES
D IDC 1001H KM24H DEC 18 R 10:30AM-12:30PM NVC 12-170
D IDC 1001H TV24H DEC 23 T 3:30PM- 5:30PM NVC 11-165
D IDC 1001H TZ3H DEC 17 W 3:30PM- 5:30PM NVC 10-140
D IDC 1001H XZ13H DEC 22 M 3:30PM- 5:30PM NVC 12-140
D IDC 3002H KM13H DEC 22 M 10:30AM-12:30PM NVC 4-216
D IDC 3002H KM24H DEC 18 R 10:30AM-12:30PM NVC 12-175
D IDC 3002H PR13H DEC 22 M 1:00PM- 3:00PM NVC 4-213
D IDC 3002H TV24H DEC 23 T 3:30PM- 5:30PM NVC 12-130
D IDC 4050H KM24H DEC 18 R 10:30AM-12:30PM NVC 8-190
D IDC 4050H PV2H DEC 18 R 1:00PM- 3:00PM NVC 8-190
D IDC 4050H SY3H DEC 17 W 3:30PM- 5:30PM NVC 8-190

INSURANCE
E INS 3300 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-155

ITALIAN
D ITL 1001 EL6 DEC 20 S 10:30AM-12:30PM NVC 6-118
E ITL 1001 TR54A DEC 18 R 6:00PM- 8:00PM 23 1208
E ITL 1001 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-214
D ITL 1001 TV13A DEC 17 W 3:30PM- 5:30PM NVC 6-210
D ITL 1001 XZ24A DEC 18 R 3:30PM- 5:30PM 23 1420
D ITL 1002 FH13A DEC 17 W 10:30AM-12:30PM NVC 4-216
E ITL 1002 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-185
D ITL 1002 TV24A DEC 23 T 3:30PM- 5:30PM NVC 11-135
D ITL 1002 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 3-130
E ITL 3001 TR54A DEC 18 R 6:00PM- 8:00PM NVC 4-214
D ITL 4999 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 13-135

JAPANESE
D JPN 1001 FH24A DEC 23 T 10:30AM-12:30PM NVC 10-140
D JPN 1001 KM24A DEC 18 R 10:30AM-12:30PM NVC 4-190
D JPN 1002 JL13A DEC 22 M 10:30AM-12:30PM NVC 12-140
E JPN 1002 MW54A DEC 22 M 6:00PM- 8:00PM NVC 3-185
D JPN 3001 PS13A DEC 22 M 1:00PM- 3:00PM NVC 12-170
D JPN 4501 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-175

LATIN AMERICAN AND CARIBBEAN STUDIES
D LACS 4900 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-140
E LACS 4900 TR6A DEC 18 R 6:00PM- 8:00PM 23 1321
D LACS 4900 TV24A DEC 23 T 3:30PM- 5:30PM NVC 11-145

LAW
D LAW 1101 BD24A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 BH6 DEC 20 S 8:00AM-10:00AM NVC 9-135
D LAW 1101 EG13A DEC 17 W 8:00AM-10:00AM NVC 5-150
D LAW 1101 EG24A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 FH24A DEC 17 W 8:00AM-10:00AM NVC 5-150
D LAW 1101 FH25A DEC 17 W 8:00AM-10:00AM NVC 5-150
D LAW 1101 FM7 DEC 21 U 10:30AM-12:30PM NVC 3-125
D LAW 1101 JL13A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 JL24A DEC 17 W 8:00AM-10:00AM NVC 5-150

D LAW 1101 KM13A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 KM13B DEC 17 W 8:00AM-10:00AM NVC 5-150
D LAW 1101 KM25A DEC 17 W 8:00AM-10:00AM NVC 5-150
D LAW 1101 KR6 DEC 20 S 10:30AM-12:30PM NVC 9-135
E LAW 1101 MW54A DEC 23 T 6:00PM- 8:00PM NVC 5-150
E LAW 1101 MW6A DEC 23 T 6:00PM- 8:00PM NVC 5-150
E LAW 1101 MW73A DEC 23 T 6:00PM- 8:00PM NVC 5-150
D LAW 1101 OQ13A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 PR13A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 SU13A DEC 17 W 8:00AM-10:00AM 23 MASON
E LAW 1101 TR6A DEC 23 T 6:00PM- 8:00PM NVC 5-150
E LAW 1101 TR6B DEC 23 T 6:00PM- 8:00PM NVC 5-150
E LAW 1101 TR73A DEC 23 T 6:00PM- 8:00PM NVC 5-150
D LAW 1101 TV24A DEC 17 W 8:00AM-10:00AM NVC 3-150
D LAW 1101 TZ6 DEC 20 S 1:00PM- 3:00PM NVC 9-135
D LAW 1101 WY13A DEC 17 W 8:00AM-10:00AM NVC 3-150
D LAW 1101 XZ13A DEC 17 W 8:00AM-10:00AM NVC 3-150
D LAW 1101 XZ24A DEC 17 W 8:00AM-10:00AM 23 MASON
D LAW 1101 XZ24B DEC 17 W 8:00AM-10:00AM NVC 3-150
D LAW 1101H SU13H DEC 17 W 3:30PM- 5:30PM NVC 9-175
D LAW 3102 FH13A DEC 23 T 8:00AM-10:00AM NVC 5-150
D LAW 3102 JL24A DEC 23 T 8:00AM-10:00AM NVC 5-150
E LAW 3102 MW54A DEC 17 W 6:00PM- 8:00PM NVC 3-150
D LAW 3102 RX5 DEC 23 T 8:00AM-10:00AM NVC 3-150
E LAW 3102 TR6A DEC 17 W 6:00PM- 8:00PM NVC 3-150
E LAW 3102 TR73A DEC 17 W 6:00PM- 8:00PM NVC 3-150
D LAW 3102 TV24A DEC 23 T 8:00AM-10:00AM NVC 3-150
D LAW 3102 XZ13A DEC 23 T 8:00AM-10:00AM NVC 3-150
D LAW 3106 JL13A DEC 22 M 10:30AM-12:30PM NVC 13-155
D LAW 3111 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-155
D LAW 3113 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-210
D LAW 3115 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 13-155
D LAW 3122 KM24A DEC 18 R 10:30AM-12:30PM NVC 11-145
E LAW 3301 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-170
D LAW 3301 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-120
E LAW 3302 MW6A DEC 22 M 6:00PM- 8:00PM NVC 13-263
D LAW 4905 XZ24A DEC 18 R 3:30PM- 5:30PM 23 211
G LAW 9740 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-210
G LAW 9790 M6A DEC 22 M 6:00PM- 8:00PM 23 1404
G LAW 9800 TR74A DEC 23 T 8:15PM-10:15PM NVC 9-155

LIBRARY
D LIB 1015 XZ13A DEC 22 M 3:30PM- 5:30PM 25 135
D LIB 1016 FH24A DEC 23 T 10:30AM-12:30PM 25 130
D LIB 1016 KM13A DEC 22 M 10:30AM-12:30PM 25 130
D LIB 3010 KM24A DEC 18 R 10:30AM-12:30PM 25 130
E LIB 3040 MW6A DEC 22 M 6:00PM- 8:00PM 25 135
D LIB 3040 XZ24A DEC 18 R 3:30PM- 5:30PM 25 135
E LIB 4900 TR6A DEC 18 R 6:00PM- 8:00PM 25 135

LITERATURE IN TRANSLATION
D LTT 2800 HL13A DEC 22 M 10:30AM-12:30PM NVC 12-130
D LTT 2800 JM24A DEC 18 R 10:30AM-12:30PM NVC 3-145
D LTT 2800 PS13A DEC 22 M 1:00PM- 3:00PM NVC 12-175

E LTT 2800 TR54A DEC 18 R 6:00PM- 8:00PM NVC 9-140
E LTT 2800 TR74A DEC 23 T 8:15PM-10:15PM NVC 6-175
D LTT 2800 TW24A DEC 23 T 3:30PM- 5:30PM NVC 4-160
D LTT 2800 TW24B DEC 23 T 3:30PM- 5:30PM 23 710
D LTT 2800 UX13A DEC 22 M 3:30PM- 5:30PM 23 1403
D LTT 2800 UX13B DEC 22 M 3:30PM- 5:30PM 23 1405
D LTT 2800H DG24H DEC 18 R 8:00AM-10:00AM NVC 6-140
D LTT 2850 DG13A DEC 22 M 8:00AM-10:00AM NVC 9-175
D LTT 2850 EO6 DEC 20 S 10:30AM-12:30PM NVC 6-140
D LTT 2850 JM13A DEC 22 M 10:30AM-12:30PM NVC 6-180
D LTT 2850 JM24A DEC 18 R 10:30AM-12:30PM NVC 6-180
E LTT 2850 MW54A DEC 22 M 6:00PM- 8:00PM 23 710
E LTT 2850 MW74A DEC 17 W 8:15PM-10:15PM 23 711
D LTT 2850 PS13A DEC 22 M 1:00PM- 3:00PM 23 1405
E LTT 2850 TR54A DEC 18 R 6:00PM- 8:00PM 23 1405
E LTT 2850 TR54B DEC 18 R 6:00PM- 8:00PM NVC 3-120
E LTT 2850 TR74A DEC 23 T 8:15PM-10:15PM NVC 6-180
D LTT 2850 TW13A DEC 17 W 3:30PM- 5:30PM NVC 4-185
D LTT 2850 TW24A DEC 23 T 3:30PM- 5:30PM 23 709
E LTT 3038 TR6A DEC 18 R 6:00PM- 8:00PM 23 1322

MANAGEMENT
D MGT 3120 AC24A DEC 18 R 8:00AM-10:00AM NVC 4-185
D MGT 3120 EG13A DEC 17 W 10:30AM-12:30PM NVC 12-155
D MGT 3120 EL5 DEC 19 F 10:30AM-12:30PM NVC 9-150
D MGT 3120 FH24A DEC 23 T 10:30AM-12:30PM NVC 9-155
D MGT 3120 JL13A DEC 22 M 10:30AM-12:30PM 23 210
D MGT 3120 KM24A DEC 18 R 10:30AM-12:30PM 23 307
E MGT 3120 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-155
E MGT 3120 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-145
D MGT 3120 NET1 DEC 20 S 10:30AM-12:30PM NVC 9-160
D MGT 3120 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 11-135
D MGT 3120 PV5A DEC 19 F 1:00PM- 3:00PM NVC 4-175
D MGT 3120 PV6 DEC 20 S 1:00PM- 3:00PM NVC 9-150
D MGT 3120 SU13A DEC 17 W 3:30PM- 5:30PM NVC 11-150
E MGT 3120 TR6A DEC 18 R 6:00PM- 8:00PM 23 1323
E MGT 3120 TR73A DEC 23 T 8:15PM-10:15PM 23 310
D MGT 3120 TV24A DEC 23 T 3:30PM- 5:30PM NVC 7-155
D MGT 3120 WY13A DEC 22 M 3:30PM- 5:30PM NVC 9-180
D MGT 3120H EG13H DEC 17 W 10:30AM-12:30PM NVC 4-165
E MGT 3121 F6A DEC 19 F 6:00PM- 8:00PM NVC 9-150
D MGT 3121 KM24A DEC 18 R 10:30AM-12:30PM NVC 8-155
E MGT 3121 MW6A DEC 22 M 6:00PM- 8:00PM NVC 8-150
D MGT 3121 PV5A DEC 19 F 1:00PM- 3:00PM NVC 8-155
D MGT 3121 SU13A DEC 17 W 3:30PM- 5:30PM NVC 13-155
E MGT 3121 TR6A DEC 18 R 6:00PM- 8:00PM NVC 5-160
E MGT 3121 TR73A DEC 23 T 8:15PM-10:15PM NVC 8-155
D MGT 3121 TV24A DEC 23 T 3:30PM- 5:30PM NVC 8-155
E MGT 3121 W73A DEC 17 W 8:15PM-10:15PM NVC 12-150
D MGT 3121 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-155
D MGT 3121H JL13H DEC 22 M 10:30AM-12:30PM NVC 11-130
D MGT 3300 EL6 DEC 20 S 10:30AM-12:30PM NVC 9-170
E MGT 3300 R73A DEC 18 R 8:15PM-10:15PM NVC 11-130
D MGT 3300 SU13A DEC 17 W 3:30PM- 5:30PM NVC 12-116

E MGT 3300 TR6A DEC 18 R 6:00PM- 8:00PM 23 1222
D MGT 3300 TV24A DEC 23 T 3:30PM- 5:30PM 23 611
D MGT 3300 WY13A DEC 22 M 3:30PM- 5:30PM NVC 3-120
E MGT 3500 MW73A DEC 17 W 8:15PM-10:15PM 23 203
D MGT 3500 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 12-145
D MGT 3710 SU13A DEC 17 W 3:30PM- 5:30PM NVC 12-145
E MGT 3710 TR6A DEC 18 R 6:00PM- 8:00PM NVC 13-215
E MGT 3730 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-116
D MGT 3800 FH24A DEC 23 T 10:30AM-12:30PM NVC 4-211
D MGT 3800 JL13A DEC 22 M 10:30AM-12:30PM 23 1420
E MGT 3800 MW73A DEC 17 W 8:15PM-10:15PM 23 205
D MGT 3800 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 12-116
E MGT 3800 TR73A DEC 23 T 8:15PM-10:15PM NVC 12-224
E MGT 3860 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-223
D MGT 3860 TV24A DEC 23 T 3:30PM- 5:30PM 23 211
D MGT 3860 XZ24A DEC 18 R 3:30PM- 5:30PM 23 203
E MGT 4330 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-213
D MGT 4340 PV6 DEC 20 S 1:00PM- 3:00PM NVC 9-170
E MGT 4340 TR6A DEC 18 R 6:00PM- 8:00PM 23 1015
E MGT 4400 MW6A DEC 22 M 6:00PM- 8:00PM 23 205
E MGT 4400 TR6A DEC 18 R 6:00PM- 8:00PM 23 303
D MGT 4400 XZ24A DEC 18 R 3:30PM- 5:30PM 23 1302
E MGT 4420 TR6A DEC 18 R 6:00PM- 8:00PM 23 1520
D MGT 4420 WY13A DEC 22 M 3:30PM- 5:30PM NVC 8-135
D MGT 4430 KM24A DEC 18 R 10:30AM-12:30PM 23 205
E MGT 4430 TR6A DEC 18 R 6:00PM- 8:00PM 23 305
E MGT 4460 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-210
D MGT 4460 TV24A DEC 23 T 3:30PM- 5:30PM 23 210
E MGT 4480 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-145
E MGT 4500 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-210
D MGT 4500 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-218
E MGT 4551 TR6A DEC 18 R 6:00PM- 8:00PM NVC 3-145
E MGT 4861 MW6A DEC 22 M 6:00PM- 8:00PM 23 1520
E MGT 4861 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-224
D MGT 4861 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 12-116
E MGT 4862 MW73A DEC 17 W 8:15PM-10:15PM NVC 12-135
D MGT 4862 WY13A DEC 22 M 3:30PM- 5:30PM NVC 4-211
D MGT 4864 SU13A DEC 17 W 3:30PM- 5:30PM NVC 9-215
E MGT 4867 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-215
D MGT 4867 TV24A DEC 23 T 3:30PM- 5:30PM 23 203
E MGT 4880 MW6A DEC 22 M 6:00PM- 8:00PM 23 305
E MGT 4880 T73A DEC 23 T 8:15PM-10:15PM 23 303
G MGT 9300 MW6A DEC 22 M 6:00PM- 8:00PM NVC 8-155
G MGT 9300 TR73A DEC 23 T 8:15PM-10:15PM NVC 11-150
G MGT 9300 W6MSI DEC 17 W 6:00PM- 8:00PM NVC 14-230
G MGT 9302 MW6A DEC 22 M 6:00PM- 8:00PM NVC 3-145
G MGT 9302 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-215
G MGT 9302 W6MSI DEC 17 W 6:00PM- 8:00PM NVC 14-240
G MGT 9400 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-160
G MGT 9460 M6MSI DEC 22 M 6:00PM- 8:00PM NVC 14-230
G MGT 9465 W6MSI DEC 17 W 6:00PM- 8:00PM NVC 14-235
G MGT 9470 M6MSI DEC 22 M 6:00PM- 8:00PM NVC 14-235
G MGT 9470 M73A DEC 22 M 8:15PM-10:15PM NVC 13-160
G MGT 9500 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-215

G MGT 9610 EL6 DEC 20 S 10:30AM-12:30PM NVC 9-175
G MGT 9660 M6MSI DEC 22 M 6:00PM- 8:00PM NVC 14-240
G MGT 9660 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-145
G MGT 9700 APEL6 DEC 20 S 10:30AM-12:30PM NVC 12-116
G MGT 9700 JL13H DEC 22 M 10:30AM-12:30PM NVC 12-155
G MGT 9700 MW73A DEC 17 W 8:15PM-10:15PM NVC 8-150
G MGT 9700 TR6A DEC 18 R 6:00PM- 8:00PM NVC 3-125
G MGT 9700 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 11-135
G MGT 9710 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-215
G MGT 9730 W73A DEC 17 W 8:15PM-10:15PM 23 714
G MGT 9860 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-160
G MGT 9861 MW6A DEC 22 M 6:00PM- 8:00PM 23 303
G MGT 9865 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-160
G MGT 9870 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-135

MARKETING
D MKT 3000 FH13A DEC 17 W 10:30AM-12:30PM NVC 9-150
D MKT 3000 FH24A DEC 23 T 10:30AM-12:30PM NVC 10-150
D MKT 3000 G05 DEC 19 F 10:30AM-12:30PM NVC 12-150
D MKT 3000 KM13A DEC 22 M 10:30AM-12:30PM NVC 10-155
D MKT 3000 KM24A DEC 18 R 10:30AM-12:30PM NVC 10-155
E MKT 3000 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-150
D MKT 3000 PR13A DEC 22 M 1:00PM- 3:00PM NVC 12-150
E MKT 3000 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-155
D MKT 3000 TV13A DEC 17 W 3:30PM- 5:30PM 23 1323
D MKT 3000 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-135
D MKT 3000H XZ13H DEC 22 M 3:30PM- 5:30PM NVC 12-223
D MKT 3400 FH13A DEC 17 W 10:30AM-12:30PM NVC 10-155
D MKT 3400 KM13A DEC 22 M 10:30AM-12:30PM NVC 13-150
E MKT 3400 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-145
D MKT 3520 GO5 DEC 19 F 10:30AM-12:30PM NVC 10-155
E MKT 3520 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-225
E MKT 3600 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-135
D MKT 3600 TV24A DEC 23 T 3:30PM- 5:30PM NVC 10-155
D MKT 3600 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 12-150
D MKT 3605 KM24A DEC 18 R 10:30AM-12:30PM NVC 10-150
E MKT 3605 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-145
D MKT 3605 TV13A DEC 17 W 3:30PM- 5:30PM NVC 13-150
E MKT 4120 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-170
D MKT 4120 TV13A DEC 17 W 3:30PM- 5:30PM NVC 7-155
D MKT 4130 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 5-175
D MKT 4151 FH13A DEC 17 W 10:30AM-12:30PM NVC 13-145
E MKT 4410 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-225
D MKT 4410 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-145
D MKT 4420 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 12-155
E MKT 4460 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-220
D MKT 4511 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-180
D MKT 4555 PR13A DEC 22 M 1:00PM- 3:00PM NVC 3-165
D MKT 4911 KM13A DEC 22 M 10:30AM-12:30PM NVC 13-145
D MKT 4912 KM24A DEC 18 R 10:30AM-12:30PM NVC 13-155
D MKT 5150 KM13A DEC 22 M 10:30AM-12:30PM 23 211
D MKT 5550 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-160
E MKT 5750 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-135
D MKT 5750 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-160

D MKT 5750 TV13A DEC 17 W 3:30PM- 5:30PM NVC 11-135
G MKT 9701 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-213
G MKT 9702 MW73A DEC 17 W 8:15PM-10:15PM NVC 13-145
G MKT 9703 APTMW DEC 22 M 6:00PM- 8:00PM NVC 12-150
G MKT 9703 EL2H DEC 23 T 10:30AM-12:30PM NVC 12-150
G MKT 9703 MW6A DEC 22 M 6:00PM- 8:00PM NVC 11-150
G MKT 9703 MW6AU DEC 22 M 6:00PM- 8:00PM NVC 11-150
G MKT 9703 MW6B DEC 22 M 6:00PM- 8:00PM 23 1202
G MKT 9703 MW6BU DEC 22 M 6:00PM- 8:00PM 23 1202
G MKT 9703 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-155
G MKT 9703 MW73U DEC 17 W 8:15PM-10:15PM NVC 10-155
G MKT 9703 TR6A DEC 18 R 6:00PM- 8:00PM NVC 8-150
G MKT 9703 TR6B DEC 18 R 6:00PM- 8:00PM 23 1202
G MKT 9703 TR6BU DEC 18 R 6:00PM- 8:00PM 23 1202
G MKT 9703 TR6U DEC 18 R 6:00PM- 8:00PM NVC 8-150
G MKT 9703 TR73A DEC 23 T 8:15PM-10:15PM NVC 11-155
G MKT 9703 TR73U DEC 23 T 8:15PM-10:15PM NVC 11-155
G MKT 9715 TR6A DEC 18 R 6:00PM- 8:00PM NVC 13-150
G MKT 9716 MW6A DEC 22 M 6:00PM- 8:00PM NVC 11-155
G MKT 9726 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-210
G MKT 9729 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-223
G MKT 9750 TR6A DEC 18 R 6:00PM- 8:00PM 23 211
G MKT 9756 MW6A DEC 22 M 6:00PM- 8:00PM NVC 12-224
G MKT 9764 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-150
G MKT 9766 TR6A DEC 18 R 6:00PM- 8:00PM 23 210
G MKT 9780 MW73A DEC 17 W 8:15PM-10:15PM NVC 13-155

MUSIC
D MSC 1003 AC13A DEC 22 M 8:00AM-10:00AM NVC 6-170
D MSC 1003 EG13A DEC 17 W 10:30AM-12:30PM NVC 7-150
D MSC 1003 FM6 DEC 20 S 10:30AM-12:30PM NVC 7-150
D MSC 1003 JL13A DEC 22 M 10:30AM-12:30PM NVC 5-150
D MSC 1003 KM13A DEC 22 M 10:30AM-12:30PM NVC 6-170
E MSC 1003 MW6A DEC 22 M 6:00PM- 8:00PM NVC 6-170
E MSC 1003 MW73A DEC 17 W 8:15PM-10:15PM NVC 6-170
D MSC 1003 PR13A DEC 22 M 1:00PM- 3:00PM NVC 7-150
E MSC 1003 TR54A DEC 18 R 6:00PM- 8:00PM NVC 6-170
E MSC 1003 TR73A DEC 23 T 8:15PM-10:15PM NVC 6-170
D MSC 1003 TV13A DEC 17 W 3:30PM- 5:30PM NVC 7-150
D MSC 1003 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 7-150
D MSC 1005 JL24A DEC 18 R 10:30AM-12:30PM NVC 7-150
D MSC 1005 TV24A DEC 23 T 3:30PM- 5:30PM NVC 7-150
E MSC 2061 R54A DEC 18 R 6:00PM- 8:00PM NVC B3130
E MSC 2062 R54A DEC 18 R 6:00PM- 8:00PM NVC B3130
E MSC 2063 R54A DEC 18 R 6:00PM- 8:00PM NVC B3130
E MSC 2064 R54A DEC 18 R 6:00PM- 8:00PM NVC B3130
D MSC 3004 JL13A DEC 22 M 10:30AM-12:30PM NVC 4-190
D MSC 3005 FH24A DEC 23 T 10:30AM-12:30PM NVC 4-190
D MSC 3019 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-190
D MSC 3026 EG24A DEC 23 T 10:30AM-12:30PM NVC 7-170
D MSC 3026 KM24A DEC 18 R 10:30AM-12:30PM NVC 7-170
D MSC 3027 KM13A DEC 22 M 10:30AM-12:30PM NVC 7-170
D MSC 3032 SU13A DEC 17 W 3:30PM- 5:30PM NVC 4-190
D MSC 3043 EG13A DEC 17 W 10:30AM-12:30PM NVC 4-190

D MSC 4900 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 4-190

MATHEMATICS

D CSTM 0120 JM13A DEC 17 W 8:00AM-10:00AM NVC 4-225
D CSTM 0120 JM13B DEC 17 W 8:00AM-10:00AM NVC 12-155
E CSTM 0120 MW54A DEC 17 W 6:00PM- 8:00PM NVC 4-120
E CSTM 0120 MW54B DEC 17 W 6:00PM- 8:00PM NVC 4-170
D CSTM 0120 PS13A DEC 17 W 8:00AM-10:00AM NVC 4-170
E CSTM 0120 TR74A DEC 17 W 6:00PM- 8:00PM NVC 12-145
D CSTM 0120 TW24A DEC 17 W 8:00AM-10:00AM NVC 12-145
D MTH 1030 DG13A DEC 23 T 8:00AM-10:00AM NVC 9-165
D MTH 1030 DG24A DEC 23 T 8:00AM-10:00AM NVC 6-170
D MTH 1030 JM13A DEC 23 T 8:00AM-10:00AM NVC 4-120
D MTH 1030 JM13B DEC 23 T 8:00AM-10:00AM NVC 8-150
D MTH 1030 JM24A DEC 23 T 8:00AM-10:00AM NVC 12-145
D MTH 1030 JM24B DEC 23 T 8:00AM-10:00AM NVC 12-135
E MTH 1030 MW54A DEC 23 T 6:00PM- 8:00PM NVC 10-175
E MTH 1030 MW74A DEC 23 T 6:00PM- 8:00PM NVC 5-175
E MTH 1030 MW74B DEC 23 T 6:00PM- 8:00PM NVC 4-170
D MTH 1030 PS13A DEC 23 T 8:00AM-10:00AM NVC 8-150
D MTH 1030 RU13A DEC 23 T 8:00AM-10:00AM NVC 4-180
E MTH 1030 TR54A DEC 23 T 6:00PM- 8:00PM NVC 9-145
E MTH 1030 TR54B DEC 23 T 6:00PM- 8:00PM NVC 9-160
E MTH 1030 TR74A DEC 23 T 6:00PM- 8:00PM NVC 11-150
D MTH 1030 TW24A DEC 23 T 8:00AM-10:00AM NVC 9-160
D MTH 1030 WZ13A DEC 23 T 8:00AM-10:00AM 23 4NO
D MTH 1030 WZ13B DEC 23 T 8:00AM-10:00AM NVC 3-125
D MTH 2003 CNOW1 DEC 22 M 1:00PM- 3:00PM NVC 10-135
D MTH 2003 DG13A DEC 17 W 8:00AM-10:00AM NVC 11-150
D MTH 2003 DG13B DEC 17 W 8:00AM-10:00AM NVC 11-155
D MTH 2003 DG13C DEC 17 W 8:00AM-10:00AM NVC 10-170
D MTH 2003 DG13D DEC 17 W 8:00AM-10:00AM NVC 10-150
D MTH 2003 DG13Z DEC 17 W 8:00AM-10:00AM NVC 8-150
D MTH 2003 DG24A DEC 17 W 8:00AM-10:00AM NVC 9-125
D MTH 2003 DG24C DEC 17 W 8:00AM-10:00AM NVC 10-155
D MTH 2003 DG24D DEC 17 W 8:00AM-10:00AM NVC 10-175
D MTH 2003 DG24E DEC 17 W 8:00AM-10:00AM NVC 10-135
D MTH 2003 DG24F DEC 17 W 8:00AM-10:00AM NVC 9-155
D MTH 2003 DH24S DEC 17 W 8:00AM-10:00AM NVC 12-150
D MTH 2003 JM13A DEC 17 W 8:00AM-10:00AM NVC 10-155
D MTH 2003 JM13B DEC 17 W 8:00AM-10:00AM NVC 11-145
D MTH 2003 JM13C DEC 17 W 8:00AM-10:00AM NVC 8-150
D MTH 2003 JM13D DEC 17 W 8:00AM-10:00AM NVC 7-155
D MTH 2003 JM13E DEC 17 W 8:00AM-10:00AM NVC 11-155
D MTH 2003 JM13F DEC 17 W 8:00AM-10:00AM NVC 9-150
D MTH 2003 JM13Z DEC 17 W 8:00AM-10:00AM NVC 9-155
D MTH 2003 JM24A DEC 17 W 8:00AM-10:00AM NVC 4-120
D MTH 2003 JM24B DEC 17 W 8:00AM-10:00AM NVC 7-150
D MTH 2003 JM24C DEC 17 W 8:00AM-10:00AM NVC 9-130
D MTH 2003 JM24D DEC 17 W 8:00AM-10:00AM NVC 4-120
D MTH 2003 JM24E DEC 17 W 8:00AM-10:00AM NVC 9-120
D MTH 2003 JM24F DEC 17 W 8:00AM-10:00AM NVC 10-140
D MTH 2003 JM24Z DEC 17 W 8:00AM-10:00AM NVC 12-150
E MTH 2003 MW54A DEC 17 W 6:00PM- 8:00PM NVC 9-150

E MTH 2003 MW54B DEC 17 W 6:00PM- 8:00PM NVC 4-125
E MTH 2003 MW54C DEC 17 W 6:00PM- 8:00PM NVC 4-180
E MTH 2003 MW74A DEC 17 W 6:00PM- 8:00PM NVC 9-150
E MTH 2003 MW74B DEC 17 W 6:00PM- 8:00PM NVC 4-216
D MTH 2003 PS13A DEC 17 W 8:00AM-10:00AM NVC 8-155
D MTH 2003 PS13C DEC 17 W 8:00AM-10:00AM NVC 11-150
D MTH 2003 PS13D DEC 17 W 8:00AM-10:00AM NVC 7-155
D MTH 2003 PS13E DEC 17 W 8:00AM-10:00AM NVC 4-216
D MTH 2003 PT13S DEC 17 W 8:00AM-10:00AM NVC 9-145
D MTH 2003 RU13A DEC 17 W 8:00AM-10:00AM NVC 4-180
D MTH 2003 RU13B DEC 17 W 8:00AM-10:00AM NVC 12-155
D MTH 2003 RU13C DEC 17 W 8:00AM-10:00AM NVC 11-160
E MTH 2003 TR54A DEC 17 W 6:00PM- 8:00PM NVC 3-125
E MTH 2003 TR74B DEC 17 W 6:00PM- 8:00PM NVC 4-220
E MTH 2003 TR74C DEC 17 W 6:00PM- 8:00PM NVC 11-145
D MTH 2003 TW24A DEC 17 W 8:00AM-10:00AM NVC 4-220
D MTH 2003 TW24B DEC 17 W 8:00AM-10:00AM NVC 4-211
D MTH 2003 TW24C DEC 17 W 8:00AM-10:00AM NVC 9-116
D MTH 2003 TW24D DEC 17 W 8:00AM-10:00AM NVC 9-180
D MTH 2003 TW24E DEC 17 W 8:00AM-10:00AM NVC 9-140
D MTH 2003 TW24F DEC 17 W 8:00AM-10:00AM NVC 7-150
D MTH 2003 UX13A DEC 17 W 8:00AM-10:00AM NVC 8-155
D MTH 2003 UX13B DEC 17 W 8:00AM-10:00AM NVC 5-175
D MTH 2003 UX13D DEC 17 W 8:00AM-10:00AM NVC 9-150
D MTH 2003 UY13S DEC 17 W 8:00AM-10:00AM NVC 10-150
D MTH 2003 WZ13A DEC 17 W 8:00AM-10:00AM NVC 4-218
D MTH 2160 JM13A DEC 22 M 10:30AM-12:30PM NVC 9-140
D MTH 2160 TW24A DEC 23 T 3:30PM- 5:30PM NVC 6-118
D MTH 2205 DG13A DEC 23 T 8:00AM-10:00AM 23 4NO
D MTH 2205 DG13B DEC 23 T 8:00AM-10:00AM NVC 11-145
D MTH 2205 DG24A DEC 23 T 8:00AM-10:00AM NVC 9-170
D MTH 2205 DG24B DEC 23 T 8:00AM-10:00AM 23 4SO
D MTH 2205 JM13A DEC 23 T 8:00AM-10:00AM NVC 9-130
D MTH 2205 JM13B DEC 23 T 8:00AM-10:00AM NVC 11-140
D MTH 2205 JM25A DEC 23 T 8:00AM-10:00AM NVC 9-150
E MTH 2205 MW54A DEC 23 T 6:00PM- 8:00PM NVC 3-120
E MTH 2205 MW54B DEC 23 T 6:00PM- 8:00PM NVC 4-180
E MTH 2205 MW74A DEC 23 T 6:00PM- 8:00PM NVC 11-140
D MTH 2205 PS13A DEC 23 T 8:00AM-10:00AM NVC 8-155
D MTH 2205 PS13B DEC 23 T 8:00AM-10:00AM NVC 3-165
E MTH 2205 TR54A DEC 23 T 6:00PM- 8:00PM NVC 10-155
E MTH 2205 TR54B DEC 23 T 6:00PM- 8:00PM NVC 10-150
E MTH 2205 TR74A DEC 23 T 6:00PM- 8:00PM NVC 10-155
E MTH 2205 TR74B DEC 23 T 6:00PM- 8:00PM NVC 9-175
D MTH 2205 TW24A DEC 23 T 8:00AM-10:00AM NVC 8-155
D MTH 2205 TW24B DEC 23 T 8:00AM-10:00AM 23 4SO
D MTH 2205 UX13A DEC 23 T 8:00AM-10:00AM 23 4NO
D MTH 2205 UX13B DEC 23 T 8:00AM-10:00AM NVC 11-150
D MTH 2207 DG13A DEC 23 T 8:00AM-10:00AM NVC 3-165
D MTH 2207 DG13B DEC 23 T 8:00AM-10:00AM NVC 10-150
D MTH 2207 DG13C DEC 23 T 8:00AM-10:00AM NVC 3-165
D MTH 2207 DG25A DEC 23 T 8:00AM-10:00AM NVC 9-150
D MTH 2207 JM13A DEC 23 T 8:00AM-10:00AM NVC 3-165
D MTH 2207 JM13B DEC 23 T 8:00AM-10:00AM 23 4NO

D MTH 2207 JM24A DEC 23 T 8:00AM-10:00AM NVC 9-155
D MTH 2207 JM24B DEC 23 T 8:00AM-10:00AM NVC 10-150
D MTH 2207 JM24C DEC 23 T 8:00AM-10:00AM 23 4SO
D MTH 2207 JM24D DEC 23 T 8:00AM-10:00AM NVC 10-155
E MTH 2207 MW54A DEC 23 T 6:00PM- 8:00PM NVC 4-211
E MTH 2207 MW54B DEC 23 T 6:00PM- 8:00PM NVC 4-120
E MTH 2207 MW74A DEC 23 T 6:00PM- 8:00PM NVC 4-225
D MTH 2207 PS13A DEC 23 T 8:00AM-10:00AM NVC 11-150
D MTH 2207 PS13B DEC 23 T 8:00AM-10:00AM NVC 9-145
E MTH 2207 TR54A DEC 23 T 6:00PM- 8:00PM NVC 11-150
E MTH 2207 TR54B DEC 23 T 6:00PM- 8:00PM NVC 9-125
E MTH 2207 TR74A DEC 23 T 6:00PM- 8:00PM NVC 10-150
E MTH 2207 TR74B DEC 23 T 6:00PM- 8:00PM NVC 8-135
D MTH 2207 TW24A DEC 23 T 8:00AM-10:00AM NVC 9-155
D MTH 2207 TW24B DEC 23 T 8:00AM-10:00AM NVC 10-155
D MTH 2207 UX13A DEC 23 T 8:00AM-10:00AM 23 4SO
D MTH 2610 DG13A DEC 22 M 8:00AM-10:00AM NVC 12-175
D MTH 2610 DG13B DEC 22 M 8:00AM-10:00AM NVC 12-170
D MTH 2610 JM13A DEC 22 M 10:30AM-12:30PM NVC 10-170
D MTH 2610 JM13B DEC 22 M 10:30AM-12:30PM NVC 10-160
D MTH 2610 JM13C DEC 22 M 10:30AM-12:30PM NVC 10-126
D MTH 2610 JM24A DEC 18 R 10:30AM-12:30PM NVC 4-225
D MTH 2610 JM24B DEC 18 R 10:30AM-12:30PM NVC 4-220
E MTH 2610 MW74A DEC 17 W 8:15PM-10:15PM NVC 12-175
D MTH 2610 PS13A DEC 22 M 1:00PM- 3:00PM NVC 6-140
D MTH 2610 PS13B DEC 22 M 1:00PM- 3:00PM NVC 11-140
D MTH 2610 RU13A DEC 22 M 1:00PM- 3:00PM NVC 9-180
D MTH 2610 UX13A DEC 22 M 3:30PM- 5:30PM NVC 12-175
D MTH 3006 JM24A DEC 18 R 10:30AM-12:30PM NVC 5-175
E MTH 3006 MW54A DEC 22 M 6:00PM- 8:00PM NVC 9-145
D MTH 3010 JM13A DEC 22 M 10:30AM-12:30PM NVC 4-125
D MTH 3010 JM24A DEC 18 R 10:30AM-12:30PM NVC 8-135
E MTH 3010 MW54A DEC 22 M 6:00PM- 8:00PM NVC 11-145
E MTH 3020 TR54A DEC 18 R 6:00PM- 8:00PM NVC 9-175
D MTH 3020 TW24A DEC 23 T 3:30PM- 5:30PM NVC 10-175
E MTH 3030 TR51A DEC 18 R 6:00PM- 8:00PM NVC 10-160
D MTH 3030 TX24A DEC 23 T 3:30PM- 5:30PM NVC 9-170
D MTH 3120 JL13A DEC 22 M 10:30AM-12:30PM NVC 6-140
E MTH 3300 MW54A DEC 22 M 6:00PM- 8:00PM NVC 6-130
D MTH 3300 PS13A DEC 22 M 1:00PM- 3:00PM NVC 6-130
E MTH 4100 MW6A DEC 22 M 6:00PM- 8:00PM 23 310
D MTH 4120 JM24A DEC 18 R 10:30AM-12:30PM NVC 9-145
D MTH 4120 JM24B DEC 18 R 10:30AM-12:30PM NVC 11-135
D MTH 4135 TW24A DEC 23 T 3:30PM- 5:30PM NVC 4-225
D MTH 4150 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-170
D MTH 4230 TV24A DEC 23 T 3:30PM- 5:30PM NVC 4-185
D MTH 4410 JM13A DEC 22 M 10:30AM-12:30PM NVC 12-135
E MTH 4410 TR54A DEC 18 R 6:00PM- 8:00PM NVC 6-118
D MTH 4500 JM24A DEC 18 R 10:30AM-12:30PM NVC 9-135
G MTH 9814 W6A DEC 17 W 6:00PM- 8:00PM NVC 10-180
G MTH 9815 M6A DEC 22 M 6:00PM- 8:00PM NVC 10-180
G MTH 9821 T6A DEC 23 T 6:00PM- 8:00PM NVC 10-180
G MTH 9831 R6A DEC 18 R 6:00PM- 8:00PM NVC 10-180
G MTH 9849 W6A DEC 17 W 6:00PM- 8:00PM NVC 10-130

G MTH 9871 M74 DEC 22 M 8:15PM-10:15PM NVC 10-130
G MTH 9873 T6A DEC 23 T 6:00PM- 8:00PM NVC 6-140

OPERATIONAL RESEARCH
D OPR 3300 EL5A DEC 19 F 10:30AM-12:30PM NVC 10-150
E OPR 3300 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-135
E OPR 3300 MW73B DEC 17 W 8:15PM-10:15PM NVC 10-170
E OPR 3300 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-150
D OPR 3300 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 12-150
D OPR 3300 XZ24A DEC 18 R 3:30PM- 5:30PM 23 4NO
G OPR 9721 MW73A DEC 17 W 8:15PM-10:15PM NVC 11-145
G OPR 9750 MW6A DEC 22 M 6:00PM- 8:00PM NVC 13-145

PUBLIC AFFAIRS
E PAF 3005 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-170
E PAF 3010 W6A DEC 17 W 6:00PM- 8:00PM NVC 9-140
E PAF 3040 MW6A DEC 22 M 6:00PM- 8:00PM 25 135
D PAF 3040 XZ24A DEC 18 R 3:30PM- 5:30PM 25 135
D PAF 3102 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-165
E PAF 3701 TR6A DEC 18 R 6:00PM- 8:00PM 22 203
E PAF 3801 M6A DEC 22 M 6:00PM- 8:00PM 23 1322
D PAF 4199 QW3 DEC 22 M 1:00PM- 3:00PM NVC 12-135
E PAF 4401 W6A DEC 17 W 6:00PM- 8:00PM NVC 4-212
D PAF 4701 XZ24A DEC 18 R 3:30PM- 5:30PM 23 210
D PAF 5452 XZ24A DEC 18 R 3:30PM- 5:30PM 23 1303
G PAF 9100 M6A DEC 22 M 6:00PM- 8:00PM NVC 6-180
G PAF 9100 R6A DEC 18 R 6:00PM- 8:00PM NVC 4-216
G PAF 9100 TZ1A DEC 17 W 3:30PM- 5:30PM NVC 10-130
G PAF 9100 T6A DEC 23 T 6:00PM- 8:00PM 23 1307
G PAF 9100 W6A DEC 17 W 6:00PM- 8:00PM NVC 6-175
G PAF 9103 M6 DEC 22 M 6:00PM- 8:00PM 23 1403
G PAF 9103 R6A DEC 18 R 6:00PM- 8:00PM NVC 6-119
G PAF 9103 T6A DEC 23 T 6:00PM- 8:00PM NVC 12-175
G PAF 9103 W6A DEC 17 W 6:00PM- 8:00PM NVC 6-180
G PAF 9117 R6A DEC 18 R 6:00PM- 8:00PM 23 1307
G PAF 9120 EL6A DEC 20 S 10:30AM-12:30PM NVC 4-170
G PAF 9120 M6A DEC 22 M 6:00PM- 8:00PM 23 1206
G PAF 9120 T6A DEC 23 T 6:00PM- 8:00PM 23 1402
G PAF 9123 T6A DEC 23 T 6:00PM- 8:00PM NVC 12-130
G PAF 9130 R6A DEC 18 R 6:00PM- 8:00PM NVC 12-130
G PAF 9130 R6B DEC 18 R 6:00PM- 8:00PM NVC 3-180
G PAF 9130 T6A DEC 23 T 6:00PM- 8:00PM NVC 12-140
G PAF 9140 EL7A DEC 21 U 10:30AM-12:30PM NVC 3-120
G PAF 9140 M6A DEC 22 M 6:00PM- 8:00PM NVC 4-190
G PAF 9140 T6A DEC 23 T 6:00PM- 8:00PM NVC 10-130
G PAF 9140 UWAY DEC 22 M 6:00PM- 8:00PM NVC 4-218
G PAF 9150 M6A DEC 22 M 6:00PM- 8:00PM 23 1307
G PAF 9151 R6A DEC 18 R 6:00PM- 8:00PM NVC 4-218
G PAF 9152 W6A DEC 17 W 6:00PM- 8:00PM 23 1421
G PAF 9153 UWAY DEC 17 W 6:00PM- 8:00PM NVC 4-218
G PAF 9156 W6A DEC 17 W 6:00PM- 8:00PM 23 1206
G PAF 9160 M6A DEC 22 M 6:00PM- 8:00PM NVC 10-165
G PAF 9162 T6A DEC 23 T 6:00PM- 8:00PM NVC 4-216
G PAF 9170 M6A DEC 22 M 6:00PM- 8:00PM NVC 11-165

G PAF 9170 R6A DEC 18 R 6:00PM- 8:00PM NVC 12-170
G PAF 9170 TZ3 DEC 17 W 3:30PM- 5:30PM NVC 11-145
G PAF 9170 T6A DEC 23 T 6:00PM- 8:00PM NVC 12-170
G PAF 9170 W6A DEC 17 W 6:00PM- 8:00PM NVC 4-190
G PAF 9172 T6A DEC 23 T 6:00PM- 8:00PM NVC 4-218
G PAF 9172 W6A DEC 17 W 6:00PM- 8:00PM NVC 11-165
G PAF 9173 R6A DEC 18 R 6:00PM- 8:00PM NVC 12-140
G PAF 9180 W6A DEC 17 W 6:00PM- 8:00PM 23 1307
G PAF 9190 R6A DEC 18 R 6:00PM- 8:00PM 23 1210
G PAF 9190 TZ2 DEC 23 T 3:30PM- 5:30PM NVC 3-145
G PAF 9190 T6A DEC 23 T 6:00PM- 8:00PM 23 1210
G PAF 9190 W6A DEC 17 W 6:00PM- 8:00PM NVC 4-214
G PAF 9199 TZ4 DEC 23 T 3:30PM- 5:30PM NVC 3-185
G PAF 9302 T6A DEC 23 T 6:00PM- 8:00PM 23 1403
G PAF 9309 W6A DEC 17 W 6:00PM- 8:00PM NVC 10-140
G PAF 9310 T6A DEC 23 T 6:00PM- 8:00PM 23 611
G PAF 9310 T6B DEC 23 T 6:00PM- 8:00PM 23 611
G PAF 9314 R6A DEC 18 R 6:00PM- 8:00PM 23 1402
G PAF 9314 R6B DEC 18 R 6:00PM- 8:00PM 23 611
G PAF 9317 M6A DEC 22 M 6:00PM- 8:00PM NVC 10-140
G PAF 9320 M6A DEC 22 M 6:00PM- 8:00PM NVC 9-180
G PAF 9320 M6B DEC 22 M 6:00PM- 8:00PM NVC 9-180
G PAF 9330 M6A DEC 22 M 6:00PM- 8:00PM 25 415
G PAF 9331 T6A DEC 23 T 6:00PM- 8:00PM 23 205
G PAF 9331 W6A DEC 17 W 6:00PM- 8:00PM 25 415
G PAF 9336 R6A DEC 18 R 6:00PM- 8:00PM NVC 12-175
G PAF 9339 W6A DEC 17 W 6:00PM- 8:00PM 23 709
G PAF 9399 R6A DEC 18 R 6:00PM- 8:00PM NVC 10-130
G PAF 9699 W6A DEC 17 W 6:00PM- 8:00PM NVC 9-180
G PAF 9710 M6A DEC 22 M 6:00PM- 8:00PM 23 1402
G PAF 9730 T6A DEC 23 T 6:00PM- 8:00PM NVC 3-180

PHILOSOPHY
D PHI 1500 BD24A DEC 18 R 8:00AM-10:00AM NVC 9-120
D PHI 1500 EG24A DEC 23 T 10:30AM-12:30PM NVC 4-170
D PHI 1500 FH13A DEC 17 W 10:30AM-12:30PM NVC 3-160
D PHI 1500 FH24B DEC 23 T 10:30AM-12:30PM NVC 9-120
D PHI 1500 FM5 DEC 19 F 10:30AM-12:30PM NVC 9-120
D PHI 1500 KM13A DEC 22 M 10:30AM-12:30PM NVC 3-160
E PHI 1500 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-120
E PHI 1500 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-120
D PHI 1500 PR13A DEC 22 M 1:00PM- 3:00PM NVC 3-160
D PHI 1500 QW5 DEC 19 F 1:00PM- 3:00PM NVC 9-120
E PHI 1500 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-220
E PHI 1500 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-120
D PHI 1500 TV13A DEC 17 W 3:30PM- 5:30PM NVC 3-160
D PHI 1500 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-160
D PHI 1500 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 3-160
D PHI 1600 BD24A DEC 18 R 8:00AM-10:00AM NVC 11-160
D PHI 1600 FH24A DEC 23 T 10:30AM-12:30PM NVC 3-160
D PHI 1600 JL13A DEC 22 M 10:30AM-12:30PM NVC 4-211
D PHI 1600 KM24A DEC 18 R 10:30AM-12:30PM NVC 3-160
E PHI 1600 MW6A DEC 22 M 6:00PM- 8:00PM NVC 11-160
E PHI 1600 MW73A DEC 17 W 8:15PM-10:15PM NVC 11-160

D PHI 1600 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-170
E PHI 1600 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-225
E PHI 1600 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-165
D PHI 1600 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-120
D PHI 1600 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-120
D PHI 1700 FH24A DEC 23 T 10:30AM-12:30PM NVC 5-165
D PHI 1700 JL13A DEC 22 M 10:30AM-12:30PM NVC 5-298
D PHI 1700 KM24A DEC 18 R 10:30AM-12:30PM 23 1323
E PHI 1700 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-165
E PHI 1700 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-165
E PHI 1700 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-170
E PHI 1700 TR73A DEC 23 T 8:15PM-10:15PM NVC 3-120
D PHI 1700 TV24A DEC 23 T 3:30PM- 5:30PM NVC 11-160
D PHI 1700 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 11-160
D PHI 3020 TV24A DEC 23 T 3:30PM- 5:30PM NVC 9-120
D PHI 3035 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-180
D PHI 3050 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-225
D PHI 3120 FH13A DEC 17 W 10:30AM-12:30PM NVC 4-170
E PHI 3120 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-211
D PHI 3140 KM24A DEC 18 R 10:30AM-12:30PM NVC 9-120
D PHI 3230 KM24A DEC 18 R 10:30AM-12:30PM NVC 5-298
D PHI 3270 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-120
E PHI 4900 MW6A DEC 22 M 6:00PM- 8:00PM NVC 3-180
D PHI 4905 EG13A DEC 17 W 10:30AM-12:30PM NVC 6-170

PHYSICS
D PHY 1003 CM24A DEC 18 R 10:30AM-12:30PM 23 4SO
D PHY 1003 CM24B DEC 18 R 10:30AM-12:30PM 23 4SO
D PHY 1003 CM24C DEC 18 R 10:30AM-12:30PM 23 4SO
D PHY 1003 CM24D DEC 18 R 10:30AM-12:30PM 23 4SO
D PHY 1003 DO13A DEC 22 M 10:30AM-12:30PM 23 5SO
D PHY 1003 DO13B DEC 22 M 10:30AM-12:30PM 23 5SO
D PHY 1003 DO13C DEC 22 M 10:30AM-12:30PM 23 5SO
D PHY 1003 DO13D DEC 22 M 10:30AM-12:30PM 23 5SO
D PHY 1003 GR13A DEC 17 W 10:30AM-12:30PM 23 5SO
D PHY 1003 GR13B DEC 17 W 10:30AM-12:30PM 23 5SO
D PHY 1003 GR13C DEC 17 W 10:30AM-12:30PM 23 5SO
D PHY 1003 GR13D DEC 17 W 10:30AM-12:30PM 23 5SO
D PHY 1003 QZ13A DEC 22 M 1:00PM- 3:00PM 23 5SO
D PHY 1003 QZ13B DEC 22 M 1:00PM- 3:00PM 23 5SO
D PHY 1003 QZ13C DEC 22 M 1:00PM- 3:00PM 23 5SO
D PHY 1003 QZ13D DEC 22 M 1:00PM- 3:00PM 23 5SO
E PHY 1003 TR58A DEC 18 R 6:00PM- 8:00PM 23 4SO
E PHY 1003 TR58B DEC 18 R 6:00PM- 8:00PM 23 4SO
D PHY 1003 TZ24A DEC 18 R 6:00PM- 8:00PM 23 4SO
D PHY 1003 TZ24B DEC 18 R 6:00PM- 8:00PM 23 4SO
D PHY 2003 FQ25A DEC 23 T 10:30AM-12:30PM 23 611
D PHY 2003 FQ25B DEC 23 T 10:30AM-12:30PM 23 611

POLITICAL SCIENCE
D POL 1101 BD13A DEC 22 M 8:00AM-10:00AM NVC 11-160
D POL 1101 BD24A DEC 18 R 8:00AM-10:00AM NVC 9-165
D POL 1101 BD35A DEC 22 M 8:00AM-10:00AM NVC 9-180
D POL 1101 FH24A DEC 23 T 10:30AM-12:30PM NVC 10-180

D POL 1101 FH35A DEC 17 W 10:30AM-12:30PM NVC 3-120
D POL 1101 JL13A DEC 22 M 10:30AM-12:30PM 23 1520
D POL 1101 JL24A DEC 18 R 10:30AM-12:30PM 23 303
D POL 1101 KM13A DEC 22 M 10:30AM-12:30PM NVC 3-165
D POL 1101 KM24A DEC 18 R 10:30AM-12:30PM NVC 5-165
E POL 1101 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-211
E POL 1101 MW9A DEC 22 M 8:15PM-10:15PM NVC 10-180
D POL 1101 SY7 DEC 21 U 1:00PM- 3:00PM NVC 3-125
E POL 1101 TR54A DEC 18 R 6:00PM- 8:00PM NVC 3-165
E POL 1101 TR73A DEC 23 T 8:15PM-10:15PM NVC 11-140
D POL 1101 TV13A DEC 17 W 3:30PM- 5:30PM NVC 5-165
D POL 1101 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-165
D POL 1101H JL24H DEC 18 R 10:30AM-12:30PM NVC 12-140
D POL 2001 EG13A DEC 17 W 10:30AM-12:30PM NVC 9-140
D POL 2001 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 5-165
D POL 2240 EG24A DEC 23 T 10:30AM-12:30PM NVC 4-220
D POL 2321 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-170
E POL 2332 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-125
D POL 2353 TV24A DEC 23 T 3:30PM- 5:30PM NVC 4-170
D POL 3311 TV24A DEC 23 T 3:30PM- 5:30PM NVC 4-180
D POL 3312 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-220
E POL 3313 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-170
D POL 3314 KM24A DEC 18 R 10:30AM-12:30PM NVC 4-216
D POL 3315 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-170
D POL 3316 KM13A DEC 22 M 10:30AM-12:30PM NVC 4-220
E POL 3316 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-170
E POL 3323 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-211
D POL 3336 JL24A DEC 18 R 10:30AM-12:30PM NVC 5-210
D POL 3337 PR13A DEC 22 M 1:00PM- 3:00PM NVC 10-180
D POL 3337 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 5-210
E POL 3342 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-130
D POL 3345 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-130
D POL 3362 TV13A DEC 17 W 3:30PM- 5:30PM NVC 4-220
D POL 3364 KM13A DEC 22 M 10:30AM-12:30PM NVC 4-213
E POL 3365 TR6A DEC 18 R 6:00PM- 8:00PM 23 713
D POL 3365 TV24A DEC 23 T 3:30PM- 5:30PM NVC 5-210
D POL 4900 EL5A DEC 19 F 10:30AM-12:30PM NVC 4-212
D POL 4900 QW3 DEC 22 M 1:00PM- 3:00PM NVC 12-135
E POL 4900 TR6A DEC 18 R 6:00PM- 8:00PM NVC 3-130
D POL 4900 XZ24A DEC 18 R 3:30PM- 5:30PM 23 1304

PORTUGESE
D POR 1001 EL6 DEC 20 S 10:30AM-12:30PM NVC 6-175

PSYCHOLOGY
D PSY 1001 DG24B DEC 18 R 8:00AM-10:00AM NVC 7-150
D PSY 1001 DG35 DEC 22 M 8:00AM-10:00AM 23 MASON
D PSY 1001 DH12A DEC 18 R 8:00AM-10:00AM NVC 7-150
D PSY 1001 DM2A DEC 18 R 8:00AM-10:00AM NVC 7-150
D PSY 1001 DM25A DEC 18 R 8:00AM-10:00AM NVC 7-150
D PSY 1001 DM25B DEC 18 R 8:00AM-10:00AM NVC 7-150
E PSY 1001 MW54 DEC 22 M 6:00PM- 8:00PM NVC 3-150
D PSY 1001 UX24 DEC 18 R 3:30PM- 5:30PM NVC 5-150
D PSY 1001H JM24H DEC 18 R 10:30AM-12:30PM NVC 10-165

D PSY 1001H RU13H DEC 22 M 1:00PM- 3:00PM NVC 4-218
D PSY 3035 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-180
D PSY 3036 JQ2 DEC 18 R 10:30AM-12:30PM NVC 9-180
D PSY 3041 FH24 DEC 23 T 10:30AM-12:30PM NVC 11-130
D PSY 3042 FH24 DEC 23 T 10:30AM-12:30PM NVC 11-140
D PSY 3045 PV3 DEC 22 M 1:00PM- 3:00PM NVC 9-130
E PSY 3055 MW73 DEC 17 W 8:15PM-10:15PM NVC 9-130
E PSY 3055 TR6 DEC 18 R 6:00PM- 8:00PM NVC 7-155
D PSY 3055 TV13 DEC 17 W 3:30PM- 5:30PM NVC 4-170
D PSY 3055 TZ2 DEC 23 T 3:30PM- 5:30PM NVC 11-140
D PSY 3055H EG13 DEC 17 W 10:30AM-12:30PM NVC 11-165
D PSY 3056 FH13 DEC 17 W 10:30AM-12:30PM NVC 5-165
E PSY 3056 TR6 DEC 18 R 6:00PM- 8:00PM NVC 9-135
E PSY 3056 TR73 DEC 23 T 8:15PM-10:15PM NVC 9-140
D PSY 3058 TZ4 DEC 23 T 3:30PM- 5:30PM NVC 9-175
D PSY 3059 EL6 DEC 20 S 10:30AM-12:30PM NVC 8-135
D PSY 3059 KM13 DEC 22 M 10:30AM-12:30PM NVC 4-170
D PSY 3059 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-170
D PSY 3060 TZ1 DEC 22 M 3:30PM- 5:30PM NVC 10-180
D PSY 3060 TZ3 DEC 17 W 3:30PM- 5:30PM NVC 10-180
D PSY 3061 FH24 DEC 23 T 10:30AM-12:30PM NVC 11-160
E PSY 3061 MW6 DEC 22 M 6:00PM- 8:00PM NVC 4-220
D PSY 3065 JL13 DEC 22 M 10:30AM-12:30PM NVC 9-125
E PSY 3065 MW6 DEC 22 M 6:00PM- 8:00PM NVC 4-225
D PSY 3069 OQ13A DEC 17 W 1:00PM- 3:00PM NVC 9-125
D PSY 3069 QW6A DEC 20 S 1:00PM- 3:00PM NVC 8-135
D PSY 3070 JM24 DEC 18 R 10:30AM-12:30PM NVC 4-170
D PSY 3074 KM24 DEC 18 R 10:30AM-12:30PM NVC 4-180
E PSY 3080 MW73 DEC 17 W 8:15PM-10:15PM NVC 4-180
D PSY 3080 XZ24 DEC 18 R 3:30PM- 5:30PM NVC 6-170
D PSY 3081 EG13 DEC 17 W 10:30AM-12:30PM NVC 4-211
E PSY 3081 TR73 DEC 23 T 8:15PM-10:15PM NVC 4-180
D PSY 3181 EH24A DEC 23 T 10:30AM-12:30PM NVC 3-165
D PSY 3181 EH24B DEC 23 T 10:30AM-12:30PM NVC 3-165
E PSY 3181 TR73A DEC 23 T 8:15PM-10:15PM NVC 11-160
D PSY 3181 TW13A DEC 17 W 3:30PM- 5:30PM NVC 3-165
D PSY 3181 TW13B DEC 17 W 3:30PM- 5:30PM NVC 3-165
D PSY 3181 TW13C DEC 17 W 3:30PM- 5:30PM NVC 3-165
D PSY 3182 KM24 DEC 18 R 10:30AM-12:30PM NVC 3-120
E PSY 3182 MW73 DEC 17 W 8:15PM-10:15PM NVC 3-120
D PSY 3182 PR13 DEC 22 M 1:00PM- 3:00PM NVC 9-170
D PSY 3288 BH3 DEC 22 M 8:00AM-10:00AM NVC 9-120
D PSY 4012 PS13A DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13B DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13D DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13E DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13F DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13G DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13I DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13J DEC 22 M 1:00PM- 3:00PM NVC 3-150
D PSY 4012 PS13K DEC 22 M 1:00PM- 3:00PM NVC 3-150
E PSY 4012 T54A DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54B DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54C DEC 23 T 6:00PM- 8:00PM NVC 3-150

E PSY 4012 T54D DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54E DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54F DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54G DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54I DEC 23 T 6:00PM- 8:00PM NVC 3-150
E PSY 4012 T54K DEC 23 T 6:00PM- 8:00PM NVC 3-150
D PSY 4035 TV4 DEC 23 T 3:30PM- 5:30PM NVC 13-160
E PSY 4061 MW54 DEC 22 M 6:00PM- 8:00PM NVC 9-170
D PSY 4061 XZ24 DEC 18 R 3:30PM- 5:30PM NVC 9-125
E PSY 5020 MW54A DEC 22 M 6:00PM- 8:00PM NVC 8-135
D PSY 5020 PU13 DEC 22 M 1:00PM- 3:00PM NVC 8-135
D PSY 5020 PW24 DEC 18 R 1:00PM- 3:00PM NVC 8-135
E PSY 5020 TR54A DEC 18 R 6:00PM- 8:00PM NVC 8-135
G PSY 9703 R54 DEC 18 R 6:00PM- 8:00PM NVC 11-130
G PSY 9786 T54 DEC 23 T 6:00PM- 8:00PM 23 1311
G PSY 9786 T74 DEC 23 T 8:15PM-10:15PM NVC 9-145
G PSY 9789 T54 DEC 23 T 6:00PM- 8:00PM 23 1311
G PSY 9789 T74 DEC 23 T 8:15PM-10:15PM NVC 9-145
G PSY 9796 M54 DEC 22 M 6:00PM- 8:00PM NVC 9-140
G PSY 99001 W54 DEC 17 W 6:00PM- 8:00PM 23 714

PUBLIC ADMINISTRATION
D PUB 1250 EG13A DEC 17 W 10:30AM-12:30PM NVC 10-126
D PUB 1250 EL7 DEC 21 U 10:30AM-12:30PM NVC 4-170
D PUB 1250 FH13A DEC 17 W 10:30AM-12:30PM NVC 10-140
E PUB 1250 F6A DEC 19 F 6:00PM- 8:00PM NVC 9-135
D PUB 1250 JL13A DEC 22 M 10:30AM-12:30PM 23 1220
D PUB 1250 JL24A DEC 18 R 10:30AM-12:30PM 23 1322
D PUB 1250 KM24A DEC 18 R 10:30AM-12:30PM 23 903
E PUB 1250 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-120
E PUB 1250 MW6B DEC 22 M 6:00PM- 8:00PM NVC 9-117
D PUB 1250 QW5 DEC 19 F 1:00PM- 3:00PM NVC 10-180
D PUB 1250 QW6 DEC 20 S 1:00PM- 3:00PM NVC 4-120
E PUB 1250 TR6A DEC 18 R 6:00PM- 8:00PM NVC 5-175
D PUB 1250 TV13A DEC 17 W 3:30PM- 5:30PM 23 611
D PUB 1250 TV24A DEC 23 T 3:30PM- 5:30PM NVC 12-116
D PUB 1250 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-220
D PUB 1250 XZ24A DEC 18 R 3:30PM- 5:30PM 23 1404
D PUB 1250H KM13H DEC 22 M 10:30AM-12:30PM NVC 10-140

RELIGION
D REL 3001 FH24A DEC 23 T 10:30AM-12:30PM NVC 4-185
D REL 4900 KM24A DEC 18 R 10:30AM-12:30PM NVC 8-190

REAL ESTATE
E RES 3000 TR73A DEC 23 T 8:15PM-10:15PM NVC 10-170
D RES 3000 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-120
E RES 3200 MW6A DEC 22 M 6:00PM- 8:00PM 22 203
E RES 3200 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-126
E RES 3200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 10-155
D RES 3200 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 9-150
D RES 3300 TV13A DEC 17 W 3:30PM- 5:30PM 22 203
E RES 3400 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-210
E RES 3400 TR73A DEC 23 T 8:15PM-10:15PM 22 203

E RES 3550 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-120
E RES 3650 TR6A DEC 18 R 6:00PM- 8:00PM 22 203
D RES 3700 BD24A DEC 18 R 8:00AM-10:00AM NVC 13-155
E RES 3800 M6A DEC 22 M 6:00PM- 8:00PM 23 1322
D RES 3900 XZ24A DEC 18 R 3:30PM- 5:30PM 23 210
E RES 4000 MW6A DEC 22 M 6:00PM- 8:00PM NVC 13-263
E RES 4200 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-223
E RES 4400 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-215
G RES 9776 MW73A DEC 17 W 8:15PM-10:15PM 22 203
G RES 9776 TR73A DEC 23 T 8:15PM-10:15PM NVC 7-155
G RES 9790 M6A DEC 22 M 6:00PM- 8:00PM 23 1404
G RES 9800 XZ24A DEC 18 R 3:30PM- 5:30PM 22 203
G RES 9850 MW6A DEC 22 M 6:00PM- 8:00PM 23 1321
G RES 9860 W6A DEC 17 W 6:00PM- 8:00PM 23 1404
G RES 9930 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-135

SOCIOLOGY
D SOC 1005 BD13A DEC 22 M 8:00AM-10:00AM NVC 9-165
D SOC 1005 FH35A DEC 17 W 10:30AM-12:30PM NVC 4-220
D SOC 1005 KM13A DEC 22 M 10:30AM-12:30PM NVC 9-170
D SOC 1005 KM24A DEC 18 R 10:30AM-12:30PM NVC 11-160
D SOC 1005 KM24B DEC 18 R 10:30AM-12:30PM NVC 9-165
E SOC 1005 MW6A DEC 22 M 6:00PM- 8:00PM NVC 9-125
E SOC 1005 MW73A DEC 17 W 8:15PM-10:15PM NVC 4-211
E SOC 1005 TR6A DEC 18 R 6:00PM- 8:00PM NVC 11-145
E SOC 1005 TR73A DEC 23 T 8:15PM-10:15PM NVC 9-180
D SOC 1005 TV13A DEC 17 W 3:30PM- 5:30PM NVC 4-225
D SOC 1005 TV13B DEC 17 W 3:30PM- 5:30PM NVC 8-165
D SOC 1005 TV24A DEC 23 T 3:30PM- 5:30PM NVC 3-120
D SOC 1005 TV24B DEC 23 T 3:30PM- 5:30PM NVC 4-120
D SOC 1005 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 4-225
D SOC 1005 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 4-180
D SOC 1005 XZ24B DEC 18 R 3:30PM- 5:30PM NVC 3-120
D SOC 3044 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 10-175
D SOC 3085 WY13A DEC 22 M 3:30PM- 5:30PM NVC 4-165
E SOC 3110 T6A DEC 23 T 6:00PM- 8:00PM 23 207
E SOC 3113 M6A DEC 22 M 6:00PM- 8:00PM NVC 4-214
E SOC 3113 W6A DEC 17 W 6:00PM- 8:00PM 23 207
D SOC 3125 TV13A DEC 17 W 3:30PM- 5:30PM NVC 9-170
D SOC 3136 FH13A DEC 17 W 10:30AM-12:30PM NVC 4-213
D SOC 3155 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 12-130
D SOC 3168 FH24A DEC 23 T 10:30AM-12:30PM NVC 12-170
D SOC 4100 BD24A DEC 18 R 8:00AM-10:00AM NVC 6-119
D SOC 4110 PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-120
D SOC 4900 FH13A DEC 17 W 10:30AM-12:30PM NVC 4-214
E SOC 4900 TR6A DEC 18 R 6:00PM- 8:00PM NVC 13-135
D SOC 4900 TV24A DEC 23 T 3:30PM- 5:30PM NVC 12-135

SPANISH
D SPA 1001 EG13A DEC 17 W 10:30AM-12:30PM NVC 9-117
D SPA 1001 JL24A DEC 18 R 10:30AM-12:30PM 23 310
D SPA 1001 KM13A DEC 22 M 10:30AM-12:30PM NVC 3-190
D SPA 1001 KM24A DEC 18 R 10:30AM-12:30PM NVC 4-218
E SPA 1001 MW6A DEC 22 M 6:00PM- 8:00PM 23 1312

E SPA 1001 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-180
E SPA 1001 TR6A DEC 18 R 6:00PM- 8:00PM 23 1312
E SPA 1001 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-212
D SPA 1001 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 5-298
D SPA 1002 EL6 DEC 20 S 10:30AM-12:30PM NVC 6-119
D SPA 1002 FH24A DEC 23 T 10:30AM-12:30PM NVC 4-218
D SPA 1002 KM13A DEC 22 M 10:30AM-12:30PM NVC 6-210
D SPA 1002 KM24A DEC 18 R 10:30AM-12:30PM NVC 6-210
E SPA 1002 MW54A DEC 22 M 6:00PM- 8:00PM 23 1208
D SPA 1002 PR13A DEC 22 M 1:00PM- 3:00PM NVC 3-145
E SPA 1002 TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-212
D SPA 1002 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-120
D SPA 3001 JM13A DEC 22 M 10:30AM-12:30PM NVC 4-218
E SPA 3001 TW24A DEC 23 T 3:30PM- 5:30PM NVC 10-165
E SPA 3002 TR74A DEC 23 T 8:15PM-10:15PM NVC 3-185
D SPA 3005 JL13A DEC 22 M 10:30AM-12:30PM NVC 9-175
D SPA 4013 PR13A DEC 22 M 1:00PM- 3:00PM NVC 13-135
E SPA 4115 TR73A DEC 23 T 8:15PM-10:15PM NVC 4-165
E SPA 4150 MW73A DEC 17 W 8:15PM-10:15PM NVC 6-118
D SPA 4271 TR54A DEC 18 R 6:00PM- 8:00PM NVC 9-165
D SPA 4282 FH24A DEC 23 T 10:30AM-12:30PM NVC 6-119
E SPA 4502 MW6A DEC 22 M 6:00PM- 8:00PM NVC 4-160

STATISTICS
D STA 2000 EL5A DEC 19 F 10:30AM-12:30PM NVC 12-155
D STA 2000 EL6A DEC 20 S 10:30AM-12:30PM NVC 11-135
D STA 2000 FH13A DEC 17 W 10:30AM-12:30PM NVC 9-155
D STA 2000 FH24A DEC 23 T 10:30AM-12:30PM NVC 10-155
D STA 2000 KM13A DEC 22 M 10:30AM-12:30PM NVC 9-150
E STA 2000 MW6A DEC 22 M 6:00PM- 8:00PM NVC 10-155
E STA 2000 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-160
E STA 2000 MW9A DEC 22 M 8:15PM-10:15PM NVC 11-150
E STA 2000 TR6A DEC 18 R 6:00PM- 8:00PM NVC 12-150
E STA 2000 TR73A DEC 23 T 8:15PM-10:15PM NVC 12-150
D STA 2000 TV13A DEC 17 W 3:30PM- 5:30PM NVC 10-175
D STA 2000 TV24A DEC 23 T 3:30PM- 5:30PM NVC 12-155
D STA 2000 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 9-155
D STA 2000 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 11-145
D STA 2000 XZ24C DEC 18 R 3:30PM- 5:30PM NVC 12-170
D STA 2000H TV24H DEC 23 T 3:30PM- 5:30PM NVC 4-218
E STA 2100 MW54A DEC 22 M 6:00PM- 8:00PM NVC 13-155
D STA 2100 RU13A DEC 22 M 1:00PM- 3:00PM NVC 3-120
D STA 3154 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 11-217
G STA 9000 MW73A DEC 17 W 8:15PM-10:15PM NVC 9-116
G STA 9700 MW73A DEC 17 W 8:15PM-10:15PM NVC 11-135
G STA 9706 MW73A DEC 17 W 8:15PM-10:15PM NVC 3-190
G STA 9708 JL13H DEC 22 M 10:30AM-12:30PM NVC 12-150
G STA 9708 MW6A DEC 22 M 6:00PM- 8:00PM NVC 7-150
G STA 9708 MW6U DEC 22 M 6:00PM- 8:00PM NVC 7-150
G STA 9708 MW73A DEC 17 W 8:15PM-10:15PM NVC 10-150
G STA 9708 MW73U DEC 17 W 8:15PM-10:15PM NVC 10-150
G STA 9708 TR6A DEC 18 R 6:00PM- 8:00PM NVC 8-155
G STA 9708 TR6U DEC 18 R 6:00PM- 8:00PM NVC 8-155
G STA 9708 TR7BU DEC 23 T 8:15PM-10:15PM 23 1303

G STA 9708 TR73A DEC 23 T 8:15PM-10:15PM NVC 3-165
G STA 9708 TR73B DEC 23 T 8:15PM-10:15PM 23 1303
G STA 9708 TR73U DEC 23 T 8:15PM-10:15PM NVC 3-165
G STA 9708 W68A DEC 17 W 6:00PM- 8:00PM 23 1322
G STA 9708 XZ13A DEC 22 M 3:30PM- 5:30PM NVC 11-150
G STA 9708 XZ13U DEC 22 M 3:30PM- 5:30PM NVC 11-150
G STA 9715 TR6A DEC 18 R 6:00PM- 8:00PM NVC 9-117
G STA 9750 MW6A DEC 22 M 6:00PM- 8:00PM NVC 13-145
G STA 9772 TR73A DEC 23 T 8:15PM-10:15PM NVC 13-130

TAXATION
G TAX 9862 MW74A DEC 17 W 8:15PM-10:15PM NVC 8-155
G TAX 9862 TR54A DEC 18 R 6:00PM- 8:00PM NVC 4-125
G TAX 9863 T54A DEC 23 T 6:00PM- 8:00PM NVC 5-165
G TAX 9866 W54A DEC 17 W 6:00PM- 8:00PM NVC 5-165
G TAX 9870 M54A DEC 22 M 6:00PM- 8:00PM NVC 5-165
G TAX 9873 R54A DEC 18 R 6:00PM- 8:00PM NVC 5-165
G TAX 9878 TR73A DEC 23 T 8:15PM-10:15PM NVC 5-160
G TAX 9930 XZ24A DEC 18 R 3:30PM- 5:30PM NVC 10-135

THEATRE
D THE 1041 XZ24A DEC 18 R 3:30PM- 5:30PM 23 MASON
D THE 1041C EG13A DEC 17 W 10:30AM-12:30PM NVC 6-119
D THE 1041C FH24A DEC 23 T 10:30AM-12:30PM NVC 10-125
D THE 1041C KM24A DEC 18 R 10:30AM-12:30PM NVC 10-125
D THE 1041C OQ13A DEC 17 W 1:00PM- 3:00PM NVC 13-130
D THE 1041C PR13A DEC 22 M 1:00PM- 3:00PM NVC 4-214
D THE 1041C QW6A DEC 20 S 1:00PM- 3:00PM NVC 7-150
E THE 1041C TR6A DEC 18 R 6:00PM- 8:00PM NVC 4-175
D THE 1041C XZ13A DEC 22 M 3:30PM- 5:30PM NVC 6-118
D THE 1043 HP5A DEC 19 F 10:30AM-12:30PM 23 911
D THE 1043 JL13A DEC 22 M 10:30AM-12:30PM 23 911
D THE 1043 RX5 DEC 19 F 1:00PM- 3:00PM 23 911
D THE 3044 TZ2 DEC 23 T 3:30PM- 5:30PM 23 911
D THE 3046 EL6 DEC 20 S 10:30AM-12:30PM 23 911
D THE 4101 EL6 DEC 20 S 10:30AM-12:30PM 23 911

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¤T÷TJUžUñUEV˜VìV@W’WãW6X‡XÛX/YƒYÖY)Z{ZÌZ [t[È[\j\½\]b]³]^V^¨^û^L__ñ_B`–`é`<aaáa5b
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Family Medical Leave Act Procedures-Updated

Last updated on 5/18/09

To: The Baruch College Community
From: Elizabeth Robinson LR, Director of Human Resources

April 18, 2009

The Family Medical Leave Act (FMLA) of 1993 (updated in 2009) is a federal law which provides job protection and health insurance continuation to those employees who have worked for the college for a total of 12 months AND for at least 1,250 hours during the year preceding the effective date of the leave. The leave year for determining usage of the 12-week entitlement is the academic year, September 1 through August 31. Employees are required to by Federal law and CUNY regulations to comply with the procedures below. The link to the Updated Family Medical Leave policy is below.
Permissible Reason For Taking FMLA Leave:

- Childbirth and/or care for a newborn (within the first 12 months of birth)*;
- Childcare needs resulting from an adoption or foster care placement (within the first 12 months of the adoption or placement);
- Care for employee's spouse, domestic partner, child, or parent with a serious health condition;
- Employee's own serious health condition;
- Circumstances relating to the fact that an employee's spouse, son, daughter, or parent is on, or has been called to, active duty in the Armed Forces;
- Employee who is caring for a spouse, son, daughter, parent, or next of kin who is a seriously injured or ill service member.

*Spouses or domestic partners who are employed at the same CUNY College are limited to a combined total of 12 weeks within the FMLA leave year, when taking leave for these reasons.

A notification of such absences of more than 5 days must be made by the employee to the Office of Human Resources. For anticipated absences a written request to cover such absences must be submitted to the Office of Human Resources at least thirty days before the leave is to begin (see attached link). For unanticipated absences notice must be given within 15 days. In instances where oral notice is given first, it must be followed up by a written request in a timely manner on a form authorized by the college (see attached link). Failure to initiate or complete a written request in a timely manner may result in the delay or denial of a leave by the Office of Human Resources. With the exception

of unanticipated medical emergencies, the medical certification (see attached link) must be fully completed, indicating diagnosis and time period, and approved prior to initiation of leave. Compliance with the request procedures indicated above will assure that sufficient time is provided for the college to review the request to determine whether the requested leave shall be granted. Noncompliance may result in disciplinary action up to and including termination of employment. Recertification may be required every thirty days. *A fitness for duty certification will be required prior to the employee's return to work. Employees may not return to work without this note, which must be forwarded to the Office of Human Resources prior to the employee reporting to work.*

Separately, in accordance with contracts which cover blue and white collar classified staff, a medical note is required if an absence is more than 3 days. Teaching and non teaching instructional staff may require a medical note for absences of 5 days.
We thank you in advance for assisting us in ensuring that these procedures are followed.
Policy: http://www.baruch.cuny.edu/hr/documents/FMLAPolicyStatementRevised.pdf
Form for Employee's Serious Health Condition:
http://www.baruch.cuny.edu/hr/documents/HealthCareProviderEmployeesSeriousHealthCondition.pdf
Forms to take care of a Family Member with a Serious Health Condition:
http://www.baruch.cuny.edu/hr/documents/HealthCareProviderFamilyMembersSeriousHealthCondition.pdf
If you have any questions, please contact Ms. Donna Katz at 646-660-6590 or Donna.Katz@baruch.cuny.edu.
Human Resources News is produced by Baruch's Office of Communications and Marketing on behalf of the Office of Human Resources. For more information on these announcements, please e-mail Human_Resources@baruch.cuny.edu or contact Donna Katz at 646-660-6590.
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First Day Rosters

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Last updated on 8/27/08

To gain access to your first day rosters, click on...
https://www.baruch.cuny.edu/roster/index.jsp
... or follow these steps:

1. From the Baruch Home Page, click on "Faculty & Staff."
2. Under "Resources" choose "eRoster / Course Roster"
3. Once there, you will need to enter your lastname and the last six digits of your social security number.



One Bernard Baruch Way (55 Lexington at 24th St), New York, NY 10010 (646) 312-1000

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Questions from Students

Last updated on 5/3/04

We often field questions from students that are not directly related to their work for our classes: how do I drop a course? how do I change a grade? how do I take an independent study?

Best, of course, is to familiarize ourselves with College policies. But when we don't know an answer, the staff of Baruch's **Center for Advisement and Orientation** generally will. It's located on the fifth floor of the VC (5-215). An efficient way for your students (or you) to answer many questions is through the **Center's website,** where the ***Questions*** link (at the bottom) goes to a page with further links under the following headings:

- Top 10 Questions
- College Resources
- Final Exam Policies
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Graduate Career Services, Zicklin School of Business

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Last updated on 10/07/2002

(646) 312-1330

Graduate Career Services provides career management and recruiting services to graduate students in the Zicklin School of Business. The office's primary focus is to provide students with the tools and resources necessary to successfully manage their career goals and potential employers with qualified candidates to successfully meet their recruiting needs. In doing so, the office offers a variety of services designed to train students in the career management skills and attitudes necessary to market themselves effectively in the MBA job market and provide potential employers with multiple options in connecting with and recruiting Zicklin students and graduates. The office's services for students, employers, and alumni are described in detail on their website, at http://zicklin.baruch.cuny.edu/services/gcs_home.html.

Students attending the Zicklin School on a full-time basis are encouraged to begin working with the Graduate Career Services office immediately upon their arrival at the Zicklin School, as the career management process is both lengthy and time-consuming. In order to be most successful, students seeking summer internships must begin their search early in the fall semester, and graduating students seeking full-time positions must prepare for their search prior to the end of their 1st year. Part-time students are encouraged to begin working with Graduate Career Services as soon as they wish, but no later than 2 years prior to their graduation date.

The Graduate Career Services' staff invites all faculty to meet with them to learn more about office activity and discuss opportunities for collaboration. Faculty, staff, and students may visit the office's website for more detailed information on their programs and the employment outcomes of Zicklin graduate students.

Office Location: 151 E. 25th Street, 8th Floor, Suite 820
Office Telephone: (646) 312-1330
Office Fax: (646) 312-1331
Office Email: graduate-career_services@baruch.cuny.edu
Office Website: http://zicklin.baruch.cuny.edu/services/gcs_home.html

Staff:
Tracy Handler, Director

Tracy_Handler@baruch.cuny.edu

Crista Kiley, Career Advisor
Crista_Kiley@baruch.cuny.edu

Sarah Rosen, Assistant Director of Employer Relations
Sarah_Rosen@baruch.cuny.edu

Johanna Martin, Assistant Director of Career Advisement
Johanna_Martin@baruch.cuny.edu

Amy Mangiaracina, Career Advisor
Amy_Mangianacina@baruch.cuny.edu



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Interdisciplinary Study Opportunities at The CUNY Graduate Center

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Last updated on 1/27/05

Date: January 25, 2005
To: Doctoral Faculty
From: Stephen Brier, Associate Provost & Dean for Interdisciplinary Studies
Subject: Fall 2005 Interdisciplinary Studies Courses RFP

[NB: see below for RFP]

Interdisciplinarity has reached critical mass in academic life in the past two decades. The emergence of new forms of academic scholarship and intellectual inquiry -- including cultural studies and postmodernism, and the broad impact of digital media and computer-based science -- has helped make previously fixed disciplinary boundaries more fluid, allowing faculty and students to explore and incorporate diverse modes of academic inquiry into their teaching and research. What has been most remarkable is that this cross- and interdisciplinary work has been profoundly transformative in all disciplinary areas in academe, including physical and natural science, social science, and arts and the humanities. It is virtually impossible to think about working in almost any traditional academic discipline at this point in time without imagining the ways in which diverse intellectual approaches can deepen and enhance the nature of scholarly inquiry.

The Graduate Center is committed to providing interdisciplinary teaching and research opportunities for our faculty and students. The Interdisciplinary Studies (IDS) concentrations, numbering more than a dozen, have been one avenue that GC students have used in the past to explore interdisciplinary inquiry at the doctoral level. My appointment as Dean for Interdisciplinary Studies in fall 2002 and the creation of The Graduate Center's Interdisciplinary Studies Advisory Committee signaled the GC community that interdisciplinarity would be encouraged in doctoral course work and in public presentations of new academic scholarship.

To further enhance interdisciplinary study opportunities for graduate students and to encourage doctoral faculty members to experiment with new interdisciplinary approaches in doctoral instruction, my office has also instituted a special competitive initiative for doctoral faculty members. The IDS initiative is designed to provide special funding for interdisciplinary course offerings in a range of fields and areas of inquiry. Given the recently instituted course limits imposed on doctoral programs, it has become more difficult for programs to support innovative, interdisciplinary approaches to doctoral teaching and learning. With that in mind, the Provost's Office is encouraging doctoral faculty

members interested in creating new interdisciplinary courses to apply for special course funding through this initiative.

Doctoral faculty members interested in proposing a new interdisciplinary course to be offered in the fall 2005 semester or faculty members who wish to offer courses in the fall under the aegis of previously approved IDS concentrations must now complete the Request for Proposal (RFP) available at http://web.gc.cuny.edu/provost/apit/ids/rfp/index.html or forwarded by program APOs before I can approve and fund these course requests. The Interdisciplinary Studies Advisory Committee, which will review all RFPs submitted in early March, will consider four key criteria in evaluating the faculty RFP submissions for fall 2005 IDS funding:

1. Team teaching, by two or more faculty members from different academic disciplines, is privileged over a single faculty member teaching the proposed course. Team teaching does "set the bar" somewhat higher for such interdisciplinary courses, especially if both proposed doctoral faculty members are campus-based (i.e., their appointments are not at The Graduate Center), thus requiring a minimum student enrollment of ten, rather than five for courses taught by a single faculty member. We feel strongly that one of the best ways to encourage interdisciplinary inquiry is for faculty members from different academic disciplines to engage in a classroom dialogue about that interdisciplinary inquiry.
2. A draft syllabus and reading list for the proposed interdisciplinary course should be submitted with the RFP and must adequately reflect a rich diversity of disciplinary sources and academic approaches to the intellectual questions and issues considered in the proposed course.
3. The faculty members proposing the new course must assure the advisory committee and me that they will make every effort to attract students from a broad range of doctoral programs. In the case of previously offered IDS concentration courses, the committee will consider how successful those prior courses were in drawing students from different academic programs.
4. Faculty members proposing new courses not previously taught at The Graduate Center are especially encouraged to apply for funding under the IDS initiative.

We see this initiative as helping develop new forms of intellectual inquiry and exploration by doctoral faculty and students. We hope and expect that if such new courses supported by the initiative become popular and established, they will find their way into the regular course offerings of the doctoral programs. In this way interdisciplinary inquiry will help broaden and enhance the course offerings in traditional academic disciplines.

Faculty members interested in learning more about the fall 2005 initiative can visit the website of the Office of the Associate Provost at: http://web.gc.cuny.edu/provost/apit/ids/index.html or contact the office via email at apitep@gc.cuny.edu for an appointment.

Request for Proposal
Interdisciplinary Studies Course
Fall 2005 Semester
Deadline for electronic submission:
February 23, 2005

Interdisciplinary Studies, like all doctoral and certificate programs, operates within fixed course limits. Before an IDS course, whether a previously offered course or a new one, may be offered, it must be reviewed by the Interdisciplinary Studies Advisory Committee and approved by the Dean for Interdisciplinary Studies. The IDS Advisory Committee will vet all proposed courses and recommend for funding those that are most broadly interdisciplinary in nature and conceptualization and seem the most likely to attract students from a range of academic disciplines and programs. Team-taught courses are especially supported. We expect the review process to be competitive. Selected courses will be broadly promoted across The Graduate Center.

Faculty members interested in offering an IDS course during fall 2005 should complete the attached RFP and submit it electronically to the Office of the Dean for Interdisciplinary Studies. The RFP must be received **NO LATER THAN February 23, 2005** for proposed fall 2005 courses.

The completed electronic document must be emailed as a Word (.doc) or .rtf attachment to apitep@gc.cuny.edu .

Instructions for electronic submission: Faculty members completing proposals should do the following:

- Download the RFP file (either as a .doc or .rtf document) from the IDS website (http://web.gc.cuny.edu/provost/apit/ids/rfp/index.html) by dragging either icon from the IDS website to your computer's hard drive or desktop;
- open the file using your preferred word processing program (Word or WordPerfect);
- type answers to each question directly into the document under the appropriate question (please limit your proposal submission to two pages);
- save the file and give it a file name that includes the faculty member's last name and appropriate suffix (e.g. Brier.doc or Brier.wpf, depending on which word processing program you are using); and
- submit the file as an attachment to an email that should be sent to the Dean's office email address (apitep@gc.cuny.edu). Be sure to copy yourself in the cc: line of the email to keep a time stamped copy of the file.

Anyone with questions about this process or the technical aspects of the submission should feel free to call the Dean's office at x7290.

REQUEST FOR PROPOSALS
INTERDISCIPLINARY STUDIES COURSE
FALL 2005 SEMESTER

1. Proposed Course Name: (Limited to 30 characters including spaces.)
2. Preferred day of the week and time slot for course scheduling:
3. Names and program affiliations of faculty members who will teach the proposed IDS course.
4. Brief description of the proposed course, with special attention to the interdisciplinary nature of what will be taught in the course. Please include a course reading list and syllabus for committee review.
5. Does the proposed course include guest speakers or presentations from disciplines other than those of the teachers? Please provide details. (This is not a requirement for funding.)
6. Has the course been offered before as part of an existing IDS concentration? If so, please indicate who taught the course (and their disciplinary fields) and if the course enrolled students from different Ph.D. programs?
7. In what ways does the proposed course contribute to a dialogue between or among disciplines about their traditional academic domains and their relationship to one another?
8. Expected student enrollment in the course, including academic disciplines from which student enrollees in the course are likely to be drawn:
9. What efforts will be made to recruit students from different disciplines? Provide specific recruitment details (e.g., email lists, posters, presentations at program meetings, etc.)
10. Please provide additional details or comments about the proposed course that you think the members of the Interdisciplinary Studies Advisory Committee should know to help them understand why and how the proposed course realizes the IDS program's and The Graduate Center's larger interdisciplinary goals and objectives.
11. Please provide an email address, mailing address, and telephone for each faculty member who will be teaching this course.

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Graduate Programs/Advisement - School of Public Affairs

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Last updated on 1/05/07

School of Public Affairs Graduate Programs
(646) 660-6750

Weissman School of Arts and Sciences Graduate Programs
Zicklin School of Business Graduate Programs

The Office of Graduate Admissions and Student Services (135 E. 22nd Street, 10th flr.) manages enrollments for all graduate programs for the School from marketing the programs through alumni affairs. All prospective students interested in the Master of Public Administration (MPA), the Masters of Education in Higher Education Administration (MSEdHEA), the Masters of Education in Educational Administration and Supervision (MSEdSAS) or an educational certificate program should be referred to this office.

Initial advisement for incoming students occurs at Orientation, where they also register for classes. Students are immediately assigned a staff advisor, the person who will work with the students to insure smooth progress through the program. The staff advisor assists with registration issues, the appeals process, transferring classes, etc. In addition, all incoming students are assigned a faculty advisor within the first month of classes. The students meet with their faculty advisor preferably in their first semester and absolutely before they have completed 12 credits of coursework. Students complete a Program Plan with their faculty advisor, indicating their specialization and the electives they are most interested in taking.

Students with unresolved issues relating to the academic and scholastic requirements of their programs may need to appeal to the Graduate Committee on Academic Standing. The Office of Admissions & Student Services advises students about their appeals and coordinates the appeals process.

Michael Lovaglio, Director of Admissions & Student Services
Admissions, Graduate Assistantships 646-660-6760
Ria Rasalan, Assistant Director of Graduate Admissions 646-660-6759
spa_admissions@baruch.cuny.edu

Elyse Mendel, Director of Career Services
Career Services, Alumni Affairs 646-660-6754

Elyse_Mendel@baruch.cuny.edu

Sandra Fajardo, Assistant Director of Academic Advisement
MPA Students, Scholarships 646-660-6761
Sandra_Fajardo@baruch.cuny.edu

Maureen Samedy, Coordinator of Academic Services
MSEd Students 646-660-6752
Maureen_Samedy@baruch.cuny.edu

Jennifer Harrington, Undergraduate
Corrdinator for Public Affairs 646-660-6700
Jennifer_Harrington@baruch.cuny.edu



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Graduate Programs/Advisement - Weissman School of Arts and Sciences

Last updated on 1/4/2007

Weissman School of Arts and Sciences Graduate Programs
(646) 312-4490

School of Public Affairs Graduate Programs
Zicklin School of Business Graduate Programs

The Office of Research and Graduate Studies handles inquiries and general questions about program admission and requirements once a student is accepted. When a student enrolls in one of the four Masters programs offered at WSAS, s/he begins by creating a contract that is approved by the program director. This contract sets up an individualized prospective course of study, including required classes, core courses, and electives.

Students may contact their program directors for academic advisement and to discuss career possibilities (see names and contact numbers below). In addition, the Career Development Center is staffed with counselors who offer workshops on various topics related to internships, the job market, and interviewing techniques. Our students are also encouraged to visit the center's comprehensive library.

MS in Applied Mathematics for Finance
Program Director: Prof. Dan Stefanica (VC 4-257) 646-312-4171
Website: http://math.baruch.cuny.edu/msprogram.html/

MA in Corporate Communication
Program Director: Prof. Robert Myers (VC 8-233) 646-312-3723
Website: http://www.baruch.cuny.edu/wsas/departments/communication/graduate.html

MS in Industrial/Organizational Psychology
Program Director: Prof. Harold Goldstein (VC 8-282) 646-312-3820
Website: http://www.baruch.cuny.edu/psychology/graduate/MSDescription.htm

MBA in Industrial/Organizational Psychology
Program Director: Prof. Harold Goldstein (VC 8-282) 646-312-3820
Website: http://www.baruch.cuny.edu/psychology/graduate/MBADescription.htm

Ph.D. in Industrial/Organizational Psychology A subprogram of the Graduate Program in Psychology at the CUNY Graduate Center
Program Director: Prof. Joel Lefkowitz (VC 8-222) 646-312-3789
Website: http://www.baruch.cuny.edu/psychology/graduate/PHDDescription.htm

WSAS Office of Research and Graduate Studies
Director: Prof. William Boddy (Communication Studies)
Location: Vertical Campus, Room 5-205
Telephone: 646-312-4490
William_Boddy@baruch.cuny.edu



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Graduate Programs/Advisement - Zicklin School of Business

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Last updated on 1/4/2007

Zicklin School of Business Graduate Programs
Full-Time Honors MBA Program (646) 312-3130
Flex-Time MBA and MS Programs (646) 312-3140

School of Public Affairs Graduate Programs
Weissman School of Arts and Sciences Graduate Programs

Two offices are responsible for providing advisement to Zicklin graduate students. The Office of Graduate Academic Services in the ZSB provides administrative and curricular services to students enrolled in the flex-time MBA programs (excluding the Accelerated Part-Time MBA Program) and MS degree programs. The Office evaluates preliminary course requirements for entering students, coordinates requests for transfer credit and core course substitutions, informs students of curriculum changes, and assists students who wish to change their MBA specializations or their degree objectives. During registration, the office works with students, academic departments, and the Registrar's Office to resolve registration problems, and handles waiting list requests for closed courses.

Students are responsible for understanding and meeting the requirements for the degree program in which they are enrolled and are encouraged to seek advice as needed. Advising is largely an informal process. Staff and student "peer" advisors are available throughout the calendar year to meet with students on a walk-in basis or by appointment. (During registration, advising is on a walk-in basis only.) Although students are not assigned faculty advisors, designated faculty members from each department are available throughout the academic year to advise students on an individual basis.

Students who have unresolved issues relating to the academic and scholastic requirements of their programs may need to appeal to the Graduate Committee on Academic Standing. The Office of Graduate Academic Services advises students about their appeals and coordinates the appeals process.

Similar services are provided to students in the Full-Time Honors MBA Program and the Accelerated Part-Time MBA Program. Advisement for students in these programs is handled by staff in the Full-Time Honors MBA Office. Applications and assignments for Zicklin masters level graduate assistantships are also processed in the Full-Time Honors MBA Office.

Office Locations:
VC 13-280 (Full-Time Honors MBA Office)
VC 13-221 (Flex-Time MBA and MS Programs)

Office telephones:
646-312-3130 (Full-Time Honors MBA Program)
646-312-3140 (Flex-Time MBA and MS Programs)

Staff:
Maria DiBenedetto, Director of Graduate Student Services and Advisement
Full-Time Honors MBA Program (646-312-3130)
Elaine Bernstein, Director of Graduate Academic Services
Flex-Time MBA and MS Programs (646-312-3074)
Patricia Lewis, Program Advisor
Flex-Time MBA and MS Programs (646-312-3075)

websites:
Zicklin School of Business
ZSB Office of Graduate Academic Services
Honors MBA
Masters level grad. assistantships



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SPAR - Office of Sponsored Programs and Research (Grants Office)

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Last updated on 8/17/09

Mission
SPAR's role is to facilitate and enhance the acquisition of external funding by Baruch faculty, staff, and administrators to support the College's missions of research, teaching, and public service. SPAR works closely with the Research Foundation of CUNY, the Baruch College Fund, and other College fiscal agents to insure that awardees have ample administrative support during the funding period. The three main areas of service are: pre-application planning, proposal preparation and submission, and post-award administration.

Services

1. Pre-application planning: (Faculty Liaison, Melisa Mendez, and Alan Evelyn)
   - SPAR provides funding strategies for faculty to enhance career development, and to staff and administrators to support institutional goals.
   - SPAR informs faculty about upcoming grant deadlines and potential funding sources through our web page, and by email.
   - SPAR can coordinate efforts to secure seed monies necessary for proposal development.
   - SPAR can assist in arranging meetings with representatives of potential funding sources.

2. Proposal Preparation and Submission: (Melisa Mendez and Alan Evelyn)
   - During the proposal preparation process, SPAR provides grant applicants with the necessary application forms, verifies submission requirements, provides needed institutional information (i.e., tax exempt letter, tax ID numbers, etc.)
   - We offer extensive support in the proposal development process in terms of tailoring the proposal to address the guidelines in a sponsor's RFP. SPAR will assist those seeking external funding with identifying experienced and discipline-appropriate readers to provide constructive reviews of applications prior to submission.
   - If faculty are developing collaborative proposals, we serve as the central point of contact with collaborators at other institutions, making sure all individual pieces of a proposal come together and meet sponsor space/type specifications.
   - SPAR can coordinate efforts to secure cost share and matching funds necessary for proposals to meet

requirements or to increase competitiveness.
    - SPAR supplies extensive support in the budget development process. We provide applicants with a budget template spreadsheet that performs all necessary calculations. Also, we can help faculty with their budget justification.
    - SPAR provides assistance for faculty in obtaining internal approvals for their proposal before the final proposal is submitted to the sponsor. Once all internal approvals are in place, we will make all required copies and submit the proposal for delivery by deadline.
    - For the National Science Foundation (NSF), we will electronically submit the proposals via its Fastlane service. For proposals that must be submitted electronically, SPAR can:
        - Set investigators up as users of the system.
        - Provide investigators with an orientation to the electronic submission system.
        - Help input various parts of the proposal into the system.
3. Post-award Administration: (Zolicia Abotsi, Faculty Liaison, and Alan Evelyn)
    - SPAR will handle all financial and administrative responsibilities in setting up new awards, including final budget negotiations. SPAR facilitates new project investigators (PIs)) becoming acquainted with the Research Foundation's (RF) services whenever they receive notification of an award.
    - SPAR periodically, in special cases, also handles the invoicing on performance based projects.
    - PI's hiring an employee or using summer salary lines from RF accounts can obtain guidance and assistance from SPAR.
    - SPAR will coordinate with RFCUNY Human Resources to update PI's and employees of benefits changes and to resolve any payroll issues.
    - For general account transactions, the office has forms (i.e., payment requests, etc.) and helps to resolve any issue with the RF.
    - SPAR also administers the Eugene M Lang Junior faculty Research Program. All post-award requirements of this award, i.e questionnaires, and requests for extensions should be forwarded to SPAR.

NB: All grant applicants are required to complete a Faculty Grant Application Financial Disclosure Form. This form will be given to the applicant by the Grants Office.

PSC CUNY Research Award Program (annual deadline: October 15th)
The Professional Staff Congress-City University of New York (PSC-CUNY) Research Award Program was established as a major vehicle for the University's encouragement and support of faculty research and to leverage external funding. It seeks to enhance the University's role as a research institution, to further the professional growth and development of its faculty, and to provide support for both the established and the younger scholar. Awards are distributed by the University Committee on Research Awards, a faculty committee, and administered by the Research Foundation of CUNY. Preference is given to junior faculty in the allocation of funds.

To access the grant proposal system and to find more information on the PSC CUNY Research Award Program go to:
http://www.rfcuny.org/PSCCUNY/default.html
Staff
Alan Evelyn, Director, ext. 2208
Melisa Mendez, Asst. Director, Pre-Award Admin., ext. 2207
Zolicia Abotsi, Grants Asst., Post-Award Admin., ext. 2205
Amrish Sugrim-Singh, Faculty Liason/Webmaster, ext. 2204
Essi Abotsi, Office Assistant, ext. 2209
Weilu Wu, Office Assistant, ext. 2203
Website: http://www.baruch.cuny.edu/grants/

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Scheduling Grid

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Last updated on 7/28/04

Designations for sections of classes contain information on the days and times those sections meet. Instructions on how to interpret these designations follow, with information about the time grid, days offered, multiple sections of courses, and club hours. These instructions begin with courses offered during the **DAY**. For **EVENING** classes, which are designated differently, see the bottom of this page.

Time Grid for DAY Classes
These are the 25-minute blocks from which the schedule is built. For example, a class designated **BD**24 will include blocks B through D, and will run from 7:50 a.m. to 9:05 a.m. on the second and fourth days of the week (see below for more information on the code for days of the week).

A = 7:25 to 7:50 a.m.
B = 7:50 to 8:15
C = 8:15 to 8:40
D = 8:40 to 9:05
E = 9:05 to 9:30
F = 9:30 to 9:55
G = 9:55 to 10:20
H = 10:20 to 10:45
J = 10:45 to 11:10
K = 11:10 to 11:35
L = 11:35 to 12:00 p.m.
M = 12:00 to 12:25
O = 12:25 to 12:50
P = 12:50 to 1:15
Q = 1:15 to 1:40
R = 1:40 to 2:05
S = 2:05 to 2:30
T = 2:30 to 2:55
U = 2:55 to 3:20
V = 3:20 to 3:45

W = 3:45 to 4:10
X = 4:10 to 4:35
Y = 4:35 to 5:00
Z = 5:00 to 5:25

Days Offered
As part of the scheduling grid, each course is identified by a one or two digit number to indicate the days of the week (e.g. BD**24** designates a class that meets on Tuesdays and Thursdays, the second and fourth days of the week). If a course is scheduled to meet one or two days a week, the appropriate numbers identifying the days will be used. If a course is scheduled to meet three or more days a week, a single or double digit code is used (e.g. **7** designates a class that meets on Mondays, Tuesdays, and Thursdays).

1 = Monday
2 = Tuesday
3 = Wednesday
4 = Thursday
5 = Friday
6 = Saturday
7 = Monday, Tuesday, Thursday
8 = Monday, Wednesday, Thursday
9 = Monday, Wednesday, Friday
10 = Monday through Thursday
11 = Tuesday, Thursday, Friday

Multiple Sections of a Course
If there are to be multiple sections of a course at a given time, each section is identified by a letter code beginning with "A" (e.g. EG13**A**). "A" represents the first section offered at a given time; "B" indicates the second section offered at the same time; "C" the third, etc.

Club Hours
Club hours designates the period during which no classes may be scheduled. They take place on Thursday afternoons from 12:25 to 2:30 p.m. Thus, no classes can be scheduled to end on Thursday after 12:25 p.m., nor can a class be scheduled to begin on Thursday afternoon before 2:30 p.m.

EVENING CLASSES
Evening classes may be offered on Monday and Wednesday (**MW**) or Tuesday and Thursday (**TR**). The times slots are not as rigid as those for the day. There are three evening sessions, starting at 5:40, 7:35, and 9:00 p.m. But classes within each session need not start at exactly the same time. For example, a class in the first slot may begin at 5:40 (**54**) or 6:00 (**6**). Thus, a class that meets on Tuesday and Thursdays and begins at 7:35 will be designated **TR73**.

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Baruch College Guide to Immigration for Faculty Members

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Last updated on 3/28/06

Under revision (3/28/06)

For further information, call Associate Provost Barbara Lawrence: 646-660-6500.

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Guidelines for Writing Learning Goals

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Last updated on 3/20/09

This document-in-progress was last revised October 1, 2008.
The Joint Committee on Curriculum Committee and Articulation requires all courses to have appropriate learning goals.
1. Learning goals are more than just teaching goals. A weakness in many course proposals submitted is a tendency to mistake teaching goals for learning goals.
Teaching goals often reflect what the instructor wants to do in a very general, vague way. For example, we might see a statement formulated in this manner:

> *The purpose of this course is to introduce students to the basic theoretical concepts in the field, to examine the historical development of these concepts, and to explore current controversies.*

This statement does not address the question of what students will actually take away from the course and so is unacceptable as a formulation of *learning* goals. Other examples of problematic formulations include terminology such as "develop an appreciation of" or "expose students to." The weakness of these goals is not that they are unworthy, but that they primarily describe what the *instructor* intends to do or to accomplish over the course of the semester. In other words, they are instructor-oriented rather than student-oriented.
Learning goals should describe actions that students will be able to perform upon completing the course and therefore differ crucially from descriptions of what we intend to teach. In reformulating goals from the student perspective, we should think not just about what we want to cover in the course but also about how we will know that students have learned the things that we want to cover. The questions that the author of the statement quoted above should be asking him or herself are: how will I know that my students have been successfully introduced to the basic theoretical concepts; that they understand the historical development of these concepts; and that they are familiar with current controversies in the field?
2. In formulating learning goals the members of the Joint Committee suggest using the phrase: "will be able to…"
A reformulation of the statement quoted above might read as follows.
After completing this course students will be able to:

- *identify, describe, and explain basic theoretical concepts in the field.*
- *Present a detailed account of the historical context in which these concepts were developed.*
- *Research and prepare a term paper on an important current controversy in the field.*

3. Vague goals should be reformulated to be as specific as possible. For example:

- Vague: *Students will understand the style periods of Western music.* How will we know that the students "understand"?

- Better: *1) Students will be able to identify which style period of Western music a piece belongs to; and 2) students will be able to describe how the elements of music are used differently in each style period.*
- Vague: *Students will have basic knowledge of the field.* How will we know that the students have acquired that "basic knowledge"?
- Better: *1) Students will be able to read and interpret studies that use quantitative methods; and 2) students will be able to research questions using quantitative methods.*
- Vague: *Students will appreciate the scientific method.* How will we know that the students "appreciate"?
- Better: *Students will be able to examine a scientific research paper and 1) identify and describe the experimental hypothesis; 2) identify methodology used to test that hypothesis; and 3) comment critically on the research conclusions.*

4. If you are going to assess student learning goals separately, then list them separately. For example:

- *Every student will be able to conduct an original research project and communicate the results in an oral presentation.* Difficult to assess as a whole.
- Better: *1) Students will be able to conduct an original research project; and 2) Students will be able to communicate the results in an oral presentation.*

5. In writing student learning goals use active verbs:

Examples [adapted from Mary J. Allen, *Assessing Academic Programs in Higher Education* (Anker, 2008)]:

Knowledge – cite, define, describe, identify, indicate, list, match, recognize, reproduce, select, state
Comprehension – arrange, classify, defend, distinguish diagram, explain, generalize, predict, report
Application – apply, change, compute demonstrate, dramatize, illustrate, interpret
Analysis – analyze, appraise, calculate, contrast, debate, examine, infer, outline, question, solve
Synthesis – assemble, collect compile, design, devise, generate, manage, organize, perform, rearrange,
Evaluation – choose, compare, criticize, evaluate, interpret, measure, judge, justify

The foregoing are based on the understanding of learning and learning styles first articulated by Benjamin Bloom in the 1950s, now known as **BLOOM'S TAXONOMY**. The following link to a Bloom's Taxonomy website (and the lists of verbs there) might be helpful: http://www.officeport.com/edu/blooms.htm

6. Some exemplars of good learning goals by discipline (members of the faculty are invited to contribute additional goals)**:**

By the end of this course my students will be able to...

CIS (upper level):
- *apply quantitative methods to project planning, performance and monitoring.*
- *explain software design and implementation processes.*
- *demonstrate team skills.*

Economics
- *use economic theory to explain government policies and their effects.*

English (upper level)
- *state a position in an analytical essay.*
- *back the position with evidence from a literary work.*
- *acknowledge alternative points of view.*
- *use the library to find literary critical works.*
- *integrate others' work smoothly into the students' own interpretations.*
- *avoid over reliance on sources.*
- *cite sources accurately and correctly.*
- *organize an essay in a logical fashion.*

History
- *describe basic historical events and people.*
- *argue as a historian does:*
  - *take a position on a debatable historical issue;*
  - *use historical data as evidence for the position; and*
  - *raise and answer counterarguments.*

International Business (upper level):
- *create a detailed plan for an existing business to expand into a foreign market.*
- *orally present a solution to an international business problem to a real business customer.*
- *apply learned functional skills in a competitive business setting.*

Management (upper level):

- *analyze the impact that technology has on the spread and growth of international business.*
- *systematically analyze a "firm" in the context of home and foreign markets.*
- *demonstrate how ethics and culture affects and is affected by international business.*

Math

- *solve [certain kinds of] mathematical problems.*
- *explain [in writing/orally] what they are doing as they solve a problem and why they're doing it.*

Adapted from Mary J. Allen, *Assessing Academic Programs in Higher Education* (Anker, 2008).

Based in part on Walfoord and Anderson, *Effective Grading* (Jossey-Bass, 1998).

For learning goals extended *ad absurdum*, see Alfred Friedland, "Learning Goals for Laertes."



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Human Resources Department

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Last updated on 2/7/07

A fully trained staff is available to answer questions and provide information about employment, recruitment, time and leave balances, paychecks, contractual matters and benefits.

Health Plans

There are a variety of HMO plans, Preferred Provider Organization (PPO), and Point of Service (POS) plans offered to employees including:

- Aetna US Healthcare HMO http://www.aetna.com
- Aetna US Healthcare QPOS http://www.aetna.com
- Empire Healthchoice HMO and EPO http://www.empireblue.com
- CIGNA HMO http://www.cigna.com
- GHI HMO Select http://www.ghi.com
- GHI-CBP/EBCBS http://www.ghi.com
- Health Net http://www.health.net
- HIP Prime HMO http://www.hipusa.com
- HIP Prime POS http://www.hipusa.com
- VYTRA http://www.vytra.com

Dental and optical coverage are provided at no additional premium. There is no additional premium for the prescription plan if the PSC/CUNY Welfare Fund plan is used.

Pension Plans and Tax Deferred Annuities

The City University of New York (CUNY) offers all full time faculty a choice of pension programs. The Teachers' Retirement System (TRS) is a defined benefit plan, and the TIAA-CREF retirement program, is a defined contribution plan. Tax Deferred Annuity plans are also available through TRS, TIAA-CREF, and Halliday Research Corporation (HRC).

Payroll

The Human Resources Department encompasses the Payroll Unit where questions may be directed concerning pay. Direct deposit banking is also available.

Director: Elizabeth Robinson
Location: 135 East 22nd Street, Room 202
Telephone: 646 660-6590; 646 660-6591 (fax)
Hours: 9 am - 5:30 pm



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Healthcare (Student)

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Last updated on 11/18/2002

For information on *faculty* health insurance, see Human Resources.

The Baruch College Health Center is located at 138 East 26th Street. It provides students with a full range of clinical health services including initial diagnosis and treatment for a broad spectrum of illnesses and injuries, and appropriate follow-up care for minor ailments, such as sore throats, flu symptoms, stomach aches, asthma, urinary tract infections, skin rashes, sprains etc. When necessary, appropriate referrals will be made

Gynecological care, such as pap smears, pregnancy testing, and testing for sexually transmitted diseases, is also available, as are immunizations and physical exams.

Most of these services are free although lab and some other services may require a small fee. Over the counter drugs are provided free. Other medications may be prescribed; there are ongoing efforts to get discounts in local pharmacies.

The center is staffed with fully licensed medical staff, usually a nurse practitioner, an MD, or physicians assistants.

Confidentiality

Please note that medical records are strictly confidential. Information will not be released without written authorization by the student unless by court order.

Baruch College Health Center
Continuum Health Partners, Inc.
Location: 138 East 26th Street, 1st Floor
Hours: 9 am - 8 pm (during peak semesters)
Telephone: 646-312-2040; 646-312-2041 (fax)

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Honoraria and Travel Reimbursement

Last updated on 2/7/07

When available, reimbursement for academic travel is administrated by the individual Schools. Each School has procedures for reimbursement that faculty members should consult before traveling. Chairs and dean's offices are the best source for this information. But be sure to see references below for NYS guidelines:

Official New York State Business & Travel Guidelines

You can find the NYS business and professional travel guidelines at http://www.osc.state.ny.us/agencies/travel/travel.htm.

In addition, you can secure a copy of the "Summary of Travel Voucher Requirements," by calling the Controller's Office at 646 660-6560.

These comprehensive business and professional travel guidelines provide all the details that are required to be sure that your expenditure, including travel expenditures, will be paid and/or reimbursed by Baruch College.

It is very important to point out what the accurate Baruch College interpretation of the term "GUIDELINES" is for audit purposes. NYS Guidelines should be considered "SAFE HAVENS"; meaning, that if your expenditure is properly documented consistent with the Guidelines, including meeting the authorization and documentation requirements then you can be assured that the expenditure will be paid or reimbursed. If the expenditure does not fall within the Guidelines, then that expenditure will automatically require additional justification in the form of additional documentation stating the reason why the expenditure did not meet the Guidelines and why such expenditure is justified.

Example 1
A person travels to a conference in another city, beyond 100 miles from home or Baruch College. The conference begins with an 8:00 AM registration and 9:00 program. Thus, this person goes the night before and stays over night at the conference hotel. This would be justified with proper documentation.

Keep in mind that the Guidelines clearly state that a person can not stay overnight at a

conference or meeting unless such conference or meeting is beyond 35 miles of both his/her home or Baruch College. In the event that either location is less than 35 miles, payment or reimbursement is outside of the Guidelines. Only in extraordinary circumstances with additional written justification, will any reimbursement be considered for payment of the applicable lodging and meals.

Example 2
A person decides to take an Acela Express Train to Washington DC merely to enjoy the experience. This would not be justified, and this travel reimbursement would be paid at the coach fare rate for the same trip.

Mileage/Rates
We use Map Quest to compare such mileage distances. As previously noted, the personal mileage rate was changed by the IRS from $.365 to $.36 per mile for the year 2003.

Per Diem Reimbursement Rates
The NYS website (http://www.osc.state.ny.us/agencies/travel/travel.htm) also provides per diem reimbursement rates by major city in the US.

Prior Approval Requirement / Conflict of Interest
To receive honoraria and reimbursement for travel expenses from *outside* sources, full-time faculty are required to obtain prior approval from the President. Forms are available from the office of the Dean of Faculty and Staff Relations, John R. Dugan Jr. (Vertical Campus, Room 4-226; 646-312-3320). ***However, any such activities in connection with work in a faculty member's academic discipline are exempt from this prior approval requirement.*** Honoraria and travel reimbursement may not be received from individuals or organizations that would place the recipient in conflict of interest; that is, for example, from a person or organization that negotiates with, does business with, or has contracts with the University.



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Honors Programs (Undergraduate)

Last updated on 7/28/04

The Baruch College Honors Program provides a focal point for the establishment, maintenance, and enhancement of activities for students who demonstrate exceptional academic abilities and performance. The program is overseen by the college Honors Program Director and coordinated by the college Committee on Undergraduate Honors. The Honors Program website defines the "honors experience" at Baruch, and provides information on admission and other requirements.

Students may participate in the program in varying degrees and via a number of tracks.

Most students are admitted into the program as entering freshmen, either directly **(Baruch Scholars)** or via acceptance into the Macaulay Honors College at Baruch **(University Scholars)**. They are given full-tuition scholarships, a comprehensive honors curriculum, and access to a number of cultural enrichment opportunities.

Others **(Provost's Scholars)** are admitted into the program based on academic performance at Baruch and recommendations of honors program faculty. To be eligible for admission, students must successfully complete at least one honors course.

Most honors classes are open to students who are not enrolled in the Honors Program so long as they meet GPA requirements (3.3 for 1000 and 2000 level courses and 3.4 for courses at the 3000 level or above).

Student may opt to write an honors thesis in their major or minor areas of specialization (course numbers 6001-60003 in most academic disciplines). Faculty play a critical role in identifying qualified students and either chairing or serving as readers on thesis committees. Each student must submit a written application and prospectus prior to registering for the thesis. The application must be approved by the prospective mentor, the departmental honors coordinator, and, the director of the College Honors Program prior to registration. For questions relating to the thesis, you should contact your departmental honors coordinator, the Chair of the Committee on Undergraduate Honors, or the Baruch College Honors Program Director. Applications are available on the Baruch College Honors Program Website. .

Faculty are encouraged to identify outstanding students in their classes and to direct them to the honors program. Any questions may be addressed to the director.

Contac Information
Director: Prof. Susan Locke
Honors Program
137 East 25th Street, Suite 306
Telephone: 646-312-2122



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Housing

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Last updated on 10/22/2009

Letter dated 10/7/09

Dear CUNY College Presidents,
I'm writing to inform you of an opportunity to offer discounted rental housing in East Harlem to your faculty, staff and students.
In June of this year, Hunter was able to memorialize an agreement with the Muss Development Company, owners of brand new luxury apartment building at the corner of East 119th Street and 3rd Avenue in East Harlem.
The agreement offers a significant discount off the published rental rates. Apartments range from one- to three-bedrooms. All rental agreements are for a period of 26 months. A four-tiered discount schedule is as follows:

- Discount #1: Rent before November 15, 2009 and receive 15% off published rates plus 4 ½ months free rent in months 1, 8, 16, 24, and half of month 26.
- Discount #2: Rent between November 15, 2009 and November 30, 2009 and receive 15% off published rates plus 2 ½ months free rent in months 1, 13, and half of month 26.
- Discount #3: Rent between December 1, 2009 and December 31, 2009 and receive 15% off published rates.
- Discount #4: Rent January 1, 2010 and thereafter and receive 1 month free rent per year of the lease in months 1 and 13.

A document detailing the discounted rates is attached. All rental rates shown, discounted or not, are strictly for illustrative purposes. Please note that the building and the apartments are fully owned and operated by the development company and not by Hunter College. Hunter College is not party to nor a co-signer on any lease at this building. Please also note that most utilities, including heat, gas, and electric, are NOT included in the base rent, and will be the responsibility of the tenant.

Attached you will also find a schedule of all published (non-discounted) rental rates.

Beginning immediately your faculty and staff are invited to take advantage of reduced rents in a new apartment building on 119th Street and 3rd Avenue in East Harlem, directly across the street from the new site of Hunter's School of Social Work and the CUNY School of Public Health.
Additionally, the developer would like to organize a facility tour and luncheon for community representatives sometime within the next 2 weeks. Members of the CUNY community who are interested in seeing the apartments and amenities at 119th Street and 3rd Avenue, have any questions, or would like a copy of the developer's lease agreement and lease rider should contact David Elliott in the Office of Hunter's Chief Operating Officer. David can be

reached at (212)396-6425 or david.elliot@hunter.cuny.edu.
Best regards,
Jennifer J. Raab

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Institutional Review Board (the IRB)

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Last updated on 7/23/09

Professional ethics require protection of research participants, but in addition federal law mandates that researchers working with human subjects acquire approval of an institutional review board.
The Institutional Review Board is a Baruch body consisting of faculty and one community member which must approve in advance all human subjects research involving Baruch personnel. The mission of the Baruch IRB is to facilitate quality research, with quality in this context emphasizing balancing risks and benefits for human subjects.
A researcher at Baruch must complete computer based training and, prior to each new research study, submit an application to the Baruch Institutional Review Board. In brief, the application asks for concise descriptions of a study's purposes, design and procedures. Important criteria for IRB approval include voluntary participation, confidentiality, informed consent, and limited risk.

Does Your Project Warrant IRB Review?

If an activity is designed to develop or contribute to generalizable knowledge, and if it involves obtaining information from or about living individuals, the project requires advance IRB approval.
Such projects include funded and non-funded questionnaire, interview, qualitative, secondary, and experimental research. Pilot projects need review. In-class exercises done wholly for pedagogical purposes need not be submitted for prior IRB review, and institutional research that is not disseminated externally does not require approval.
Research conducted by faculty, staff, and students needs IRB approval.

Resources

Information is available at www.baruch.cuny.edu/irb
The computer based training is accessible at www.citiprogram.org
If you have questions or want to arrange a presentation about the IRB, feel free to communicate with Prof. Hannah Rothstein, the IRB's Chair, or with Keisha Peterson, the IRB's adminstrator. The members of the Baruch IRB are:
Lauren Block, Marketing
Harry Brent, English
David Kossey, Community member
Thomas Main, SPA
Jaihyun Park, Psychology
Keisha Peterson, Administrator
Hannah Rothstein, Management
Shoshanna Sofaer, SPA
Kristin Sommer, Psychology

* * * * *

In May - June 2005, three memos regarding the Baruch IRB were circulated to the members of the full-time faculty. Those memos are repoduced at: http://www.baruch.cuny.edu/facultyhandbook/IRB_memos_Spr_05.htm

* * * * *

In March 2005 the College engaged Dr. Jeffrey M. Cohen as a consultant to help us review our IRB procedures. Dr. Cohen reviewed records and interviewed 18 members of the faculty and several administrators. His report is entitled "Evaluation of Baruch College's Human Research Protections Program."



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Submissions to *i Magazine*

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Last updated on 6/4/2009

May 22, 2009
The Baruch College Writing Center is proud to unveil the first issue of our new online literary publication, *i Magazine*. *i* features non-fiction essays, poetry and photography from Baruch students, as well as professor nomination comments. You can find the first issue at www.baruch.cuny.edu/writingcenter/imagazine.
October 2009
To: All Members of the Baruch Faculty
From: Keri Bertino, Acting Director, Baruch College Writing Center
The Baruch College Writing Center is proud to announce the creation of our first online literary journal, ***i Magazine***, which will feature writing and digital art from Baruch undergraduate students of all disciplines. *i* will publish not only poetry, fiction, non-fiction, and visual art, but also well-written student academic essays and assignments of cultural and intellectual interest to all students and faculty at Baruch, including work that was completed originally for classes. ***i Magazine*** is edited by Baruch undergraduate students, and will be published once a semester, online only. Our goal is to publish the best possible student work while exploring the ways we can use new media to create a community of writers and artists, students and faculty. As such, we're particularly interested in well-crafted student academic writing that can be used as a model by students and teachers alike.
We invite all faculty members to nominate student work for publication in the magazine. We are looking for essays that go above and beyond the assignment, whether through nuance of argument, strength of voice, flexible and insightful use of research, or any other aspect of outstanding college-level writing. We are especially interested in publishing rough drafts of papers alongside their revisions in order to show most vividly the process that is so integral to effective writing. We also encourage you to write one or two brief paragraphs explaining the assignment and why you chose to endorse and share the particular work with the Baruch writing community. Through publishing these student essays, we hope to create a sort of database of academic writing for students and faculty to use as models and reference points both in and out of the classroom. It is our hope that by teaching students how to use their peers' texts as models properly, as well as by making these essays widely available, we will continue to support students in upholding the standards of academic integrity.
If you come across student work you'd like to nominate for publication, please email it to us at **imagazinebaruch@gmail.com** with "Professor Nomination" in the subject line, and a brief description of the essay's strengths. **Submissions should be received by Friday, November 21, 2008**. We think this can be a wonderfully useful tool for Baruch faculty and students alike, and we thank you for your support and participation.



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I.D. Cards

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Last updated on 6/18/07

Bring your letter of employment (appointment letter) to the Office of Human Resources (135 East 22nd Street, Room 200), where you will be given an ID-card authorization form. That form should be taken to the I.D. Center.

I.D. Center
Location: 151 East 25th Street, Room 133
Telephone: 646-312-1475

Hours of Operation:
10:30AM-6:30PM, Monday-Thursday
10:30AM-4:30PM, Friday

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Immigration Resources for Faculty

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Last updated on 4/24/2007

- Sponsoring Professors for Immigration Status
- Baruch College Sponsorship Procedures
- Baruch Guide to Immigration for Professors

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Instructional Technology

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Last updated on 1/23/2007

The **schedule for training sessions** in the use of instructional/classroom technology (including Blackboard) is available online. For additional information, including other arrangements for such training (e.g. to departments or to other groups of instructors), please see below.

* * * * * * * *

Instructional Technology at Baruch College is managed by the Instructional Technology Unit (InTech) of the Baruch Computing and Technology Center (BCTC).

Definition
InTech is made up of the Course Management Unit (institution portal design and development, departmental computer based training (CBT) and computer based assessment (CBA) projects and other methods for implementing technology assisted course management, learning, or assessment.), Media Resources (Instructional Media and Special Event Media) and Web Development.

Mission
InTech works with faculty to advance, facilitate, and enhance teaching and learning through appropriate integration of technology with teaching. This partnership includes, but is not limited to, empowering faculty through training, development of new and existing teaching tools and management of the instructional technology infrastructure. InTech's direct and indirect services support the overall teaching and learning goals of the college.

Goal
To deliver successful learning solutions in partnership with faculty by understanding their needs and exceeding their expectations. Members of InTech will achieve this goal through professionalism, expertise, teamwork and continuous self-assessment.

This brief overview identifies the learning technologies available to faculty at Baruch College. Some faculty may require greater support in developing their own personal teaching style with technology. Those faculty members should contact Jim Russell, Director of Instructional Technology at (646) 312-4895 or Jim_Russell@baruch.cuny.edu.

Training Sessions on Instructional Technologies
Several options exist for training with Instructional Technologies at Baruch. Training sessions may also be hosted by a department or group of faculty members by contacting Jim Russell at 646-312-4895.

Instructional Technology in Teaching Spaces

Podiums in the VC and beyond
Baruch's new Newman Vertical Campus brings state-of-the-art instructional technology and media on a scale almost unprecedented in an urban academic center - 102 classrooms, 14 research labs, and 36 computer labs, each of which is fully wired and provided with an integrated computer and media lectern that links the instructional technology with ceiling projectors and allows instructors to deploy every teaching technology from the traditional "overhead" to the latest information management tools provided by PowerPoint presentations; live internet research; digital photography; video and audio playback; teleconferencing; and more.

Equipment in Newman Vertical Campus Classrooms

- Windows 2000 Computer, equipped with:
  - DVD Player
  - Basic CD Player
  - MS Office Suite
  - Internet Connection
- Digital Projector
- Projection Screen
- Task Light
- Document Camera
- Laptop Connections
- Auxiliary video and audio in and out
- Microphones (in larger classrooms)
- Telephones (in-house only; BCTC and Security numbers are posted)

Media Resources Equipment
For rooms that are not in the Newman Vertical Campus that require special equipment not resident there, Media Resources can provide portable equipment delivery and set-up. We are generally unable to dedicate staff to operate the equipment during your class. With prior arrangement we can provide basic training on how to use any equipment we provide.

All equipment must be requested no later than two working days (48 hours) before class. Online orders are given priority to fax and mail orders. Equipment requests are done on first come - first serve basis. Requests are made via the web, email, fax or inter office mail.

Location : 151 East 25th Street, H-0619
Telephone: 646-312-1141; 646-312-1131 (fax)
Email: MediaResources@baruch.cuny.edu
Media resources request form

Problems with equipment in classrooms should be reported to Media Resources at: 646-312-1141 or to the BCTC help desk 646-312-1010.

NB: Sound systems cannot be provided for classrooms with 40 seats or fewer without authorization from the CIO or the Director of Instructional Technology.

Types of portable equipment available through Media Resources

3/4" Playback	Projection Screen
Audio Tape Playback or recording	LCD Projector with or without PC
Computer w/Projector	Slide Projector (16mm or 35mm)
Microphones: Floor, Lavalier, Podium or Table	Video Playback or recording

Instructional Technology on the Internet

Blackboard
Blackboard is a program that allows instructors to create, deliver, and manage web-based educational technologies for courses. It can be used to add online elements to a traditional course, or to develop completely online courses with few or no face-to-face meetings.

Baruch College has been using Blackboard since September 1999. The current version is 5.5, the latest edition of the software. Available features in Blackboard 5.5 include:

- course announcements
- personalized course calendars
- threaded discussion, live chat, and online whiteboard
- online quizzes and surveys, with automated grading and statistics
- course assignment and documents areas
- course-related external links
- online file sharing
- timed release of quizzes and other course materials
- student rosters, e-mail, and online gradebook
- group project areas

Blackboard course pages are easy to create. Instructors use built-in templates to create announcements quizzes, and external links. Other course materials can be created in a similar fashion, or can be written using any software you choose, and then uploaded into the Blackboard course site.

No knowledge of HTML is required to create a Blackboard course site. Your choice of formatting options will increase, however, if you know a few HTML tags. kjhlh

Making a Course Available to Students
1. On your Blackboard site, go to "Control Panel" (on the left)
2. In the lower left, click on "Settings"
3. Click on "Course Availability"
4. Click on "Yes"
5. Click "Submit"

Students now will be able to gain access to the course's Blackboard site.

Individual Web Sites
Faculty may request web server space on Baruch's Faculty Server. This web server is a Microsoft IIS system intended to host simple web pages and moderate web development. Most faculty members will find Blackboard more convenient for instructional purposes. If you would like to create an account on this server, contact Patrick Ackerman, Campus Web Administrator, at 646-312-1065 for more information.

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Intellectual Property Policy

Last updated on 11/25/2002

Linked to this page is a PDF file with cover memo from Vice Chancellor Schaffer, a summary of the newly-adopted policy, and the new CUNY Intellectual Property Policy (approved by the Board of Trustees on November 18, 2002). Questions about the new policy should be directed to John Dugan, Dean of Faculty & Staff Relations and Counsel to the President (646-312-3320).

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Internships

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Last updated on 06/26/07

Baruch College offers a wide-variety of internship possibilities to both undergraduates and graduate students. Internships are short-term employment opportunities (paid or unpaid, for academic credit or not) that allow students to combine classroom learning with hands-on work experience. Internships may lead to long-term employment, either at the company/organization where the internship takes place or through connections developed there.

See the Internship Faculty Discussion Group in Blackboard, for an interactive discussion forum for faculty and staff involved in the teaching and administration of internship courses and programs.

UNDERGRADUATE INTERNSHIPS
Many undergraduate internships are administrated through the Career Development Center (Vertical Campus; Room 2-150; 646-312-4670), but some are administered by academic departments. Questions about internships are addressed at the Career Development Center, which is reached from the Baruch homepage by following the link under "Student Life," or by going directly to: http://www.baruch.cuny.edu/careers/students/employment/internships.htm.

Contacts/Coordinators for Undergraduate Internships
CDC Internship Coordinator: Heather Krasna
Location: Vertical Campus, Room 2-160
Contact: 646-312-4682 or heather_krasna@baruch.cuny.edu
Students interested in obtaining credit for an internship, or who would like to take an "Internship course" must speak to the contact person in the appropriate department listed below:

ACC 5100/5200 Accounting Internship
Stan Ross Department of Accountancy
Contact: Professor Joseph B. Weintrop, 646 312 3092, Room VC 12-263 Joseph_Weintrop@baruch.cuny.edu
Hours: ACC 5100 -1 hour, 1 credit / ACC 5200 - 3 hours, 3 credits, visit http://site9849.dellhost.com/
Prerequisite: Junior Status

ART 5010-5011 Graphic Communication Internship
Department of Fine And Performing Arts
Contact: Professor Terry Berkowitz, 646 312 4059, VC 07-227, email artifice@pipeline.com
Hours: 8-14 hours, 3 credits, visit http://www.baruch.cuny.edu/slas/departments/arts/intern/index.html

Prerequisite: ART 2050, 3050, 3058, and Permission of the Internship Coordinator

BUS 3001-3003 Business Internship
Zicklin School of Business
Contact the professor in the specific department who is listed on this sheet for information.
Prerequisite: Open to Juniors and Seniors in good standing with the Zicklin School of Business. For Marketing majors, this class is open only to Juniors; Seniors should take Marketing 5100.

CIS 5900 (4680) Computer Information Systems Internship
Department of Statistics And Computer Information Systems
Contact: Professor Pai Chun Ma, 646 312 3369, Room VC 11-243
pai-chun_ma@baruch.cuny.edu
Hours: 3 hours, 3 credits
Prerequisite: Departmental Permission; priority will be given to graduating Seniors. More details can be found at http://cisnet.baruch.cuny.edu/ma/internship

COM 5010 Internship In Business & Public Communication
Department of Communication Studies
Contact: Professor Jana O'Keefe Bazzoni, 646 312 3728, Room VC 08-244
Jana _ O'Keefe _ Bazzoni@baruch.cuny.edu
Hours: A minimum of 10 hours plus periodic conferences with internship coordinator, 3 Credits, Visit http://www.baruch.cuny.edu/wsas/departments/communication/internships.html
Prerequisite: Prerequisite: Departmental permission given to upper level Corporate Communication majors only; eligible students will have completed at least two of the required COM courses and one of the electives in the major, and the pre-requisite MGT and MKT courses.

ECO 5010-5011 Training Program I & II
FIN 5610-5611 Training Program I & II
Department of Economics and Finance
Contact: Professor Frank Tansey, 646 312 3479, Room VC 10-271 francis_tansey@baruch.cuny.edu
Hours: 1 class hour, 20 work hours, 3 credits each
Prerequisite: Departmental Permission and Senior Status

ENG 5050-5051 Media Internship
Department of English
Contact: Professor Eugene Marlow, 646 312 3924, Room VC 07-258
Hours: 8-10 hours, 3 credits
Prerequisite: ENG 2150 & 3050 (2550)

FPA 5070-5071 Arts Administration Internship
Department of Fine And Performing Arts
Contact: Professor Andrew Tomasello, 646 312 4064, Room VC 07-217 Tomasello1@aol.com
Hours: 10 hours, 3 credits, visit http://www.baruch.cuny.edu/slas/departments/arts/intern/index.html
Prerequisite: Departmental Permission

MGT 5110 Management Internship
Department of Management
Contact: Professor Moshe Banai, 646 312 3631, Room VC 09-239 moshe_banai@baruch.cuny.edu
Hours: 3 hours, 3 credits
Prerequisite: 9 credits in MGMT beyond MGT 3120 & MGT 3121, & Departmental Permission

MKT 5100 Marketing Internship
Department of Marketing

Contact: Professor Clifford Wymbs, 646 312 3299, Room VC 12-284, Clifford_wymbs@baruch.cuny.edu
Hours: 3 hours, 3 credits
Prerequisite: Senior Status and Departmental Permission

MSC 5050/5051 Internship in Music Management
Department of Fine And Performing Arts
Contact: Professor Kyra Grant (Fall and Spring), 646 312 4052, Room VC 07-216 kyra_gaunt@baruch.cuny.edu
Contact: Professor Anthony Tomasello (Summer), 646 312-4064, Room VC 07-219 Tomasello1@aol.com
Hours: 10 hours, 3 credits, visit http://www.baruch.cuny.edu/slas/departments/arts/intern/index.html
Prerequisite: Departmental Permission

POL 5452 Field Work in Government
Department of Political Science
Contact: Professor Susan Tenenbaum, 646 312 4420, Room VC 05-283 susan_tenenbaum@baruch.cuny.edu
Hours: 3 credits – students can take the course up to two times (varying the internship) for a total of 6 credits.
Prerequisite: Open to Sophomores, Juniors, or Seniors in good standing
http://www.baruch.cuny.edu/slas/departments/political_science/intern.html

PSY 4035-4036 Practicum in Community Psychological Services
Department of Psychology
Contact: Professor Harvey Barocas, 646 312 3814, Room VC 08-275 harvey_barocas@baruch.cuny.edu
Hours: 1 seminar hour; 4 field hours; 3 credits
Prerequisite: PSY 1001, 6 additional credits in psychology, and permission of the psychology field work coordinator prior to registration

SOC 3185 Internship in Human Service and Community Organizations
Department of Sociology and Anthropology
Contact: Prof. Susan M. Chambré, 646-312-4471 or email: Susan_Chambre@baruch.cuny.edu, Room VC 4-265.
Hours: 1 seminar hour; 4 work hours/week; 3 credits.
Prerequisites : SOC 1005 or ANTH 1001 or ENG 2150

School of Public Affairs
For internships regarding the School of Public Affairs, please contact Jennifer Harrington, 646 660-6700

GRADUATE INTERNSHIPS

SPA: Many internships are offered through the School of Public Affairs. Contact Elyse Mendel at 646 660-6754 for further information (135 East 22nd Street).

WSAS: See Graduate Programs for individual program and directors. They can provide information on internships.

ZSB: A wide variety of internships is offered through the Zicklin School. Four course numbers are available for receiving credit for internships: BUS 9800, 9801, 9802, and 9803.

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The Invisible Web

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Last updated on 12/1/03

General-purpose search engines miss most of the information available on the web. Librarians from LaGuardia Community College have developed a fascinating website dubbed "The Invisible Web" that suggests many ways to get more complete and reliable information. Faculty can use this information themselves and/or pass it along to students. See http://www.laguardia.edu/library/invisibleweb/default.htm.



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War in Iraq - Information Links

Last updated on3/11/2007

Some journalism organizations have responded to the war by creating "portal" sites with dozens, maybe hundreds of links, to sources of information about the conflict. These links are useful not only for journalists, but for anyone seeking background on various issues.

contributed by:
Prof. Joshua Mills
The Journalism Programs
Baruch College

JOURNALISTS' TOOLBOX
http://www.journaliststoolbox.com/newswriting/iraq.html

POYNTER INSTITUTE
http://www.poynter.org/content/content_view.asp?id=20231

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Faculty Job Descriptions

Last updated on 10/19/04

The Bylaws of the Board of Trustees of The City University of New York, provide descriptions of full-time faculty positions as follows:

Section 11.7. INSTRUCTORS, ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, AND PROFESSORS.

A. Position Definition:
It shall be the responsibility of instructors, assistant professors, associate professors and professors to perform teaching, research, and guidance duties. They shall also, among other things, be responsible for committee and departmental assignments. They shall perform those administrative, supervisory, and other functions as may be assigned by the appropriate college or university authorities. Associate professors and professors, as the senior faculty shall have special responsibilities for maintaining the academic vitality of their departments. One of the principal means of exercising this responsibility is the continuation of peer evaluations of teaching members of the instructional staff, with special attention to their diligence in teaching and professional growth. Another chief responsibility of the senior faculty is to orient their junior and newly appointed colleagues. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require.

B. Qualifications:

1. INSTRUCTOR.
For appointment as an instructor, the candidate must have demonstrated satisfactory qualities of personality and character, ability to teach successfully, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution. He/she must also have an appropriate master's degree from an accredited institution, or active progress toward a doctorate.

2. ASSISTANT PROFESSOR.
For appointment as or promotion (for instructors appointed prior to October 1, 1968) to assistant professor, the candidate must have demonstrated satisfactory qualities of personality and character, evidence of significant success as a teacher, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution. He/she must also have obtained the ph.d. degree, or an equivalent degree, in an accredited university except that persons holding positions on December 31, 1975 as assistant professors or instructors in the community colleges shall have a master's degree and four years of appropriate teaching, technological, or industrial experience or the ph.d. degree. In the libraries, for promotion to or appointment as assistant professor, the candidate must, in addition to the requirements of instructor, have completed a doctorate or an additional master's degree and in exceptional cases some other logical combination of two years' graduate study or more beyond the bachelor's degree.

3. ASSOCIATE PROFESSOR.
For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor, must have obtained the ph.d. or an equivalent degree from an accredited university, and in addition he/she must possess a record of significant achievement in his/her field or profession, or as a college or university administrator. There shall be evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community. There shall be evidence of his/her continued growth and of continued effectiveness in teaching. Longevity and seniority alone shall not be sufficient for promotion.
In the libraries, for promotion to or appointment as associate professor, the candidate must, in addition to the requirements set forth for assistant professors in the libraries, possess a record of significant achievement in his/her profession. There shall be evidence that his/her competence and achievements are recognized and respected outside his/her won immediate community.

4. PROFESSOR.
For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor, and in addition a record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and scholarship in his/her discipline. There shall be evidence of his/her continued growth and the judgment on promotion shall consider primarily evidence of achievement in teaching and scholarship following the most recent promotion. Longevity and seniority alone shall not be sufficient for promotion.



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Joint Committee on Research

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Last updated on 9/25/2008

Charge (from the bylaws of the General Faculty)
Article VII. Section 5 – Joint Committee on Research
This Committee is charged with supporting Faculty research. It shall serve as advisory to the Grants Officer and other administrative officers of the College; it will articulate Faculty concerns regarding College-wide policy on research. It shall consist of members of Faculty rank or status selected by the Faculties of the College in the following manner: a) two members elected by the School faculty in those Schools with more than 150 full time-equivalent-faculty members; b) one member elected by the School Faculty in those Schools with fewer than 150 full-time-equivalent faculty members; c) two members at-large elected by the General Faculty; and, d) *ex officio*, the Grants Officer of the College.

Members 2008-2010
Turan Bali (Economics and Finance) **ZSB**
Eva Chou (English) **WSAS**
Ajay Das (Management) **at-large**
Alan Evelyn, ***ex officio***
Donna Gitter (Law) **ZSB**
Karl Kronebusch **SPA**
Tansen Sen (History) **at-large**
Cheryl Smith (English) **WSAS**

Survey
In Fall 2006, the Joint Committee circulated a survey about support for research at Baruch College. Results of the Survey

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Jury Duty

Last updated on 12/30/03

From the 1996-2000 agreement between PSC CUNY and the City University of New York:

ARTICLE 17
JURY DUTY

17.1 Employees who are required to serve on a jury, or are required to report to Court in person in response to a jury duty summons, or are required to report for jury examination, or to qualify for jury duty, shall receive their regular salary during such absences provided that they remit to the University an amount equal to the compensation received by them, if any, for jury duty.

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Laptop Loan Service for Faculty

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Last updated on 10/15/2008

The Newman Library has expanded its successful student laptop loan service to include loans to Baruch College faculty. Faculty members (FT, Adjunct, and GTFs) who are interested in *borrowing a laptop* should call the library systems department at 646-312-1640 between 9:00 AM and 5:00 PM or post the request using the library systems contact form (http://newman.baruch.cuny.edu/help/forms/technicalproblems.php) at least one working day in advance. Please note that the laptops are NOT distributed at the student laptop loan desk on the 3rd floor of the library. Once the request is received, an appointment will be arranged with the requester to pick up the laptop from the systems department. The loan period is a maximum of seven days.

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Leon Levy Center for Biography Fellowships

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Last updated on 10/23/2008

LLCB announces 2009-10 Biography Fellowships
$60,000 Stipend
Applications due Tuesday, November 11th, 2008

We are pleased to announce an excellent fellowship opportunity for CUNY faculty. CUNY professors who are working on biographies are encouraged to apply for writing fellowships for the academic year 2009-2010. The Graduate Center's Leon Levy Center for Biography offers four fellowships each year, one of which is earmarked for a member of the CUNY faculty. Resident fellows receive a stipend of $60,000, writing space and participate in the Biography Seminar. We solicit applications from biographers including novelists, poets, journalists, graphic novelists and those working in other innovative formats.

Application
Guidelines
Visit www.leonlevycenterforbiography.org for further information.

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Library Services (William and Anita Newman Library)

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Last updated on 7/9/08

The general website for the library is at: http://newman.baruch.cuny.edu/

The text that appears below (in two main parts: Information Resources and Research Support) and direct links to many of the forms etc. referenced below are available at:
http://newman.baruch.cuny.edu/services/faculty_services.htm

INFORMATION RESOURCES

Borrowing Library Materials
Materials may be borrowed with a valid and barcoded CUNY ID. The loan period on general circulating materials for faculty is 16 weeks with a 16-week renewal. The loan period on video for faculty is one week. Upon your request, student aides and research assistants may borrow on your behalf once you have completed an authorization form at the circulation desk. A form to request VHS or Film is provided through the library's website through the "Request Forms" page or by calling 646-312-1660.

Free Photocopying
The library provides free copy cards for making single copies from library materials using the photocopy machines and microfilm equipment in the library. For more information, see the "Faculty Photocopy Cards" policy page or call 646-312-1655.

Database Searching
The library website provides access to many bibliographic and full-text databases that are accessible to faculty both on campus and off campus. Other databases are accessible via workstations in the library. A complete listing may be found on the library website under "Databases." Library faculty are available for consultation and will perform online database searches by appointment. 646-312-1610

Interlibrary Loan
Faculty members can request that materials not owned by Baruch be borrowed from other libraries. Requests can be made through the library's website by going to the "Request Forms" page for either book requests or journal articles. 646-312-1674

Database Training
Database searching experts offer regularly-scheduled workshops on searching specific databases. The schedule is posted near the reference desk in the library and on the library website through the "Workshop Schedule page." Students may register for workshops online through the "Workshop Sign Up Form."Specialized training is also available upon request. (646) 312-1614

New Publications Alerts
Faculty may elect to receive a copy of the table of contents of any journal held by the library as each new issue arrives. The library website provides electronic access to Current Contents, a multidisciplinary current awareness service covering more than 7,000 journals, books, and conference proceedings. For more information, please contact Serials Librarian, Michael Waldman, at 646-312-1689 or Michael_Waldman@baruch.cuny.edu.

New acquisitions of books and other materials by the library are posted regularly on the library website through the "New Titles in Library" page. To place any of the items listed there on hold, please contact circulation via e-mail at circulation@newton.baruch.cuny.edu.

Access to Other libraries
Faculty have access and borrowing privileges at all CUNY libraries, except the CUNY Law School Library. Materials may be used on-site at the Law Library, but borrowing may only be done through interlibrary loan. Materials borrowed from other CUNY libraries may be returned at Baruch. In some cases, the library can arrange limited access to other libraries in the New York metropolitan area. Faculty can search the online catalogs of many libraries through the "Other Libraries" page of the library website. (646) 312-1674

RESEARCH SUPPORT

Reference Service
Reference librarians and subject bibliographers provide assistance in locating materials, researching the literature, and obtaining specific information. Contact information can be found on the website under the Faculty Directory. (646) 312-1610

Data Resources
Library faculty are available to assist with the acquisition and use of machine-readable datafiles such as opinion polls, government surveys, numerical time series, and other raw data from research investigations. (646) 312-1610

Faculty Carrels
A limited number of faculty carrels are available in the library. Some are assigned on a semester basis and others may be used on a first-come-first-served basis each day. (646) 312-1610

Course Reserves
Faculty can place library materials or their own copies of materials on reserve. A reserve form is available through the Request Forms page. Copies of previous examinations can be made available to students in an interactive format on the campus network, as well as in hard copy at the reserve desk. (646) 312-1610

Networked CD-ROM Services
Newman Library is able to mount a limited number of CD-ROMs supplied by the faculty on its network. The data on these CD-ROMs are then available to users on the public workstations inside the library. Note: the mounting of commercial CD-ROM products on the library network is subject to the terms of the product license. For further information, contact Saad D. Abulhab at SAADA@baruch.cuny.edu or 646 312-1642 .

Library Research Workshops
Library research workshops for students, tailored to meet the needs of particular course assignments, are available upon faculty request. The workshops, held during regular class periods, are conducted in electronic classrooms on the first floor of the Newman Library building. Workshops include instruction in the use of electronic research resources such as CUNY+, CD-ROMs, and the World Wide Web, as well as other useful sources in print. Each workshop

provides hands-on experience. Explanations and demonstrations of effective searching techniques for print and electronic resources are provided. For faculty wishing to schedule a workshop, please fill out the online form to arrange a workshop (see "Services") or contact Bobbie Pollard at 646-312-1619 or bobbie_pollard@baruch.cuny.edu.

Course Assignments Consultation
Librarians are available to offer guidance on constructing or revising class research assignments and can suggest materials for instruction. (646) 312-1610

Recommending Purchases
Faculty may recommend the purchase of library materials to support instruction and student research through their department liaison or through Michael Waldman at Michael_Waldman@baruch.cuny.edu or 646 312-1689 .

Instructional Materials
The library produces and distributes instructional materials for students such as *Basic Research Strategy* and *How to Use the Library to Write Better Papers and Avoid Plagiarism*, as well as a number of subject guides and material on how to use the online catalog. (646) 312-1614

Library Credit Courses
The library offers several credit-bearing courses designed to help students become more effective researchers, including Information Research in the Social Sciences and Humanities (LIB 1015) and Information Research in Business (LIB 1016). See the Instruction page of the Library's website for more information. (646) 312-1614

For Further Information
Please consult the library's website or contact the library at the telephone number listed with each service for further information regarding the services listed here, including important policies and procedures. All services are provided free of charge to Baruch faculty.

William and Anita Newman Library
Chief Librarian: Arthur Downing
Location: 151 East 25th Street
Telephone (main number): 646-312-1026

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Lunch at the National Arts Club

Last updated on 9/18/08

The National Arts Club, located in the beautiful and historic Tilden Mansion (a designated New York Landmark and a National Historic Landmark) at 15 Gramercy Park South, continues to welcome members of the Baruch faculty for lunch, Mondays-Fridays. Reservations are necessary (212-477-2389). To enter you will need to show your Baruch ID. Payment is by cash or check only. Dress is business casual.
Please see their website for additional information, including definitions of "business casual":
http://www.nationalartsclub.org/

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Mail

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Last updated on 10/07/2002

Outgoing Mail
The Baruch College mailroom regularly processes the faculty's professional mail. To be processed, such mail must be in Baruch envelopes and have the name and box number of the sender as part of the return address. Without this information the mailroom will not process your mail.

Packages also must be in Baruch envelopes. Overseas packages weighing more than 1 lb. must have a custom's form attached. The form can be obtained from the mailroom or any post office (PS Form 2976-Declaration of Content). This form must be signed by the sender while standing in front of the US Postal Clerk, who is responsible for verifying the identity of the individual sending the package.

Any mail that requires postage of more than $10 will not be processed without the approval of a Chair and the Dean. This is true of all Express mail as well. Express mail is expensive, so we are all asked to minimize its use by sending our mail in a timely fashion.

The Baruch Mail Center lacks sufficient personnel to carry individual letters or packages to the post office. Express mail, Certified, Registered, or any mail weighing one pound or more, must be delivered to the post office by the sender or a department employee. The US Postal Clerk will be responsible for verifying the identity of an individual sending any package of more than 1 lb.

Personal mail will be processed only if bears the correct postage. If the personal mail lacks postage the mailroom will attempt to return it to the sender. If there is no return address the mailroom will hold the mail for six months before discarding it.

Campus Address
For mail purposes, campuses addresses follow this pattern: [Name]
[Department]
[Box number]*
Baruch College
One Bernard Baruch Way
New York, NY 10010

* Box numbers include the letter designation of the building in which the office is located (for list of buildings see the Introduction), followed by a room number (e.g. Box B8-250 means building B, which is the Vertical Campus, 8th floor, Room 250). In many cases the correct box number is the room number of the departmental office. (See the online directory for the box numbers of members of the faculty, staff, and administration.)

Questions
Questions regarding these procedures should be addressed to Philip Brinson (646-312-1462 or Philip_Brinson@baruch.cuny.edu) or other members of the mailroom staff.

Mailroom: 151 East 25th Street, Room 170
Manager/Supervisor: Philip Brinson
Telephone: 646 312-1460; 646-387-1461



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Master Teacher Series at Baruch College Fall 2008 (and previous)

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Last updated on 10/9/2008

Great teachers can inspire great teaching and offer substantive advice on proven methods that have helped many students to learn. Generous support from the Baruch College Fund allows us to bring to Baruch extraordinary teachers and presenters to lead workshops focusing on issues and techniques related to teaching and learning. All members of the faculty are welcome, but space for these events is limited. Refreshments will be served at each event. Members of the adjunct faculty are paid at the 60% rate. (Follow this link for other faculty development events at Baruch College.)

Master Teacher Series Fall 2008

Videos of the Fall 2008 presentations (and many from previous semesters) may be viewed at our site within Baruch College's Digital Media Library.

JOHN BEAN

From Novice to Expert: Designing Writing Assignments to Teach Disciplinary Ways of Thinking and Arguing
The same program will be presented twice:
Tuesday, Oct. 14, 10:30 am-12 noon, 151 East 25th Street, Room 763
Tuesday, Oct. 14, 1-2:30 pm, 151 East 25th Street, Room 763
Bean's book *Engaging Ideas: The Professor's Guide to Writing, Critical Thinking, and Active Learning in the Classroom* (Jossey-Bass, 1996) has been extremely well received by many members of our faculty as well as by a national audience. His premise: "Integrating writing and other critical thinking activities into a course increases students' learning while teaching them thinking skills for posing questions, proposing hypotheses, gathering and analyzing data, and making arguments." In this discussion, Bean, a professor of English at Seattle University, will draw upon the arsenal of suggestions presented in *Engaging Ideas*.
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

EDWARD DECI

Facilitating Motivation and Psychological Well-Being in Universities
The same program will be presented twice:
Thursday, Oct. 30, 10:30 am-12 noon, NVC 14-270
Thursday, Oct. 30, 1-2:30 pm, NVC 14-270

Edward Deci, professor of psychology and Gowen Professor in the Social Sciences at the University of Rochester, is a founder of Self-Determination Theory (SDT), one of today's most influential motivational theories. He writes of his work: "I examine a variety of issues in human motivation, isolating basic processes and testing their application to education, health care, parenting, mental health, and work organizations in the U.S. and across cultures. Using both laboratory and field methods, my work focuses primarily on the nature and development of self-determination."
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

MARTINA BODE and MARY SCHULLER

"Clickers" in Classes

The same program will be presented twice:
Monday, Nov. 10, 11 am-12:30 pm, 151 East 25th Street, Room 763
Monday, Nov. 10, 1:30-3 pm, 151 East 25th Street, Room 763
Would you like to know how well your students can *apply* course material—*as you are presenting it to them?* Martina Bode, senior lecturer of mathematics at Northwestern University, and Mary Schuller, Northwestern's manager of faculty support services, demonstrate how electronic response systems can stimulate student engagement and provide immediate feedback about what they are truly learning.
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

RICHARD LIGHT

Strengthening Student Success: Six Suggestions

Wednesday, Nov. 19, 10 am-12 noon, NVC 14-250
Richard Light is Walter H. Gale Professor of Education of the John F. Kennedy School of Government at Harvard University. His award-winning book, *Making the Most of College* (Harvard, 2001), which is based on 10 years of student interviews, will serve as a springboard for discussion of effective, organized teaching, focused on connecting abstract academic ideas to more practical, quotidian thoughts.
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

CHARLIE CANNON

Thinking Together: Collaboration and Engagement

The same program will be presented twice:
Tuesday, Dec. 2, 12:30-2 pm, NVC 14-270
Tuesday, Dec. 2, 3-4:30 pm, NVC 14-270
Charlie Cannon is a faculty member of the Rhode Island School of Design (RISD) and co-founder of LOCAL Architecture Research Design. He draws on his experience to discuss how to use real, complex problems to engage students, and engage them to work together, to seek solutions that are creative and indeed innovative. His methods for creating collaboration across disciplines have been featured in the Chronicle of Higher Education. At RISD Cannon has twice been nominated for the prestigious Frazier Teaching Award.
RSVP to Juan Pagan juan.pagan@baruch.cuny.edu or 646-660-6500

Master Teacher Series 2007-2008

MEL SILBERMAN

More Active Learning Strategies

The same program will be presented twice.
Tuesday, September 25, 12:45-2:30 pm, NVC 14-280
Tuesday, September 25, 4:00-5:45 pm, NVC 14-280
Psychologist Mel Silberman, a pioneer in training and performance growth, returns after speaking at Baruch in spring 2007. He brings a wealth of experience in applying creative learning strategies to animate the classroom. Silberman

teachers at Temple University, where he won two awards for distinguished teaching.
RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

JIM EISON

Promoting Deep Learning

The same program will be presented twice.

Monday, October 15, 10:30 am-12:30 pm, NVC 14-280
Monday, October 15, 4:00-6:00 pm, NVC 14-280

All too many students are content scratching the surface of assigned course readings and to memorize what might appear on tests. Eison delves into the challenge of developing instructional strategies that stimulate students to probe more deeply into course material. He is the founding director of the Center for Teaching Enhancement at the University of Florida where he is also a professor.
RSVP to **Abigail Steven**s at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

JEANETTE NORDEN - two presentations

Promoting Intellectual and Personal Development

Wednesday, November 28, 11:00 am-12:30 pm, NVC 14-250

A neuroscientist and professor at Vanderbilt University, Norden demonstrates how the instructor's underlying goals should help guide decisions in the classroom regardless of subject matter. She explores how her objective to advance intellectual and personal growth has impacted what and how she teaches.

Stimulating Learning In Our Students - Effective Teaching Strategies

Wednesday, November 28, 1:00-2:30 pm, NVC 14-250

Teaching excellence involves communicating effectively, stimulating curiosity, and promoting a multi-layered understanding of topics. Norden shares approaches and methods that foster such environments.
RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500

SAUNDRA MCGUIRE

Learning Styles and Teaching Students how to Learn

The same program will be presented twice.

Monday, February 25, 10:30 am-12 pm, NVC 14-250
Monday, February 25, 1:00-2:30 pm, NVC 14-250

A recipient of multiple teaching awards, McGuire visits from Louisiana State University where she is Director of the Center for Academic Success and Associate Dean of University College. Among her passionate interests is techniques which facilitate valuable communication and learning.
RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500
Click **here** to view a video of Prof. McGuire's presentation.

KEN BAIN

Constructive Alignment: Fostering Deep Learning

Monday, March 31, 11:30 am-1:00 pm, NVC 14-250

Baruch welcomes back a regular speaker in our Master Teacher Series. Bain's award-winning book, *What the Best College Teachers Do* (Harvard, 2004), will serve as a springing-off point as he reminds us that the best teaching is about deep learning.
RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500
Click **here** to view a video of Ken Bain's presentation.

DONALD SAARI

Is there a New Isaac Newton in My Class?

Tuesday, April 1, 3:00-4:30 pm, H-763

"What does this have to do with me?" is often written on students' faces. Saari, Distinguished Professor of Mathematics and Economics at the University of California, Irvine, will address the disconnect that arises when what is discussed in the classroom seems to have little connection with the real world. He reveals how even the smallest detail may illuminate larger concepts.
RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500
Click **here** to view a video of Prof. Saari's presentation.

CLAUDE STEELE

The Psychology of Social Identity: Its Role in Group Performance and the Challenges of an Integrated Society

Wednesday, April 30, 12:45-2:15 pm, H-763

Steele's presentation is rooted in research aimed at identifying unseen pressures on the academic performance of groups whose abilities are negatively stereotyped - such as women and minorities. He is the Lucie Stern Professor of the Social Sciences at Stanford University.
RSVP to **Juan Pagan** at Juan_Pagan@baruch.cuny.edu or 646-660-6500
Click **here** to view a video of Prof. Steele's presentation.

Master Teacher Series 2006-2007

STEPHEN BROOKFIELD - VIDEO of this presentation
Becoming a Critically Reflective Teacher
Tuesday, September 12, 12:30-2:00 pm, NVC 14-270
Distinguished University Professor at the University of St. Thomas in Minneapolis, Minnesota, Stephen Brookfield has written ten books on adult learning, teaching, critical thinking, discussion methods, and critical theory. This workshop is based on Brookfield's *Becoming a Critically Reflective Teacher* (Jossey Bass Higher and Adult Education Series, 1995). Follow this link for more information on Prof. Brookfield.
RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

SHERRY LEE LINKON - VIDEO of this presentation
How Can Assessment Work for Us?
Thursday, October 26, 10:00-11:15, NVC 14-269
One facet of good teaching includes assessing how what is covered in class relates to what students actually learn. While some assessment is so ingrained as to be almost reflexive, much of the current discussion focuses on making other practices more intentional. Dr. Linkon is the author an article that appeared in Academe in summer 2005 with the same title as that of today's discussion. She is Professor of English and American Studies at Youngstown State University, where she is also Co-Director of The Center for Working-Class Studies. Follow this link for more information on Prof. Linkon.
RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

STEPHANIE NICKERSON
Best Practices in Class Observation
Wednesday, November 15, 2:00-4:00, NVC 14-280
Faculty members at Baruch observe each other in the classroom on a regular basis. This workshop is designed to help observers conduct effective class observations by introducing them to a format and approach that can reduce anxiety on the part of observed instructors and increase observers' ability to see meaningful teaching behavior. Following the process can improve the experience for both observers and the instructors they observe. Stephanie Nickerson taught college and graduate school students for 22 years. She started a Teaching and Learning Center at the New School and worked at NYU for many years as an Instructional Consultant. She has been working with individual faculty members at Baruch since December 2005.
RSVP to **Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.
MEL SILBERMAN
Getting Started with Active Learning
Wednesday, February 7, 12:30-2:30 pm, NVC 14-285
Wednesday, February 7, 6:00-8:00 pm, NVC 14-285
Dr. Mel Silberman is a psychologist known internationally as a pioneer in the areas of active learning, interpersonal intelligence, and team development. He is Professor of Adult and Organizational Development at Temple University and President of "Active Training," a company based in Princeton, NJ. Two of Dr. Silberman's books are available in the Baruch bookstore:

- *Active Learning: 101 Strategies to Teach Any Subject* (Allyn & Bacon, 1996)
- *Teaching Actively* (Allyn & Bacon, 2005)
  "Where *Active Learning* is the ultimate book of recipes for improving classroom teaching, *Teaching Actively* shows you how to become an exceptional chef. From engaging students to presenting brain-friendly instruction, *Teaching Actively* is an approach to teaching that you can use to dramatically improve learning in your classroom." (Amazon.com)

- For more information on Dr. Silberman and the work he does, visit http://www.activetraining.com/
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

Ken Bain
What the Best College Teachers Do
Friday, March 16, 10:00-12:30, NVC 14-270
Discussion led by Ken Bain (Montclair State College) based on his book *What the Best College Teachers Do* (Harvard, 2004). Internationally recognized for his insights into teaching and learning, and for a fifteen-year study of what the best educators do, Dr. Bain has presented invited workshops or lectures at nearly two hundred universities and events throughout the world, including three at Baruch in spring 2006.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

Aswath Damodaran
Teaching: Art or Science?
Tuesday, April 24, 12:30-2:30, NVC 14-285
Aswath Damodaran is Professor of Finance at NYU's Stern School of Business. His skill and enthusiasm in the classroom garnered him the Schools of Business Excellence in Teaching Award in 1988, and the Distinguished Teaching award from NYU in 1990. He has been voted "Professor of the Year" by the graduating MBA class five times during his career at NYU.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-660-6500.

Master Teacher Series 2005-2006

Jeanette Norden
Teaching Effectiveness in Large Classes
Monday, November 7, 12:00 - 1:30pm, NVC 14-250
Professor and Director of Medical Education, Vanderbilt Medical School, and winner of numerous awards for teaching, Dr. Norden was referred to recently as "the best teacher [he] had ever seen" by Ken Bain (see below), author of *What the Best Teachers Do* (Harvard University Press, 2004).
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

Ken Bain
What Do the Best Teachers Do? Creating Powerful Learning Environments for Students**Tuesday, January 17, 11:30am - 1:30pm, NVC 14-250**
Tuesday, January 17, 6:00pm - 8:00pm, NVC 14-250
(the same program will be presented twice)
Internationally recognized for his insights into teaching and learning, and for a fifteen-year study of what the best educators do, Ken Bain has presented invited workshops or lectures at nearly two hundred universities and events throughout the world. Founding Director of the Center for Teaching Excellence at New York University, his recently published book, *What the Best College Teachers Do* (Harvard University Press, 2004) won the 2004 Virginia and Warren Stone Prize for an outstanding book on education and society.
- Follow this link for more information on Prof. Bain's recent book.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

Ken Bain
Developing the Promising Syllabus
Thursday, February 23, 12:00pm - 2:00pm, NVC 14-250
This presentation will be a follow-up to those on January 17.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

Stephen Brookfield
Becoming a Critically Reflective Teacher
Monday, March 13, 6:00 pm - 8:00pm, NB Room Change: Newman Conference Center, 750Tuesday, March 14, 9:30am - 11:30am, NVC 14-250

(the same program will be presented twice)
Distinguished University Professor at the University of St. Thomas in Minneapolis, Minnesota, Stephen Brookfield has written ten books on adult learning, teaching, critical thinking, discussion methods, and critical theory. This workshop is based on Brookfield's *Becoming a Critically Reflective Teacher* (Jossey Bass Higher and Adult Education Series, 1995).

- Follow this link for more information on Prof. Brookfield.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

Robert Kegan
Personal Learning and Professional Development
Monday, April 10, **12:00pm - 3:00pm, NVC 14-250**
William and Miriam Meehan Professor of Adult Learning and Professional Development at Harvard University Graduate School of Education, Robert Kegan is a psychologist whose work focuses on adult development, adult learning, and professional development. His most recent book (co-authored) is *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation* (Josey, Bass, 2000).

- Follow this link for more information on Prof. Kegan.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

Jack Breihan
Designing Assessment-Centered Courses
Wednesday, May 3, 12:30-2:30, NVC 14-250
Professor of History at Loyola College, Jack Breihan has published widely in four fields: British history, history pedagogy, architecture and planning, and aviation. He is co-author of *Thinking and Writing in College: A Naturalistic Study in Four Disciplines* (Urbana, Ill.: NCTE, 1991).

- Follow this link for more information on Prof. Breihan.
- **RSVP to Abigail Stevens** at Abigail_Stevens@baruch.cuny.edu or 646-312-6500.

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Meetings of the General Faculty of Baruch College

Last updated on 10/15/08

General Faculty Meeting, October 21, 2008

Room 14-220 of the Newman Vertical Campus Building
12:45 p.m.
President Kathleen M. Waldron, Presiding
October 21, 2008, Complete File - Single file containing all files linked below (PDF)

Agenda

1. Record of Attendance
2. Approval of minutes of the March 13, 2008 General Faculty meeting.
   - General Faculty Committee Membership for 2008-2010
3. Adoption of Agenda
4. Communications and Announcements
5. Report from President Waldron
6. Written Reports from College Officers
   - Provost and Senior Vice President James McCarthy
   - Acting Vice President for College Advancement David Shanton
   - Vice President for Student Development Ben Corpus
   - Vice President for Administration and Finance Johanna D'Aleo
   - Dean of the School of Public Affairs David Birdsell
   - Dean of the Weissman School of Arts and Sciences Jeffrey Peck
   - Dean of the Zicklin School of Business John Elliot
7. Elections
8. New Business
9. Adjournment

The documents linked above are Adobe Acrobat PDF files. You will need to have Adobe Acrobat Reader installed on your computer in order to view them. If your computer does not have Adobe Acrobat Reader installed, you may download it for free from http://www.adobe.com/products/acrobat/readstep2.html.

Archive of previous agendas and reports



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Mentoring of New Faculty

Last updated on 2/7/07

Each of the three schools follows its own model for mentoring faculty:

SPA
Each junior faculty member chooses (or, in absence of a stated preference, is assigned) a senior faculty mentor (or two) with research interests as close to those of the junior member as possible. Together, the mentor and mentee draw up a detailed research and publication plan. Mentors are available to comment on article/book drafts, connect junior faculty with significant persons in their field (e.g., editors, leaders of research teams, etc.), and to answer questions about local practices (e.g., P&B, contract, research support, etc.) as well.

For information on mentoring, please contact David S. Birdsell, Professor and Executive Director of Academic Programs in SPA: 646 660-6700 or david_birdsell@baruch.cuny.edu.

WSAS
Each new faculty member is assigned a mentor who is a tenured member of the faculty in a different department. As the new faculty member moves towards tenure, s/he meets with the mentor to discuss a wide range of issues, including -- but not limited to -- the reappointment and tenure process. The meetings can provide a perspective other than that of his/her Chair to the new faculty member and a sympathetic ear for matters that might be delicate within the home department. For the mentor they provide an opportunity to get to know an interesting new member of the Baruch community.

For information on mentoring, please contact the Office of the WSAS Dean: 646-312-3870.

ZSB
The Zicklin School is currently re-examining its approach to mentoring. For information on mentoring in ZSB, please contact Associate Dean Rob Ducoffe at 646-312-3030 or rob_ducoffe@baruch.cuny.edu.

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Periodic Review Report for Middle States Commission on Higher Education

Last updated on 6/1/05

Baruch College submitted our Periodic Review Report (PRR)to the Middle States Commission on Higher Education on May 31, 2005. We thank all members of the college community who contributed to the PRR. It runs some 70 pages plus almost 70 pages of appendices. You can access the PRR in Word Format.

The PRR is due five years after completion of the college's last self study. Not as extensive a document as a full self-study, the PRR does not necessitate a site visit. It is, however, a very important part of the accreditation cycle and affords the college an opportunity to reexamine its direction and progress.

For more information about the Middle States Commission on Higher Education, see: http://www.baruch.cuny.edu/facultyhandbook/middle_states.htm, which includes a link to the Commission's own site.

If you have questions or comments about the Middle States Periodic Review Report, please contact Provost David Dannenbring at 212-802-2820 or david_dannenbring@baruch.cuny.edu.

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Mission Statements

Last updated on 8/20/09

COLLEGE STATEMENT(S)

- **Mission Statement of 1993**
- **Mission Statement (summary) of 1998**
- **Draft Statement of August 2002** (not adopted)

SCHOOL (AND DEPARTMENT) STATEMENTS

The Mission Statement of the School of Public Affairs
(adopted Fall 2002)
The Mission Statement of the Weissman School of Arts and Sciences
The Mission Statement of the Zicklin School of Business (adopted May 2009)

WSAS Departmental Statements

- Black and Hispanic Studies
- Communication Studies
- English
- Fine and Performing Arts
- History
- Mathematics
- Modern Languages
- Natural Sciences
- Philosophy
- Political Science
- Psychology
- Sociology and Anthropology

ZSB Departmental Statements

- Accountancy
- Economics and Finance
- Law
- Management
- Marketing
- Real Estate
- Statistics/CIS

LIBRARY

A link to the **Mission Statement of the William and Anita Newman Library** (Spring 1998) may be found on the

About the Library website.



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The New York Times

Last updated on 9/11/08

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To sign up for this special offer, simply call 1-888-NYT-COLL (1-888-698-2655).
Additionally, all faculty members are entitled to a *complimentary* subscription delivered to their home or office if the New York Times is cited as required reading on their course syllabus. Faculty who require the Times may e-mail their syllabus, along with their home address and phone number to **Angela Kluwin**, New York Times Education Manager at ***kluwia@nytimes.com*** to begin your complimentary subscription.

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Fire Safety Instructions

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Last updated on 10/07/2002

All faculty, staff, and students are to follow three basic principles during any emergency:

1. Follow instructions of Public Safety/Fire Department personnel.
2. Do not panic.
3. Do not use elevators.

Actual Fire/Smoke Condition

A. Pull nearest alarm. Pull boxes usually are located adjacent to fire exit stairs or elevator bank. Pull boxes are bright red.
B. Call New York Fire Department: 212-628-2900 or 9-911 and give the following information:
    1. Condition (fire, smoke, etc.).
    2. Specific location (building address, floor, and area on floor).
    3. Your name and your location.
C. Call Baruch Public Safety Emergency Number 3333 (from either 212 or 646) and give the following information:
    1. Condition (fire, smoke, etc.).
    2. Specific location (building address, floor, and area on floor).
    3. Your name and your location.
D. Remain at the location to direct Public Safety Personnel, Floor Warden(s), Searchers or Fire Department, unless your safety is in jeopardy.
E. Start evacuating the affected area, using the Fire Exit stairwells ***only***.

NEVER USE THE ELEVATORS UNLESS DIRECTED BY FIRE DEPARTMENT

F. Close all doors on the floor and use the fire extinguisher to contain or extinguish the fire only if fire is small.
G. Never let the fire come between you and an exit.
H. Remain calm and proceed with orderly evacuation.
I. ***Do not return to fire/smoke floor until instructed to do so***.

Faculty members in class: If a fire or smoke condition exists while you are conducting class, direct the students to

the nearest Fire Exit. (Familiarize yourself with these periodically; they are listed below.)

Faculty/Staff members: During an actual fire/smoke condition, all faculty and staff members will assist Fire Wardens in the evacuation of students by directing them to the nearest Fire Exit.

Every individual plays a role in the safety of a community. Accordingly, Baruch Public Safety is available for questions pertaining to the instructions outlined above or any information with respect to safety/security: 212-802-3000.

For information on the duties of emergency personnel and fire wardens, see the *Fire Safety Instructions* handbook.

Fire Exit Stairwells

17 Lexington Avenue	**Two Fire Exit Stairwells**
Stair A	Southwest center of building
Stair B	Southeast center of building

135 East 22nd Street	**Two Fire Exit Stairwells**
Stair A	Center of building
Stair B	Northwest side of building

137 East 22nd Street	**Two Fire Exit Stairwells**
Stair A	Northwest corner of building (Lexington Avenue side)
Stair B	Eastside center of building (Third Avenue side)

151 East 25th Street	**Three Fire Exit Stairwells**
Stair A	West side of building (near bank of elevators)
Stair B	Southeast side of building (Third Avenue and East 25th Street)
Stair C	Northeast side of building (Third Avenue and East 26th Street)

137 East 25th Street	**Two Fire Exit Stairwells**
Stair A	South side of building (25th Street)
Stair B	North side of building (26th Street)

VC	**Eight Fire Exit Stairwells (Lobby and Above)**
Stair E	2nd floor through 14th floor, AND Emergency Access to Street (Northwest Quad)
Stair F	3rd floor through 14th floor, AND Emergency Access to Street (Southwest Quad)
Stair G	Floors 3 and 4, AND Emergency Access to Street (Southwest Quad)

Stair H	Floors 2 through 4, AND Emergency Access to Street (Southeast Quad)
Stair J	3rd floor through 14th floor, AND Emergency Access to Street (Southeast Quad)
Stair L	1st floor through 14th floor (Center of Building)
Stair M	1st floor through 12th floor, AND Emergency Access to Street (Northeast Quad)
Stair V	Lobby to 2nd floor, inside Student Life Department (Southwest Quad)

VC	**Eight Fire Exit Stairwells (Lobby and Below)**
Stair N	Emergency Access to Street (Northwest Quad)
Stair O	Emergency Access to Street (Northeast Quad)
Stair P	Emergency Access to Street (South Central Area)
Stair Q	Emergency Access to Street (Southwest Quad)
Stair S	Emergency Access to Street (Southeast Quad)
Stair T	Emergency Access to Street (Southeast Quad)
Stair U	Emergency Access to Street (Southeast Quad)
Stair W	Emergency Access to Street (Southeast Quad)

NB: Fire Alarm pull boxes are adjacent to Fire Exit stairwells on all floors of each building.

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Online Room Reservation System

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Last updated on 6/3/09

The best and most efficient way to request a room is to follow this online system for reserving rooms -- and not by sending your request via e-mail or telephone. This system ties directly into the scheduler plus system used to make reservations and sends confirmations after the reservation is complete.
The system is fairly simple. Please call Cres Coutinho at X1442 anytime you need help.

1. Go to the Baruch website: http://www.baruch.cuny.edu/
2. 2. Go to “Faculty and Staff” located on the top blue border.
3. Under Administrative Resources, select “Conference Services.” (This brings you to the Baruch College Conference Center homepage.)
4. Select “Reservation Request” on the left menu. (This brings you to "Reservation Requests for the Newman Conference Center and the VC 14th Floor Conference Rooms.")
5. Read instructions on this page. Note that contacts for all meeting rooms at Baruch are listed at the bottom of the page. Select "Make a Reservation Request (Faculty and Staff Only)."
6. At "Reservation Request System," select "Client" on the left. Pull down the arrow and find your department/school. (Please call Cres at X1442 if you cannot locate your department.)
7. Select "Contact," and click on your name. If you don’t find your name, fill out First Name, Last Name, Phone 1, and E-mail.
8. Meeting Details: Complete Meeting Name and # Attending. If you are requesting a specific room, indicate it here in the Notes section. In this field, please also provide any details about your set up.
9. Date and Time: Click "date" in calendar and the Times folder should populate. Indicate start and end times. Make sure that you have selected the appropriate AM and PM.
10. Meeting Place: Leave this blank.
11. Services: Leave this blank.
12. Summary: **Print** a copy of this request.
13. Submit the request.
14. You will receive an email from SPii Request Wizard [cres_coutinho@baruch.cuny.edu]. It indicates “Reservation Status: Confirmed" **NOTE:** This is a confirmation that your request has been submitted. This is not a confirmation that your request has been granted!



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Speaking (Student)

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Last updated on1/13/09

Students who enter Baruch College as freshmen complete one basic course in public speaking (COM 1010) by their junior year. (Transfer students have similar requirements.) In addition, over the course of their careers at the college, undergraduates will encounter CIC (communication-intensive) courses, which combine general subject matter with an emphasis on communication (writing, speaking, and/or electronic communication).

With employers consistently ranking oral communication skills highest among skills desired of college graduates, all faculty are encouraged to incorporate oral communication opportunities into their classroom. Activities and assignments may include oral presentations, discussions, debates, etc. For further assistance, faculty may direct students to the following resources:

Guidelines for Public Speaking
Guidelines for Public Speaking (pdf) offers a refresher of effective public speaking techniques. Topics include tips on researching a topic, choosing the best organizational pattern, employing effective nonverbal and verbal behavior, using audiovisual support, and battling communication anxiety.

Effective Use of PowerPoint: Online Tutorial
An interactive tutorial on the effective design and delivery of presentation graphics (such as PowerPoint) and is available at
http://www.baruch.cuny.edu/tutorials/powerpoint

The tutorial offers choices between slide pairs and video clips of “good” and “bad” slide design and delivery, followed by guidelines on effective use of presentation graphics. Also included are tips on creating a speech outline, pros and cons of presentation graphics, and additional resources. The tutorial uses the Universal Declaration of Human Rights (UDHR) as a sample speech topic; a brief UDHR quiz is also included.

Tutorials for Undergraduate Students
SACC (Student Academic Consulting Center) provides professional tutoring in oral communication on a scheduled basis. Topics include presentation skills (native and nonnative speakers), articulation (native speakers), and accent reduction (nonnative speakers). For further information on SACC see http://www.baruch.cuny.edu/sacc/
Location: Vertical Campus, Room 2-116. Telephone: 646-312-4830

Tutorials for International Students

International graduate students can receive help with English through the John R. F. Tietsort Endowment. Administered through the Communication Studies Department, the endowment focuses on accent reduction but can also provide writing tutorials. Trained adjunct faculty meet students in scheduled appointments for sessions. Students can schedule appointments by contacting Prof. Elisabeth Gareis via phone (646-312-3731) or e-mail: egareis@baruch.cuny.edu

ESL Lab

The Speech/ESL Lab is located in Room VC 6-121 (enter through 6-120). The lab features software programs and videos on a variety of oral communication issues (including, pronunciation, grammar, vocabulary development, and public speaking). For more information, please see: http://www.baruch.cuny.edu/wsas/academics/communication/Resources.htm#ESL



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Personnel Issues (Miscellaneous)

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Last updated on 5/21/2007

For many personnel issues the best source of information is the PCS-CUNY contract. Hard copies of the "Agreement between the Professional Staff Congress/CUNY and the City University of New York," dated February 1, 1996-July 31, 2000 may be obtained from the union (http://www.psc-cuny.org/ or 212-354-1252). The recently approved contract will not appear in bound form, but it will be available on the PSC-CUNY website. Items discussed by the old contract are as follows:

Article 1 Recognition
Article 2 CUNY-PSC Relationships
Article 3 Unit Stability
Article 4 Check-Off and Agency Shop
Article 5 Information and Data
Article 6 Reassigned Time
Article 7 Organizational Use of Facilities
Article 8 Non-Discrimination
Article 9 Appointment and Reappointment
Article 10 Schedule for Notification of Reappointment and Non- Reappointment
Article 11 Classification of Title
Article 12 Certificate of Continuous Employment
Article 13 Multiple Year Appointments for Higher Education Officer (HEO Series)
Article 14 Leaves and Holidays
Article 15 Workload
Article 16 Temporary Disability or Parental Leave
Article 17 Jury Duty
Article 18 Professional Evaluation
Article 19 Personnel Files
Article 20 Complaint, Grievance and Arbitration Procedures
Article 21 Disciplinary Actions
Article 22 Increased Promotional Opportunities
Article 23 Distinguished Professorships

Article 24 Salary Schedules
Article 25 Research Fellowship and Scholar Incentive Awards
Article 26 Welfare Benefits
Article 27 Retirement
Article 28 Travel Allowance
Article 29 Waiver of Tuition Fees
Article 30 Facilities and Services
Article 31 Rehiring of Persons who are Discontinued
Article 32 Discontinuances
Article 33 Faculty Development
Article 34 Medical Series
Article 35 CUNY Law School
Article 36 Resident Series
Article 37 Academic Calendar
Article 38 Workers Compensation
Article 39 Occupational Safety and Health
Article 40 Educational Technology
Article 41 No Strike Pledge
Article 42 Legislative Action
Article 43 1996-2000 Financial Provisions
Article 44 Duration

Baruch's PSC Chapter Chair (Prof. Peter Hitchcock: 646-312-3923) and Grievance Counselor (Prof. Gayana Jurkevich: 646-312-4221) are available to help clarify contractual rights, obligations, and procedures, as are members of the Human Resources staff (646 660-6590), the Dean of Faculty and Staff Relations (John R. Dugan Jr.: 646-312-3320), the academic deans, and department chairs.

The college's Personnel Procedures Manual is another valuable resource. Each academic department has two copies of the Manual. One section includes the official forms used by the college for a wide variety of personnel procedures. These may be photocopied. Eventually, the forms will be available on line.



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Responsibilities of CUNY Faculty Serving as Principal Investigators With Respect to Sponsored Program Employees

Last updated on 3/26/2008

CUNY faculty who obtain sponsored program funding administered through the Research Foundation on a project that includes staff are required to take on the new, and often unfamiliar, role of supervising such staff. As the program staff is being hired under an award administered by the Research Foundation, they are considered to be employees of the Research Foundation. In the event that these employees are treated unfairly, discriminatorily, or otherwise in violation of law or Research Foundation policies, the Research Foundation as the employer can be held responsible, in whole or in part, for the faculty member's actions.

Accordingly, faculty PIs who supervise Research Foundation employees must become familiar with and abide by RF policies, and are required to attend RF-sponsored training sessions. In dealing with individual situations, faculty PIs are expected to exercise caution and good judgment in dealing with employee issues. PIs are encouraged to consult with the Grants Officer at their campus or a human resources professional in the RF's Office of Employment Policy and Practice about any employee situation that is of concern to them. PIs are **required** to consult a human resources professional in the RF's Office of Employment Policy and Practice prior to taking **any** adverse action against those employed on their sponsored programs.

Any questions concerning this issue should be directed to the RF's Office of Employment Policy and Practice at (212) 417-8604.

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Plagiarism

Definitions, Tutorial for Students, Procedures, Hints for Discouraging

Last updated on 11/30/07

Definitions

Brief definitions of plagiarism are available within the *A Faculty Guide to Student Academic Integrity*. For a direct link to the definitions, go here. The sections on plagiarism in the College's writing handbook may be helpful: our newest freshmen (entering September 2007) should have Fowler and Aaron, ***The Little, Brown Handbook*** (pp. 629-38); undergraduates who entered as freshmen from September 2002 through September 2006 should have copies of Ann Raimes, ***Keys for Writers***, (4th ed., pp. 116-128; 3rd ed., pp. 104-112). Also see the Plagiarism Tutorial (below).

Plagiarism Tutorial for Students

The plagiarism tutorial was prepared in Fall 2003 by members of the Newman Library staff. It is easily accessible to all students online. It has an accompanying interactive quiz that is available only via Blackboard. The quiz must be imported into your class Blackboard site. To import the quiz, contact Bobbie Pollard at 646-312-1619 or Bobbie_Pollard@baruch.cuny.edu.

Policies and Procedures

The College's policies and procedures for dealing with violations of academic integrity, including plagiarism, are delineated in detail within *A Faculty Guide to Student Academic Integrity* and are summarized here.

Some hints to help discourage plagiarism (also see the *Faculty Guide*)

* Define plagiarism clearly and clearly convey that you will not tolerate it. (see above for sources for definitions, examples, and explanations), including the plagiarism tutorial.
* Create writing assignments that require students to synthesize materials from different sources (compare/contrast) or to use materials discussed/provided in class.
* When students have handed in written work such as a substantial paper, ask them to write a summary in class of its main points and how they made them.
* Ask students to submit copies of their sources along with research papers (photocopies of pages from books, pages from the web etc.) with the relevant material highlighted.
* Faculty members may arrange for their students' work to be submitted to turnitin.com. To learn how, contact Prof. Gerard Dalgish: 646-312-3919.

Additional materials that might be relevant are available on Baruch's academic integrity home page.



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PSC—The Professional Staff Congress (Union)

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Last updated on 6/6/04

The Professional Staff Congress (PSC) is the union of the Faculty, Higher Education Officers (HEOs), and College Laboratory Technicians (CLTs) of CUNY. The Union consists of two wings: the Welfare Fund, which provides benefits concerning prescription drugs, major medical, dental, optical, life and disability insurance, and other types of health maintenance; the second function of the PSC includes negotiating and administering the labor-management contract. The contract is multidimensional and includes salaries, working hours, health and safety, reappointment, tenure, promotion, grievances, leaves, and the monitoring of State laws concerning these issues.

Implementation of the contract is monitored on individual campuses by the Chapter Grievance Counselor and a Grievance Committee. They provide you with information on the contract and on your contractual rights.

By law an agency fee is withheld from your salaries: 1.05% for full-timers and 1% for adjuncts and part-timers. The fee is revenue to the Union and it becomes "union dues" when you officially join the Union by signing the card of authorization. Only members of the Union may vote on Union officers, College Chapter officers and policies, and by not being a member, you may remain unaware of your rights and benefits.

Chapter meetings are held periodically throughout the academic year on issues that affect you, your family, and your career at the College. When these meetings are announced mark your calendars and join us. Feel free to contact your Chapter officers at any time for further information.

Chapter Website: http://www.psc-cuny.org/baruch/index.htm

Chapter Chair: Peter Hitchcock (English), 646-312-3923
Grievance Counselor: Gayana Jurkevich (Modern Languages/Comparative Literature), 646-312-4221

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PSC CUNY Submission Tips

Last updated on 10/9/2007

The Application deadline for the Regular Cycle is no later than 5pm on Monday, October 15th and the deadline for the Out-of-Cycle is no later than 5pm on Thursday, November 29th (internal deadline).

Here are some tips that can aide you with the electronic submission process:

1) New System vs. the Old System: The electronic system is an entirely new system thus the information that you electronically submitted last year (e.g., personal information, project description) will not be available via the current system.

2) Use the manual: Before using the system, please read the system manual (go to http://www.baruch.cuny.edu/grants/psc_cuny.html to download the manual).

3) Submission Process: When you click "submit", Melissa Mendex (646-312-2207) or Zolicia Abotsi (646-312-2211) of the Sponsored Programs & Research Office will receive an email notification that your application has been submitted and the system awaits her review and institutional approval. Upon approval, she will submit your application to the Research Foundation.

4) What is the Program Code? The manual provided does not indicate a program code for the PSC CUNY Research Program for the Regular Cycle or Out-of-Cycle. Therefore, if you are prompted to input this information, please do the following to bypass this screen:

a. Log into the system at https://www.rfcuny.org/gp/welcome.aspx
b. Click "Applications"

c. Click either "Create" (to begin a new application) or "Open Saved Applications" (to continue entering information for your current application that you have yet to submit).

5) Application Submission Checklist: Before you click "submit" be sure that you have done the following:

a. Entered all of the relevant information in your profile! (Many faculty members are forgetting to include their academic information and information about their internal and external research awards for the last five years—this is required information.)

b. Print out a copy of the application before sending it to verify that all information was entered correctly!

(To do this you will need to click “print” to obtain a copy of the application—the documents that you attached will not print)

c. For WSAS Faculty, sent a copy of the release time request approval by your department Chair and Dean Chase to the Sponsored Programs Office no later than the deadline! (You can submit your approval via email to Melissa Mendex or fax to 646-312-2206)

If you should have any questions about your submission and/or the electronic system, please contact Melissa Mendex (646-312-2207) or Zolicia Abotsi at (646-312-2211).



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Research Integrity Officer

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Last updated on 3/20/2008

As outlined in the official **CUNY Policy on Research Misconduct**,
the President of each College within the University has designated a Research Integrity Officer (RIO) to receive allegations of Research Misconduct involving faculty, staff, and/or post-doctoral associates at the College. President Waldron has appointed **Alan J. Evelyn**, Director of Sponsored Programs and Research, as the College's RIO. The RIO may be contacted at: **rio@baruch.cuny.edu**

The responsibilities of the RIO include the following: (1) receiving allegations of Research Misconduct involving faculty, staff, and/or post-doctoral associates at the College, (2) making preliminary evaluations of the allegations and recommendations to the President as to whether an Inquiry into the allegations is warranted, (3) serving as a member of the Inquiry Staff to determine whether a formal Investigation of the allegations is warranted, and (4) attending to various administrative tasks in the course of the Inquiries and Investigations at the College.

In addition to the above responsibilities, each RIO is in charge of providing training to faculty, staff, and/or post-doctoral associates at the College to foster a research environment that adheres to highest ethical and moral standards.

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Research Misconduct

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Last updated on 3/20/2008

The CUNY Policy on Research Misconduct, **Policy Regarding the Disposition of Allegations of Misconduct in Research and Similar Educational Activities**, defines Research Misconduct in section 8.15 as:

"Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results."

CUNY policy states that a finding of Research Misconduct requires the following conditions:

1. There is a significant departure from accepted practices of the relevant research community.
2. The misconduct is committed intentionally, knowingly, or recklessly, and
3. The allegation is proven by the preponderance of the evidence as used in the Public Health Service Policies on Research Misconduct; Final Rule.

Under CUNY policy, Research Misconduct does not include honest error or differences of opinion.

Allegations of Research Misconduct should be reported to the College's Research Integrity Officer (RIO), **Alan J Evelyn** at: **rio@baruch.cuny.edu**

Links:

Public Health Service Policies on Research Misconduct; Final Rule

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Research Without Borders

- Schedule, Fall 2009

Last updated on 10/15/2009

Fall 2009

OCTOBER EVENTS

Thursday, October 1
RACHEL F. ADLER (GC CUNY)
User Multitasking from the Perspective of Human-Computer Interaction
Information Systems Research Workshops
12:30-1:45 p.m., NVC 11-175
Please contact Prof. Isak Taksa for further information.
Prof. Adler's research is the area of human-computer interaction where she examines users' performance when multitasking on the computer. Click **here** to learn more about Prof. Adler.
Wednesday, October 7
WIM VIJVERBERG (CUNY Graduate Center)
Investment Climate and the Rural Labor Market: The Rural Investment Climate Project
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
To learn more about Prof. Vijverberg please click on **Professor of Economics**.
Prof. Vijverberg conducted this project for the World Bank. His paper is available to view **here**.
Wednesday, October 7
JIM TANENBAUM (Morrison & Foerster)
Financing Public Companies Through Exempt and Hybrid Securities Offerings
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Please see the following link to view Mr. Tanenbaum's **presentation slides**.
Wednesday, October 7
AIYESHA DEY (University of Chicago)

Disproportional Control And Insider Entrenchment: Evidence From Capital Structure Choices And Institutional Investment
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Further details about Prof. Dey can be found by clicking on the **Booth School of Business**.

Thursday, October 8
TATIANA KOSTOVA (South Carolina University)
Title TBA
Weissman Center for International Business Seminar Series
12:00pm (light lunch served at 1:30pm), 137 E. 25th St., conference room of the Weissman Center
For further information please e-mail Prof. Lilach Nachum.
Time for individual meetings is always available, usually after the seminars. Meetings are usually scheduled for half an hour but feel free to request additional time. Please express your interest to Prof. Lilach Nachum.
Further details about Prof. Kostova are available by viewing her **CV**.

Thursday, October 8
CATHERINE GOOD (Baruch College)
Do I Belong Here? Implications for Females' Achievement and Representation in Math
Department of Psychology Colloquium Series
2:30-4:00 p.m., NVC 8-210
Please contact Prof. Loren Naidoo for further information.
To find out more about Prof. Good please see her **faculty profile**.

Wednesday, October 14
INGRID GOULD ELLEN (New York University, Wagner School)
Crime and Urban Flight Revisited: The Effect of the 1990s Drop in Crime on Cities
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Please see **Prof. Ellen's faculty profile** to read about her educational background, professional awards, papers and publications, etc.

Wednesday, October 14
HONGJUN YAN (Yale University)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Extensive information including his research interests, CV, and publications can be found on **Prof. Yan's faculty webpage**.

Wednesday, October 14
STEVE HILLEGEIST (INSEAD)
Human Capital Risk and Initial CEO Compensation Contracts
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Prof. Hillegeist's **workshop manuscript** is available.

Thursday, October 15
STEPHAN DILCHERT (Baruch College, Department of Management)
Personality Race Differences Among Job Applicants: Normal Versus Clinical Measurement
Department of Psychology, Brownbag Series
2:30 to 4:00 p.m., NVC 8-210
Space is limited. Please contact Prof. Loren Naidoo to RSVP or obtain further information.

Wednesday, October 21
GENE PARK (Baruch College, Department of Political Science)
Title TBA

School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
To find out more about Prof. Park please see his **biography**.

Wednesday, October 21
ALEX EDMANS (Wharton School, University of Pennsylvania)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Please click on **Prof. Edmans** to learn more.

Wednesday, October 21
JOSHUA LIVNAT (New York University)
Title TBA
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.

Thursday, October 22
HEATHER BERRY (Wharton School, University of Pennsylvania)
Title TBA
Weissman Center for International Business Seminar Series
12:00pm (light lunch served at 1:30pm), 137 E. 25th St., conference room of the Weissman Center
For further information please e-mail Prof. Lilach Nachum.
Time for individual meetings is always available, usually after the seminars. Meetings are usually scheduled for half an hour but feel free to request additional time. Please express your interest to Prof. Lilach Nachum.
Please see **Prof. Berry's faculty profile** to learn more.

Monday, October 26
SAXE LECTURE: *SUSAN HAKA* (Michigan State)
Accounting at a Tipping Point
Time & Location TBA
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.

Wednesday, October 28
JOHN CASEY (Baruch College, SPA)
Open Borders: Absurd Chimera or Inevitable Future Policy?
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Click **here** to preview Prof. Casey's paper.

Wednesday, October 28
PAUL TETLOCK (Columbia University)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Please click on **Prof. Tetlock** to read about the presenter.

Thursday, October 29
DOUGLAS MITCHELL (University of California, Graduate School of Education)
The Policy and Politics of Alternative Teacher Certification: The California Case
School of Public Affairs Research Seminars
Time & Location TBA
Please contact Prof. Na Yin for further information.
To learn more about Prof. Mitchell please see his **faculty profile**.

SEPTEMBER EVENTS

Wednesday, September 2
MASCIA FERRARI (New York University visitor)
The IAS/FRS Application on the Intangible Assets of Non-Listed Companies
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Further details about Dr. Ferrari to follow.

Thursday, September 3
MATTHEW LAMONT (Brookhaven National Laboratory)
Studying the Glue which Binds Us All: from RHIC to a Future Electron-Ion Collider
Physics Seminars at Baruch
2:30 p.m., 17 Lexington Ave., Room 411
For further information please contact Prof. Adrian Dumitru.
More information about Brookhaven can be found **here**.

Friday, September 4
STEFAN BATHE (RIKEN/BNL)
Studying the Quark-Gluton Plasma with Hard Probes
Physics Seminars at Baruch
2:00 p.m., 17 Lexington Ave., Room 505
For further information please contact Prof. Adrian Dumitru.
More details about the speaker will be posted shortly.

Wednesday, September 9
JOHANNES SCHODER (University of Zurich, Socioeconomic Institute; currently visiting Columbia University)
Specialization Gains in Health Care - Evidence from U.S. Cancer Survival Data
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Johannes Schoder (from University of Zurich, Socioeconomic Institute, currently visiting Columbia University) will kick off the seminar series with an interesting talk titled “Specialization Gains in Health Care - Evidence from U.S. Cancer Survival Data".
For more information about the speaker please visit the following **University of Zurich** link.
Johannes' **presentation slides** are available for viewing.

Tuesday, September 15
RUTH AGUILERA (University of Illinois at Urbana-Champaign)
Title TBA
Weissman Center for International Business Seminar Series
12:00pm (light lunch served at 1:30pm), 137 E. 25th St., conference room of the Weissman Center
For further information please e-mail Prof. Lilach Nachum.
To learn more please click on **Prof Aguilera**.

Wednesday, September 16
TALYA MIRON-SHATZ (Princeton University, Center for Health & Wellbeing)
(Mis)understanding Medical Information: Healthcare Professionals and Laymen Alike
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Details about **Dr. Miron-Shatz** can be found under the list of researchers who have visited CHW.
Download Talya's **presentation slides**. Click **here** to view her paper.

Wednesday, September 16
YING LI (George Washington University)
Title TBA
Accounting Research Seminars

10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Please see this **link** to find out more about Prof. Li.

Tuesday, September 22
JULIE DES JARDINS, JOHANNA FERNANDEZ, and CLARENCE TAYLOR (Baruch College)
Sonia Sotomayor: From the Bronx to the Supreme Court, What Her Story Tell Us about a Changing America
Presented by the Departments of History, Black and Hispanic Studies, and the Women's Studies Program
12:45-1:40 p.m., NVC 7-150
For more information please e-mail Prof. Charlotte Brooks.
Professors discuss the Sonia Sotomayor Story. Insights from historians Julie des Jardins, Johanna Fernandez, and Clarence Taylor, plus questions from the audience. Moderated by Professor Katherine Pence.
A **poster** for the event is available for viewing.

Wednesday, September 23
TIM BALDENIUS (Columbia Business School)
Title TBA
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Prof. Baldenius' published **research papers** are available for viewing.

Wednesday, September 23
ALFREDO MEDIO (University of Udine, Italy)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Please click on **Prof. of Mathematical Economics** to learn more about Prof. Medio.

Wednesday, September 23
RACHELLE BRUNN (New York University, Wagner School)
Race, Class, Gender and Achievement at Selective Colleges and Universities
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
For more information please see the speaker's **research interests**, **biography**, as well as a **video interview with Prof. Brunn**.

Thursday, September 24
ZUR SHAPIRA (Stern School of Business, NYU)
Title TBA
Weissman Center for International Business Seminar Series
12:00pm (light lunch served at 1:30pm), 137 E. 25th St., conference room of the Weissman Center
For further information please e-mail Prof. Lilach Nachum.
Zur Shapira is the William R. Berkley Professor of Entrepreneurship, Professor of Management at New York University Stern School of Business. He teaches courses in negotiations, managerial decision making, and managing organizations. Please visit **Prof. Shapira's faculty profile** to learn more.

Wednesday, September 30
JIM OHLSON (New York University)
Title TBA
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Please click on **Prof. Ohlson** to read about his academic background and biography.

Wednesday, September 30
SANDERS KORENMAN (Baruch College, SPA); joint with ***Rachel Gordon*** and ***Robert Kaestner*** (University of Illinois at Chicago)
Food Subsidy for Child Care Providers: Correlates of Program Participation Child Outcomes

School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Please visit **Prof. Korenman's faculty profile** to learn more.
Wednesday, September 30
BRUCE MIZRACH (Rutgers University)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To view Prof. Mizrach's home page please click **here**.

SPRING 2009

MAY EVENTS

Friday, May 1 (Rescheduled from March 13)
KEN CHAY (Brown University)
Title TBA
Health, Labor, and Demography Seminars (sponsored by Baruch Department of Economics & Finance and the CUNY Institute for Demographic Research, CIDR)
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
For additional information about Prof. Chay and his publications please visit the **National Bureau of Economic Research**.
Tuesday, May 5
HUGO BENITEZ-SILVA (Stony Brook University)
Recovery from and Onset of Mobility Limitations: Lessons for Policy Evaluation
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Please follow this **link** to learn more about Prof. Benitez-Silva.
Wednesday, May 6
JOHN McCONNELL (Purdue University)
Title TBA
Department of Economics and Finance Seminar Series in association with the Department of Real Estate
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To learn more about Prof. McConnell please visit his **faculty profile**.
Wednesday, May 6
3RD ANNUAL NYCRDC DATA CONFERENCE
10:30 a.m.-3:45 p.m. (includes all sessions), 135 E. 22nd St., Room 301
The New York Census Research Data Center is pleased to announce its 3rd Annual Data Workshop. This year's workshop will focus on data available from the Agency for Healthcare Research and Quality (AHRQ) and the National Center for Health Statistics (NCHS). All sessions will be held at Baruch College in room 301 at 135 E. 22nd Street (on the north east corner of 22nd St. and Lexington Ave).
The workshop is free and open to the public but **registration is required**. A light lunch will be provided. To register, or for further information, send a message to rachel.moran@baruchmail.cuny.edu. Please note in your message which sessions you would like to attend and if you will join us for lunch.
Please click on **NYCRDC Conference Schedule** for detailed information about the listed events.
Wednesday, May 6
EMANUEL ZUR (Baruch College)
Title TBA

Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Please click on **faculty profile** for further details about Prof. Zur.
Thursday, May 7 ---- *CANCELLED*
SCOTT W. WILLIAMS (University at Buffalo, SUNY)
Topologies on Products
Department of Mathematics Seminar Meeting
3:15 (tea); 4:00 p.m. (talk), NVC 6-215 (Mathematics Conference Room)
Meeting of the **NEW YORK SEMINAR ON GENERAL TOPOLOGY AND TOPOLOGICAL ALGEBRA** will be held at Baruch College, CUNY (Lexington Ave. & 24th Street).
Abstract: We are all familiar with the Tychonov product topology, and some with the box product topology. With good reason, results for the former are forthcoming while very hard for the latter. What lies between those two and what can be said about them?
To learn more about Prof. Williams please click **here**.
For further information please contact Prof. Aaron Todd.
Friday, May 8
AGNES MOCSY (Pratt Institute)
Quarkonium at High Temperature, Phenomenology and Lattice QCD Results
Physics Seminars at Baruch
1:30 p.m., 17 Lexington Ave., Room 505
More information is available at: http://physics.baruch.cuny.edu/node/sem/main
For further information please contact Prof. Adrian Dumitru.
Dr. Mocsy's website is available at: **http://mathsci.pratt.edu/faculty.html#mocsy**
Friday, May 8
VIDA MARALANI (Yale University)
Family Processes and Changing Educational Gradients in Smoking
Health, Labor, and Demography Seminars (sponsored by Baruch Department of Economics & Finance and the CUNY Institute for Demographic Research, CIDR)
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
To learn more about her research interests and previous publications please click on **Prof. Maralani**.
Tuesday, May 12---- *CANCELLED* (Rescheduled for early fall)
MARYA COTTEN (Baruch College)
The Business and Legal Challenges in Cross-Sector Partnerships in the Fight for Human and Environmental Rights
Department of Law Faculty Scholarship Series
12:30 - 2:00 p.m., NVC 9-210 (Department of Law Conference Room)
Prof. Cotten will be presenting a draft of her paper. Food and beverages will be provided. **RSVP** to Latisha Lane (Latisha.Lane@baruch.cuny.edu) by Wednesday, May 6, so that we can place an appropriate order.
For further information please contact Prof. Matthew Edwards.
Please click on **Prof. Cotten's bio** to learn more.
Wednesday, May 13
PHILIPP SCHNABL (New York University)
Title TBA
Department of Economics and Finance Seminar Series in association with the Department of Real Estate
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Information about Prof. Schnabl's **biography and academic background** are available.
Wednesday, May 13
KE LIANG (Baruch College)
The Consequences of Marketization for Health in China, 1991 to 2004: An Examination of Changes in Urban-Rural Differences
School of Public Affairs Research Seminars

12:30-2:00 p.m., 135 E. 22nd St., Room 308
Professor Liang received her Ph.D. from the University of Pennsylvania in 2008. Her research interests include medical sociology, social stratification, China studies, and research methods. She teaches Introduction to Sociology, Sociological Analysis, and Research Methods in the Department of Sociology and Anthropology at Baruch.
Please contact Prof. Na Yin for further information.
Prof. Liang's **ppt slides** are now available.
Please click to view Prof. Liang's **CV**.

Friday, May 15
NANCY LANDALE (Pennsylvania State University)
Title TBA
Health, Labor, and Demography Seminars (sponsored by Baruch Department of Economics & Finance and the CUNY Institute for Demographic Research, CIDR)
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
Please click **here** for more information about Prof. Landale.

Wednesday, May 27
ALEX KOVNER (University of Connecticut)
The High Energy Evolution Beyond JIMWLK/KLWMIJ Limits: Pomeron Loops Accounted For
Physics Seminars at Baruch
2:00 p.m., 17 Lexington Ave., Room 505
For further information please contact Prof. Jamal Jalilian-Marian.
Here is a link to Prof. Kovner's webpage: **http://www.phys.uconn.edu/people/faculty/storrs/kovner/**

APRIL EVENTS

Wednesday, April 1
HOLLY REED (Queens College, CUNY)
Internal Migration Patterns and Policy: The South African Case
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Holly is currently an Assistant Professor of Sociology at Queens College, and an affiliate with CUNY Institute for Demographic Research (CIDR). Please feel free to join a brownbag lunch with Holly before her talk.
Prof. Reed's paper is available to view **here**.
Please contact Prof. Na Yin for further information.

Wednesday, April 1
MICHAEL MIKHAIL (Arizona State University)
Title TBA
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Further details about **Prof. Mikhail** are available.

Wednesday, April 1
MATTHEW PRITSKER (New York Federal Reserve)
Large Investors: Implications for Equilibrium Asset Returns, Shock Absorption, and Liquidity
Department of Economics and Finance Seminar Series in association with the Department of Real Estate
12:45-2:15 p.m., NVC 10-215
Please click **here** to access a copy of Pritsker's paper.
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To learn more about Matthew Pritsker please click **here**.

Wednesday, April 22
JIANJUN MIAO (Boston University)
Ambiguity, Learning, and Asset Returns
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215

Prof Miao's article is available.
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To learn more about Prof. Miao please visit his **faculty profile**.

Wednesday, April 22

BIN CHEN (Baruch College)

Neighborhood Councils and Resident Committees

School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
As usual, before the talk, you are invited to "brownbag it" with Bin for a 1/2 hour from 12:00-12:30 p.m.
Please contact Prof. Na Yin for further information.
Prof. Chen's **research paper** is available for preview**.** Please click on **Prof. Chen's Curriculum Vitae** to learn more.

Thursday, April 23

STANLEY BUDER (Baruch College)

Then and Now: the '29 Depression and 2009

Department of History Research Workshops
12:45 p.m., NVC 7-150
History Department Emeritus Professor Stanley Buder's lecture will be based in part on the material from his newly published book, *Capitalizing on Change: A Social History of American Business* (UNC Press, 2008).
Please contact Prof. Charlotte Brooks for more information about this event.
Further information about Prof. Buder can be found **here**.

Friday, April 24

JASON FLETCHER (Yale University)

Using Genetic Lotteries with Families to Examine the Causal Impact of Poor Health on Academic Achievement

Health, Labor, and Demography Seminars (sponsored by Baruch Department of Economics & Finance and the CUNY Institute for Demographic Research, CIDR)
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
Prof. Fletcher's **research paper** is available for preview.

Tuesday, April 28

HIROKAZU YOSHIKAWA (Harvard University, currently visiting at Russell Sage Foundation)

Immigrants Raising Citizens: The Second Generation in the First Years of Life

School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Prof. Yoshikawa will present are a mix of qualitative and
quantitative data.
To preview Prof. Yoshikawa's article please click **here**; **click here for the presentation slides**; **additional materials** are also available.
Please contact Prof. Na Yin for further information.
For more information about Prof. Yoshikawa please click on **developmental and community psychologist**.

Wednesday, April 29

JONATHAN HAMILTON (University of Florida)

Repeat Sales Indexes: Estimation When the One-Period Return Error for the Underlying Asset is Not Independently Distributed

Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
To view Prof. Hamilton's seminar paper please click **here**.
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
More details about **Prof. Hamilton** are available.

Thursday, April 30

DR. BRIAN WELLE (Google, Inc)

People Analytics @ Google: Discovering the Human Element Behind Google's Culture, Innovation, and Growth

Department of Psychology Colloquium Series
5:00 p.m., NVC 14-280
All are welcomed and encouraged to attend. A reception will follow.

For further information please contact Prof. Harold Goldstein.
Dr. Brian Welle is a research scientist at Google Inc., where he co-leads the People and Innovation Lab. His current projects focus on organizational culture and employee selection. Prior to Google, Welle studied leadership as a post-doc at the Center for Public Leadership. He received his PhD in Organizational Psychology from NYU.

MARCH EVENTS

Wednesday, March 4
GREGG VAN RYZIN (Rutgers University)
Regionalism and the Devolution of Social Policy: An Analysis of Public Preferences in Spain
School of Public Affairs Research Seminars
12:30-2:00 p.m., 137 E. 22nd St., Room C110
Prof. Van Ryzin's paper is available to view **here**.
Please contact Prof. Na Yin for further information.
Click **here** for Prof. Van Ryzin's CV.

Wednesday, March 4
JIMMY YE (Baruch College)
Optimal Equity Valuation with Implications for the Equity Premium Puzzle
Accounting Research Seminars
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
To find out more about about Prof. Ye please browse to his **faculty profile**.

Thursday, March 12
JULIE DES JARDINS (Baruch College), ***JORY DES JARDINS*** (BlogHer), ***LIZA SABATER*** (culturekitchen/The Daily Gotham), ***LENA WEST*** (xynoMedia Technology), and ***JENNIFER POZNER*** (Women In Media & News)
Panel: How Blogging Empowers Women in Business, Politics, and Media
The Robert Friedman Symposium, sponsored by Robert Friedman and the Baruch College History Department
12:45–2:15 p.m., 151 E. 25th St., Rm: 750 (Newman Conference Center)
In the span of just a few years blogging has emerged from being a hobby among the geek-minded to a means of challenging the media, pushing through public policy, and personal empire building. It makes perfect sense that it has also been adopted by women, who have used blogging to make themselves heard. These women will tell their stories of how they became involved in blogging, and how it transformed their work and careers. For more information about this symposium please contact Prof. Charlotte Brooks.
Prof. Des Jardins (Panel Chair) is a feminist historian. To view her faculty profile please click **here**. **Jory Des Jardins** co-founded BlogHer. Please click on **media consultant** for more information. **Liza Sabater** is a feminist cultural critic as well as founder of culturekitchen and The Daily Gotham. Click on **blogpreneur** to learn more. **Lena West** is the CEO and Founder of xynoMedia Technology. Click on **The Technology Diet** for further details**. Jennifer Pozner** is the Founder and Executive Director of Women In Media & News. For a more extensive look at Pozner's work see **WIMN**.

Thursday, March 12
LISE SAARI (New York University)
Perspectives on Employee Attitudes and Financial Performance Measures
Department of Psychology Colloquium Series
5:00 p.m., NVC 14-285
All are welcomed and encouraged to attend. A reception will follow.
For further information please contact Prof. Harold Goldstein.
To find out more about Dr. Lise Saari please visit her **faculty profile**.

Wednesday, March 18
THAD DANIEL CALABRESE (Baruch College)
What Are the Determinants of Nonprofit Net Assets?
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Prof. Calabrese's **presentation slides** are now available.

Click on **faculty profile** to learn more about Prof. Calabrese.
Wednesday, March 18
BIN KE (Pennsylvania State University)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 a.m.–12:00 p.m., NVC 12-224
For further information please e-mail Prof. Igor Vaysman.
Prof. Ke's information is available **here**.
Wednesday, March 18
WILL STRANGE (University of Toronto)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To find out more about Prof. Strange please click on **Rotman School of Management**.
Wednesday, March 25
CLEOPATRA CHARLES (New York University)
The Impact of Budget Stabilization Funds on State General Obligation Bond Ratings
School of Public Affairs Research Seminars
12:30-2:00 p.m., 135 E. 22nd St., Room 308
Please contact Prof. Na Yin for further information.
Cleopatra is currently a Post-Doctoral Fellow at NYU Wagner School. More excitingly, she got her MPA from Baruch before her Ph.D. study! Please feel free to join the brownbag lunch with Cleopatra before her talk from 12-12:30 p.m. (at 135 E. 22nd St., Room 308).
Cleopatra's paper is now available.
Click here to read more about Cleopatra Charles please click **here**.
Wednesday, March 25
XIAOYUN YU (Indiana University)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
For more details about Prof. Yu please visit his **faculty profile**.
Wednesday, March 25
AMY ZANG (University of Rochester)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 a.m.–12:00 p.m., NVC 12-224
For further information please e-mail Prof. Igor Vaysman.
More information about Prof. Zang can be found on Rochester's **faculty directory**.
Thursday, March 26
DARCEY STEINKE (Author; publications include New York Times Notable Books of the Year, ***Up Through the Water*** and ***Jesus Saves***)
Easter Everywhere: A Memoir
1:00-2:00 p.m., TBA
The Religion and Culture Program along with the Department of Sociology and Anthropology will sponsor a visit of critically acclaimed writer Darcey Steinke to Baruch. Author of fiction, a memoir and criticism, she is a colleague, teaching writing at Columbia and the New School. She will read from her recent book, ***Easter Everywhere: A Memoir.***
For further information please contact Prof. Michael Plekon at: Michael.Plekon@baruch.cuny.edu or (646) 312-4472.
Click on ***Suicide Blonde* and *Milk*** to read more about Steinke and her work.
Thursday, March 26
GURAM BEZHANISHIVILI (New Mexico State University)

Stone Duality, Smirnov's Theorem, and Compact Hausdorff Spaces
Department of Mathematics Seminar Meetings
3:15 (tea); 4:00 p.m. (talk), NVC 6-215 (Mathematics Conference Room)
The meeting of the **NEW YORK SEMINAR ON GENERAL TOPOLOGY AND TOPOLOGICAL ALGEBRA** will be held at Baruch College (Lexington Ave. & 24th Street).
Abstract: We will discuss how Stone duality between Boolean algebras and Stone spaces and Smirnov's characterization of compactifications of a completely regular space by means of proximities give rise to a rather elegant duality for the category of compact Hausdorff spaces. This results in a rather simple description of the Gleason cover of a compact Hausdorff space (which is algebraic in nature). Some other features of the de Vries duality will also be discussed.
For further information please contact Prof. Aaron Todd.

FEBRUARY EVENTS

Wednesday, February 4
REBECCA HANN (University of Maryland)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 a.m.–12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
To find our more about Prof. Hann please follow this **link**.
Thursday, February 5
DETMAR STRAUB (Georgia State University)
Chief Editor of MIS Quarterly Presents: Pursuing New Directions at MISQ
Information Systems Research Workshop
12:30-1:45 p.m., NVC 11-175
For further information please contact Prof. Isak Taksa.
Dr Straub's info is available at: **http://www.cis.gsu.edu/~dstraub/.**
Thursday, February 5
ALISON HOLMES (Yale University)
CCI Executive Briefing: Business as Usual? The U.S. Presidential Election & the Transatlantic Business Agenda
Department of Communication Studies Research Workshops in association with the Weissman Center for International Business
6:00-8:00 p.m., NVC 14-240
For more information about this event please see the **flyer**.
Inquiries not addressed in the attachment above can be directed to Cherelle Harrell at: Communication.Studies@baruch.cuny.edu or 646-312-3702.
Wednesday, February 11
DAHLIA REMLER (Baruch College)
Information and Communications Technology in U.S. Health Care: Why is Adoption So Slow and Is Slower Better?
School of Public Affairs Research Seminars
12:30-2:00 p.m., Room 308, 135 E. 22nd St.
Please contact Prof. Na Yin for further information.
Click on **Prof. Remler** to view her biography and CV and **here** to preview her research paper.
Wednesday, February 11
CLINTON (SKIP) WHITE (University of Delaware)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Please click on **Prof. White** to view his information.
Friday, February 13
JOEL COHEN (Rockefeller University)
International Migration: A Statistical Model for Use in Population Projections

Department of Economics and Finance & CUNY Center for Demographic Research Seminars in Health, Labor, and Demography
1-2:30 p.m., The Graduate Center, 365 Fifth Ave., Room C415A
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce
Preview **Prof. Cohen's research article**.
Extensive information about **Prof. Cohen's career. research interests & publications** is available.

Tuesday, February 17
ROSEMARIE FOGARTY (U.S. Census Bureau)
DIANE GIBSON (Baruch College; New York Census Research Data Center)
Nonprofit Seminar and United States Census Bureau Present:
The 2010 Census: It's Coming Soon, and It's In Your Hands
School of Public Affairs Research Seminars, Nonprofit Workshops
4:00-6:00 p.m., 151 E. 25th St., Room 750 (Newman Conference Center)
This seminar will provide information for community based, faith based, social service and other nonprofit organizations in the New York Metropolitan region regarding the upcoming Census. Featured speakers include Professor Diane Gibson, Executive Director of the New York Census Research Data Center, as well as Rosemarie Fogarty, Information Services Specialist with the US Census Bureau.
RSVP is required as space is limited. Reservations can be made by e-mail at:
nonprofit.workshops@baruch.cuny.edu or by phone at **646-660-6743.** Admission is free and light refreshments will be served.
For further details please click on **Census seminar announcement.**

Tuesday, February 17
ROBERT A. MARGO (Boston University, currently visiting at Russell Sage Foundation)
Race and Housing in Historical Perspective
School of Public Affairs Research Seminars
12:30-2:00 p.m., Room 308, 135 E. 22nd St., (Lexington Ave., Building D)
This is a synthetic talk (as opposed to a presentation of a working paper). There is no paper per se, but if you are interested, please find some of the papers that are referred to attached below. The **powerpoint** of his presentation is also available. Prof. Margo specifically made the talk geared towards an interdisciplinary audience at SPA.
Please contact Prof. Na Yin for further information.
If you'd like to read more about Bob Margo, feel free to visit his **web page.** Some previous research can be found by clicking on the following links:
Collins and Margo proof.pdf; **YJUEC_2667.pdf**;**w14640.pdf**

Wednesday, February 18
KONSTANTIN ROZANOV (London Business School)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 a.m. – 12:00 p.m., NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Click on **Prof. Rozanov's faculty profile** to find out more information.

Thursday, February 19
ANA VALENZUELA (Baruch College)
Position-Based Inferences: People, Products, and Automaticity
Department of Psychology Colloquium Series
2:30 - 4:00 p.m., NVC 8-210
The Psychology Department will be hosting a talk by Professor Ana Valenzuela of the Marketing Department. Those interested in attending should **RSVP** through Prof. Loren Naidoo.
Prof. Valenzuela (Ph.D., University of Madrid) is Assistant Professor of Marketing. Her research and teaching interests center on cross-cultural consumer behavior, negotiations, and biases in behavioral decision-making. To find out more about Prof. Valenzuela please view her **faculty profile**.

Friday, February 20
SHELLY LUNDBERG (University of Washington)
Non-Cognitive Attributes and Family Outcomes
Department of Economics and Finance & CUNY Center for Demographic Research Seminars in Health, Labor, and

Demography
1-2:30 p.m., The Graduate Center, 365 Fifth Ave., Room C415A
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce
For further information about Prof. Lundberg please click **here**.

Wednesday, February 25
SARAH DOLFIN (Mathematica Policy Research, Inc.)
Impacts of Comprehensive Teacher Induction: Results from the First Year of a Randomized Controlled Study
School of Public Affairs Research Seminars
12:30-2:00 p.m., Room 308, 135 E. 22nd St.
Please contact Prof. Na Yin for further information.
Sarah Dolfin is a Senior Economist at Mathematica Policy Research, Inc. To preview her work click on **research paper**.

Wednesday, February 25
KALIN KOLEV (New York University)
Do Investors Perceive Marking-to-Model as Marking-to-Myth? Early Evidence from FAS 157 Disclosure
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
To learn more about Prof. Kolev please follow this **link**.

Friday, February 27
KEVIN VOLPP (University of Pennsylvania)
Experiments in Applying Behavioral Economics to Incentives for Healthy Behavior
Department of Economics and Finance & CUNY Center for Demographic Research Seminars in Health, Labor, and Demography
1-2:30 p.m., The Graduate Center, 365 Fifth Ave., Room C415A
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce
For further information about Prof. Volpp please click **link**.

JANUARY EVENTS

Wednesday, January 28
KARTHIK BALAKRISHNAN (New York University)
Credit Market Conditions and Economy-wide Consequences of Financial Reporting Quality
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
Please click on **here** to view Karthik Balakrishnan's CV.

FALL 2008

DECEMBER EVENTS

Tuesday, December 2
DAVID ROSENBERG (Harvard Law School)
Corporate Risk-Taking and the Business Judgment Rule
Department Law of Scholarship Series
12:30-2:00 p.m., NVC 9-210 (Department of Law Conference Room)
Papers will be made available prior to the presentations. Although this is a “brown bag” lunch event and you should bring your own food and drinks, kindly let Prof. Matthew Edwards know whether you plan on attending so he can reserve enough space.
Please click on **Lee S. Kreindler Professor of Law** to learn more about Prof. Rosenberg.

Wednesday, December 3
JOE PEEK (University of Kentucky)
Capital Constraints, Asymmetric Information, and Internal Capital Markets in Banking: New Evidence
Department of Economics and Finance Seminar Series

12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To view a copy of Prof. Peek's research click **here**.

Wednesday, December 3
SUSAN CHAMBRE (Baruch College)
Is Volunteering 'Work' in Retirement?
School of Public Affairs Research Seminars
12:30-2:00 p.m., Room 308, 135 E. 22nd St.
Please contact Prof. Karl Kronebusch for further information.
For more information about Prof. Chambre click **here**.

Thursday, December 4
MARK SILVER (Fordham University)
A Foundation for the Study of IT Effects
Information Systems Research Workshops
12:30 - 1:45 p.m., NVC 11-175
For further information please contact Prof. Isak Taksa.
Professor Silver is Associate Professor and Area Chair of Information Systems in the Fordham University Schools of Business. He received his PhD from the Wharton School of the University of Pennsylvania and has been a member of the faculties at UCLA and NYU.
To learn more about Prof. Silver click **here**.

Friday, December 5
FABIAN LANGE (Yale University)
Education, Information, and Improved Health: Evidence from Breast Cancer Screening
Health, Labor, and Demography Seminars
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
Click on **Prof. Lange** to view a copy of his research paper.

Wednesday, December 10
CATHY SHAKESPEARE (University of Michigan)
The Limits of Empire: Asset Churning and CEO Compensation
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
To learn more about Prof. Shakespeare click **here**.

Wednesday, December 10
HERAKLES POLEMARCHAKIS (Warwick University)
An Argument for Positive Nominal Interest
Department of Economics and Finance Seminar Series
12:45-2:15 p.m., NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Click **here** to preview Prof. Polemarchakis's research.

Friday, December 12
JONATHAN SKINNER (Dartmouth College)
Title TBA
Health, Labor, and Demography Seminars
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
To learn more about Prof. Skinner click **here**.

Friday, December 19
SAMUEL PRESTON (University of Pennsylvania)
American Mortality, 1950-2030
Health, Labor, and Demography Seminars
1-2:30 pm, The Graduate Center, Room C415A (one floor below lobby)
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.

Click on **Fredrick J. Warren Professor of Demography** to learn more about Prof. Preston.

NOVEMBER EVENTS

Tuesday, November 4
NATALIA MOSINA (Columbia University)
Strong Law of Large Numbers on Graphs and Groups With Applications
Department of Mathematics
1:45-2:15 pm, NVC 6-215
In this talk, we introduce the notion of the mean-set (expectation) of a graph- or group-valued random element. With this notion at hand, a novel generalization of the strong law of large numbers on graphs and groups is presented (formulation, intuition, and the key ideas of the proof are given). Some other relevant results about configurations of mean sets in trees, which help to illuminate other areas of mathematics in unexpected way, are indicated. Results of actual experiments with free groups supporting the law are shown. Further applications and developments are discussed.
The presenter is on campus for interviews in addition to the presentation.
For further information please contact Prof. Aaron Todd.
To learn more about Prof. Mosina click **here**.

Wednesday, November 5
ASHRAF JAFFER (University of North Carolina)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please e-mail Prof. Igor Vaysman.
To learn more about Prof. Jaffer click **here**.

Wednesday, November 5
N.K. CHIDAMBARAN (Rutgers University)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To learn more about Prof. Chidambaran click **here**.

Thursday, November 6
ODED NOV (Polytechnic Institute of New York University)
Why do we share? Evidence from Wikipedia, Flickr, and Open Source Software Projects
Department of Statistics and Computer Information Systems Research Workshops
12:30-1:45 pm, NVC 11-175
For further information please contact Prof. Isak Taksa.
Oded Nov is an Assistant Professor at the Polytechnic Institute of NYU. He received his PhD from the Cambridge University, UK. His research focuses on behavioral and social aspects of information.
Visit Prof. Nov's **Faculty Profile** to learn more.

Thursday, November 6
SEA-JIN CHANG (Korea University Business School)
Title TBA
Weissman Center for International Business Seminar Series
12:00-1:30 pm (followed by light lunch), Location TBA
For further information please contact Prof. Lilach Nachum
Sea-Jin Chang is Visiting Professor, Wharton School Endowed Chair Professor, Korea University Business School.
For more information about Prof. Chang click **here**.

Thursday, November 6
WENDELL PRITCHETT (University of Pennsylvania School of Law)
Robert Weaver, the First President of Baruch College: Race, American Liberalism, and Urban Reform
Department of History Research Workshops
6:00 pm, NVC 8-210

For further information please contact Prof. Charlotte Brooks.
Professor Wendell Pritchett is a Professor of Law at the University of Pennsylvania School of Law and formerly a professor in Baruch's Department of History.
To learn more about Prof. Pritchett please click **here**.

Tuesday, November 11
DEBBIE KAMINER (Baruch College)
How Federal Courts Have Used the Concept of Choice to Limit an Employee's Right to Religious Accommodation in the Workplace
Department of Law Faculty Scholarship Series
12:30-2:00 pm, NVC 9-210 (Department of Law Conference Room)
Papers will be made available prior to the presentations. Although this is a "brown bag" lunch event and you should bring your own food and drinks, kindly let Prof. Matthew Edwards know whether you plan on attending so enough space can be reserved.
To find our more about Prof. Kaminer click **here**.

Tuesday, November 11
LINDA GOLDBERG (Federal Reserve Bank of New York)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
To access Linda Goldberg's complete profile click on **Research Economist**.

Wednesday, November 12
MICHAEL MIKHAIL (Arizona State University)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please contact Prof. Igor Vaysman.
To view Prof. Mikahil's biography click **here**.

Wednesday, November 12
AHUJA GUTAM (University of Michigan, Ross School of Business)
Title TBA
Weissman Center for International Business Seminar Series
12:00-2:30 pm (followed by light lunch), Location TBA
For further information please e-mail Prof. Lilach Nachum.
Click on his **Faculty Profile** to learn more about Prof. Gutam.

Wednesday, November 12
KARL KRONEBUSCH (Baruch College)
Decisionmaking Complexity and Local Hospital Environments: Impacts on Racial/Ethnic Disparities in High-Volume Hospital Use
School of Public Affairs Research Seminar
12:30-2:00 pm, 135 East 22nd St., Room 308
For further information please e-mail Prof. Na Yin.
To learn more about Prof. Kronebusch click **here**.

Wednesday, November 19
DWIGHT JAFFEE (University of California, Berkeley)
Insurance Equilibrium with Monoline and Multiline Insurers
Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Click on **Faculty Profile** to learn more about Prof. Jaffee. To preview his research study click **here**.

Wednesday, November 19
BRUCE KOGUT (Columbia University)
Title TBA
Weissman Center for International Business Seminar Series

12:00-2:30 pm (followed by light lunch), Location TBA
For further information please e-mail Prof. Lilach Nachum.
To find out more about Prof. Kogut click **here**.

Wednesday, November 19
YUN ZHANG (Duke University)
Title TBA
Stan Ross Department of Accountancy Research Workshops
10:30 am – 12:00 pm, NVC 12-224
For more information please contact Prof. Igor Vaysman.
To learn more about Prof. Zhang click **here**.

Wednesday, November 19
JONATHAN ENGEL (Baruch College)
Psychological Society: American Mental Health in the 1960s
School of Public Affairs Research Seminar
12:30-2:00 pm, 135 East 22nd St., Room 308
For further information please e-mail Prof. Karl Kronebusch.
To learn more about Prof. Engel click **here**.

Thursday, November 20
DOV EDEN (Tel Aviv University)
From Self-Efficacy to Means Efficacy to Circumstantial Efficacy: Theoretical and Experimental Expansion of the Efficacy Construct
Department of Psychology Colloquium Series
4:00-6:00 pm, NVC 8-210 (Dean's Conference Room)
All are welcomed and encouraged to attend. A reception will follow. Click on the following link to view the official **flier**. For further information please contact Prof. Harold Goldstein.
To learn more about Prof. Eden click on **profile & research**.

OCTOBER EVENTS

Thursday, October 2
SOUREN PAUL (College of Staten Island)
Cultural Diversity, Perception of Work Atmosphere, and Intra-group Conflict in Collaboration Technology Supported Global Virtual Teams: Findings from a Laboratory Experiment
Department of Statistics and Computer Information Systems Research Workshops
12:30-1:45 pm, NVC 11-175
For further information please e-mail Prof. Isak Taksa
Click **here** for more information on Prof. Paul.

Friday, October 10
KATHERINE BAICKER (Harvard University)
A New Randomized Trial of Public Health Insurance
Department of Economics & Finance and CUNY Center for Demographic Research Seminars in Health, Labor, & Demography
1-2:30 pm, The Graduate Center, 365 Fifth Ave., Room C415A
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce.
Prof. Baicker's biography can be found **here**.

Wednesday, October 15
KEN MARCUS (Baruch College)
Jurisprudence of the New Anti-Semitism
School of Public Affairs Research Seminars
12:30-2:00 pm, 135 East 22nd St., Room 308
For further information please e-mail Prof. Karl Kronebusch.
To find out more about Prof. Marcus click **here**.

Wednesday, October 15
CHRIS TELMER (Carnegie-Mellon University)
Microeconomic Sources of Real Exchange Rate Variability

Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please e-mail Prof. Jonathan Wang.
Click **here** to learn more about Prof. Telmer. A copy of his presentation paper can be found **here**.

Wednesday, October 15
ILAN GUTTMAN (Stanford University)
Title TBA
Stan Ross Department of Accountancy Research Workshops
For more information please e-mail Prof. Igor Vaysman.
To read more about Prof. Guttman click on his **biography**.

Thursday, October 16
JEAN BODDEWYN (Baruch College)
The Strategic Internalization of Societal Failures
Weissman Center for International Business Seminar Series
Noon-2:30 pm, Location TBA
For further information please e-mail Prof. Lilach Nachum.
Visit Prof. Boddewyn's **faculty profile**.

Thursday, October 16
AKASH BANDYOPADHYAY (University of Chicago)
Dynamic Hedging
Department of Mathematics
1:55-2:30 pm, NVC 6-215
For further information please contact Prof. Aaron Todd.
Dr. Akash Bandyopadhyay is from the Graduate School of Business of the University of Chicago. Click **here** for more information.

Wednesday, October 22
ANURAG GUPTA (Case Western Reserve University)
Liquidity Effect in OTC Options Markets: Premium or Discount?
Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please contact either Prof. Liuren Wu or Prof. Jonathan Wang.
Prof. Gupta's paper is available to preview via this **link**. To view slides for this presentation click **here**.
Click on **Prof. Gupta** to learn more about his research.

Wednesday, October 22
DAHLIA REMLER (Baruch College)
Over-utilization, Under-utilization… How Would one Spot an Excessive Health Care Treatment if it Walked by?
School of Public Affairs Research Seminars
Noon, 135 East 22nd St., Room 308
For further information please e-mail Prof. Karl Kronebusch.
Click on Excessive care 2008-10-20 SPA seminar to view Prof. Remler's paper for this Wednesday's presentation.
Click on **Prof. Remler** to view her biography and CV.

RESCHEDULED (Wednesday, October 22)
KONSTANTIN ROZANOV (London Business School)
Stan Ross Department of Accountancy Research Workshops

Thursday, October 23
STEPHEN A. SAXON (University of Florida)
Mackey Hyperplanes and Enlargements
Department of Mathematics
New York Seminar on General Topology and Topological Algebra
3:15 pm (tea), 4:00 pm (talk followed by dinner), NVC 6-215
This arises from an area-wide seminar that is having one of its weekly meetings at Baruch.
For further information please contact Prof. Aaron Todd.

Friday, October 24

WARREN SANDERSON (SUNY Stony Brook University)
Rethinking Age and Aging
Department of Economics and Finance & CUNY Center for Demographic Research Seminars in Health, Labor, and Demography
1-2:30 p.m., The Graduate Center, 365 Fifth Ave., Room C415A
For further information please e-mail either Prof. Ryan Edwards or Prof. Ted Joyce
To learn more about Prof. Sanderson click **here**.

Monday, October 27
LAURA ALFARO (Harvard Business School)
Intra-Industry Foreign Direct Investment
Weissman Center for International Business Seminar Series
Noon-2:00 pm, Location TBA
For further information please e-mail Prof. Lilach Nachum.
More information about Prof. Alfaro can be found **here**.

Tuesday, October 28
CHRISTOPHER L. EISGRUBER (Princeton University)
Can Church and State be Separate: The Future of Religious Freedom in America
School of Public Affairs Ackerman Lecture Series on Equality and Justice in America
5:30 pm (receptions), 6:00 pm (programs), NVC 14-220
The Lillie and Nathan Ackerman Lecture Series on Equality and Justice in America at the Baruch College School of Public Affairs is supported by a generous gift from Rosalyn and Irwin Engelman in honor of Mrs. Engelman's parents, whose deep commitment to equal opportunity and social justice inspired this tribute. The Ackerman Lecture Series invited leading intellectuals and public figures to address major questions of equality and social justice in order to provoke debate and new thinking about how we might extend the promise of democracy and opportunity to all of our people.
Please RSVP by phone: 646-660-6851 or by e-mail: spa_conferences@baruch.cuny.edu
For more information about Provost Eisgruber click **here**.

Wednesday, October 29
NA YIN (Baruch College)
The Labor Supply Effects of Disability Insurance Disincentives: Evidence from the Automatic Conversion to Retirement Benefits at Full Retirement Age
School of Public Affairs Research Seminars
12:30-2 pm, 135 East 22nd St., Room 308
For further information please e-mail Prof. Karl Kronebusch.
To preview a Prof. Yin's paper click on **Labor Supply Effects of Disability Insurance Disincentives**
Click **here** for more information about Prof. Yin.

Wednesday, October 29
PAUL GAO (University of Notre Dame)
Title TBA
Department of Economics and Finance Seminar Series
12:45-2:15 pm, NVC 10-215
For further information please e-mail Prof. Jonathan Wang.
To learn more about Prof. Gao please click **here.**

Wednesday, October 29
TBA
KPMG Technical Update: U.S. GAAP vs IFRS
Stan Ross Department of Accountancy Research Workshops
10:30 am-12:30 pm, NVC 12-224
For further information please e-mail Prof. Igor Vaysman.
For more on Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) click **here**.

Thursday, October 30
THOMAS HEINRICH, JOHANNA FERNANDEZ, & BRIAN MURPHY (Baruch College)
Teach-In on the Election

Department of History
12:30-2:20 pm, NVC 3-160
The Teach-In will cover the current economic crisis and the elections. All sides will be represented.
For further information please contact Prof. Charlotte Brooks.

Thursday, October 30
EDWARD L. DECI (University of Rochester)
The Importance of Autonomy for Satisfying Close Relationships
Department of Psychology Colloquium Series
4:00-6:00 pm (reception to follow), NVC 14-285
Dr. Deci is a social psychologist who has examined a variety of issues in human motivation, isolating basic processes and testing their application to education, health care, parenting, mental health, and work organizations in the US and across cultures. He is a founder of Self Determination Theory (SDT).
Please see the attached **flier** for further information or contact Prof. Harold Goldstein or Prof. Charles Scherbaum.
To lean more, click on **Prof. Deci**.

SEPTEMBER EVENTS

Wednesday, September 17
CARLOS CORONA (University of Texas at Austin)
Stan Ross Department of Accountancy Research Workshops
For further information (including time & location) please contact Igor Vaysman at: Igor_Vaysman@baruch.cuny.edu
Click **here** for more information about Prof. Corona.

Wednesday, September 17
NENG WANG (Columbia University)
Entrepreneurial Finance and the Non-diversifiable Risk
Department of Economics and Finance Seminar Series
12:45-2:15pm, NVC 10-215
For further information please contact Jonathan Wang at:
Jun_Wang@baruch.cuny.edu
Click **here** for more information about Prof. Wang and **here** to preview his research paper.

Thursday, September 18
VIK MUNIZ (Fine Artist)
Department of Fine & Performing Arts
2:30-3:30pm
For further information (including location) please contact Karen Shelby at: Karen.Shelby@baruch.cuny.edu
Vik Muniz is currently showing at the Sikkema Jenkins and Co. Gallery. Click **here** for the details of the exhibition.

Thursday, September 18
AJAY KOHLI (Emory University)
Zicklin School of Business, Department of Marketing & International Business Seminar Series
1:30pm
For further information (including location) please contact Lilia Ziamou at: Lilia.Ziamou@baruch.cuny.edu
As the editor of the Journal of Marketing, Prof. Kohli will be talking about the publication. Click **here** for more information about Prof. Kohli.

Wednesday, September 24
WILLIAM BARNETT (Kansas University)
International Financial Aggregation and Index Number Theory: A Chronological Half-Century Empirical Overview
Department of Economics and Finance Seminar Series
12:45-2:15pm, NVC 10-215
For further information please contact Jonathan Wang at:
Jun_Wang@baruch.cuny.edu
Click **here** for more information about Prof. Barnett. Click **here** to view his work on his presentation topic.

Wednesday, September 24
DOROTHY SHIPPS (Baruch College)
Are Mayors Better for the Schools?

School of Public Affairs Research Seminars
12:30-2:00pm, 135 East 22nd St., Room 308
For further information please contact Karl Kronebusch at: Karl.Kronebusch@baruch.cuny.edu
Click **here** for more information about Prof. Shipps and **here** for further detail regarding her presentation.

Wednesday, September 24

PAUL ZAROWIN (New York University)

Factors Affecting the Relative Accuracy of Management Earnings Forecasts to Analysts' Earnings Forecasts

10:30am-12 noon, NVC 12-224
Stan Ross Department of Accountancy Research Workshops
For further information (including time & location) please contact Igor Vaysman at: Igor_Vaysman@baruch.cuny.edu
Click **here** for more information about Prof. Zarowin.

Thursday, September 25

RADHIKA JAIN (Baruch College)

An empirical investigation of vendor silence in offshore outsourcing

Zicklin School of Business, Department of Statistics and Computer Information Systems Research Workshops
12:30-1:45 pm, NVC 11-175
For further information please contact Isak Taksa at: Isak_Taksa@baruch.cuny.edu
Click **here** for more information about Prof. Jain.

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SACC - Student Academic Consulting Center (Tutoring)

Last updated on 10/07/2002

Faculty may refer undergraduates to SACC, whose mission is to help them succeed academically and in their chosen professions. SACC helps students to develop the skills and knowledge necessary for future success. SACC is mainly staffed by peers-Baruch students who understand what their colleagues are experiencing and can knowledgeably assist them. Faculty members work with the peer tutors to insure a high quality of services.

SACC offers various modalities of academic support provided by professionals and peers, including:

Peer Support
One-to-one tutoring
Group tutoring
Study Groups
Workshops
Weekly review sessions attached to hi-risk courses
Plato (CAI)

Professional Support
Workshops
Speech and articulation sessions

Hours
Monday-Thursday, 9 am-9 pm
Friday and Saturday, 9 am-3 pm

For further information, including answers to frequently asked questions, see http://www.baruch.cuny.edu/sacc/.

Director: Carol Morgan
Location: Vertical Campus, Room 2-116
Telephone: 646-312-4830

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Scholar Incentive Awards

-

Last updated on 9/8/04

Article 25 of the PSC CUNY agreement describes Research, Fellowship, Scholar Incentive, and Performance Excellence Awards. Following is the description of the Scholar Incentive Awards, along with links to Provost Dannenbring's memo of September 7, 2004 and to the application itself. Alternatively, one may read pages 60-65 of the written contract or go to this link for versions available for downloading or online searching.

Excerpt from Agreement between
The City University of New York and
Professional Staff Congress/CUNY

Section 25.5 SCHOLAR INCENTIVE AWARDS
Scholar Incentive Awards of not less than one semester nor more than one year shall be established for full-time personnel in the following titles: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, University Professor, Distinguished Professor and Medical Series. The only purpose of these Awards shall be to facilitate bona fide and documented scholarly research. Other projects or proposals (e.g. meeting of degree requirements, study, service outside the University) or reasons (e.g. professional, career, personal) shall not be considered for these Awards. The application in the form of a plan shall be submitted to the appropriate departmental (and school) committees and, if approved, to the college committee on personnel and budget. If the latter committee approves, it shall forward the application to the President with its endorsement. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave, and that the work the applicant intends to do is consonant with the principles of the Scholar Incentive Award. Upon positive recommendation of the President, the application shall be forwarded to the Chancellor for review and recommendation.

The following principles for such Scholar Incentive Awards shall apply:

1. A candidate shall be a full-time member of the instructional staff in one of the above titles.

2. A candidate shall have completed not less than one full year of continuous paid full-time service with the University before becoming eligible for a Scholar Incentive Award. A candidate shall be eligible for a subsequent Scholar Incentive Award after six years of creditable service with the University since the completion of the last Scholar

Incentive Award. A Scholar Incentive Award may not be held concurrently with a Fellowship Leave.

3. If a Scholar Incentive Award is immediately preceded by full-time continuous service creditable for tenure or a Certificate of Continuous Employment or Fellowship Award and immediately followed by such full-time continuous service, the period of creditable service immediately preceding the Scholar Incentive Award shall be counted in computing the years of service required for the granting of tenure, Certificate of Continuous Employment or Fellowship Award.

4. A candidate may be compensated by the University for up to 25% of annual salary. The total amount of money earnable with outside support and the University salary may not exceed 100% of the annual salary rate that the person would have received without the leave. The amount may be less than 25% if the amount of any outside fellowship and grant support received would result in - earnings above 100% of salary.

City University of New York Guidelines to be Utilized in Approving Applications for Scholar Incentive Awards

These guidelines pertain to the criteria to be used by the colleges in reviewing and approving applications for Scholar Incentive Awards.

In order to ensure that these Awards are utilized for their intended purposes, "to facilitate ***bona fide*** and documented scholarly research," such research is to be defined as original inquiry into any academic discipline recognized by the University as well as original creative work in the arts. The application must evidence a direct relationship between the proposed research or creative work and the applicant's preparation and achievements.

Documentation for determining the ***bona fide*** nature of scholarly research shall include one or both of the following:

- Materials substantiating outside funding or support for the project. Such funding shall be defined to mean funds obtained from independent granting agencies outside of the City University and its affiliated research agencies.

- A minimum of two letters supporting the project, solicited by the College from experts outside of the institution.

Related Links

Memo from Provost David Dannenbring (dated 9/7/04) regarding this year's Scholar Incentive Awards

Application for Scholar Incentive Award (may be printed)

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Middle States

Last updated on 6/1/05

Baruch College is accredited by the **Middle States Association of Colleges and Schools**. In 2000 the college was evaluated for reaccreditation by the Association's Commission on Higher Education.

To go directly to Baruch's Institutional Self Study, completed as part of the reaccreditation process in January 2000, see: **Institutional Self Study**.

The Report of the Commision is available in PDF format at **Middle States Report**.

Our **Periodic Review Report (PRR)** was submitted to Middle States on May 31, 2005.

For a variety of documents related to the reaccreditation process (including the self-study and the report linked above) see: **Baruch College: Middle States**.

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Strategic Plan for Baruch College

Last updated on 1/27/06

Memorandum to: The Baruch College Community
From: President Kathleen Waldron
Date: 27 January 2006

I am delighted to launch the Baruch College Strategic Plan, 2006-2011, which can be accessed on the College's website at http://www.baruch.cuny.edu/president/.

We began the planning process ten months ago, and called upon a number of the College's standing committees and other College groups to elicit broad participation in examining important issues and making recommendations to the Strategic Planning Council. Over 100 people participated in the process, attending a retreat, submitting reports, reviewing recommendations and attending open forums for discussion. On November 1, 2005, the Council circulated a draft plan to the College community inviting comment. The Strategic Planning Council encouraged conversation and worked hard to understand and synthesize the many recommendations we received. We are very grateful to students, faculty, staff, alumni and friends who came to the town halls, debated in their departments, and emailed us comments. All the feedback we received was shared with, read, and discussed by the Council. Many suggestions were incorporated into the Plan we have now adopted, and we are confident it is stronger as a result.

In the coming weeks, we will be moving swiftly on developing an implementation plan so that we can make and track progress towards the goals outlined in the document. I look forward to working with you to make Baruch College an institution of which we are all very proud.

Members of the Strategic Planning Council:
Kathleen Waldron, President (Chair)
Paula Berggren, Professor of English
David Birdsell, Acting Dean of the School of Public Affairs
Myrna Chase, Dean of the Weissman School of Arts and Sciences
Ben Corpus, Vice President for Student Development & Enrollment Management
David Dannenbring, Provost and Vice President for Academic Affairs
John Dugan, Dean of Faculty & Staff Relations, Counsel to the President
John Elliott, Vice President and Dean of the Zicklin School of Business
David Gallagher, Vice President for College Advancement

Mary Gorman Hetherington, Chief of Staff to the President
Shaheen Mandani, Undergraduate Student
Terrence Martell, Chair of the Faculty Senate, Saxe Distinguished Professor of Finance; Director of the Weissman Center for International Business
Diane Morgan, Graduate Student
Alvin Puryear, Lawrence N. Field Professor of Entrepreneurship and Professor of Management
Robert Specter, Vice President for Administration and Finance
Lynne Weikart, Associate Professor of Public Affairs
Larry Zicklin, Chairman, Baruch College Fund
* * * * * * * *

Documents related to earlier communications:

Reports of the following committees to the Strategic Planning Council are available on the Blackboard site under "Committees":

Joint Committee on Research
The report defines goals and mechanisms of support for faculty research activity.

Joint Committee on Curriculum and Articulation
The report provides an overview of assessment activities college-wide.

Committee on Excellence in Teaching and Learning
This report advances recommendations for promoting a culture in which teaching excellence is valued and supported.

Student Affairs Committee
The report suggests strategies for improving services to students, including international students and evening students, and for improving support services to all students.

Visibilty Committee
Recommendations for increasing the college's visibility and recognition in New York City and beyond, including a new college-wide advertising campaign, a marketing strategy for specific programs, and an alumni outreach program.

Finance Committee
This report makes recommendations regarding fiscal policy, resource allocation, and budgetary decision-making processes.

Productivity Committee
Advances recommendations on strategic goals and operational priorities with respect to increasing productivity in both academic and administrative settings.

Facilities Committee
This committee will develop an ongoing Master Facilities Plan that ensures the long-term physical development of the campus, a renovation of the 17 Lexington Avenue building, and the possible acquisition of new facilities to support our large student population.

Human Resources Committee
Makes recommendations for increasing and improving college-wide personnel development, succession planning efforts, performance evaluations processes, and employee recognition.

The following reports to the Strategic Planning Council are available through the Blackboard site under "Background Materials." Some are also linked below:

- ***Presidential Commission Report: A Five Year Academic Program Plan Covering 1998-2003***
- ***2000 Middle States Self Study***
- **2003 DRAFT Strategic Plan** (not implemented)
- **2003 Task Force on Achieving Parity**
- **2003 Task Force Report on Entrepreneurial Activities**
- **2003 Task Force on Tuition**
- **2003 Task Force on Productivity**
- **2003 Task Force on Student Aid**
- **2003 Task Force on Scheduling**
- **2003 Task Force on Scheduling Update Aug 03**
- **2003 Task Force on Scheduling Update July 04**

Also of interest might be:
CUNY Master Plan 2004-2008



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Suggestions for Creating a Good Syllabus

-

Last updated on 8/8/08

A syllabus is an excellent tool for communicating course content, course methods and goals, what we expect of our students, and how we will evaluate them. That said, there are probably as many different approaches to creating syllabi as there are instructors. At a meeting in May 2003 of the Teaching Task Force of the Zicklin School of Business, general consensus emerged around many of the items that should appear in a syllabus, but not all of them. This website advances suggestions as to content and, in some cases, provides links to excerpts from syllabi (for undergraduate and graduate courses) by colleagues from all three schools, used by permission. (For entire sample syllabi, see the bottom of this page.) Cutting, pasting, or revising the linked prose for your own syllabus is fine.

NB: Many members of the faculty feel that even when syllabi are posted electronically, hard copies should be distributed and discussed in the first session of the class.

This page will remain a work in progress. Please send suggestions and additional exemplars (especially if significantly different from those included here) to Associate Provost, Dennis Slavin.

ITEM: CONTACT INFORMATION

• Name of the instructor
• Name of the course (MSC 1005) and section marker (e.g. MW54) • Office location (carrel if part time) • Office hours
- A rule of thumb is to schedule at least one office hour on each teaching day; many faculty members also indicate availability by appointment. - Faculty are expected to post office hours outside their offices and to be available during those hours.
- Adjunct faculty teaching six or more hours in a given semester receive pay for an additional hour per week. Use of that hour as a regular office hour is possible; this should be discussed with the department chair.
• Email address

- A helpful approach is to indicate the days/hours when you are most likely to check email and respond.
- State whether assignments are acceptable via email or Blackboard.

- Phone
  - Office phone and/or other numbers at discretion of instructor.
  - May indicate the times when the instructor is most likely to check for messages.
- Fax number
  - Indicate whether and under what conditions faxed assignments will be accepted.

ITEM: COURSE DESCRIPTION (content/goals/objectives/themes)

Description of the course content, goals and/or objectives is helpful. Generic descriptions are available from the ***Baruch College Bulletin*** (UG or G), but individual faculty members might like to present alternative descriptions. These should be congruent with those in the *Bulletin* . (If the course has evolved away from the *Bulletin* description significantly, the description should be changed for the next edition.) Descriptions employed in different sections of multi-section courses should be similar. **This link will take you to some sample course descriptions.**

ITEM: COURSE MATERIALS

Books and other materials required, recommended, or on reserve in the library should be listed, with editions specified as appropriate. The most convenient place for Baruch students to buy textbooks is the Baruch College Bookstore, located on the first floor of the Vertical Campus. Prices for new and used books at the Bookstore are competitive and ordering books is easy. Asking other stores to stock books for your courses means that your students will be inconvenienced by having to purchase books at more than one location. See the **"Bookstore" entry in the *Faculty Handbook*** for information on ordering through the College Bookstore.

ITEM: COURSE ASSIGNMENTS (assignments, examinations, presentations, etc.)

The nature and number of course requirements should be spelled out. Clarifying the purpose of a requirement (to make sure the student has read and comprehended a text, to develop communication skills, to test the student's ability to synthesize information, to develop the students' capacity to work together etc.) can result in better student work.

ITEM: GRADING POLICIES

The fairest way to grade is to establish and communicate grading criteria from the start and to follow those criteria as systematically and objectively as possible. The weighting of specific assignments/examinations is often expressed as a percentage of the total grade. Overwhelming emphasis on a single examination or paper, especially at the end of the semester, makes it difficult for students to learn from errors. **This link will take you to some sample grading policies/distributions.**For information on the grades available and what they mean see the **"Grading" entry in the *Faculty Handbook***.When "class participation" figures in determining the grade (many instructors point out that good participation cannot take place without prompt attendance), the instructor should

communicate her/his expectations and, perhaps, the rationale. **This link takes you to a discussion of why participation (explicitly labeled "contribution") may be so important for some classes.**

ITEM: POLICY REGARDING MAKE-UP EXAMS

When a student who is otherwise passing a course misses the final exam, s/he should be given a grade of ABS (see the ***Bulletin*** or the **"Grading" entry in the *Faculty Handbook*** for more information). Such students must take a make-up exam no later than the end of the following semester to avoid the ABS automatically turning into an F. For exams missed during the semester, faculty may schedule make-ups at their discretion. Not offering make-ups or other arrangements (such as averaging grades from other exams) risks penalizing students for documented illness.

ITEM: CLASSROOM MANAGEMENT POLICIES

Behavior acceptable elsewhere might not be appropriate in classrooms. Faculty members have discretion in this regard and should make clear what the boundaries are -- and not necessarily only in classes for freshmen. Some of the classroom behaviors that are subject to faculty discretion include seating (assigned general seating; a separate area for late arrivals), eating, sleeping, private conversations, use of cell phones and other technology (one can restrict use of laptops to the taking of notes), use of dictionaries—especially during exams, etc. **This link contains some examples (from freshmen syllabi) of faculty statements on classroom management.** For more extended discussion of classroom management, see the **"Classroom Management" page in the *Faculty Handbook*.**

ITEM: ATTENDANCE AND LATENESS POLICIES

If a freshman or sophomore is absent in excess of twice the number of class sessions per week, the instructor must give the student a WU grade, which counts as an F. The instructor may give a junior or senior a WU grade if he/she has excessive absences. Attendance and lateness clearly play a role in class participation. Instructors have the right to weigh attendance, lateness, and class participation in determining grades. **This link will take you to some attendance and lateness statements.**

ITEM: SCHEDULE OF TOPICS

Schedules can be general (just the topic)or specific (with designated reading/study questions etc.). Specificity, when feasible, allows students to budget their time and to plan their off-campus work schedule. Your schedule may be presented as provisional -- subject to revision as the semester progresses. Items that might appear include:

• what will be covered/what preparation (e.g. reading) is expected • when assignments/papers are due • when exams will be given and what they will cover • date by which a course needs to be dropped by the student to receive a grade of W rather than WU (assigned by the instructor)

This link contains some sample class schedules.

ITEM: STATEMENT(S) REGARDING ACADEMIC HONESTY

Faculty approaches to these issues range from explanations of the centrality of honesty to the academic process to threats of punishment if the student is caught cheating or plagiarizing. Students should understand these issues from the start of the semester, including definitions of cheating and plagiarism. (Discussion works best, but instructors may

refer students to **the college's own definitions** and ask them to certify that they have read and understood them.) If a student commits an act of academic dishonesty and admits to it (almost always the case), the "punishment" is usually up to the faculty member. To enable the college to keep track of first time violators, names should be communicated to Associate Dean **Ron Aaron**. Here are links to more on **Baruch College policies** and to **examples of how the issue of academic honesty is approached on some colleagues' syllabi.**

ITEM: DISABILITIES STATEMENTS

The Provost circulates a memo each semester that, based on the principle of "reasonable accommodation," discusses the college's policies regarding students with disabilities. The memo contains a paragraph meant to be read aloud to students. Copying and pasting that paragraph into a syllabus could be very helpful to students with disabilities. **The Provost's memo is available here.**

ITEM: REFERENCES TO BLACKBOARD

Follow this link for examples of how some colleagues refer to Blackboard sites on their syllabi. If you don't know what Blackboard is or how to use it… Blackboard is a program that allows instructors to create, deliver, and manage web-based educational technologies for courses. It can be used to add online elements to a traditional course, or to develop completely online courses with few or no face-to-face meetings. Baruch College has been using Blackboard since September 1999. The current version is 5.5, the latest edition of the software. Available features in Blackboard 5.5 include:

- course announcements personalized course calendars threaded discussion, live chat, and online whiteboard online quizzes and surveys, with automated grading and statistics course assignment and documents areas course-related external links online file sharing timed release of quizzes and other course materials student rosters, e-mail, and online gradebook
- group project areas

Blackboard course pages are easy to create. Instructors use built-in templates to create announcements quizzes, and external links. Other course materials can be created in a similar fashion, or can be written using any software you choose, and then uploaded into the Blackboard course site. For more information on Blackboard contact **Jim_Russell@baruch.cuny.edu**. Here is a link to the **schedule for technology training sessions**.

ITEM: WRITING / THE WRITING HANDBOOK

Please see the **"Writing" entry in the *Faculty Handbook*** for information on help available for students' writing. All undergraduates who entered as freshmen beginning September 2002 should have copies of Ann Raimes, *Keys for Writers* (Boston: Houghton Mifflin Company, 2002), the writing handbook adopted by the Department of English. Members of the faculty should feel free to direct their students to specific sections of *Keys* as necessary. **This link (from a freshman-level class) alerts the students to ways they might find *Keys* helpful.** * * *

each course is linked below:

Paul Arpaia, History 1003
Bert Hansen, History 1000 **Helaine J. Korn, Business Policy (BPL) 5100**

Donald H. Schepers, BUS 9100

Carol Seron & Nancy Aries, PAF 9120 **Dan Williams, PAF 9172**

Additional syllabi have been posted below in the order received. As mentioned above, please feel free to send syllabi significantly different from those included here to Associate Provost, **Dennis Slavin**.

David Potash, History 1000
Dennis Slavin, MSC 1005
Gary Hentzi, English 2850



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Teaching-Related Links

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Last updated on 6/15/07

The links below might be of interest. The list was compiled by a private organization whose website is http://www.developfaculty.com/index.htm. Opinions expressed are those of the contributors to the sites and are not necessarily endorsed by Baruch College.

Academic Integrity	www.academicintegrity.org
Academic Leader Newsletter	http://www.magnapubs.com/subscribe/magnapubs_al.html
Accountability	http://www.sheeo.org/account/acct-home.htm
Accreditation	www.chea.org
Active Learning	http://www.active-learning-site.com
AdjunctSuccess	http://www.adjunctsuccess.net
Adventure Education	www.pa.org
Assessment of Outcomes	http://www2.acs.ncsu.edu/UPA/assmt/resource.htm
Blended Learning	http://www.e-learningcentre.co.uk/eclipse/Resources/blended.htm
Blog Creation	http://www.blogger.com/start
Bloom's Taxonomy	http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html
Case Method	http://www.soc.ucsb.edu/projects/casemethod/intro.html
Change Magazine	http://www.heldref.org/change.php
Chronicle of Higher Education	www.chronicle.com
Civility in Classroom	http://ic.ucsc.edu/CTE/teaching/tips-civility.html
Class Attendance, Improving	http://www.psychologicalscience.org/observer/1101/tips.html
Classroom Assessment Techniques	www.siue.edu/~deder/assess/catmain.html
Classroom Management	http://www.mccfl.edu/pages/1389.asp

Collaborative Learning	www.wcer.wisc.edu/nise/cl1/CL/doingcl/DCL1.asp
Concept Mapping	http://users.edte.utwente.nl/lanzing/cm_home.htm
Conferences, Teaching & Learning	http://www.iun.edu/~cetl/services/conferences.shtml
Constructivist Teaching	http://www.2learn.ca/profgrowth/PDconstruct.asp
Cooperative Learning	http://www.co-operation.org/
Copyright Issues	http://www.library.yale.edu/~okerson/copyproj.html
Corporate Universities	www.corpu.com
Creativity in Teaching	http://www.uwsp.edu/education/lwilson/creativ/
Critical Thinking	www.criticalthinking.org
Curriculum Renewal	http://www.mtroyal.ab.ca/cr/
Department Chair Resources	www.acenet.edu/resources/chairs
Digital (Web) Portfolios	http://www.albion.edu/digitalportfolio/
Discipline Specific Links	http://www.tag.ubc.ca/links/Topics/TeachingSpecificDisciplines.php
Discussion Facilitation	http://www.princeton.edu/~aiteachs/handbook/facilitating.html
Diversity in Higher Education	www.diversityweb.org
Emotional Intelligence	www.eiconsortium.org
ESL Students	http://www.eslcafe.com
Ethics in Higher Education	www.uvsc.edu/ethics/curriculum/education
Experiential Education	http://www.aee.org/customer/pages.php?pageid=28
Faculty Development	http://www.facultydevelopment.ca
Faculty Stress	http://www.psychologicalscience.org/teaching/tips/tips_0102.cfm
Federal Ed. Rights & Privacy Act (FERPA)	http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
First Generation Students	http://www.insidehighered.com/news/2005/08/10/first
Games & Simulations	http://www.simulations.co.uk/sagset/
Grade Inflation	http://people.uleth.ca/~runte/inflation/index.html
Honors Programs	http://www.nchchonors.org
How People Learn	http://www.nap.edu/html/howpeople1/index.html

Humor in Teaching	http://www.lovedungeon.net/humor/college/collegehomemenu.html
Icebreakers	http://adulted.about.com/cs/icebreakers/
Information Literacy	http://bulldogs.tlu.edu/mdibble/doril/
Instructional Design	http://www.outreach.psu.edu/users/atb/cdev.htm
International Higher Education	http://www.bc.edu/bc_org/avp/soe/cihe/
International Professor Resources	http://www.internationalprofs.org/
International Student Resources	www.internationalstudent.com
Internet Usage	www.learnthenet.com
Junior Faculty	http://www.jfdp.org
Large Classes	http://www.fctel.uncc.edu/pedagogy/focuslargeclasses/ASurvivalHandbook.html
Learning Communities	http://learningcommons.evergreen.edu
Learning Objectives	http://epitome.ce.gatech.edu/iowa
Learning Objects	http://online.bcit.ca/sidebars/02november/inside-out-1.htm
Learning Organizations	http://www.infed.org/thinkers/senge.htm
Learning Students' Names	http://trc.virginia.edu/Publications/Teaching_Concerns/Misc_Tips/Learn_Names.htm
Learning Styles Models:	
Dunn and Dunn	www.learningstyles.net
Felder	www.ncsu.edu/effective_teaching/Learning_Styles.html
Gregorc	www.gregorc.com
Kolb	www.infed.org/biblio/b-explrn.htm#learning%20style
VARK	http://www.vark-learn.com/english/index.asp
Lecturing Skills	http://www.ferris.edu/htmls/academics/center/Teaching_and_Learning_Tips/Developing%20Effective%20Lectures/8stepstoactive.htm
Learning through Technology	http://www.wcer.wisc.edu/archive/cl1/ilt/default.asp
Legal Issues	http://www.aaup.org/AAUP/issuesed/legal/
Linking Teaching & Research	http://www.brookes.ac.uk/genericlink/
Living-Learning Programs	http://www.livelearnstudy.net
Mentoring of Faculty	http://www.trainingreference.co.uk/skills/coaching/coaching.htm
Mentoring: Women in Science	http://www.mentornet.net
Metacognition	http://members.iinet.net.au/~rstack1/world/rss/files/metacognition.htm

MIT OpenCourseWare	http://ocw.mit.edu/index.html
Motivating Students	http://teaching.berkeley.edu/compendium/sectionlists/sect20.html
Movies that Teach	http://www.aesthetics-online.org/teaching/films.html
Multilingual Dictionary	http://www.yourdictionary.com/diction1.html#multi
Multiple Intelligences	http://www.surfaquarium.com/MI/
Nat'l Council for Staff, Program & Organizational Development	http://www.ncspod.org
Nat'l Teaching & Learning Forum	http://www.ntlf.com/
Newsgroups	http://groups-beta.google.com
Online Learning Readiness	http://alt.usg.edu/sort/
Online Teaching	www.utexas.edu/world/lecture
Peer Led Team Learning	http://www.pkal.org/documents/Vol4PeerLedTeamLearningPedagogies.cfm
Plagiarism Detection	http://www.plagiarism.org
Planning Teaching Spaces	http://www.dartmouth.edu/~collab/index.html
PowerPoint Usage	http://www.actden.com/pp/
Preparing Future Faculty	http://www.preparing-faculty.org/default.htm
Problem Based Learning	http://www.udel.edu/pbl/
Prof. Development	http://www.starlinktraining.org
Prof. & Organ. Develop. Network	http://www.podnetwork.org
Quotations on College Teaching	http://www.wku.edu/Dept/Support/AcadAffairs/CTL/db/quotes/index.html
Resources for Troubled Students	http://www.campusblues.com
Retention of Students	http://www.cscsr.org
Rubric Creation	http://projects.edtech.sandi.net/staffdev/tpss99/rubrics/rubrics.html
Scholarship of Teaching & Learning	http://www.issotl.org
Search Engines	http://www.infotoday.com/searcher/oct01/price.htm
Service Learning	www.servicelearning.org
Sessional Faculty	http://www.tedi.uq.edu.au/sessionalteaching

Socratic Method	http://www.socraticmethod.net/
Sounds that Impact	http://www.findsounds.com
Storytelling	http://www.creatingthe21stcentury.org/Intro7-Why-story-now.html
Student Journal Writing	http://www.indiana.edu/~reading/ieo/digests/d99.html
Student Portfolios	http://www.elon.edu/students/portfolio/
Student Ratings	http://www.ratemyprofessors.com
Student Survival Skills	http://www.clemson.edu/collegeskills/
Students with Disabilities	http://www.ed.gov/about/offices/list/ocr/transition.html
Study Abroad	http://www.studyabroad.com
Study Skills	www.uic.edu/depts/counselctr/ace/practic1.htm
Syllabus Development	http://cte.udel.edu/syllabus.htm
Teaching & Learning Centers (Global)	http://www.ku.edu/~cte/resources/websites.html
Teaching & Learning Centers (U.S.)	http://www.hofstra.edu/faculty/ctse/cte_links.cfm
Teaching Assistants	http://www.montana.edu/gradstudies/gtahbk.shtml
Teaching for Inclusion	http://ctl.unc.edu/tfitoc.html
Teaching Goals Inventory	http://www.uiowa.edu/~centeach/tgi
Teaching in a Time of Crisis	http://www.wku.edu/teaching/booklets/crisis.html
Teaching Materials Exchange	http://www.merlot.org/Home.po
Teaching Portfolios	http://ftad.osu.edu/portfolio
Teaching Professor Newsletter	http://www.magnapubs.com/subscribe/magnapubs_tp.html
Teaching Timelines	http://timeline.cer.jhu.edu/index.htm
Team Based Learning	www.teambasedlearning.org
Technology Integration	http://www.campus-technology.com/index.asp
Test Anxiety	www.couns.uiuc.edu/Brochures/testanx.htm
Test Construction	http://www.edu.uleth.ca/runte/tests/
Textbook Selection	http://www.facultyonline.com
Time	http://www.bu.edu/cet/develop/time.html

Management	
Tolerance	http://www.tolerance.org
Tomorrow's Professor Listserv	http://ctl.stanford.edu/Tomprof/index.shtml
Transactional Analysis	www.itaa-net.org
University Business Magazine	www.universitybusiness.com
Using Technology in Teaching	http://www.wam.umd.edu/~mlhall/teaching.html
Values in Higher Education	http://www.svhe.org/
Web Searching	http://www.thelearningsite.net/cyberlibrarian/searching/ismain.html
Wikipedia	http://en.wikipedia.org/wiki/Main_Page
Writing Across the Curriculum	http://mendota.english.wisc.edu/~WAC/
Writing Learning Objectives	http://epitome.ce.gatech.edu/iowa/



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Teaching Nonnative Speakers

Last updated on 4/16/03

Baruch College has many students who are not native speakers of English. Often these students experience problems in written or oral communication and are hesitant to participate in class. Following are some tips for effective teaching and communication with nonnative speakers. (Indeed, most of these tips will prove helpful in presenting to native speakers as well.) This page was prepared by Prof. Elisabeth Gareis, Communication Studies (egareis@baruch.cuny.edu)

Linguistic Considerations

1. Use clear, normal speech. Pause between major idea units. If necessary, use a slower (yet natural) rate of speech. Clearly enunciate.

2. The most difficult aspect of English for many nonnative speakers is uncommon vocabulary and idiomatic expressions. Limit the use of these items or supplement them with simpler paraphrases. *Be especially careful to use accessible language in examinations and assignment instructions.*

3. Assuming overall comprehensibility, focus on what students are trying to communicate, not on errors. If it is necessary to correct students' pronunciation, vocabulary, or grammar, try to do so individually, away from the group.

4. Refer students who need assistance to Baruch College support services (see Faculty Handbook: Speaking) or other sources (e.g., Continuing Studies Department). Students may also be interested in electives offered in the Communication Studies and English Departments or extracurricular activities addressing communication proficiency (e.g., Toastmasters).

Classroom Discourse

5. Make sure that nonnative speakers are seated where they can see and hear well.

6. Use nonverbal cues (such as gestures, pictures, blackboard sketches, and concrete objects) in your teaching to assist students' comprehension.

7. Rephrase and repeat important utterances.

8. Provide examples and analogies. Supplement culturally specific examples (e.g., references to U.S. history or popular culture) with examples from non-U.S. settings. As an alternative, let students provide their own examples to illustrate a point under discussion.

9. Frame different topics within connecting utterances (e.g., “Okay, you have decided to adopt strategy A. Now, let’s discuss how to implement the plan.”)

10. Monitor students’ comprehension and progress throughout the class. Check for understanding by asking students to decide if information is true or false, by asking student to provide examples, by having students paraphrase important terms in their own words, by having students summarize key information, and by having students ask each other questions about the covered material. Also encourage students to initiate questions for clarification whenever necessary. (Some students may be hesitant to interrupt class. Provide sufficient time and opportunity for student-initiated questions. Teacher and fellow students should also be patient if communication problems arise.)

11. Summarize and clarify whenever needed.

12. Vary the way of calling on individuals. For example, call on students by name, ask for volunteers to respond, and call on the whole group. This helps involve everyone.

13. Warm up students by asking simple questions first. Having answered a question correctly, students have “saved face” and may risk responding incorrectly to more challenging questions.

14. Give “extra chances” to students who don’t respond to an elicitation through strategies such as pausing to give the students plenty of time to speak. Additional elicitation techniques include prompting (e.g., “What options did you pick? Could you read your list, please.”) and repeating the elicitation. Also invite students who do respond to say more.

15. Use confirmation checks (e.g., “You selected alternative B, right?") and clarification requests (e.g., “I didn’t get the last word. You said computers and what else?”).

16. Repeat or restate students’ questions before answering them. Also rephrase student responses and/or expand on them to provide further input to the speaker and the group.

17. Encourage students to listen actively to each other and negotiate the meaning of conceptually or linguistically unclear utterances without you as an intermediary. Clarification techniques for the speaker include repetition of utterances, slow and clear enunciation, and paraphrasing. Listeners should focus and be specific in their quest for clarification (i.e., ask for repetition of words, paraphrasing of sentences, explanation of concepts, examples, etc.).

Lesson Planning

18. Provide a clear outline or plan of the lesson at the beginning of class.

19. Build predictability into instructional routines such as opening and closing activities, directions, and homework assignments.

Activities and Assignments

20. Involve nonnative speakers in some manner in all classroom activities.

21. Learn as much about your nonnative speakers as you can. The more you know about these students and their backgrounds, the easier it will be to incorporate them into your classroom. Their experiences can be used to enrich the lives of all students.

22. Discuss your personal experiences and encourage students to discuss theirs, as they relate to the course content.

23. Use cooperative learning groups to encourage peer language teaching and learning. Include pair, small group, and

full group activities in your class sessions. Well-organized and well-implemented cooperative learning programs can yield increased academic achievement, better social skills, improved intercultural relations, and more use of higher-order thinking skills. Pair and small group activities are also a good warm-up for full group discussions in classes where student participation is sparse or unequal.

24. Suggest or even require that students form study groups. If they protest that they do not have enough free time to meet, start them off with an initial meeting during class time, at which they can develop an agenda and a schedule. Reinforce their efforts during the term by inviting the groups to your office. Study groups can be conducted in person or on-line.

25. Make your expectations clear. Whenever possible, provide examples of what you expect student to do in the writing as well as speech assignments. For examinations, you may want to give sample questions and examples of both strong and weak answers.

26. Do not just give assignments orally. Put them on the blackboard, or better, distribute them in writing.

27. Encourage students to do outlines and early drafts of presentations and papers so that they can improve with practice and create better final products.

28. Feedback on drafts can be given by peers or the teacher. One way to ensure effective feedback processing is to require revise-and-resubmit letters. In these letters, students are asked to respond to the feedback they received and detail how they incorporated it in their revised papers (or why they chose not to incorporate it).

Intercultural Issues

Many nonnative students come from cultures in which expressing opinions, disagreeing with the teacher, and even asking spontaneous questions are considered disrespectful. Some may also show the reticence that comes with linguistic insecurity and the fear of ridicule. It is important to create a welcoming environment in which all students can feel secure and share in the learning experience.

29. To increase comfort and confidence levels, ensure frequent professor-student interaction, encourage students to see you before or after class, and schedule office-hour conferences.

30. Be patient and supportive in communication with nonnative speakers. Express interest in their experiences, language, and culture.

31. Be aware of body language; it can convey unspoken impatience or disapproval.

32. U.S. students should show interest in nonnative speakers and their well-being. This interest can be heightened through conscious inclusion of nonnative speakers in all activities and your modeling of interculturally sensitive behavior in the classroom.

33. Do not hesitate to consult language or intercultural specialists when you are in doubt about problems of language or culture. Culture-based problems are sometimes difficult to detect. Teachers need to be on the lookout for them and particularly resist attributing them to other factors, such as slowness, negative attitude, or disability.

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Telephone System

Last updated on 2/17/06

Main telephone number: (646) 312-1000.

Baruch College has recently upgraded its telecommunications system to provide four-digit dialing among campus facilities and a single voice mail system for easy transmission of messages across the campus. All members of the faculty and staff are provided with a multi-feature phone set and a voice mailbox.

Upon request to the telecommunications department, new faculty and staff will be provided with a telephone number, a phone, and an authorization code that is necessary for long distance calls. This request may be made by the new user or department support staff.

Assistance
For repairs, requests, long distance authorization code forms, training, voice mail concerns, or any other telephone assistance, please call 646-312-2355 (ext. 2355) or go to http://www.baruch.cuny.edu/bctc/phone/index.htm to access the appropriate form.

Directory Information
All Baruch College directory information is available online at http://www.baruch.cuny.edu/directory/index.jsp. It is easily printed.

Voice Mail Information
For information on how to initialize your mailbox and how to use the Nu Point voice mail system, go to http://www.baruch.cuny.edu/bctc/phone/voice_mail.htm

Phone Features
For information how to use the most common phone features, go to http://www.baruch.cuny.edu/bctc/phone/phoneinstructions.htm



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Textbook Access Act of 2008

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Last updated on 5/21/2009

From Bill Ferns, secretary of the Baruch College Faculty Senate (9/25/08)
During this past summer, the New York State Legislature passed the "Textbook Access Act of 2008." Some of the salient point of this law are:

- It mandates that textbook publishers provide better pricing transparency to adoptes (i.e., faculty) of textbooks;
- It requires that textbooks be available sold as ordered by faculty (i.e., textbooks cannot be bundled with items not included in the adoption), unless the unbundled items are also available);
- It requires institutes of higher learning to implement policies to get faculty to order their books earlier;
- It defines the financial and material benefits faculty can and can not receive for adopting a text.

This law will go into effect on July 1, 2009. We have established links to several files pertaining to this law:

- The text of the law;
- The NYS Assembly's synopsis of the law;
- A memo (September 2008) from Frederick Schaffer, CUNY's Vice Chancellor for Legal Affairs, with his analysis of the law and its requirements.
- Frederick Schaffer's "legislation update" of May 2009.

Thanks for your time.
Yours,
Bill Ferns
Associate Professor of Computer Information Systems

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Tuition and Fee Information

- Tuition and Fee Costs - Effective Fall 2005
- Bursar (Bill/Tuition Payment)
- Financial Aid
- SallieMae (TuitionPay Plan)
- International Student Loans

Tuition Costs - Effective Fall 2005

- **Undergraduate Degree Students** (New York State Residents and Out-of-State Residents and Foreign Students on Temporary Visas)
- **Undergraduate Non-Degree Students** (New York State Residents including Non-CUNY Permit Students and Out-of-State Residents and Foreign Students on Temporary Visas)
- **Credits in Excess of 18**
- **Graduate MBA Students** (New York State Residents and Out-of-State Residents and Foreign Students on Temporary Visas)
- **Graduate Non-MBA Students** (New York State Residents and Out-of-State Residents and Foreign Students on Temporary Visas)
- Graduate Non-Degree Students (New York State Residents and Out-of-State Residents and Foreign Students on Temporary Visas)
- **Technology Fee**
- **Student Activity Fees**
- **Maintenance of Matriculation (Graduate Students)**
- **Senior Citizens**
- **Non instructional Fees (Non refundable)**
- **Residency Information and Forms**

Undergraduate Degree Students

	Full-Time	Part-Time
New York State Residents	$2,000 per semester	$170 per credit
Out-of-State Residents and Foreign Students on Temporary Visas	$360 per credit	$360 per credit

Undergraduate Non-Degree Students

	Per Credit or Equivalent
New York State Residents	$250

Out-of-State Residents and Foreign Students on Temporary Visas	$530

Credits in Excess of 18
Undergraduate students who register for credits in excess of 18 are subject to a fee.

1 or 2 excess credits	$100.00
3 or 4 excess credits	$230.00
5 or 6 excess credits	$460.00
More than 6 credits	$690.00

Graduate MBA Students

	Full-Time	Part-Time
New York State Residents	$4,400 per semester	$400 per credit
Out-of-State Residents and Foreign Students on Temporary Visas	$600 per credit	$600 per credit

Graduate Non-MBA Students (MS, MA, MPA, MS Ed.)

	Full-Time	Part-Time
New York State Residents	$3,200 per semester	$270 per credit
Out-of-State Residents and Foreign Students on Temporary Visas	$500 per credit	$500 per credit

Maintenance of Matriculation (Graduate Students)

New York State Residents Students	$750 per Semester
Non-Resident Students	$1,250 per Semester

Technology Fee

	Full-Time	Part-Time
Undergraduate, Graduate, Degree and Non-degree Students The Technology Fee is non-refundable	$75.00 per semester	$37.50 per semester

Student Activity Fees

Student Activity Fee (Undergraduate - Full Time)	$70.00
Student Activity Fee (Undergraduate - Part Time)	$40.00
Student Activity Fee - Fall and Spring (Graduate)	$29.00
Student Activity Fee - Summer (Per Summer Session) (Graduate)	$13.85

Consolidated Service Fee (All Students)	$15.00
All Student Activity Fees and Consolidated Service Fees are non-refundable.	

Senior Citizens

Senior Citizens (NY State Residents 60 or older - includes the $5 Consolidated Fee)	$70.00

Non instructional Fees (Non refundable)

Transfer and Second Degree Application Fee	$70.00 Payable at the time of filing Transfer application
Non-degree and Permit Application Fee	$65.00 Payable at the time of filing application for admission
Re-Entry Application Fee	$10.00
Late Registration	$25.00 For students permitted to register after the close of the official registration period.
Change of Program (per change)	$18.00 For any additions to a schedule of courses after it has been approved and recorded
Check Reprocessing (Bad Checks)	$15.00
Non-Payment Service Fee	$15.00
Transcript Fee	$7.00 (No fee for transcripts sent to other units of CUNY.) This fee applies for each transcript requested.
Duplicate Bursar Receipt	$5.00 For students requesting a duplicate Bursar receipt
ID Card Replacement	$10.00 (cash only)
Special Examinations Fee	$25

Notes Regarding Tuition Assessment

Undergraduate students who take graduate courses as part of their program pay the undergraduate rate. Graduate students who take undergraduate courses as part of their programs pay the graduate rate. Graduate students who must take prerequisites pay undergraduate rates upon presentation of a letter from the appropriate Dean stating that the course is part of the requirement for credit towards graduation.

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Turnitin.com@Baruch

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Last updated on 12/29/08

Turnitin.com is a commercial database that can perform checks of written material uploaded by students (or their instructors) against those in its database to locate matches. In some case those matches mean that the student's material has been plagiarized; in others the use of quotation marks and the way the material has been cited is fine -- the instructor must exercise his/her judgment.
Baruch College subscribes to this service. Faculty members may arrange for their students' work to be submitted to turnitin.com. To learn how, contact Prof. Gerard Dalgish: 646-312-3919.
Here is some additional material relevant to the issue of plagiarism:
Some hints to help discourage plagiarism (also see the Faculty Guide to Student Academic Integrity)

- Define plagiarism clearly and clearly convey that you will not tolerate it. (see below for sources for definitions, examples, and explanations, including the plagiarism tutorial)
- Create writing assignments that require students to synthesize materials from different sources (compare/contrast) or to use materials discussed/provided in class.
- When students have handed in written work such as a substantial paper, ask them to write a summary in class of its main points and how they made them.
- Ask students to submit copies of their sources along with research papers (photocopies of pages from books, pages from the web etc.) with the relevant material highlighted.

Definitions
Brief definitions of plagiarism are available within A Faculty Guide to Student Academic Integrity. For a direct link to the definitions, go here. The sections on plagiarism in the College's writing handbook may be helpful: freshmen entering September 2007 and later should have Fowler and Aaron, ***The Little, Brown Handbook*** (pp. 629-38); undergraduates who entered as freshmen from September 2002 through September 2006 should have copies of Ann Raimes, ***Keys for Writers*** (4th ed., pp. 116-128; 3rd ed., pp. 104-112). Also see the Plagiarism Tutorial (below).
Plagiarism Tutorial for Students
The plagiarism tutorial was prepared in Fall 2003 by members of the Newman Library staff. It is easily accessible to all students online. It has an accompanying interactive quiz that is available only via Blackboard. The quiz must be imported into your class Blackboard site. To import the quiz, contact Bobbie Pollard at 646-312-1619 or Bobbie_Pollard@baruch.cuny.edu.
Policies and Procedures
The College's policies and procedures for dealing with violations of academic integrity, including plagiarism, are delineated in detail within A Faculty Guide to Student Academic Integrity and are summarized here.



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Weissman Lecture on the Influence of the Arts on Society

Last updated on 1/21/05

The Weissman Lecture features members of the New York arts world exploring intersections between the arts and the worlds of business, government, and the general community. Featured speakers have included **George Weissman** (former CEO of Philip Morris and former President of Lincoln Center), **Schuyler Chapin** (then NYC Commissioner of Cultural Affairs), **Cora Cahan** (President of The New 42nd Street, Inc.), and **Gordon J. Davis** (former President of Lincoln Center). Here is a link to the text of George Weissman's inaugural lecture of December 1998.

Fifth Annual Weissman Lecture on the Influence of the Arts on Society
The Future of the Performing Arts Center in New York

Friday, November 14, 2003
10:00 a.m.- 12:00 p.m. in Engelman Recital Hall
Panel discussion, featuring:
Karen Brooks Hopkins, President, Brooklyn Academy of Music
Reynold Levy, President, Lincoln Center for the Performing Arts
George Weissman
Moderator: **Harvey Seifter**, Executive and Artistic Director, Flushing Town Hall.

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Fellowships from the Mrs. Giles Whiting Foundation

Last updated on 4/06/09

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. (In spring 2005 Baruch was informed that the Foundation would extend our participation for four additional years, and in spring 2008 we were informed that a four-year commitment would continue for the forseeable future.) These funds provide respite from teaching for one year or one semester so that the faculty member can focus on her/his research. The basis for the award is excellence in teaching.

Recipients of the award are selected during the spring semester for the following academic year. They are chosen from faculty in the humanities *currently in their second or third year of teaching at Baruch*. In other words, the respite from teaching comes during the third or fourth year at the College. (**NB:** members of the faculty who plan to be reviewed for "early" tenure during the year in which the Whiting would take place are not eligible for the fellowship.) The College defines “Humanities” broadly, so faculty members may be nominated from departments that do not traditionally fall under that rubric; individuals should judge the appropriateness of their own work.

Candidates are nominated by their Chairs. By the end of January, nominees submit:

1. An updated CV;
2. A complete set of teaching observation and post-observation reports;
3. A complete set of student evaluations;
4. Sample syllabi, examinations, and a brief statement of teaching philosophy;
5. A copy of their teaching schedule (with rooms) for the upcoming spring semester;
6. A description of the research project(s) the candidate intends to pursue;
7. A letter of support from the Chair.

Recipients are decided by a committee that is appointed by the Provost. The committee members, which include previous recipients of the College’s teaching awards, observe a class session taught by each candidate. The timing of the observation is by arrangement with the candidate. Winners are announced in March or early April.

Whiting Fellows also are expected to be able to serve as mentors to subsequent Whiting recipients and to help in the selection process.

After their fellowship period, recipients of Whiting Fellowships submit a report on research and scholarly work carried out during the award period and make a public presentation of the results of their research. At the most recent such

presentation (in April 2009), Profs. Timothy Aubry and Julie Des Jardins presented brief summaries of the work they accomplished during their fellowship period.

Whiting Winners at Baruch College

Whiting Fellow for the Academic Year 2009-2010

Gregory Snyder (Department of Anthropology/Sociology): Full-year release from teaching to work on two papers that have emerged out of his ethnographic study of professional street skateboarders. "The Subculture Career and the Creative Class: The Case of Skateboarding and Graffiti" will look at the phenomenon of subculture careers highlighted in his book *Graffiti Lives* (2009) and apply it to the world of skateboarding. "The Subcultural Production of Urban Space: Street Skating for Posterity," will be an empirical look at the process of professional street skateboarding.

Whiting Fellows for the Academic Year 2008-2009

Julie Des Jardins (Department of History): One-semester release from teaching.

Thomas Teufel (Department of Philosophy): Full-year release from teaching to work on a set of papers investigating Immanuel Kant's conception of "reflection" in the *Critique of the Power of Judgment*. The first paper seeks to show that "reflection" there does not refer to the comparison of objects with concepts, as is commonly held, but to an epistemologically much more fundamental cognitive operation. The second paper seeks to show that this operation provides an explanation of teleology in nature that is superior not only to theological but also to Darwinian accounts.

Whiting Fellows for the Academic Year 2007-2008

Timothy Aubry (Department of English): Full-year release from teaching to complete draft of his manuscript, *Literature as Self-Help: Postwar U.S. Fiction and the Middle-Class Hunger for Trouble*, which assesses the rhetorical and psychological strategies various popular postwar novels offer middlebrow readers for coping and coming to terms with particular social and historical dilemmas.

Jessica Lang (Department of English): One-semester release from teaching to work on *Textual Survivors: Holocaust Representation and the Third Generation*, which examines a selection of the most recent contributions to Holocaust literature by considering a range of texts written by authors who are at least three generations removed from the Holocaust, and some who are not direct descendants of Holocaust survivors.

Robin Root (Department of Anthropology/Sociology): One-semester release from teaching to investigate how revivalist Christianity (institutions, social networks, beliefs) mediates risk, stigma, and the flow of biomedical information regrading HIV testing and treatment in Swaziland.

Whiting Fellows for the Academic Year 2006-2007

Ali Nematollahy (Department of Modern Languages and Comparative Literature): One-semester release from teaching to do research on ideas of decadence in late 19th-century France. Prof. Nematollahy endeavors to unearth connections between the Symbolist and Decadent movements in literature and expects to link his study to the *Naturiste* movement and federalism, while developing and exploring their broader political and social dimensions.

Cheryl Smith (Department of English): One-semester release from teaching to work on two articles and perhaps to begin work on a book. The first article explores the tension within English departments between writing instruction and literary study and how these tensions play out in the important

undergraduate core English courses. The second article analyses the high-stakes testing environments in writing programs and the effectiveness of evaluating student writers within such environments. The book-length study would examine the complicated role English departments play within the academy.

Dov Waxman (Department of Political Science): Full-year release from teaching to develop a book-length study of Jewish foreign policy whose working title is *Jewish Foreign Policy: A Case Study of Trans-State Ethno-Nationalist Foreign Policy*. Professor Waxman notes that a study of Jewish foreign policy is critical for understanding international relations and has to date received little attention because international relations as a discipline privileges "the state" as the principal unit of analysis, rather than non-state actors such as multinational corporations, ethnic or national diaspora.

Whiting Fellows for the Academic Year 2005-2006

María Mercedes Andrade (Departments of Modern Languages and Comparative Literature and Black and Hispanic Studies): Full-year release from teaching for book-length project entitled, *Ambivalent Desires: Elites and the Notion of Modernity in Columbia, 1890s-1950s.* The manuscript will build on previous research and will include new research on Ignacio Gómez and Fabiola Aguirre.

Katherine Pence (History): One-semester release from teaching for work on three interrelated projects: final editing of her first book (on German consumer culture during the Cold War); completion of a first draft of a short introductory level book on European consumption; and a new research project on Germany's cultural and economic relationships with de-colonizing countries in the 1960s and 1970s.

Whiting Fellows for the Academic Year 2004-2005

Shelly Eversley (English): Full-year release from teaching. Archival research for her book, *Integration and Its Discontents: African-American Literature, 1944-1967.*

Noriko Watanabe (Modern Languages and Comparative Literature): One-semester release from teaching. Book-length study of *rakugo,* a 300-year-old professional storytelling genre in Japan that is still active today.

Whiting Fellows for the Academic Year 2003-2004

Benedetto Fontana (Political Science): Full-year release from teaching. Book with the working title *Hegemony and State in Gramsci,* which will explore the concepts of state and hegemony in the thought of the Italian political intellectual, Antonio Gramsci.

Mary McGlynn (English): One-semester release from teaching. Book-length study of contemporary fiction of Britain and Ireland, entitled "Urban Peripheries: Versions of the Vernacular in Contemporary Fiction of the British Isles."

Whiting Fellows for the Academic Year 2002-2003

Stephanie Golob (Political Science): Full year release from teaching. Two projects: "Globalizing the 'Rule of Law'? Epistemic Communities, Chilean Judicial Culture, and the Repatriation of the Pinochet Case," and "A Polis Too Far? Building a 'North American Community.'"

Geanne Rosenberg (English): Full year release from teaching. Two books: one on the role of lawyers as advocates for the freedom of the press; the other focused on major disasters that have afflicted American corporations.

Nancy Yousef (English): One semester release from teaching. A book-length interdisciplinary study of the concept of autonomy in enlightenment philosophy and literature, "Isolated Cases: Literature, Philosophy, and the anxious Imagination of Autonomy."



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Workload Reports

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Last updated on 3/3/09

Each semester faculty members receive a copy of their Workload Report, which indicates their cumulative workload balance—how the number of hours they have taught or received reassigned time for compares to the number of hours specified by the collective bargaining agreement.

- The agreement specifies an annual workload of **21 hours** for **Professors, Associate Professors, Assistant Professors, Distinguished Professors, Distinguished Lecturers, Visiting Professors** and **Substitute Professors.**

- **Instructors and Lecturers** have a workload obligation of **27 hours**.

- Other teaching faculty such as **Substitute Associate Professors** and **Substitute Assistant Professors** have an annual workload of **24 hours**.

- **Substitute Lecturers** and **Substitute Instructors** have an annual workload of **30 hours**.

The annual workload hours for all teaching titles may be fulfilled through teaching, service or research. The contract also specifies that workloads are managed over a three-year period, so that, for example, a deficit created by a course cancellation in Fall of 2002 would have to be made up by Fall 2005.
In the Fall semester faculty verify their Fall workloads and project their Spring workloads. Changes can be made only with appropriate documentation (e.g., letters granting reassigned time; rosters for independent studies). In the Spring the full-year workload must be verified. Again, documentation must be provided for any changes. A cover letter with more information comes with the workload report.

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Faculty Roundtable Series on Student Writing (Spring 2005)

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Last updated on 2/3/05

Organized by:
Professor Cheryl Smith, English Department
Mikhail Gershovich, Bernard L. Schwartz Communication Institute
Maria Jerskey, Writing Center

This ongoing series will address common faculty concerns with student writing at Baruch College. Faculty across the disciplines interested in sharing and learning new strategies to improve student writing are encouraged to attend. New roundtable sessions will be added in upcoming semesters based on attendees' concerns. Space for these sessions is limited. Please confirm your plans to attend a roundtable session by emailing your session choice(s) to **faculty_roundtable@baruch.cuny.edu**

Getting the Most Out of *Keys for Writers*
Thursday, February 10, 2005; 12:30-2:00, VC 14-280
How can freshmen, introduced to *Keys for Writers* in their required composition courses, successfully continue to utilize the text as a resource throughout their academic careers? Distinguished scholar, handbook author, and ESL expert **Ann Raimes** will join us to discuss strategies for utilizing her book to improve student writing in courses in all disciplines and at all levels. Lunch will be served.

Addressing the Needs of ESL Writers
Thursday, March 10, 2005; 12:30-2:00, VC 14-280
What do you do when your students can't develop or articulate their ideas in standard academic English? This session will address the challenges of working with a diverse student population—a diversity often reflected in a wide range of language skills that produce a variety of problems in student comprehension, engagement, and ultimately, writing and performance. ESL experts will guide our discussion and offer strategies. Lunch will be served.

Designing Effective Writing Assignments
Thursday, April 21, 2005; 12:30-2:00, VC 14-280
What kinds of assignments facilitate the best student writing? Unclearly worded writing tasks and insufficiently stated assignment goals confuse students and result in poor writing. In this session, writing across the curriculum (WAC) professionals will address designing assignments that help students learn course content, practice critical thinking strategies, and produce stronger writing. Topics may include designing assignments that encourage a sense

of audience; considering possibilities for pre-writing, drafting, and revision; balancing low and high stakes writing assignments; and articulating the goals, purpose, requirements, and assessment criteria of an assignment. Lunch will be served.

Space is limited . Please confirm your plans to attend a roundtable session by emailing your session choice(s) to faculty_roundtable@baruch.cuny.edu



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Writing (Student)

Writing Handbook, Writing Center, SACC, Bernard L. Schwartz Institute, CUNY WriteSite

Last updated on 8/17/09

Students who enter Baruch College as freshmen complete two semesters of basic writing courses (ENG 2100 and 2150) and two literature courses that emphasize writing. (Transfer students have similar requirements.) In addition, over the course of their careers at the college, undergraduates take several CIC (communication intensive) courses, including a CIC capstone in their minor. (All students except Accounting majors must complete a minor in a liberal arts discipline.)

The Writing Handbook

All students taking ENG 2100 purchase copies of a writing handbook. Beginning in Fall 2007, the handbook is Fowler and Aaron, ***The Little, Brown Handbook***. Undergraduates who entered Baruch as freshmen starting in Fall 2002 should have copies of Ann Raimes, ***Keys for Writers***. Faculty members teaching freshman courses (in any discipline) may receive desk copies of this handbook and are encouraged to explore ways of using it in their classes. Questions regarding the use of **Keys** should be directed to either Prof. Frank Cioffi, the English Department's Writing Director, or Keri Bertino, Director of the Writing Center.
All members of the faculty can encourage good writing through assignments that require writing, by providing feedback on those assignments, and by asking students to revise them. Faculty may direct students to the following resources for writing support:

The Writing Center

The Writing Center supports all undergraduates attending Baruch College. Writing Center consultants, many of whom are instructors from the English Department, are academic professionals with strong teaching, composition, and ESL experience. The Writing Center provides one-to-one sessions (in person and online) and various workshops on the writing process, research, and grammar. Students can schedule appointments and sign up for workshops from the Writing Center's website or by going to the Writing Center during its open hours. Please see this link for some "Myths and Facts" about the Writing Center.
Location: Newman Vertical Campus, Room 8-185

- Director: Keri Bertino
- Telephone: 646-312-4012
- Website: http://www.baruch.cuny.edu/writingcenter/

SACC (Student Academic Consulting Center)

SACC provides peer tutoring on a drop-in and scheduled basis.

- Location: Newman Vertical Campus, Room 2-116.
- Telephone: 646-312-4830
- SACC website: http://www.baruch.cuny.edu/sacc/tutorial_service.htm

Bernard L. Schwartz Communication Institute

The Institute administers communication intensive courses (CICs) and provides help to students taking CICs through the Writing Fellows affiliated with each such course.
Location: 137 East 25th Street, 3rd floor

- Telephone: 646-312-2060; 646-312-2061 (fax)
- Website: http://faculty.baruch.cuny.edu/blsci/main/default.asp

The CUNY WriteSite

From the WriteSite's Introduction: "The WriteSite is an Online Writing Lab, or OWL—a collection of writing resources and a way of interacting with other CUNY writers through the Internet. It complements face-to-face resources, like your campus Writing Center, and it's always open. You could call it a 'night OWL,' or a 'weekend OWL,' because it's always here, ready to help you ... We offer online instructional support in grammar and style, help with each stage of the writing process, and hints for how to handle various kinds of writing, throughout the disciplines. We provide interactive practice exercises and discussion of issues connected with writing. We also have links to your campus writing resources and resources on the World Wide Web to help you develop assignments and work on your writing."



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The Writing Center: Myths and Facts

Last updated on 8/20/2007

Myth: The Writing Center is only for students in English courses.
Fact: The Writing Center is open to all students at Baruch College.

Myth: The Writing Center does not support students with ESL issues.
Fact: The Writing Center welcomes **all Baruch undergraduates** especially those (native and non-native speakers alike) who are learning to write in standard written American English. In fact, several Writing Center tutors are ESL writing specialists.

Myth: The Writing Center does not offer online writing support.
Fact: The Writing Center **does** offer online writing support. In addition to receiving face-to-face consulting, students are able to e-mail their assignments for both synchronous (online chat) and asynchronous feedback. Online writing support is accessed through the Writing Center's online appointment system at www.baruch.cuny.edu/writingcenter.

Myth: The Writing Center offers only one appointment per student per week.
Fact: Students may schedule one appointment per week via the Writing Center's website. **However**, if a next-day or same-day appointment is available, students can obtain an appointment by calling the front desk (646-312-4012) or visiting the Writing Center (Newman Vertical Campus, Room 8-185).

Myth: Consultants have a different agenda from professors.
Fact: Consultants are very sensitive to helping students fulfill their professors' assignments. Professors can help: Encourage students to bring their assignments to the Writing Center; give clear feedback on writing assignments that can be revised; and let students know how their writing will be evaluated. A referral form is available on the website: http://www.baruch.cuny.edu/writingcenter/facultyGuide_student.htm

Myth: Instructors and professors have no way of knowing what consultants work on with their students.
Fact: Each Writing Center session is documented in a Session Report and e-mailed to a professor/instructor within 72 hours. Students have access to their Session Reports via the Writing Center's website. Faculty are encouraged to contact consultants with questions and feedback.

For more information, visit the Writing Center's website: http://www.baruch.cuny.edu/writingcenter/, or contact Dr. Maria Jerskey, Director, Writing Center at maria_jerskey@baruch.cuny.edu and (646) 312-4004.



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