

FACULTY MANAGEMENT

**ZICKLIN SCHOOL OF BUSINESS
BARUCH COLLEGE, CITY UNIVERSITY OF NEW YORK**

Submitted To:

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DECEMBER 2004

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A. FACULTY MANAGEMENT

Background

The faculty of the Zicklin School of Business, as part of the instructional staff of the City University of New York, are governed by the collectively bargained Agreement between the City University of New York and the Professional Staff Congress/CUNY, February 1, 1996–July 31, 2000.¹

Tradition and practice at CUNY and at Baruch College vests privileges and responsibilities for academic governance with the faculty. A statement outlining faculty rights and responsibilities is contained in the March 6, 2003 remarks by Provost David Dannenbring to the Baruch College Faculty Senate. Provost Dannenbring’s presentation was based on 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*.²

The following excerpts are adapted from Provost Dannenbring’s remarks and broadly determine policies for faculty management at the Zicklin School:

- The faculty assumes responsibility for its own vitality. Its willingness to judge itself rigorously determines its capacity to define the institution’s mission and standards;
- Senior faculty have special responsibilities for supporting and evaluating their peers;
- Student evaluations are required and are considered in all faculty personnel decisions;
- Faculty evaluation is based on teaching effectiveness, scholarly and professional growth, service to the institution, and service to the public;
- Teachers are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties;
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject;
- When faculty speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations;
- In research, the primary responsibility of faculty to their subject is to seek and to state the truth as they see it while exercising critical self-discipline and judgment in using, extending, and transmitting knowledge;
- As teachers, faculty encourage the free pursuit of learning among their students, demonstrate respect for them and adhere to their proper roles as intellectual guides and counselors, and foster honest academic conduct;
- As colleagues, faculty respect and defend the free inquiry of associates, respect the opinions of others, share in responsibilities for institutional service, and maintain their right to criticize and seek revision.

¹ Text of the contract is available at: <http://www.psc-cuny.org/contract96.htm>.

² “Faculty Rights and Responsibilities,” presentation by David Dannenbring, John Dugan, and Dennis Slavin,” Baruch College Faculty Senate, March 6, 2003, at <http://www.baruch.cuny.edu/facultyhandbook/documents/FacultyRightsandResponsibilities.1.ppt>.

The bylaws of the Zicklin School of Business³ specify the departmental composition of the school, faculty membership, faculty function and responsibility, organization, procedures, meetings, standing committees and their functions and memberships, other committees, departmental organization, business advisory council, and procedures for bylaw amendments.

The Zicklin School’s mission statement places the highest emphasis on intellectual contributions, followed by teaching, and then service.⁴

Faculty Sufficiency

Table 1 in the Appendix contains the full *Summary of Faculty Sufficiency in Discipline and School*. Using credit hours data from the Fall 2003 semester, 87.3 percent of the instructional activity (credit hours taught) by the Zicklin School was offered by *participating* faculty. This exceeds the 75 percent minimum and indicates the Zicklin School maintains a faculty sufficient to provide stability and on-going improvement for the instructional programs offered.

Faculty Sufficiency by Discipline

	Participating Faculty %
Accountancy	91.8
Economics and Finance	85.8
Law	97.6
Management	86.9
Marketing	93.6
Statistics and CIS	73.3
Zicklin School	87.3

A full summary of faculty sufficiency analyses *by degree program* is contained in Table 2 in the Appendix. These analyses indicate that, generally, the Zicklin School has sufficient faculty across its degree programs—the BBA, MBA, MS, and PhD—to ensure students have the opportunity to receive instruction from appropriately qualified faculty.⁵ There are a few soft spots. Participating faculty percentages are slightly below 75 in the BBA and MS programs in Statistics and CIS and will be addressed through better management of faculty resources. In Accounting at the MBA level, the department needs additional faculty and is endeavoring through recruitment efforts to address this.

Faculty Sufficiency by Degree Program

	Participating Faculty %
B.B.A.	87.1
M.B.A.	87.7
M.S.	89.9
Ph.D.	100

³ See “Bylaws of the School of Business,” last ratified November 20, 1997, on file in the Dean’s Office.

⁴ See Zicklin School of Business mission statement at: <http://zicklin.baruch.cuny.edu/about/mission.html>.

⁵ Background data on which these analyses are based, faculty vitae, completed full-time faculty evaluation forms, and completed adjunct faculty participation forms are available for review in the Dean’s Office.

Faculty receive communications regarding the requirements for AACSB’s participation assessments through multiple channels that include a memorandum, one targeting full-time and the other adjunct faculty.⁶ Individual vitae from full-time faculty are analyzed for participation activity once by a member of the Executive Committee of the Zicklin School and a second time by the Executive Committee Chair and the Associate Dean. Disagreements are resolved through discussion. Adjunct faculty members are asked to submit an *Adjunct Faculty Participation Form* that is reviewed by Associate Dean Ducoffe.⁷ To be considered as participating, a definition of involvement in three or more activities is employed. Results from analyses of full- and adjunct faculty are shared with Department Chairs.

Intellectual Qualifications and Contributions

Zicklin’s mission values research contributions along an importance hierarchy with basic first, applied second, and pedagogical scholarship ranked third. Consistent with these relative emphases, the following scholarly activity was measured in the five-year period from 1999-2003:

Scholarly Contributions – 1999-2003

	Basic	Applied	Pedagogical
Peer-reviewed journal articles	617	143	31
Other intellectual contributions	813	459	72
Total	1,430	602	103

Zicklin full-time faculty are encouraged to publish in leading academic journals. Since 2002, 48 publications appearing or accepted in “A-level” journals by Zicklin faculty include⁸:

“A”- Level Journal Articles Appearing or Accepted by Zicklin Faculty Since 2002

- 7 articles in [Journal of Finance](#)
- 4 articles in [Journal of Financial Economics](#)
- 4 articles in [Journal of Business Ethics](#)
- 4 articles in [Journal of Business Venturing](#)
- 4 articles in [Journal of Consumer Research](#)
- 3 articles in [Management International Review](#)
- 2 articles in [Journal of Accounting Research](#)
- 2 articles in [The Accounting Review](#)
- 2 articles in [Information Systems Research](#)
- 2 articles in [Journal of Marketing](#)
- 2 articles in [Journal of Marketing Research](#)
- 2 articles in [Journal of Small Business Management](#)
- 2 articles in [Journal of the American Statistical Association](#)
- 2 articles in [Strategic Management Journal](#)
- 1 article in [Academy of Management Review](#)
- 1 article in [California Management Review](#)

⁶ See “AACSB Faculty Assessment,” memorandum to Zicklin Full-Time Faculty from Dean John Elliott, September 25, 2003, and “AACSB Adjunct Faculty Assessment,” memorandum to Zicklin Adjunct Faculty, November 14, 2003, at <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

⁷ See Adjunct Faculty Participation Summary form at: <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

⁸ See “Faculty Publications in A-Level Journals for Financial Times Survey” at: <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

- 1 article in Harvard Business Review
- 1 article in Journal of Operations Management
- 1 article in Long Range Planning
- 1 article in Organizational Behavior and Human Decision Processes

Since 2002, the Zicklin School’s Law Department, with 11 full-time faculty, published 11 articles in Tier I law journals including the Delaware Journal of Corporate Law, Journal of Corporate Law, Columbia Business Law Review, Harvard Journal of Law & Technology, Stanford Law & Policy Review, Cornell Journal of Law & Public Policy, Berkeley Journal of Employment & Labor Law, Washington Law Review, University of Michigan Journal of Law Reform, Columbia Journal of Gender and Law, and Southern California Interdisciplinary Law Journal.

Faculty receive communications through multiple channels regarding the requirements for AACSB’s *academic* and *professional qualifications* assessments that include a memorandum, one targeting full-time and the other adjunct faculty.⁹ Individual vitae from full-time and adjunct faculty are analyzed for maintenance of academic and professional qualifications once by a member of the Executive Committee of the Zicklin School and a second time by the Executive Committee Chair and the Associate Dean. Disagreements are resolved through discussion. Vitae of Executive Committee members are evaluated by the Associate Dean. Results from analyses of full- and adjunct faculty are shared with Department Chairs.

Table 3 in the Appendix contains the *Summary of Faculty Intellectual Contributions and Qualifications* for the Zicklin School and its six academic departments. Using credit hours data from the Fall 2003 semester, 89.5 percent of the instructional activity (credit hours taught) by the Zicklin School was offered by either academically or professionally qualified faculty. While just below the minimum of 90 percent, increased publication activity by Zicklin faculty covering the period since this analysis as evidenced above, significant recent additional faculty research support, and continued recruitment of full-time, tenure-track faculty in the last three years, are producing an expanding pipeline that will lead to gains in the coming year.

School-wide, 56.4 percent of student credit hours were taught by faculty who are academically qualified, exceeding the required minimum of 50 percent. The department-based estimates are below.

Academically or Professionally Qualified Faculty by Department

	% AQ or PQ
Accountancy	95.1
Economics and Finance	85.2
Law	94.0
Management	86.0
Marketing	98.5
Statistics and CIS	82.7
Zicklin School	89.5

⁹ See “AACSB Faculty Assessment,” memorandum to Zicklin Full-Time Faculty from Dean John Elliott, September 25, 2003, and “AACSB Adjunct Faculty Assessment,” memorandum to Zicklin Adjunct Faculty, November 14, 2003, at <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

Academically or Professionally Qualified Faculty by Degree Program

	% AQ or PQ
B.B.A	88.5
M.B.A	93.0
M.S	92.5
Ph.D	82.1

The full summary of faculty intellectual qualifications *by degree program* is contained in Table 4 in the Appendix.

Academically Qualified Faculty by Degree Program

B.B.A	53.6%
M.B.A	72.1%
M.S	50.5%
Ph.D	66.3%

Initiatives underway or planned that are intended to improve performance on these Fall 2003 metrics include:

- Continued hiring yielded eight new faculty in Fall 2004 replacing positions occupied by temporary faculty. These academically qualified individuals are on tenure track lines with responsibility to be research active.
- Large number of newly hired faculty are taking advantage of the collectively bargained opportunity to reduce their teaching load by 12 credits during their pre-tenure years. Over the next two years, 21 new faculty who joined in 2002 will enter their tenure year and assume a full teaching load. This will have a favorable impact on AQ performance in all departments and especially in Economics and Finance where 13 new faculty were hired since 2002. In Statistics and CIS where student demand has recently ebbed, we are considering how to become more efficient in our use of faculty resources.
- Initiation of the Zicklin Summer Research Awards program in 2004 with \$203,000 in summer research grants targeting tenured and senior faculty is encouraging additional scholarship. This program is budgeted for expansion to \$300,000 in Summer 2005.
- Active management over whether or not faculty receive research-related teaching release time is raising expectations for scholarship.
- To meet increased demand for accounting and tax education, and respond to needs for additional academically qualified faculty to support the MS in Accounting and MS in Tax programs, recruiting priorities in the coming year include additional full-time hires in auditing, tax, accounting systems, financial accounting, managerial accounting, and additional qualified adjunct faculty.¹⁰
- Active management of the PhD program is showing improved performance on the AQ dimension which was 66.3 percent in the Fall 2003 semester. In the two semesters since Fall 2003, Spring 2004 and Fall 2004, 32 PhD course sections were offered and 26 of them, or 81% percent, were taught by academically qualified faculty.

¹⁰ See "Faculty Resource Plan," p. 3 in Department of Accountancy re-affirmation of accreditation documents.

- Senior College administration has agreed to address the issue of the need to develop a plan to reduce Zicklin enrollments. This will reduce pressure on Zicklin faculty resources and respond to one of our key institutional priorities.

B. RECRUITMENT

Process

Faculty recruitment is led by the academic departments and is influenced by vacancies, on-going assessments of student demand, availability of partially or wholly-funded faculty lines from the College, CUNY, or private supporters, discretionary resources from supplementary MBA tuition, and strategic initiatives. Fall 2004 student faculty ratios indicate there is a significant need to recruit in Accountancy where student enrollments have grown considerably in the last two years.

Student Faculty Ratios by Department – Fall 2004

	Student-Faculty Ratio
Accountancy	27.8
Economics & Finance	21.1
Law	20.3
Management	15.9
Marketing	19.5
Statistics and CIS	17.2
Zicklin School	20.1

Recruitment practices vary somewhat by department. Activity has been particularly successful and well documented in the Department of Economics and Finance and serves as a good example.¹¹

Recruitment procedures must also conform to affirmative action guidelines.¹² Four major steps in the process are specified: advertising, screening applications, interviewing, and documenting the search. The Zicklin School's performance in recruitment of faculty from the protected classes is discussed in the Strategic Plan (section D.VII).

Adjunct faculty recruitment is conducted at the department level as well. Chairs are responsible for appointing adjunct faculty on a semester-by-semester basis as is practice at CUNY. We are working to deepen ties with adjunct faculty and clarify our intentions regarding multi-semester appointments.

Outcomes

Recent recruiting outcomes were significantly bolstered with the permission received in 2001 by the CUNY Board of Trustees to increase MBA tuition rates in response to a proposal from the Zicklin School.¹³ Additional revenue from higher MBA tuition rates, and continuing strong fundraising support from the Baruch College Fund, permitted Zicklin to support competitive

¹¹ See "Recruiting Effort" memoranda for Department of Economics and Finance from academic years 2001-2002, 2002-2003, and 2003-2004 at: <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

¹² See "Affirmative Action Plan for Academic Year September 1, 2003 to August 31, 2004," Baruch College Affirmative Action Office, Carmen Pedrego, Affirmative Action Officer, on file in the Dean's Office.

¹³ See "Proposal For An MBA Tuition Increase at the Zicklin School of Business, Baruch College, CUNY," August, 8, 2001 at <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

compensation packages and recruit 42 highly trained full-time faculty in the 2002-2004 period who replaced individuals serving on substitute appointments.

New Tenure-Track Zicklin Faculty – 2002-04

Accountancy

2002	Ying Li	Assistant Professor	MIT, PhD
	Donal Byard	Assistant Professor	Maryland, PhD
	John Elliott	Professor	Cornell, PhD
	Mehmet Ozbilgin	Assistant Professor	Purdue, PhD
	Bert Rothberg	Assistant Professor	Harvard, DBA
	Ping Zhou	Assistant Professor	Georgia State, PhD
2003	John Shon	Instructor	University of Chicago, PhD expected
2004	Peter Joos (February '05)	Associate Professor	Stanford, PhD

Economics and Finance

2002	Jay Dahya	Assistant Professor	St. Andrews and Dundee, PhD
	Randy Anderson*	Associate Professor	Alabama, PhD
	Charlotte Hansen	Assistant Professor	Aarhus, PhD
	Ling Peng	Assistant Professor	Duke, PhD
	Rui Yao	Assistant Professor	North Carolina, PhD
2003	Kemal Demirtas	Assistant Professor	Boston College, PhD
	Susan Ji	Assistant Professor	Arizona State, PhD
	John Merrick	Associate Professor	Brown, PhD
	Jun Wang	Assistant Professor	Georgia State, PhD
	Liuren Wu	Associate Professor	Chiinese Academy of Sciences, PhD
2004	Sonali Hazarika	Assistant Professor	North Carolina, PhD
	Victor Martinez	Assistant Professor	MIT, PhD
	Raj Nahata	Assistant Professor	Vanderbilt, PhD

Law

2003	Matthew Edwards	Assistant Professor	New York University, JD
	W. Ray Williams	Assistant Professor	Widener, LLM
2004	David Obderbeck	Assistant Professor	Seton Hall, JD
	Allan Wernick	Professor	Loyola, JD

Management

2002	Naomi Gardberg	Assistant Professor	NYU, PhD
	Carl Ullman*	Lecturer	Harvard, MBA
2003	Mehmet Genc	Instructor	Minnesota, PhD expected
2004	Debra Dookeran	Instructor	Georgia State, PhD expected

Marketing

2002	Hayden Noel	Assistant Professor	Florida, PhD
	Sankar Sen	Associate Professor	Wharton, PhD
	Hueong Min Kim	Assistant Professor	Michigan, PhD
	Lilach Nachum	Associate Professor	Copenhagen, PhD

2003	Thomas Kramer	Assistant Professor	Stanford, PhD
	David Luna	Assistant Professor	Wisconsin-Milwaukee, PhD

Statistics and Computer Information Systems

2002	Hammou El Barmi	Associate Professor	Iowa, PhD
	Isak Taksa	Assistant Professor	CUNY, PhD
	Matthew Johnson	Assistant Professor	Carnegie Mellon, PhD
	Nanda Kumar	Assistant Professor	British Columbia, PhD
	Karl Lang	Associate Professor	Texas, Austin, PhD

2003	Kannan Mohan	Assistant Professor	Georgia State, PhD
	Roumen Vragon	Assistant Professor	Arizona, PhD

2004	Dobrin Marchev	Assistant Professor	Florida, PhD
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* Faculty member no longer employed at Zicklin

C. RETENTION

Of 42 mostly junior, full-time faculty members that joined the Zicklin School since 2002, 40 remain on the faculty. One individual left for another opportunity and another was not re-appointed. These recently hired colleagues are contributing significantly to the scholarly mission of the School. One indication of this is their share of “A-level” journal publications produced since 2002: while they represent 20 percent of the full-time faculty, they contributed as sole or co-authors to 42 percent of the total A-level articles produced by Zicklin faculty in this two-year period. Since many are new PhDs with numerous projects underway, their absolute and relative contributions to Zicklin’s scholarly output should grow.

Faculty Evaluation for Reappointment, Promotion, and Tenure

With the success of these recruitment efforts, faculty evaluation plays an important role in retaining as many individuals as possible through encouraging performance and providing a fair basis for reappointment, tenure, and promotion decisions. The key elements of this process are defined by the collective bargaining agreement and specify that professional evaluation be based on total academic performance.¹⁴

Elements of Total Academic Performance

- Research
- Classroom instruction
- Administrative assignments
- Departmental, college and university assignments
- Student guidance
- Course and curricula development
- Public and professional activities

Once each semester, non-tenured faculty are observed for a classroom period. Classroom observations of tenured faculty members are not required. After 10 semesters of service, teaching observation for adjunct faculty is available at the request of either the adjunct faculty member or the departmental chairperson.

Annually, all faculty members with the exception of tenured full professors have an evaluation conference with the department chair or a designated member of the departmental P&B committee. Tenured full professors may be evaluated if they desire. After four semesters of service annual evaluation for adjunct faculty can be held at the request of either the adjunct faculty member or the departmental chairperson. The contract forbids evaluations from being conducted with adjunct faculty more than once every four semesters.

The tenure clock is short at CUNY. Faculty members are evaluated at the beginning of their fifth year based on external letters solicited in the spring of their fourth year and the rest of their file. The most recent collective bargaining agreement includes a provision that grants untenured professors appointed after October 2001 12 credits of re-assigned time for scholarly activity. The reduction in teaching responsibilities during the first four years helps new faculty build their research programs. Department chairs work actively in a number of ways to help junior faculty manage their teaching loads effectively during their pre-tenure years by, for example, minimizing the number of new class preparations required.

¹⁴ See text of the contract, pages 35-37, available at: <http://www.psc-cuny.org/contract96.htm>

D. DEVELOPMENT

On-going faculty development efforts in the Zicklin School have received welcome additional support recently at Baruch College with the appointment of an associate provost position with responsibility in this area.

Key faculty development initiatives include:

Handbooks for Full-Time and Adjunct Faculty

Growing faculty resources and information are now archived and regularly updated in two comprehensive on-line handbooks, one for full-time and one for adjunct faculty available at: <http://www.baruch.cuny.edu/facultyhandbook/>. An adjunct professor in Marketing co-wrote the adjunct faculty handbook.

Summer Research Awards

A Zicklin summer research awards program that targets post-tenure faculty, initiated with \$203,000 in Summer 2004 is slated for expansion to \$300,000 in Summer 2005. Of 52 faculty members who applied, we were able to make 31 awards. The application evaluation process involved review at both the department and school levels and on the whole was considered quite satisfactory. With a few modifications in the coming year and additional budget to support it, we are anticipating that the Summer Research Award program will have the intended stimulative effect on faculty scholarship. For further information, please see the memorandum announcing the program and documents describing its outcomes.¹⁵

Research-Related Teaching Release

In recent years, virtually all Zicklin tenure-track faculty were awarded three hours of teaching release time each year for research whether they were research active or not. This practice was discontinued in the 2003-2004 academic year with the implementation of a new policy.¹⁶ The process used to make these decisions during this initial phase-in period took into consideration faculty members' complete record and involved consultation between the dean, department chairs, and affected faculty members.¹⁷ We expect to raise expectations incrementally going forward.

Faculty Development Seminars

An increasingly rich array of faculty development opportunities developed with the support of the Associate Provost and, in some cases, by the Zicklin School, is growing. Regularly scheduled seminars in Fall 2004, some supported by the Joseph Drown Foundation, include: new faculty orientations, technology orientations for full-time and adjunct faculty, Blackboard workshops, a

¹⁵ See December 17, 2003 memo from Dean Elliott: "Summer Research Awards and New Policy on Research Release-Time" at : <http://aux.zicklin.baruch.cuny.edu/index5.htm>; Summary documentation on program outcomes is available in the Dean's Office.

¹⁶ See December 17, 2003 memo from Dean Elliott: "Summer Research Awards and New Policy on Research Release-Time" at : <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

¹⁷ See "Research-Related Teaching Release," handout to Zicklin faculty, Zicklin Faculty Meeting, September 30, 2004.

meeting with Zicklin Dean John Elliott, raising funding through grants, interacting successfully with journal publishers, understanding the College's personnel and budget committee process, the appeal process, learning assessment, and an employer relations session with Zicklin adjuncts.

For our international faculty, the College is offering various workshops as well as accent reduction training. A Zicklin faculty member hired in Fall 2004, a well-known immigration lawyer, is now advising international faculty on work certification and citizenship issues.

Faculty members who wish may have their teaching videotaped and reviewed and the College has continued to run a successful Annual Teaching and Technology conference.

For additional information and a longer list of offerings please see:

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

Professional Development Funds

With revenue inflows in two departments, Economics and Finance and Marketing, whose faculty recently began teaching international executive MS students in contract programs, there are additional resources available for faculty support. A portion of these funds are being used to support school-wide initiatives. The Marketing Department, for example, has created a successfully functioning Professional Development Fund system to supplement conference travel allowances from the school and, generally, to support research activities.¹⁸

Academic Integrity

A **web site** incorporates resources from continuing initiatives at Baruch that reflect the importance we ascribe to academic integrity. Resources include: *Academic Integrity at Baruch College*, a summary of principles, policies, and procedures; *A Faculty Guide to Student Academic Integrity*; *A Student Guide to Academic Integrity*; procedures for using proctors to administer exams; plagiarism; sample academic integrity statements for use in syllabi; on-line guides for international students; video tutorials produced by the College's Bernard L. Schwartz Communication Institute and other helpful resources and links. Please see: <http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm>.

Baruch highlights these issues via **Ethics Week**. The annual initiative includes classroom discussion of ethical issues across the curriculum and events featuring invited guests. It is supported by the Charles Dreifus Ethics-Across-the-Curriculum Initiative and a grant from the Joseph Drown Foundation. For further information, see: <http://www.baruch.cuny.edu/facultyhandbook/EthicsWeek.htm>.

The new **Zicklin Leadership Initiative**, a two-year-long series of assessments and experiences that identify and develop MBA students' potential for leadership, stresses themes of diversity, shared leadership, ethical decision-making, and community service. These components are either linked to existing courses, or are being considered for course credit.

¹⁸ See memo to Marketing Faculty from the Executive Committee on the "Professional Development Fund," July 8, 2004 at: <http://aux.zicklin.baruch.cuny.edu/index5.htm>.

The new **Zicklin Center** for Corporate Integrity is encouraging research on ethical issues among faculty and students, sponsoring seminars and conferences on current ethical issues, and offering training to advance ethical behavior. Please see: <http://www.baruch.cuny.edu/cci/>.

The **Abraham J. Briloff Prizes in Ethics** are awarded annually to honor scholarship in the field of ethics. They are funded by a gift from alumnus Charles R. Dreifus in honor of Abraham J. Briloff, Emanuel Saxe Distinguished Professor of Accountancy Emeritus. The prizes are awarded to a faculty member and a student or students for a research paper or essay on ethics.

APPENDIX