

BASIC INFORMATION FOR NEW FACULTY
**A Handbook for the Department of Sociology and Anthropology
Baruch College**

Welcome to our department. We have prepared this brief handbook for our new and junior members. It is intended both to provide informal explanations of the department's policies and to serve as a guide to some of the unfamiliar terrain encountered by new teachers. Do not hesitate to ask for clarification if you find aspects of it unclear, ambiguous, confusing, or seemingly stupid.

The College has online handbooks both for full-time and adjunct faculty. These provide a wealth of detailed information on a wide variety of topics, including classroom technology, telephone and e-mail accounts, the "Blackboard" system, benefits and human resources procedures, building and gym access, and the library. In addition, the College catalog (or bulletin) spells out in great detail official college policies regarding most aspects of classroom instruction. These documents can be accessed at the following web addresses:

Baruch Faculty Handbook: www.baruch.cuny.edu/facultyhandbook

Adjunct faculty handbook:

www.baruch.cuny.edu/facultyhandbook/adjunct/index.htm

Baruch Bulletin or course catalog:

www.baruch.cuny.edu/bulletin/documents/ug_bulletin_2004_07.pdf (the relevant catalog dates, of course, change)

What follows should not be taken as an alternative to the College's faculty handbooks. Rather, this information is intended as an informal guide to the sorts of questions, issues, and problems new faculty commonly find themselves confronted with as they begin teaching in this department and, to the degree that it has been established, departmental policy on a variety of topics.

The Department's Missions

The department's mission statement

Broadly speaking, the Department of Sociology & Anthropology's mission is to guide students toward critical understanding of the world in which we live. This includes honing analytical skills, furthering appreciation of cultural differences, and promoting willingness to engage thoughtfully in the flow of social life around us.

General education

The overwhelming majority of Baruch's undergraduate students come to our campus to earn business degrees. They are, for the most part, immigrants or the children of immigrants and are usually among the first in their families to attend college. Baruch is the most sought-after campus of the City University, and our students tend to be among the most successful New York City public high school graduates. Our students believe, or at least act in terms of beliefs consistent with the notion, that the primary purpose of a college education is to prepare for a career in New York City—that is, in business. The accrediting body for business schools in the United States, the Association to Advance Collegiate Schools of Business (AACSB), requires that students earning bachelor's degrees in business take two years' worth of their courses in the liberal arts and sciences. Baruch's own general education "common core" includes the requirement that all undergraduates take four courses in the social sciences, including 3 credits in introductory sociology or anthropology. Therefore, our department teaches virtually all the College's undergraduates. Most, perhaps all, of the department's long-term members acknowledge that our primary task is to provide these students with some of the basic analytical skills and critical perspectives characteristic of the social sciences. We work with sociology majors and sociology and anthropology minors as well, but the department's role within the College is grounded in general education.

Sociology majors

What follows is an unsentimental, rather pragmatic, view of Baruch's sociology major, based on many decades of experience: Very few come here to major in anything but business fields, and even fewer have come to major in sociology. While do we have students majoring in sociology who are intensely interested in and devoted to the field and who plan to go on for graduate studies, we do not have many of them. It is common for us to find that our majors have transferred in from the college's business programs, for a variety of reasons, in hopes of completing their degrees without having to leave Baruch. We work hard to provide our majors with a solid grounding in the field, to encourage them in their endeavors, and to help them make choices about the future, but we do not, as a rule, view the department's primary task to be the production of cohorts of sociology majors. We have no anthropology major.

Sociology and anthropology minors

All Baruch students are now required to minor in a discipline outside their major field (this requirement is also known as "Tier 3"). The department currently offers minors in both sociology and anthropology. Because the Tier 3 minor is a relatively new requirement, our department is still making adjustments. But, in general, the minor entails an introductory course, two 3000-level electives, and a 4000-level course, which may be a "capstone" course. We have found that most students minoring in our department are doing so largely because they are required to have a minor, rather than from intense interest in our fields.

Classroom Teaching

Course organization and syllabi

We are committed to providing Baruch's students with intellectual tools that will serve them well both in their chosen careers and especially in the course of their lives. Because we have few majors in sociology and no anthropology major, our overriding concern is not so much with training social scientists as it is with instilling in students some of the important insights, perspectives, and critical judgments that come from outlooks informed by contemporary, as well as classical, social science. We like to think we have accomplished this when we can see that our students look at their world in new ways, ask new questions of themselves and others, and are able to communicate to others some of these new perspectives.

We do a great deal of teaching in our department, especially in introductory (1000-level) courses. Many of us believe that the single most important aspect of effective classroom teaching is enthusiasm about what we are teaching and that the best (perhaps only) way we can keep that enthusiasm kindled is for us to teach what we believe is important in ways each of us finds most compelling. That is, there is no single, standard format for any of our courses, including intro classes. New faculty may find this either invigorating or intimidating (perhaps both). The department secretary has a file of syllabi: you are encouraged to make copies of them—they should give you some ideas about what you can do with your own.

A course syllabus is in some ways a contract with students. It tells them what is expected and/or required of them; it lays out the rate at which the work is to be done; and it tells them how their performance will be evaluated. Some aspects of it can be modified as the term progresses, but students need to know at the outset how to plan their workload for all their courses—*we should not be adding extra work mid-term*. It is not uncommon, on the other hand, for us to find that we cannot effectively complete all the work we initially planned to do. Students rarely, if ever, object to having material dropped from the syllabus as the term progresses. The syllabus should be distributed the first day of the term—it helps students decide whether they're in the appropriate class.

The semester is 14 weeks of instruction, plus the final exams. As long as you have spelled out the requirements clearly in advance, you do not have to balance the work out evenly through the term (although this is in general a good thing to do): you can require more reading and/or writing at some points and less at others.

Exams and assignments

There are not yet any standardized exams for students to pass in our fields, and this department has no firmly-established requirements for the specific work students should be doing in our classes. There is, however, a bias toward essays, term papers, and projects (including fieldwork/ethnographic projects) over short

answer/fill-in-the-blanks/multiple-choice exams. Take-home essay exams are encouraged, as are as class presentations, panels, and group projects. One of the most difficult responsibilities for new faculty to master is the grading of papers and essays. Grading requires enormous concentration and dedication, but it would be difficult to exaggerate its value. When we read students' written work, we are getting immediate feedback (or in technical jargon, assessment) about what they are learning from us. When we write comments on their work, we are giving them immediate feedback on the quality of their work and affording ourselves the opportunity to provide individual instruction to them. While grading is onerous, it is imperative that students be given multiple opportunities to perform, to get feedback and corrections, and to work at improving their performances. Only in the rarest of circumstances should a term grade depend on a single assignment.

Assessment and learning goals

While this department stresses the importance of having its faculty teach courses according to their own predilections, we also acknowledge that there is a growing emphasis on "assessment," in whatever ways this term is used or interpreted. In order to be sure that we achieve appropriate assessment without compromising our commitment to idiosyncrasy, it is critical that we formulate both learning goals for our classes and means of determining how much progress students make toward these goals. It is not a bad idea to spell these out on the syllabus, but neither is it absolutely necessary to do so.

For the most part, our goals are pretty much the same from one course to another, but there should be a few specific topics you expect students to master in each course. Your assignments, exams, and papers should in part be designed to allow students to demonstrate their achievements. By organizing your courses in this manner, you provide yourself with immediate feedback—you will know whether you are indeed accomplishing that which have set out to do.

One aspect of the growing emphasis on "assessment" is an attempt to institute (or at least a trend toward instituting) a fair degree of standardization of courses. In some departments at Baruch, all sections of a given course are taught to a standard template, and there are occasional hints that all departments will some day be expected to do the same. By having clearly formulated learning goals and well-designed assessment for your own classes, you will help us ensure that we do not become subject to standardization.

CIC courses

Baruch's Bernard L. Schwartz Communication Institute provides support for "communication-intensive classes" (CIC). In this department, all introductory anthropology (1001) courses are run as CIC; any other course may be so designated upon consultation with the department chair and the Schwartz Communication Institute. There is no *absolute* definition of what constitutes CIC courses, but the Institute's website describes them as follows: [Communication Intensive Courses \(CICs\) emphasize at least two of three modes of communication: writing,](#)

speaking and computer-mediated communication. Offered in a variety of academic disciplines, CICs are designed to engage students in a broad range of communication intensive activities. The emphasis is, obviously, on assigning the sort of work that helps develop writing (and in some courses, speaking) skills. Sections taught as CICs are a bit smaller and are assigned a writing or communication fellow who is able to work with both the instructor (to help formulate appropriate assignments) and students (both in group workshops and individual consultations).

Capstone courses

The department recently began offering “capstone” courses for the Tier 3 minors in sociology and anthropology: SOC 4900 Sociological Analysis and ANT 4800 Anthropological Analysis. While demand for these courses is heavy, it is important to realize that most students who enroll in them are doing so in order to graduate. They are not intended to polish students skills as social scientists so much as are meant to deepen students’ familiarity with the sorts of issues social scientists study, the kinds of questions we ask, and kinds of answers we find supportable.

Independent study

The department tries hard to make independent study available. In general, independent study requests fall into three categories: First, students who are interested in pursuing specialized topics not covered in our regular course offerings are free to design, in collaboration with a faculty member, a project of their own. Second, it sometimes happens that work schedules or family demands prevent a student from enrolling in a course that we do offer, and so we provide instruction to them on an individual basis. Third, students about to graduate seem to find themselves, with remarkable frequency, a credit or 2 short of the number they need to complete their requirements. Under these circumstances we can design smaller projects that will enable them to graduate on time.

You will need an independent study form to initiate an independent study. They are available from the department secretary. Together the faculty member and student craft a somewhat detailed description of the project and the work to be done. Both the department chair and the dean’s office examine these plans carefully. Please do not sign off on an independent study plan until the description is competently and accurately written.

Writing Center

Baruch’s Writing Center provides both professional and peer consultations for students in all disciplines. Information about it is available at www.baruch.cuny.edu/writingcenter/facultyGuide.htm

Reading and readings

Please remember that almost no one in academic life does all the required reading, not faculty, not grad students, certainly not undergrads. This is a simple fact of life. To deal with it, we have to make some choices. We have to decide how much reading to assign; we have to think about what we want students to gain from the reading; we have to decide how closely we are going to monitor their reading and how much we are going to hector them; we have to decide whether we are going to closely police them or treat them as grown-ups making their own choices; and then ask how we implement these decisions.

The only certain way to get students to read seems to be to quiz or examine them, but not everyone cares to do this. Here is one suggestion: require that students bring the readings to class and go carefully through the parts you want them to read. Tell them to mark these passages up, explain what the passages mean, and why you think they're important. Then, if you've gotten them interested, they'll go on and read more. It works for those students who are truly eager to learn. Experiment.

How much and what kind of reading to assign

There are, of course, no pat answers to these questions. One element lies in differences between types of classes. Almost all of us teach at least one intro soc or anthro course a term and usually one advanced (upper-division or elective) course. As a gross generalization, students themselves prefer basic intro-level (survey) textbooks, especially in intro courses—these tend to spell things out in definable, organizable, manageable bites. Some of our faculty like textbooks for these reasons; some eschew them for the same reasons. For faculty just beginning to teach, textbooks are reassuring. Many of us, though, quickly learn what it is we like and don't like about the textbook approach. It is possible to use only portions of a textbook or to teach against its grain. But some in the department feel that textbooks constrain us—why teach in ways someone else visualizes our field, when we could be teaching the field the way we envision it? In time we select readings that reflect our own approaches, including articles and monographs.

Most of our students, even in our advanced classes, are not majors: it is worth keeping this in mind when choosing readings for them; too much technical social science may prove counterproductive. Our theory and method courses are for majors and should help prepare students for higher-level work, and readings in these courses should reflect this. Our “capstone” courses are for minors, almost all of whom are business majors, and readings for them need to be chosen thoughtfully.

It takes time and experience to gauge just how much reading to assign. Readings that are not dealt with in class are not likely to be read by more than a handful of students. You may want to differentiate between “required” and “recommended” reading. The kinds of reading lists you are familiar with from your graduate programs are entirely irrelevant to nearly all our courses.

This may be the appropriate point at which to make the following observation regarding teaching at Baruch in general: Your own experiences as an undergrad

are only marginally relevant here. You are the sort of person who opted to pursue a PhD and an academic career—your interests, capabilities, and habits as an undergrad probably do not much resemble those of most of our students (though there are certainly exceptions). Set goals that are relevant to our students, not to you and your circle of acquaintances. This is, of course, a debatable proposition—we urge you to debate it and the rest of the ideas put forward in this handbook.

Peer observations

You will have a full-time member of the department come to observe you teach one of your classes at a date mutually agreed upon. He or she will then write up a commentary; you will be given a copy, as will the department chair, and a copy will go into your personnel file. These reports are meant to be helpful rather than critical, although the process does help us ensure that our students are well taught. We do observations relatively late in the term so that you've had a chance to grow comfortable with your classes. The colleague assigned to observe you will contact you directly to schedule the observation.

Grading

Baruch's undergraduate bulletin says an 'A' means 'excellent,' a 'B' means 'very good,' and a 'C' means 'average.' The department has neither official nor unofficial policies concerning grade distributions. It is well-known that student ratings of faculty tend to correlate closely with the grades they expect to receive, and grade distributions are sometimes considered when we are evaluating faculty. On the other hand, if we teach our students well, they should be earning good grades—there is no inherent reason why a class's grades should curve around a C. If we are teaching effectively, few of our students should be failing. Do clearly explain your own grading policies to students. Be consistent, be fair, and be willing to change policies if a situation warrants it. On the other hand, the School of Arts and Sciences' Committee on Academic Standing, which decides whether students should be put on probation, disbarred (expelled), or re-admitted, needs to know that a student's grades accurately reflect his or her performance. You should help the committee do its job by giving students the grades they deserve (i.e., don't be persuaded by claims that the grade *you* are assigning them will make the difference in whether they can stay in school, get a scholarship, etc.)

Submitting grades

We now submit our course grades electronically. You can manage your grades, according to your predilections, either manually or through the "Blackboard" system (see below). At the end of each term, you will receive an e-mail notice informing you that the Webgrade system is operating. You access it through Baruch's home page. On the top menu, click on "Computing"; on the pull-down

menu click on “Faculty and Staff Resources” to gain initial entry; and then follow the instructions there for first-time users. The Baruch Computing and Technology Center Help Desk at extension 1010 can provide you with detailed guidance, or ask a colleague for assistance (though some of us remain Webgrade novices).

INC and other grades

Baruch has a variety of grades reflecting a student’s failure to complete a course; these are spelled out in the catalog. You should understand that in most cases the simplest procedure is to give an incomplete (INC). It can be resolved simply by filling out a change of grade form, while considerable bureaucratic complexity can be entailed in changing some of the other grades. Students can resolve an INC by completing the work by the end of the following semester; students can petition to be given more time to complete the work. The operational date here is when the student gives you the work, not when you’ve gotten around to changing the grade.

Change of grade forms

These forms can be obtained from the department secretary. After you’ve filled them out, give them to the secretary for the department chair’s signature. The department will send them to the dean’s office. Keep a copy for your own records.

Classroom Management

Our faculty do not all have the same experiences and views of students’ classroom behavior. Students respond to all sorts of cues, some subtle, some not so subtle. Each of us brings his or her own personality and expectations into the classroom, and this has an enormous influence on the responses of students. Be aware of what you are bringing, and expecting, and learn to modify your own approaches even as you seek to have some impact on your students’ attitudes and behaviors. For the most part, however, Baruch students are respectful of one another and of their professors. The single most important thing you can do to positively influence students is, perhaps, to show them the same respect.

Taking attendance

We are required by state law to take attendance. There are numerous ways of doing so. Some faculty have students sign in. Some circulate a roster that students initial. Some call the roll (this is a good way of connecting names and faces and communicating to students that we are indeed paying attention to who is present; it also precludes miscreants from signing one another in).

Attendance policies

Official college policy is that students are expected to attend all classes. The specifics of how many absences are permitted, which vary depending on what year a student is in, can be found in the bulletin. In general, you should speak to students with excessive absences before dropping them. We in the department know from experience that many of our students have to deal with demanding jobs and family situations and we prefer to find ways to keep them in class, rather than dropping them. If you do drop a student for attendance (a grade of WU), you will be required to report the student's last date of attendance.

You may choose to require documentation for students' absences, but there is no departmental policy regarding this.

Disruptions

If you are encountering disruptions in the classroom—usually no more than students talking to one another—and are uncertain about how to deal with them, speak with the department chair or other senior faculty. In no case, however, should you tolerate anything that interferes with other students' attention or distracts you. On the whole, we recommend moral suasion. If you are encountering a problem, speak about it in class. Let students know that it affects you and your teaching and that if your teaching is disrupted they all suffer as a consequence of the actions of a few. Use it as a topic for a discussion of social facts and dynamics. In some cases, of course, it may be more appropriate to deal with the problematic student(s) individually. Experiment. Figure out what has an effect and what doesn't, ask them about what the causes are, and realize that to some extent each class has its own personality and dynamics. Some of the senior faculty are still learning about classroom management after 30 years or more.

Lateness

Very few of our students live near campus, and virtually all of them rely on public transportation. A good many have jobs or have to care for younger siblings or aged relatives, etc. It's not a matter of their wandering sleepily over from their dorms. So we do counsel a degree of flexibility and understanding. On the other hand, there are those who simply aren't serious or who are rude or thoughtless. Certainly you can speak to them, individually or to the group as a whole. You can make it clear that there's a certain cut-off time for arrival, after which students won't be counted as present, but be aware that this may result in some missing more classes than they would otherwise, which is not a good idea.

Academic honesty, plagiarism, and cheating

There are widely varying experiences and opinions regarding the prevalence of violations of academic integrity norms at Baruch. In general, the Department of Sociology and Anthropology hasn't found violations to be a major blight. This is partly because each course has its own required work (as opposed to department-

wide exams), partly because we tend to give more written work than many departments, and partly for a variety of other reasons. Nevertheless, it is important to spell out for students at the beginning of the term, on the syllabus, and when giving assignments or exams, the importance we place on academic honesty.

The most commonly encountered problems in this regard have to do with Web-facilitated plagiarism. Explain to students what they can and cannot do, and what they can and cannot use. And when you do encounter cases of material that appears not be the student's own work, and which is lacking necessary and appropriate citations, exercise some judgment. Some students (particularly those who have recently come from abroad) truly do not understand what seem like nuances to them. Of course, you will occasionally find yourself confronted with others who are outright cheats. Talk to the student. Decide whether you think he or she has made an honest error, in which case you should help the student understand what it is he or she should and should not be doing, or whether you're dealing with someone who's being manipulative. The *Faculty Handbook* has an extensive discussion of how to proceed in the latter case. The office of the Dean of Students has online forms for reporting these cases. If you feel that it was an honest mistake, you can deal directly with the student, but it is important to keep in mind that there are repeat offenders who glibly claim that each instance is their first mistake. By reporting cases to the dean's office, you enable the College to recognize repeat offenders. When the problem arises at the end of the term, you can file a "Z" grade, which puts a hold on the grade until the matter is resolved. It is, however, crucial for you to be aware that the resolution to any of these cases lies with the instructor—the final disposition is your decision to make, because the grade comes from you.

Final exam period

Faculty are sometimes tempted to have students do their in-class final exams during the last week of classes. *The firm policy of both the College and the department prohibits this.* Many arguments are offered for why one should be permitted to do this, including the claim that the last exam is not a final but only one more in a series of exams. The simple fact is that if faculty are giving exams during this last week students experience them as finals, worry about them accordingly, and tend to skip other classes in order to prepare. This makes it difficult for the rest of the faculty to teach. Do not give in-class exams during this week, and if you are giving take-home exams, make sure that they are not due during that week. You may make take-home exams due well after the end of classes and the final exam period.

Exigencies and emergencies

Medical situations

If a medical emergency arises while you are in the classroom or elsewhere on campus, call the Campus Security desk immediately, in the Vertical Campus building ext. 4888, in 23rd St. ext. 6000. There is also a Student Health Care Service office on campus where less critical situations can be tended to. It is located on the street level of 138 E 26th St., alongside the rear of the Library building; the phone there is ext. 2040. Additionally, the Student Health Service can provide our students with low-cost referrals to deal with a variety of health and wellness issues.

Students and security

Although these only occasionally become an issue, it is worth drawing attention to interactions with students in faculty offices. Except in unusual circumstances, we recommend that you keep your office door open when consulting individually with students. If you have any doubts at all about a student's demeanor, be sure that someone else is in the department office when you schedule an individual meeting (if you teach an evening class and no else is normally around during your office hours, speak to the department secretary or chair and arrangements will be made to ensure that someone else is present). On rare occasions students who are unhappy with grades they have received grow agitated, are unable to accept the instructor's decisions, and may even behave in mildly threatening ways. If you observe such a scene taking place with one of your colleagues, notify the department chair and the department secretary immediately. If they are not available, you may want to engage the instructor in conversation (and not the student) in order to defuse the situation.

If students refuse to terminate a discussion, tell them it is over, ask them politely to leave, and if they refuse to do so, inform them that you are about to call campus security to have them escorted out of the building. If they still do not leave (and this has never happened, but there's always a first time), call Security. The Campus Security desk in the Vertical Campus Building is ext. 4888. The general number for Security is ext. 6000. Do not leave the department office until you are certain an agitated student has departed.

A suggestion: Students who receive unexpectedly low grades on assignments are often upset (for a variety of reasons). They may well want to discuss the grade with you on the spot. But experience tells us that when they are upset they are much less likely to benefit from any insights you might give them into where they went wrong and what they need to do to improve their performance. Rather than going over the work with them on the day you return it, schedule a meeting with them for your office hours on the next day the class meets. They will almost invariably be in a better mindset to benefit from the discussion.

Sexual harassment:

Regardless of what any individual faculty member may think he or she is doing, relations between faculty and students are inherently fraught with status and authority inequalities. Students tend to perceive faculty as holding power over them as a consequence of our ability to assign grades and to thereby affect the

courses of their lives. We can and do tread carefully in the realms of social, political, and economic interactions with our students, but we simply cannot enter into the realm of sexual interactions of any sort, or engage in any speech or behaviors that might even remotely be construed as having sexual connotations or implications. Claims that students are acting voluntarily are evidence of self-delusion and reckless disregard of both official policy and elementary social responsibility. The department will not tolerate any behavior or speech that might be construed as having sexual tone, implication, or nuance that is directed toward a student currently enrolled in a faculty member's class. This said, we also acknowledge that false charges are sometimes leveled against faculty and the department will not act arbitrarily. We will initiate proceedings against anyone who does clearly appear to be straying across these boundaries. In general, it is appropriate to keep these strictures in mind when interacting with any student in one's own institution, but we recognize that there can be ambiguous circumstances; these will be addressed on a case-by-case basis.

The college's Faculty Handbook contains clear guidelines about college policies. If you are in doubt about your own behavior or that of a colleague, or if a student comes to you for advice, you would do well to adopt a student perspective and follow the advice at least one of us has given his own daughter: "If it feels wrong, it probably is."

Psychological considerations

Our students, like most folks in contemporary American society, are under a good deal of stress. Because so many of them are among the first in their respective families to attend college, there may not be adequate support at home. They often have to deal with immigration problems. A great many of them are struggling with class, race, and gender issues. We are not counselors or therapists, but we are their teachers. Pay attention to them, listen to them, and (depending upon your own personality and proclivities) perhaps worry about them. If you think your students are struggling with psychological issues, consider referring them to the college's Counseling Center (ext. 2155), within the Student Services Department, which has trained, skilled counselors (but not nearly enough), and can refer students to professional counselors for further treatment. Do not hesitate to consult with the department chair or other senior faculty if you feel the need for advice with these matters.

Technological and administrative matters

Classroom technology

If your classroom is locked (and they often are), you will need to swipe your ID card through the card reader next to the door in order to unlock it. If you have forgotten your ID card, ask another faculty member for theirs or call Campus Security's Vertical Campus (VC) desk at ext. 4888 and ask Security to open the room for you (the department secretary's card doesn't open classrooms).

You will need to bring markers and erasers to class in order to write on the whiteboards. You will rarely find markers or erasers already in the room. The department keeps a large supply readily available. Do not write on the whiteboards with anything except approved markers—the boards are easily stained.

All classrooms in the VC have “smart podiums.” Most classrooms in the 23rd St. building have portable technology stations. If you depend heavily upon technology and are assigned a room at 23rd St without adequate equipment, speak to the department chair. (It is extremely difficult to effect a classroom change once the term has started—let the deputy chair know what your technology needs are when we are initially making up the schedule of classes.) VC classrooms have phones, and help with the technology can be reached at ext. 1010. You can call on a cell phone from 23rd St. or from phones in the hallways on each floor: 646 312-1010.

The equipment available at each VC classroom’s smart podium includes computer and online connections, projector, DVD and VCR players, transparency projector, and microphone. You can also plug in your own laptop. You will need a password to go online in the classroom—it is the same password you will be given to access your Baruch e-mail account and to go online in the department office.

Blackboard

Baruch has an online communication system that can be set up for each of your classes—it is known as “Blackboard.” After your name has been entered into our system, you can access Blackboard through Baruch’s home page. On the top menu, click on “Computing”; on the pull-down menu, click on “Faculty and Staff Resources” to gain initial entry, and then follow the instructions there for first-time users. The Baruch College Technology Center Help Desk at ext. 1010 can provide you with detailed guidance, or ask a colleague for assistance (though some of us remain Blackboard novices).

Videos and DVDs

The department has a large collection of videotapes and a few DVDs in the file room (behind the copy machine). There are also a number of tapes and DVDs in the college library. You can order video material through interlibrary loan. And for our noncommercial purposes, you are also free to rent videos on your own to show to a class.

Ordering books

The department secretary has forms for ordering books. The secretary sends completed forms to the bookstore. The Baruch bookstore is on the ground floor

of the Vertical Campus. Its textbook staff are extremely knowledgeable and helpful. They will gladly work with you to obtain used books, where available, for your students. Textbook publishing, as you may know, is one of the shames of our commercial culture, and it is well worth keeping in mind the importance of assigning texts that students can purchase used whenever possible. You may also provide copies of your book orders to Shakespeare & Co. on 23rd St. (across from Baruch's original Lexington Ave. building), at Barnes & Noble's 18th St. and Fifth Ave. store, or anywhere else. But make sure your students receive clear instructions about where to go for their books.

Examination and desk copies

Publishers add into the exorbitant prices they charge for textbooks the costs of supplying professors with free copies of these books, in hopes of persuading us to purchase them. An "examination" ("exam") copy is a (usually) free copy of a textbook. Sometimes these will be sent unsolicited to you, but ordinarily you request them, either from the publisher's representative (some of them wander through and leave their cards), by phone, or online. You will also receive ads and brochures about them. Often you can also order exam copies of trade paperbacks, though there will sometimes be a nominal charge for these. A "desk" copy is what you ask for when you've assigned a book as required reading and need a copy for yourself. There is never a charge for a desk copy if our bookstore has in fact placed an order for the book. Free or cheap books are a perk of our profession, but do not abuse it—the costs are borne by students who have to pay for their books.

The library

Baruch's library has proved to be exceptionally cooperative, and many of its staff are quite eager to work with us. Librarians are available to provide instruction on research materials to upper-level classes. Most reserve materials can now be put online ("electronic reserve"), but there are closely monitored limits to how much from any given source may be made available.

Computers, mail, and phones

As part of the hiring process, all new faculty will be assigned either an office or a cubicle with a computer, a Baruch e-mail address, and a phone number. The department's fax number is 646 312-4461. The department's full mailing address is: Department of Sociology & Anthropology, Box B4-260, Baruch College, One Bernard Baruch Way, NY, NY 10010. Full-time faculty will also receive a code that will allow them to make long-distance calls (and if need be, overseas calls). If you need to make a long-distance call for professional purposes and don't have a code, ask the department secretary or chair to assist you.

Photocopying

The demand for the reproduction of class materials grows exponentially as the first day of a new term approaches. Our limited administrative help, however, remains constant. And photocopier problems invariably arise when photocopies are most needed. Plan ahead if you expect to have what you need on the first day of class.

While the department does not have an unlimited budget, we do have resources for supporting classroom teaching. Please feel free to copy newspaper articles or other short pieces to distribute in class. Check with the department secretary before attempting any large copy runs, however.

Administrative help

The department has a limited amount of administrative help, ordinarily our secretary and a single student aide. The technology available to us allows us to prepare most of our own instructional materials, including exams and hand-outs. Students who come to the department for advice and assistance, however, are vulnerable and usually without viable alternatives. The department secretary is, therefore, charged with making sure that students' needs are treated as a priority. If you feel like complaining to the department chair that our secretary is putting students ahead of you, think twice; you may be told that the secretary is doing precisely as she/he has been instructed.

The calendar:

The Baruch homepage, on the menu running across the top, has a tab for "Calendar" and a drop down menu. Scroll down the right side to "Academic Calendar" and click. Scroll down to the relevant term. You'll see first day of classes, along with the dates of holidays, breaks, and the last day of classes. Study this carefully: it not unusual for us to hold one day's classes, e.g., a Tuesday, on another day, e.g., a Monday, in order to compensate for having too many holidays fall on a single day of the week. In order to get exams over with before Christmas, we start the academic year at the end of August. And we generally begin spring term at the end of January.

Personnel Matters

Missing class

Your professional activities, as well as your health, will occasionally keep you from meeting a class. If you know at the beginning of the term that you will be away attending a conference or for another professional commitment, note the date in your syllabus and remind the students in class. Let the department secretary know: we will also post a notice on your door. If you are ill or otherwise unexpectedly unable to make it to class, be sure to call the department so a notice can be posted. Adjunct faculty and GTFs are professionals and may occasionally need to miss class in order to meet a professional commitment. You

are not required to make up such missed classes, and students' schedules are such that it is almost impossible to find a time when all students can attend. You are welcome to have a colleague teach your class for you if you are going to be away, but we cannot pay for this.

Payroll

As in any large institution, bureaucratic problems are bound to arise. The department is particularly concerned to see that its faculty are paid on time and in full. If you are not getting paid when and what you believe you should be, speak to the department chair straightaway, and every effort will be made to clarify and/or rectify the matter. That said, if there is an error that originated in our department, we have little leverage to expedite the correction, and you may have to wait a pay cycle. If an error was made in another office, however, we may be able to persuade the administration to provide an advance. In most cases, GTFs are paid by the CUNY Graduate Center, and there is little we can do but harangue them.

Office hours/professional hour

All faculty are expected to hold office hours when they are available to meet individually with students. The department secretary will post these. We do not have a formal requirement for the number of hours one should be available. The department makes every effort to hire adjunct faculty for two courses at a time. If you teach two adjunct courses in a term, you are paid for an additional "professional hour." This professional hour serves as recompense for participation in meetings, conferences, seminars, and other demands on adjuncts' time.

Independent study credit

Full-time faculty receive (a very small amount) of workload credit for teaching independent study courses. Unfortunately, adjunct faculty cannot be given this same workload credit (for bureaucratic reasons). If an adjunct is especially interested in doing independent work with a student, it is possible to get a waiver, but reimbursement will be understood to be covered by the professional hour.

Course scheduling

It is a bitter fact of life that part-time faculty (sometimes referred to as "contingent" faculty) have neither all the same protections nor benefits of full-time faculty. Nevertheless, we respect their contributions and their professional status. Part of our means of recompensing them for their work is providing them with opportunities to learn and master the craft of teaching. Everyone in this department teaches introductory courses on a regular basis, including part-timers. But we are eager to have part-timers teach advanced elective courses in their

specialties whenever practicable. When we solicit requests for course preferences for coming semesters, please feel free to ask for advanced courses, including one-of-a-kind “special topics” (3085) courses. We will assign them in accordance with both the department’s overall needs and the interests of all our faculty. Putting together the department’s schedule of classes is not a particularly complex process, but it entails a good many changes and much communication among many people. Errors tend to creep into the schedule. Be sure to check both the online schedule and with the department secretary to make sure that what you believe you are scheduled to teach and what you are in fact listed as teaching match.

Ambiance

Campus facilities

Baruch has two faculty lounges: Room 215 in the 23rd St. Building and Room 14-290 in the Vertical Campus. Coffee and tea are generally available in 14-290 during the days on Mondays through Thursdays.

There is a cafeteria on the ground floor of the Vertical Campus, and a Starbucks coffee shop on the second floor, along the escalator to the third floor.

There is large gym on the lower levels of the Vertical Campus. It includes a pool and exercise equipment, and offers exercise classes. Faculty may use it for a nominal fee.

There are several performances spaces in each of the two main buildings, and regular series of musical and theatrical performances, with highly subsidized ticket prices. Some of these are of the highest professional quality.

The Conference Center includes spaces in both the Vertical Campus and the Library Building. It can be rented for academic and organizational purposes.

The neighborhood

We have in our neighborhood (as in virtually every New York City neighborhood) a wealth of cultural and historical sites and scenes. Please consider visiting some of them.

The Baruch building on the southeast corner of 23rd St. and Lexington Ave., now officially the Field Building (but known more colloquially as “17 Lex”), is on the original site of the “Free Academy,” the first incarnation of City College and CUNY. When it was established in 1847, it was the first free public institution of higher education in the country. We are direct, lineal descendents of that brave

experiment. If you are asked to teach there, keep this in mind before feeling that you've been exiled.

Across the street from the 24th St. entrance to the Vertical Campus building is the rear entrance to the Madison Square Post Office. Inside are a series of Depression-era WPA murals, compelling scenes of contemporary New York City. Madison Square Park, at the intersection of 23rd St. and Fifth Ave., has recently been rehabilitated and has both current sculpture and classic memorial statues, as well as some cheerful plantings. Across the street from it are the Flatiron Building, which gives the district one of its names, and the General Worth Monument, one of the few memorials to the war in which we seized half of Mexico. Gramercy Park (two blocks further down Lexington Ave. from our 23rd St. building), which provides the neighborhood with another name, is locked, but can be appreciated from outside its fence; several private clubs are among the handsome buildings that surround the park. Pete's Tavern, a venerable establishment, lies beyond on 18th and Irving Place (the continuation of Lexington below the park). One of the city's great rock venues, Irving Plaza, is across the street.

Across 25th St. from the VC is the 69th Regiment Armory, site of the extraordinary "Armory Show" of 1913, which introduced Picasso, Cezanne, Van Gogh, and Matisse, among others, to ordinary Americans. President Theodore Roosevelt described them as "a bunch of lunatics," high praise indeed. The VC itself is built on a lot that once held the building where Elvis Presley made a number of his early RCA recordings (some of our older faculty spent a good deal of time in that building).