Writing Center
The Writing Center continues to change and grow to serve the diverse needs of Baruch’s students, faculty, and staff better. This fall we renew our priority of supporting Baruch’s writers through consultations, workshops, and classroom visits; at the same time, we’ll strengthen our focus on celebrating our writers’ achievements through monthly newsletters, an end-of-semester reading, and an eJournal jointly edited by students and Writing Center consultants. The eJournal will showcase Baruch student writing across genres as well as provide an online database of models of successful writing for use by students and faculty in the classroom.

The Writing Center welcomes a new acting Director, Keri Bertino. Keri comes to Baruch from Columbia University’s Undergraduate Writing Program, as well as Columbia’s Writing Center and the Center for Writing and Language Arts at The Cooper Union. This semester we also welcome Christine Rosalia as our TESOL and Technology Specialist and DJ Dolack as our Creative Specialist. Christine is working to improve Writing Center and faculty support of multilingual writers, and to enhance the Writing Center’s online environment and eTutoring services, while DJ is concentrating on our newsletter, reading, and eJournal initiatives.

In Spring 2008, students from 118 courses signed up for 875 appointments, requested 136 eTutoring consultations, participated in 33 workshops, and were seen in 238 walk-in sessions at Baruch College’s Writing Center. With the Writing Center booked to capacity on Mondays through Saturdays, many students found it difficult to meet with a consultant. In Fall 2008 we’ve had to decrease available consultant hours, although we hope to increase the number of hours available in the Writing Center and online in Spring 2009. We have, in the meantime, expanded our efforts to reach as many students as possible through workshops held eight times a week, focusing on such subjects as getting started, citation, and revision; we also offer a new in-class Assignment Workshop designed to help students identify the steps necessary for successful completion of writing assignments. We look forward to a semester of supporting and celebrating Baruch’s diverse writers.

Student Academic Consulting Center
Since January 2006, in addition to managing our tutoring programs, the center has coordinated the running of the Summer/January Immersion Program (to prepare students to pass the CUNY Assessment Tests in Reading and Writing and to help students who have previously failed or dropped CSTM 0120 or MTH 1030). The last three years have brought significant improvement to the quality of both Writing/Reading and Math efforts resulting in a significant increase in pass rates. A year-to-year comparison shows: 70% passed Writing in 2008 compared to 63% in 2007; 63% passed Reading in 2008 compared to 39% in 2007; and 81% passed CSTM 0120 or MTH 1030 compared to 37% in 2007. Qualified SACC Master Tutors taught the six-week math courses and have been successful to the degree that the Math Department has hired/offered to hire two of those individuals! Finally, of the 32 students who participated in SACC’s January 2008 MTH 2003 prep workshop, 63% of students went on to pass with a grade of C or better.
during the spring semester. These students had all either withdrawn or failed the course at least once previously.

SACC significantly increased the number of students seen and the number of hours tutored for 2007-2008. In 2006-2007 SACC saw 4,869 students compared to 5,559 students in 2007-2008 and the number of hours that students received tutoring also dramatically increased from 17,501 to 24,839. Additional funding allowed us to hire more peer tutors, and the reputation of SACC and the increased coordination with other departments are the main factors that contributed to this increase. The spring 2008 SACC survey of student satisfaction capturing the responses of 199 students during the week of 4/7/08-4/12/08 stated that: 1) 96% of students would recommend SACC to others; 2) 99% of students said that SACC tutors were knowledgeable about the subject; 3) 105 instructors directed students to use SACC services; 4) 76 students directed the surveyed students to SACC. We were also honored to receive the Dedication to Education Award for 2007-2008 from the USG.

SACC begins its fourth year offering the “Master Tutor: Emerging Leaders” program to tutors who have completed the first two levels of tutoring proficiency. Twelve Master Tutors meet weekly with the director and support staff to discuss and learn key elements of leadership. The program invites leaders from around campus to meet with the group to discuss their paths to leadership. We are also welcoming former SACC tutors who are now excelling in the business world to return to SACC to discuss their experiences. In spring 2008, SACC presented the “Master Tutor: Emerging Leaders” program to the National Tutoring Association in Dallas, Texas and to the CUNY Gen Ed conference held here at Baruch College.

The Bernard L. Schwartz Communication Institute
During Spring 2008, the Institute continued its support of a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum, including courses in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, Finance, Economics, Accountancy, Computer and Information Systems, Psychology, and Marketing. The total number of CICs supported in AY 2007-2008 was 33, in 485 sections and with enrollment of nearly 14,000. These figures are the highest in the Institute’s history. The total enrollment in CICs for AY 2007-2008 was more than double what it was at the Institute’s founding in 1997.

In Spring 2008, the Institute organized and conducted a number professional development programs for Baruch faculty. Based on the success of last fall’s faculty development seminar for full- and part- time faculty teaching Great Works of Literature courses (ENG/LTT 2800 and 2850), Institute staff conducted another such seminar for the fall semester as well as 2 similar programs for Anthropology/Sociology faculty. The Institute was likewise instrumental in planning a similar program for English faculty teaching introductory composition courses. In the spring, the Institute conducted its first ever faculty development seminar on teaching with weblogs. Faculty participants attended regularly scheduled seminar sessions, used course blogs in their respective classes, and reflected on that experience in a seminar weblog. A similar program is currently under way.
Each year, the Institute’s Annual Symposium on Communication and Communication-Intensive Instruction brings together approximately 100 leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions and problems salient to both educators and business professionals. The Institute’s 8th Annual Symposium took place on May 8, 2008. Titled “Miscommunication,” last spring’s Symposium once again provided a unique opportunity for educators and business professionals to explore communication-related topics of mutual concern. Participants explored how understanding the common causes of miscommunication—including generational and cultural differences—can aid us in fostering effective speaking and writing in the classroom and the workplace. The Symposium once again consisted of round-table discussions and featured keynote presentations by Esther Dyson, renowned entrepreneur, journalist, and commentator on emerging digital technology; and Dr. Richard Lederer, speaker, broadcaster, columnist, and author of more than thirty books on language, humor, and history. Thanks in large part to publicity around the Theodore M. Hesburgh Award, which the College received in February in recognition of the Institute’s faculty development work, the May event was the Institute’s best attended Symposium yet.

In working to create additional opportunities for students to write within the undergraduate curriculum, the Institute and BCTC rolled out Blogs@Baruch, an online personal publishing platform built on open-source software that allows members of the Baruch community easily to create and maintain weblogs for instructional or other uses.

The Institute also launched VOCAT (Video Oral Communication Assessment Tool), a new web application that enables faculty to assess oral communication assignments easily and allows students online access to faculty feedback and to videos of their presentation. The new version of the application will be used for a variety of assessment purposes at the college and is currently being piloted in COM 1010 and THE 1041. Thanks to a major gift by a private donor, VOCAT will be further refined and implemented in a variety of instructional and co-curricular contexts over the next five years.

The Institute continues to operate CAC.OPHONY.ORG, the Institute’s first weblog on Communication Across the Curriculum. The blog, edited by an editorial collective of nine members of the Institute’s staff, serves as a forum for the discussion of matters related to communication-intensive instruction, instructional technology, and communication pedagogy.

Newman Library
A one-time funding opportunity from the President enabled the library to make permanent additions to its collections, fill in gaps in holdings, and to provide remote access to core resources that had been available only within the library. The additions covered both print and digital materials and spanned all subject disciplines in the college’s curriculum. Selection decisions were based on direct consultation with faculty.

Digital Materials
- Web of Science (set of citation indexes back to 1900)
- Science Magazine (complete back file to 1880)
• JSTOR Business II (complete runs of 50 classic journals in Business)
• Literature Criticism Online – (complete sets of 9 key reference works comprising several hundred print volumes, including Contemporary Literary Criticism, Twentieth-Century Literary Criticism, Nineteenth-Century Literature Criticism, and Shakespeare Criticism).
• Gale Virtual Reference Library – over 900 reference titles across all disciplines.
• Annual Reviews (complete back file to 1930)
• Journals Published by Emerald (complete back files of 130 journals, especially strong in Marketing & Management)
• Geolytics & MAP Pluto - Two sets of demographic and marketing data.
• ebrary – 100 titles added to our e-book collection.

**Print Materials** Approximately 4,300 titles that were selected by Baruch College faculty were added to the circulating book collection.

**Increased Student Seating** To help alleviate overcrowding in the library and improve student satisfaction with the facility 50 additional seats were added and carpeting was installed.

**Baruch Computer and Technology Center**
One-time funds from the President supported the replacement of critical IT infrastructure that required immediate attention and also enabled investment in equipment that will serve the college into the future.

• Faculty/Staff E-Mail System – A unified e-mail system for all full and part time employees that includes substantial storage. (life span = 5+ years)

• New Computers for Faculty – All full-time faculty should now have a computer purchased within the past two years. (3 years)

• Server Replacement – All servers at the college, including those used in the three schools, were replaced. (5 years)

• Network Switches – The replacements for the end-of-life networking equipment in the Newman Vertical Campus were acquired. (7 years)

• SPSS – Individual licenses for this statistical software were provided to faculty and doctoral students. (1 year with renewals covered by CUNY compact funds)

• Laptop Loan – Seventy-five laptops were added to the student loan program to meet increased demand and a loan program for the faculty was established. (3 years)

• Graphing Calculators – One hundred graphing calculators were added to the student loan service. (3 years)

**Baruch College Now and Collaborative Programs**
Baruch College Now conducted three summer programs in 2008: the Summer Journalism Workshop, Merrill Lynch Young Business Leaders Institute at Baruch College, and the College
Now Experience, an academic and recreational program. In total there were 228 New York City high school students enrolled in College Now programs at Baruch College. The overall retention rate was 96%, with 218 of the 228 students having completed the program. 90% of the students enrolled in credit-bearing courses earned a grade of B or higher. The three programs enrolled students from a record high fifty-five high schools.

In 2008-2009, 275 high school students will enroll in credit-bearing courses at the college. Students will enroll in dedicated sections of Business, Micro-Economics, Personal Finance, English, Psychology, and Sociology and a select number of other graduate courses. Additionally more than 500 students will enroll in dedicated high school courses earning credits toward graduation in Art, French, Creative Writing, Research, and Think College Now, an early-college awareness course offered to 9th and 10th grade students at six of the program’s twelve partner high schools.

The STEP Academy finished a successful summer with a diverse group of 45 high school students. Their choice of courses included Forensic Science, Environmental Science, Hands-on Math, Marine Biology, and Food Chemistry. The Fall 2008 curriculum will include courses in college essay writing, preparing for internships, an introduction to engineering, as well as academic tutoring for upcoming exams, poster presentations, and a science bowl. STEP plans to invite 30 new freshman in spring 2009 which will bring the total number of students served to 120.

Office of Institutional Research and Program Assessment
The mission of the Office of Institutional Research and Program Assessment is to compile, maintain, and analyze institutional and other data to support the organizational, decision-making, and planning functions of the college. The Office works closely with Baruch’s administrators, schools, departments, and faculty to improve student learning.

In spring 2008, the Office developed an assessment framework to assist the Division of Student Affairs and various support departments in developing their assessment plans. The Office is also assisting various departments in the Weissman School of Arts and Sciences with their program reviews. At the same time we continue to provide assistance to the three schools in their assessment of student learning. Our efforts will enable the College to make substantial progress in preparation for the 2010 Middle States accreditation. In summer 2008, Paul Bachler was hired as the Assistant Director of Institutional Research.

The Office of Institutional Research and Program Assessment will continue to support the mission and goals of the College by:

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

**PSC CUNY 39 Research Award Program** Baruch College faculty members submitted the most PSC/CUNY applications and were awarded the most grants among all CUNY campuses for the second consecutive year. In comparison to last year, PSC/CUNY submissions and awards increased by 12% and 5% respectively. Faculty members submitted 161 applications and received 137 awards. The success rate was about 85%.

**External Proposals** In the Fiscal Year July 1, 2007 to June 30, 2008, the number of proposals submitted increased by 47% in comparison to the previous year (71 proposals versus 48). The Weissman School of Arts and Sciences submitted the most proposals, followed by the School of Public Affairs, Zicklin School of Business and other administrative units.

**External Awards** Grants and contracts awards from all units totaled $6,104,119 (unaudited) for the fiscal year. This is the highest amount ever received by the College. While the number of awards received was almost the same as the previous year (71 versus 72), the dollar award value increased by about $1,300,000. The total awards FY 2006-07 had been $4,780,028 (audited).

**Faculty Development**
For the 2008-2009 academic year, the Baruch College Fund has again provided generous support of $400,000 for faculty research and teaching.

New initiatives for Fall 2008 include a blog devoted to teaching at Baruch and a website that lists research presentations within departments. The blog is designed to facilitate conversations about teaching across our departments and schools and to supplement more formal face-to-face events. All members of the Baruch community are invited to participate by commenting on posts by colleagues or by initiating new topics for discussion. The teaching blog can be found at: http://blsciblogs.baruch.cuny.edu/teachingblog/

The provisional name of our new website is “Research Across Borders.” The goal is to publicize presentations (formal and informal) by members of our faculty and invited guests – presentations that take place within our departments, often during lunch time, and sometimes including discussions of ideas that might not be quite publication-ready. Members of a particular department generally will be aware of these events, but colleagues with overlapping interests who belong to other departments will have no clue that such presentations are going on next door. We’ve asked Chairs to designate a contact person who will provide the Provost’s Office with information about such presentations. The site appears at http://www.baruch.cuny.edu/facultyhandbook/DepartmentalResearchPresentations.htm

Continuing efforts in faculty development include the Master Teacher Series, with five extraordinary speakers scheduled for Fall 2008, and events in support of two task forces that completed their work this past summer: the First-Year Composition Task Force and the Quantitative Pedagogy Task Force. Their reports will be made available soon; the members of the task forces deserve our gratitude for lots of hard work and excellent suggestions.
International Faculty Development Program (IFDP) and Faculty Book Club  This program enables international faculty members to receive 15 hours per semester of one-on-one tutoring in accent reduction, and to attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques etc.). In spring 2008, the IFDP continued to sponsor a book club open to all members of the faculty. The book was Louis Menand (ed.), *The Future of Academic Freedom* (University of Chicago Press, 1998). More than 50 members of the faculty participated in discussions. Professor Elisabeth Gareis, coordinator of the IFDP, would welcome suggestions for a book for spring 2009.

**Adjunct Development**  Technology support for adjuncts is available in all aspects of instructional technology, including basic computer use, Blackboard, and classroom technologies. Members of the adjunct faculty at Baruch regularly receive notification by email of events on campus, including faculty development seminars, and consistently participate in large numbers in the Master Teacher Series. The Baruch College online *Adjunct Handbook* remains the first item to appear in a Google search for “adjunct handbook,” with more than 1,000 hits per month: [http://www.baruch.cuny.edu/facultyhandbook/adjunct/](http://www.baruch.cuny.edu/facultyhandbook/adjunct/).

**Faculty Handbook**  Although the number of hits received by a website is a less than perfect measure of the site’s utility, we can note that the number of hits to the Handbook has increased by more than 50% in the past two years, with more than 9,000 in May 2008. Suggestions for additions to the Handbook are welcome, and new items are added regularly, including links to many college and CUNY documents: [http://www.baruch.cuny.edu/facultyhandbook/topics.htm](http://www.baruch.cuny.edu/facultyhandbook/topics.htm)

**Academic Integrity Initiative**
The co-Chairs of the Academic Integrity Committee, Ron Aaron and Dennis Slavin, continue to seek invitations to meet with departments to discuss these issues. The goals are to review the college’s policies and procedures and to gain insight from members of the faculty based on their experiences in the classroom. One of the college’s policies that will be stressed is that, for reasons more educative than punitive, all instances of academic dishonesty should be reported to the Office of the Dean of Students. Baruch College continues to hold a subscription to the online database and plagiarism detection software provided by Turnitin.com. Faculty members interested in gaining access to Turnitin.com should contact Prof. Gerard Dalgish (English).

**The Joint Committee on Curriculum and Articulation**
As the College’s Assessment Committee, the Joint Committee continues to be closely involved with the assessment process in all three schools—with the establishment of learning goals for programs and individual courses, assessment of whether those goals are being achieved, and support for curricular changes when we are falling short of the goals. In AY 2008-09 the members of the committee will provide support for the working group charged with writing about assessment of educational programs for the Middle States Self Study.

**Continuing and Professional Studies (CAPS)**
The past year has been a year of change and positive development for CAPS. We have expanded our programs for national certification of our content areas. Our newest partnership is with the Society for Human Resource Management, to begin January ’09. Such partnerships bring both national and regional recognition to our programs, ensure quality programming, and attract
students for onsite and online classes. We will be one of only two SHRM providers in the region. We have also expanded our full-time international programs to include International Business and Marketing. Due to improvements initiated last year in format and content, as well as the new tracks, we have welcomed our largest incoming class this Fall 08 semester. We have also seen the successful launch of our joint Business Communication program with the Zicklin School of Business. The new program provides two required business communication courses to all Honors and Accelerated Part-Time Students. Integrating business content with communication skills, these courses aim to assist students in enhancing their ability to write and speak in academic and professional settings.

A new successful teen ESL program was launched in Summer 2008. Young adults from Europe, the Middle East and Asia participated in this new intensive program, which incorporates language skills, educational themes, and culture in an interactive, challenging, and fun environment. Students made friends from around the world and left Baruch being able to converse in fluent English. Continuing and Professional Studies has also become a significant leader in TOEFL (Test of English as a Foreign Language) testing and test preparation. Beginning in 2008, CAPS became an official TOEFL test site, which has helped to ease the wait lists of eager International Students seeking to take the exam in the New York metropolitan area. Building on its strong reputation for effective test preparation, CAPS has also tripled its enrollment in the area of TOEFL test preparation. Along with its TOEFL Preparation and Intensive TOEFL Preparation courses, CAPS plans on adding TOEFL Express in the coming year, a one-week super intensive course to help students maximize their test scores so that they can gain admission to the college or graduate school of their choice.

**The Steven L. Newman Real Estate Institute**

During the 2007-2008 academic year, the Institute focused its efforts on growth and development of its Certificate Program and the development of research. The quality, delivery, and scope of education improved with the introduction of new courses, most notably those related to sustainability. Three new Certificate Programs, centered on Sustainability, Construction Management, and Facilities Management, were developed to address current issues and trends in the real estate industry. These will be phased in during the 2008-09 academic year. The introduction of new courses coupled with targeted advertising and marketing campaigns increased Certificate enrollment. Despite the weakening economy, summer ’08 enrollment increased 12% over the same period last year. The development of a redesigned website is in process and holds great opportunity for promotion and visibility of Institute activities.

The Institute has completed its research report, entitled *Downtown 2020*, on the future of Lower Manhattan. Prepared by a distinguished panel of planners, economists, and New York City experts, the report, scheduled for release this fall, provides a unified vision for the future of lower Manhattan. A research report on the Gowanus Canal Corridor is currently underway. New alliances and partnerships are being explored to engage more Baruch and CUNY faculty in research initiatives. Such successful collaborations will allow the Institute to leverage the quality and benefit of its research. Several grants were submitted this year to support the Institute’s research and program initiatives. An EPA grant was awarded and grant requests have been submitted for Workforce Development and the Rockefeller Foundation.
Mishkin Gallery
Co-sponsored by the Black and Hispanic Studies Department and the Milt Hinton Jazz Perspectives Concert Series, spring 2008’s Black History Month exhibition, Playing the Changes: The Jazz Photographs of Milt Hinton, drew a large audience to the gallery. The opening reception was attended by over 300 people and featured a talk by sociologist David Berger, a viewing of the award-winning film Keeping Time, and a jazz trio including Warren Vaché. An interdisciplinary show highlighting history, sociology (with Jim Crow photos), music, and art, this Mishkin Gallery show attracted six classes for talks/tours.

Other spring semester exhibitions included Seda Aguatinta: gráfica pictórica / Silk Aquatints: Painterly Graphics, which documented an innovative printing technique used by contemporary artists in Puerto Rico and New York, and Suitcase Paintings: Small Scale Abstract Expressionism. This show was discussed in a review in the New York Times (Roberta Smith, “Is Painting Small the Next Big Thing? April 19, 2008). It also received a review in Art News magazine. Overall, when the gallery was open and the college in session, more than one class visited these shows for a gallery lecture/tour each week. Many more students came on their own with notebooks and class assignments.

The fall semester will open with Recasting the Figure in Photography: Portraits, Diversity, and Identity from September 26 to October 24, which will feature photographs from the College collection.

Middle States Accreditation Process

The College’s Middle States accreditation process picked up momentum this fall with the appointment of the Self Study Steering Committee in June and appointments to the five Self-Study Working Groups this fall. Professor Stanton F. Biddle has been assigned to the Provost’s Office to coordinate the effort.

A draft “Self-Study Design” document outlining the process was developed and submitted to Middle States. Dr. Robert Schneider, the Staff Liaison assigned to Baruch conducted a day long visit to the college on September 18. After reviewing the document and meeting with President Waldron and over seventy faculty, administrators, and students over a seven hour period, he gave his preliminary approval of the design.

The next phase of the process is for the five Working Groups to begin research in their assigned areas and to come up with conclusions and recommendations for presentation to the Steering Committee in the Spring. The Steering Committee will present its draft report and invite comment from the college community next fall.

We have established a Middle States website at http://www.baruch.cuny.edu/middlestates/ where you can monitor the process and get additional information. You can also write to: MiddleStates@Baruch.CUNY.edu if you have questions or comments.