

Baruch Faculty  
Senate Plenary  
April 7th, 2022  
Minutes

A total of 90 members of the faculty senate, general faculty, staff, and students logged into the Zoom meeting.

Professor Terry Martell, Chair, Baruch College Faculty Senate, convenes the meeting at 12:30 p.m via Zoom.

- I. Approval of the Agenda:** The agenda is approved by assent and without additions.
- II. Approval of the Minutes:** The minutes of the March 3rd, 2022 meeting is approved by assent.
- III. BFS Reports**
  - a. Chair's Report: Professor Terry Martell**

Professor Martel opens the meeting and welcomes everyone. He apologises once again for the security breach at the March meeting. Clearly, we did not calibrate the access versus security trade off and put too much importance and emphasis on access. As you have found out we have added a registration requirement and a waiting room in order for you to participate in this meeting. Matthew Lepere has kindly volunteered to handle the security for our meeting as he does so also for the Zicklin meetings this will also free up our secretary to focus more on the writing of the minutes. Thank you both to Matt thank you also to his colleague Rocky (get the names)

*Matters relating to the University Faculty Senate*

At the general faculty meeting on March 24th the seven Baruch faculty members that the BFS nominated to be members of the University Faculty Senate were approved. We now have a full complement of University Faculty Senate participants.

*CUNY Budget*

The CUNY and SUNY budget has not yet been improved as it its currently in a status of negotiation where they are discussing bail reform issues. The CUNY budget however, when it is approved, is the best budget of this century and will include additional faculty lines, the TAP gap will be closed, and many of the budgetary issues experienced at Baruch will be solved.

As we have discussed in earlier meetings Baruch's base operating budget is funded entirely by student tuition and fees. In fact, over the last decade an average of 3 to 4 million dollars per year of Baruch's student tuition and fees was raised in excess of our base operating budget. The unfortunate outcome is that we are supporting other senior colleges in addition to our own by the revenue raised through student tuition.

It should also be noted that President Wu is part of a committee that is assessing the current model for allocating funds to the various colleges and it is hoped that the President too will wield some influence in changing the way in which funds are distributed across the colleges at CUNY. While it is unlikely that CUNY will entirely break the habit of using our student monies to subsidise less fortunate CUNY senior colleges any reduction—of what I call the CUNY tax—would be helpful. This coupled with the closing of the tap gap will increase our own revenues throughout. As we continue to work on the newly introduced *incentive based budget model* at the college, the ability to keep monies raised by our tuition is very important.

*Faculty lines*

The following tables and graphs that depict faculty lines per 1000 students are displayed.

CUNY Faculty per 1,000 Full-Time Equivalent Students, by Campus  
Ned Benton, March 24, 2022

SC	Medgar	156	133	141	4,587	4,205	3,272	34.0	31.6	43.1
SC	City	536	539	515	12,590	12,408	12,204	42.6	43.4	42.2
SC	York	193	192	194	6,101	5,854	5,175	31.6	32.8	37.5
SC	Brooklyn	482	450	443	14,099	14,377	12,679	34.2	31.3	34.9
SC	Queens	551	516	510	15,589	15,772	14,742	35.3	32.7	34.6
SC	Lehman	366	369	359	10,650	11,096	10,465	34.4	33.3	34.3
SC	NYCTC	378	358	348	12,502	11,648	10,709	30.2	30.7	32.5
SC	CSI	354	321	310	10,646	10,923	10,008	33.3	29.4	31.0
SC	JJCCJ	370	370	370	12,770	12,849	12,154	29.0	28.8	30.4
SC	Hunter	591	574	562	18,080	19,093	18,869	32.7	30.1	29.8
SC	Baruch	469	472	461	15,069	16,160	16,039	31.1	29.2	28.7
PS	GSUC	295	281	284	2,778	2,745	2,603	106.2	102.4	109.1
PS	Law	53	60	57	670	726	750	79.1	82.6	76.0
PS	Public Health	40	41	44	482	614	617	83.0	66.8	71.3
PS	Labor	6	10	9	136	160	141	44.1	62.5	63.8
PS	Journalism	15	14	14	282	250	256	53.2	56.0	54.7
PS	Prof Studies	22	26	26	1,634	1,996	1,988	13.5	13.0	13.1
CC	Guttman	51	50	47	1,129	977	798	45.2	51.2	58.9
CC	Queensborough	407	397	391	9,813	8,628	7,197	41.5	46.0	54.3
CC	Bronx	302	278	269	7,025	5,993	5,045	43.0	46.4	53.3
CC	Hostos	190	193	181	4,709	4,103	3,441	40.3	47.0	52.6
CC	Kingsborough	341	326	320	10,225	8,802	7,283	33.3	37.0	43.9
CC	BMCC	574	572	557	19,680	17,172	14,074	29.2	33.3	39.6
CC	LaGuardia	359	351	333	13,152	11,938	10,144	27.3	29.4	32.8
<b>SC</b>	<b>Total</b>	<b>4,446</b>	<b>4,294</b>	<b>4,213</b>	<b>132,683</b>	<b>134,385</b>	<b>126,316</b>	<b>33.5</b>	<b>32.0</b>	<b>33.4</b>
<b>PS</b>	<b>Total</b>	<b>431</b>	<b>432</b>	<b>434</b>	<b>5,982</b>	<b>6,491</b>	<b>6,355</b>	<b>72.0</b>	<b>66.6</b>	<b>68.3</b>
<b>CC</b>	<b>Total</b>	<b>2,224</b>	<b>2,167</b>	<b>2,098</b>	<b>65,733</b>	<b>57,613</b>	<b>47,982</b>	<b>33.8</b>	<b>37.6</b>	<b>43.7</b>

Of immediate note in the above table is that Baruch has 28.7 faculty per 1000 students. Of all the senior colleges this is the fewest faculty per 1000 students at CUNY. We need a fairer allocation of faculty across the senior colleges. The BFS Executive Committee will draft a resolution and will ask for Plenary endorsement at the May meeting. John Jay is drafting a similar resolution. As an additional note please

see the faculty per 1000 student ration at the School of Professional Studies (13.1) . This speaks volumes and is a strong indicator or where values at CUNY Central lie.

#### *Question and Answer*

Professor Sanders Korenman questions the underlying ratios used to calculate the faculty per 1000 students and suggests that the covid era has skewed the numbers. Professor Martell notes that this is a trend that has been around a lot longer than covid. Provost Essig also notes that she is examining these numbers for their accuracy.

### **b. Report of the Chair of the Enrollment Committee Chandrika Kulatilleke**

#### **i. Enrollment Report**

Professor Kulatilleke has a time conflict today and is unable to be with us to present her report. However with the assistance of Professor Koufaris Professor Martell gives that report. The Enrollment Committee chaired by Professor Kulatilleke met with Vice President Gorman and Associate Provost Dennis Slavin. One of the focuses of enrollment management is to examine the issues associated with transfer students. The meeting began with a report from Associate Provost Slavin's ongoing work to enhance transfer student success at Baruch. Associate Provost Slavin offers the following remarks:

Associate Provost Slavin describes the articulation agreements with BMCC and ensuring a smooth transfer to Baruch for those students wishing to attend our college. There is also a transfer mentorship program now in place in which previous transfer students are mentoring incoming transfer students and providing vital support ensuring their success at the college. This program is yielding higher GPA's and significantly higher retention rates. Given the support of the Provost we will be doubling the number of students we will be working with next Fall. We continue to work on course equivalencies across the colleges. The idea of degree maps that chart two-year and four-year degrees for various majors are being used by advisement centres to assist students seeking to graduate with bachelor's degrees. We will also be hearing shortly from some survey based data that assesses the transfer student experience and how this data can be used to advance academic momentum and credit accumulation.

Professor Martell thanks Associate Provost Slavin for his remarks. Professor Martell notes that previously we used the pipeline analogy to understand transfer student enrolment. If targets were not met regarding the numbers of incoming freshmen and graduate students that we opened up a "tap" that would allow for increasing transfer students. This way of admitting transfer students has worked for a long time however, that time is coming to an end as we try to improve on our enrolment numbers. The following graph depicting enrolment trends at CUNY is displayed. It should be noted that all comprehensive and community colleges are all down in enrolment numbers. The community colleges are down 24% from spring 2020 to 2022 and the comprehensive colleges 20% over the same time frame (see this graph [here](#)). This leads us to the following outcomes and assumptions that we must work with regarding future enrollments at the college: (1) with a smaller pool of students it will be harder to fill our classes; (2) there is a decline overall in traditional college age students (see this graph [here](#)); and (3) SUNY is expected to grow by over 35% over the next 5 years and will target NYC more aggressively in its recruitment efforts leading to increased competition for us.

Professor Koufaris asks whether or not the need for growth in enrollments is perhaps misplaced. Currently we have one advisor for every 1500 students entering the college, BCTC is understaffed and over stretched, and as we have seen we are far fewer in terms of faculty than our sister colleges at CUNY. Do we want to continue to grow given that our resources are limited?

### **c. Report of the College-wide Undergraduate Curriculum Committee Carla Bellamy**

Professor Bellamy begins by noting that Provost Essig had asked that the BFS Undergraduate Curriculum Committee to convene to discuss the possibility of the Faculty senate endorsing guidelines that would eventually become requirements for any basic content that should appear on syllabi used across the college. She also notes that this project in no way compromises intellectual freedom for faculty or for students which of course we must be mindful of when talking about requirements on a syllabus. In addition, this project should not be understood in the same way that *Pathways* was understood as we are not discussing curriculum and disenfranchising faculty from its control over what they teach and how they teach it. Thirdly, it should also be noted that the *Hybrid Advisory Council* considered advancing a rubric that faculty can follow when designing their coursework for a hybrid and/or online delivery. The charge of the BFS Undergraduate Curriculum Committee was more general than what the Hybrid Advisory Council is considering and asks this question: What minimal components, features, and qualities should be required on syllabi across the college-wide curriculum?

The following table is displayed depicting those components that those surveyed felt should be on course syllabi:

<b>Weissman Syllabi Components</b> <b>Must contain, or contain information about, or in some way discuss:</b>	<b>Zicklin Syllabi Components</b> <b>Must contain, or contain information about, or in some way discuss</b>
<ul style="list-style-type: none"> <li>• Contact Information for the Instructor or Instructors</li> <li>• Course Meeting Times and Location, including the Course Modality</li> <li>• A Course Description</li> <li>• Learning Goals for the Course</li> <li>• Course Materials</li> <li>• Course Assignments</li> <li>• The Grading Policy, or Policies, for the Course</li> <li>• A Statement on the Policy Regarding Make-Up Exams</li> <li>• A Statement on the Policy Regarding Attendance And Lateness</li> <li>• A Schedule of Topics Covered in the Course</li> <li>• A Statement Regarding Academic Honesty</li> <li>• A Statement on Disability Resources and Policies Regarding Accommodations</li> <li>• References To Blackboard or Other Learning Platforms for the Course</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor’s name</li> <li>• Name of the course (e.g., MKT 3000) and section marker (e.g., CMW)</li> <li>• Office location</li> <li>• Office hours</li> <li>• Email address</li> <li>• Phone number</li> <li>• Course description</li> <li>• Prerequisites, if applicable</li> <li>• Course learning goals</li> <li>• Program learning goals: <a href="https://zicklin.baruch.cuny.edu/faculty-research/faculty-staff/assurance-of-learning/">https://zicklin.baruch.cuny.edu/faculty-research/faculty-staff/assurance-of-learning/</a></li> <li>• Course materials</li> <li>• Course assignments (assignments, examinations, presentations, etc.)</li> <li>• Grading policies</li> <li>• Policy regarding make-up exams</li> <li>• Classroom management policies</li> <li>• Attendance and lateness policies</li> <li>• For courses with online or distance learning, there should be a table or explanation of how many credit hours in the course will be in face-to-face classes and how many in the other forms</li> <li>• Schedule of topics and expected class dates</li> <li>• Statement regarding academic honesty</li> <li>• Disabilities statement</li> <li>• Assurance of learning chart</li> </ul>

	<ul style="list-style-type: none"> <li>• Assignment mapping</li> </ul>
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*Question and Answer:*

Professor Glenn Petersen suggests that in his experience students tend not to read syllabi and he makes the point that in his classes he discusses with students any and all expectations for the class. He would like to reserve these expectations for discussion and not have them written down in a syllabus. Associate Provost Slavin suggests that there isn't anything necessarily mutually exclusive about putting things on a syllabus and talking about them.

**d. Report of Secretary Richard Wilkins: Elections of Cat III and Cat IV Senators**

Nominations for senators of the Category III and IV to serve 2022-2025 will close on April 28<sup>th</sup>. Please submit your endorsed nomination forms if you wish to serve on the Baruch Faculty Senate. Forms can be requested from [Richard.wilkins@baruch.cuny.edu](mailto:Richard.wilkins@baruch.cuny.edu)

**IV. Reports from College Officers**  
**a. Report of the Provost with the introduction of Associate Provost John Oser-Kwapong**

Provost Essig notes that an *Enrollment Strategy Working Group* to address the enrollment issues currently faced by the college. It is guided by many of the questions that were raised earlier in the enrollment management report discussed by Professor Martel and Koufaris. It is also noted that the faculty to 1000 student ratios indeed reflect the poor faculty/student numbers and was one reason for the increased hiring of lecturers this past academic year. The Provost has just this week authorized 36 full-time faculty searches for a 2023 start date across the three schools and the library. It should also be noted that we are only seeing about 20 retirements so that could also represent a net gain of full-time faculty.

Associate Provost John Oser-Kwapong is introduced to the faculty senate and his presentation on *Assessment, Accreditation & Institutional Effectiveness* can be found [here](#).

**b. Introduction of the Executive Chief Diversity Officer Elliot Dawes by Chair Martell**

Executive Chief Diversity Officer Elliot Dawes is introduced to the faculty senate and his presentation and update on the *Office of Diversity, Compliance and Equity Initiatives* can be found [here](#).

- V. Old Business
  - None
- VI. New Business
  - None

8. Adjournment  
 The meeting is adjourned at 2:15pm.