Enrollment Services
Baruch’s enrollment for the Spring 2004 semester is 15,428 students. This includes 12,315 undergraduates, 2,768 graduates students and 345 permit students. There are 124 new freshmen, 853 new transfer and 339 new graduate students registered for this semester. Enrollment for the Spring 2004 semester was 15,028 including 12,096 undergraduates, 2,536 graduate students and 396 permit students.

This is our largest Spring enrollment since Spring 2002 when we registered 15,474 students. The increase in enrollment from the Spring 04 was planned to accommodate the need for additional tuition revenue. We plan to enroll about 15,500 for Fall 06 semester.

We have succeeded increasing the number of Arts and Sciences majors. This, coupled with the reduction in enrollment in the Zicklin School and the Tier 3 minor requirements, has resulted in an increase of 2,489 in registrations in Weissman courses since Spring 2002. The Zicklin School has experienced a decrease during this period of 3,280 registrations in their courses. The School of Public Affairs has increased by 600 registrations.

The College is currently exploring the possibility of offering an expanded January Intersession. There are a number of issues that must be resolved before we can move ahead.

The Financial Aid Office will administer about $48 million in aid this year. The Office will begin imaging their new files in the next few weeks. The images will appear on desktops to allow the Office to provide more efficient service to the students. The paper files will be shredded and disposed of.

The International Student Office has a new Director. Marisa DelaCruz who previously worked as Associate Director of Admissions assumed that position on February 27.

Questions about this section of the report should be directed to Jim Murphy, Assistant Vice President for Enrollment, at 646-312-1370 or via Email at Jmurphy@Baruch.CUNY.EDU.

Center for Advisement and Orientation
General Advisement Services
The Academic Advisors in the Center continue to provide advisement to the undergraduate student body through worksheet appointments, walk-in advisement, e-mail and orientation. The staff is also helping to implement Degree Works – an online degree audit program that will allow students to go far in self-advising.

Intervention Programs
The Center runs an early intervention program for first year students in academic jeopardy. The Students Towards Success targets second semester freshmen that earned an overall GPA of a 2.0 and below after their first semester. The program consists of 10 - 12 group and individual sessions, in which the advisors help the students with exercises, discussions and referrals with the goal of achieving academic success at the college. In spring 2005 181 students participated in this program.
The Center also provides special outreach to students not accepted into the Zicklin School of Business. Each student who is not accepted is invited to meet with an advisor to discuss the impact of their non-acceptance, provide program planning and referrals to the various other programs at the college. Each student also has the opportunity to have three individual sessions with an advisor. In some cases the student requires exit counseling to other colleges in CUNY.

**Referrals and Resources**
The Center also provides a Graduate/Scholarship Information Corner in our main waiting room. The Center collects and disseminates information on graduate programs, the GMAT, LSAT, GRE and information on scholarships. The Center also had its second Annual Information Gala for freshman. The Center invites several student services offices (SACC, Student Life, Registrar, Health Center, etc.) to gather in the college’s multipurpose room to disseminate information to the freshman class.

**Special Activities**
The Center staff will represent Baruch College at the National Academic Advising Association - Regional Conference in Quebec, Canada this March. Advisors will give two presentations: Students Towards Success – Early Intervention Program for At-risk Students and The Advisor’s Role in Freshman Learning Communities.

**Student Orientation and Freshman Programs**
The Center for Advisement & Orientation generated or collaborated on numerous projects in the area of student orientation and freshman year programs. Fall/Winter activities included orientation sessions for incoming freshmen and transfer students. Approximately 160 freshmen attended a half-day orientation and advisement, while approximately 900 transfer students attended one of eight optional orientation programs. Version 4 of the electronic orientation CD-ROM was sent to all entering freshmen and transfer students; version 5 of the orientation cd-roms are currently in production for the fall 2005 entering class.

Efforts are under way to develop the anticipated 12-15 freshman Learning Communities for fall 2005. Changes are being made to address concerns about the integrity of the registration process, improving communication with prospective students, and better coordination of faculty development. A slightly abbreviated version of last year’s week-long Learning Communities orientation week is currently in the planning process and Freshman Convocation is tentatively scheduled for Thursday, August 25th. A freshman text selection is immanent from the English department and plans are also underway to expand curricular and co-curricular programming associated with the adopted text. Finally, a variety of interventions are under discussion to increase engagement amongst the general freshman population.

The Spring 2005 advisement-orientation-registration season recently finished. Transfer student evaluations were prepared speedily, allowing for student advising at orientation earlier than ever before. The flow of attendance at orientation programs changed; the largest cohort came to the first program in December and with each successive program the numbers proceeded to diminish slightly until by the last week of orientation, the fewest numbers of students remained who had not yet been advised. Student satisfaction seemed to be markedly higher than in previous years. Even though these programs were voluntary, over 90% of entering transfers opted to attend. The volume of phone calls and emails from entering students who had questions dropped significantly, as a result.
The small number of entering freshmen in the Spring semester also showed improvement. Overall, for both freshmen and transfers, compliance with testing notification seemed much greater. All of this made for a very successful orientation-advisement process.

During Spring 2005, the department will collaborate again with the Career Development Center on the Career Discovery Project (formerly the Freshman Career Discovery Project). This year sophomores as well as all second semester freshmen have been invited to take a Strong Vocational Interest Inventory followed by a mandatory workshop to review the results and advise them on how to select an appropriate major and career path. This project will end with the fourth annual Majors and Careers Fair on April 21st. All academic departments in the College are encouraged to send representatives to the Fair. Several discipline-related student clubs will also be represented.

The Center resumed high volume Phonathon calling throughout this period in spite of a lack of appropriate facilities. The resumption of this effort may have had some effect on improved communication with entering students. Work on creating or recreating several websites is underway and this office took an active role in the CPE Tutorial CD-ROM that debuted earlier in March. Lastly, a formal assessment will be in place later in the year.

**College Committee on Student Evaluation of Faculty and Courses**

The college-wide committee on student evaluation of faculty and courses continues to make steady progress on the development and implementation of a new instrument. A draft instrument will go before the General Faculty following cognitive validation and some additional suggestions by students and faculty. All of the committee’s work is available in Blackboard as a Student Organization/Club under the heading “Student_Evaluation.”

**College Joint Committee on Curriculum and Articulation**

The Joint Committee on Curriculum and Articulation has met several times and is focused on assessment issues and the College’s learning outcomes assessment report for the Middle States academic program planning report. The committee has also assumed a role encouraging and coordinating the multiple assessment efforts taking place at the school, department, program, and course level.

The committee approved the following draft statement on assessment:

*Draft Statement*

The purpose of assessing student learning at Baruch College is to help faculty and administration in all of our schools and departments develop curriculum and allocate resources to achieve our goals for graduate and undergraduate education. Assessment is most useful when it builds on clearly stated agreements regarding learning outcomes and the indicia of success, but it is not a static process, not a pass-fail exam for either students or the institution. Assessment is a vital and dynamic component of the College’s continuing efforts to develop and document the quality of the education of our students it provides to its students, the businesses, government and nonprofit organizations that employ our graduates, and the City itself.

We believe that assessment is most effective when it is:

1) Undertaken collegially, with involvement of students and faculty and supported by campus, school and departmental administration.
2) Open, with the process made clear to all participants and the results available to all of the College’s stakeholders.
3) Aware of and responsive to national trends in evaluating student learning and student learning environments.
4) Iterative, adapted over time to provide more lucid results and more useful contributions to strategic planning.

This statement will be shared with the curriculum committees of the schools before being presented to the general faculty for approval.

**College Now and Baruch High School**

A collaborative grant awarded to Baruch College and Baruch College Campus High School (BCCHS) from 80th Street has provided the opportunity to develop educational initiatives that build on the strength of the two institutions.

Through this collaborative initiative, *Let’s Get Ready!*, a college preparatory and SAT program, was established in the spring of 2004. Thirteen Baruch undergraduate students were hired and work as SAT Coaches and College Mentors. These intensive learning experiences give our students an opportunity to develop their leadership skills while helping to prepare the junior class of BCCHS for admission to higher education.

**Fall 2004/Spring 2005**

In 2004-2005, approximately two hundred College Now students from twenty-eight high schools enrolled in credit-bearing courses at the college. Students enrolled in dedicated sections of BUS 1000, FIN 3000, MTH 3010 and MTH 3020 and a select number of regular Baruch undergraduate courses.

**Summer Program**

The 2004 College Now summer programs enrolled 158 students from twenty-four high schools and achieved a retention rate of 96%. Students had the opportunity to enroll in COM 1010, ENG 2005, HIS 1000, MTH 1052, MTH 2001 and PUB 1250 or to participate in a journalism workshop. Of the 138 students enrolled in credit-bearing courses, 93% of the students earned a C or higher and 85% of the students earned a B or higher.

Plans are underway for the 2005 College Summer programs, which will attract approximately 200 talented high school students from all five boroughs. Students will have the opportunity to enroll in one of six college courses: BUS 1001, COM 1010, LIB 1016, MTH 1052, MTH 2001 and PUB 1250 or to participate in a journalism workshop. In addition to the course, students will have the opportunity to participate in a variety of co-curricular afternoon activities, which will include offerings from the CDC, SACC, and many more.

**Coordinated Undergraduate Education (CUE)**

CUNY Central has aggregated the processes by which individual colleges request and receive annual lump sum awards for the Freshman Year, Immersion, Writing Across the Curriculum and several other initiatives. The new process, titled CUE, calls for greater coordination and planning on the College’s part. Baruch has participated in several CUNY-wide discussions about CUE, general education, WAC and the freshman year. The college’s future CUE requests will address CUNY and Baruch priorities.
CUNY Proficiency Exam (CPE)

The Provost’s Office has established an ad hoc committee to oversee Baruch’s testing and preparation for the CUNY Proficiency Exam. Led by Professor Robert Scotto and Associate Provost David Potash, the committee has coordinated information about the exam and its delivery to students and faculty. The committee oversees workshops and faculty development. Professor Scotto is also actively involved in a CUNY-wide effort to monitor and restructure Task 2 on quantitative reasoning.

DegreeWorks

DegreeWorks, an on-line degree audit system, is being developed and implemented through the Student Technology Fee and support from the BCF. DegreeWorks will allow students to go online and find out immediately the requirements needed for a particular major and degree. DegreeWorks will be a more efficient method of instructing students, faculty and staff on the degree requirements.

DegreeWorks is making significant progress in its implementation. Major application programming has been completed and is now in the process of “functional review.” We hope to initiate a pilot project in one to two months and follow that with a limited project rollout to undergraduates.

The vendor is currently customizing the appearance of our degree reports (audits) and we are well along the way of designing and implementing our DegreeWorks support website. To enhance public awareness of the project, a DegreeWorks road show is being planned for student, faculty and administrative groups.

Institutional Research

The Office of Institutional Research and Program Assessment continues to provide multiple stakeholders within and outside of the College a wide range of reports, surveys, analyses, and other forms of information. Ongoing efforts to bring a Baruch Data Warehouse on line have been steadily making progress and an increasing percentage of the Office’s queries are now answered through the data warehouse.

Student Academic Consulting Center (SACC)

SACC continues to strengthen its staff and services by furthering collaborations with numerous departments and programs and by advancing our nationally recognized training program:

- Math and Writing coordinators continue to integrate academic support between their departments and SACC to assure effective and sufficient services.
- SACC assisted in the coordination and staffing of peer support for the Fall 2004 Learning Communities.
- SACC now works closely with the Zicklin Business School to train and coordinate graduate tutoring for FIN 9770 and ACC 9804.
- Several SACC tutors contributed to the CPE CD-ROM project.
- Since Spring 2004, at which time SACC nationally certified 90 tutors at level 1 and 44 at level 2, SACC has hired an additional 42 tutors (currently there are 85 employed tutors) and anticipates certifying these tutors at levels 1 and 2 by Spring 2005. In addition, SACC
will certify 12 master tutors at level 3. Expectations and responsibilities of Level 3 master tutors are described below.

**CRLA Level 3: Master Tutor**

SACC Master Tutors are emerging leaders who develop leadership skills through supervising groups of Level 1 & 2 SACC tutors over the course of a semester. Collaborating with other student-centered offices on campus, Master Tutors learn the key elements needed to become successful leaders and are encouraged to analyze their designated responsibilities for the purpose of a common good and to affect purposeful change. Tutors also learn that by engaging in a relational process between members who share a common purpose, leadership and involvement can foster their career development. Master Tutors will also be forging new relationships with faculty members, expanding and deepening SACC’s support role at Baruch.

**The Bernard L. Schwartz Communication Institute**

The Bernard L. Schwartz Communication Institute has continued to support a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum. The Institute currently supports officially designated CICs in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, and Economics. In the Fall semester of 2004, the Institute began the development of new CICs in each of the Zicklin School’s majors. Pilot programs of new, upper level CICs in Computer and Information Systems, Economics, Management, Marketing, and Accounting are currently underway.

The Institute also made significant strides in the development of college-wide support for students taking the CUNY Proficiency Exam (CPE). In addition to facilitating a range of exam prep workshops for students, the Institute worked closely with SACC, the Center for Advisement and Orientation, and Kognito Solutions on an innovative multi-media interactive tutorial for students preparing for the CPE. The tutorial CD-ROM is now available in the Office of testing and Evaluation.

As in previous years, the Institute sponsored a number of co-curricular activities for students and professional development programs for faculty. Most notably, Institute staff led a series of workshops designed specifically for English as a Second Language (ESL) students and took part in developing and organizing the ongoing Faculty Roundtable Series on Writing in cooperation with the Writing Center and the English Department. The first two roundtables, “Getting the Most Out of Keys for Writers” featuring guest speaker Professor Ann Raimes of Hunter College, and “Addressing the Needs of ESL Writers” featuring Professor Gerry Dalgish of the English Department, took place on Feb. 10 and March 10, respectively. The next roundtable in the series, “Designing Effective Writing Assignments” will be held on April 22.

Building on the success of last year’s 4th Annual Symposium on Communication and Communication-Intensive Instruction, Institute staff are currently preparing for the 5th Symposium, scheduled for May 13. As in previous years, the Symposium will bring together one hundred leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions salient to both educators and business professionals. At this year’s Symposium, “IT Matters: Redefining Effective Communication,” participants will consider whether the proliferation of electronic media such as e-mail, weblogs, instant messaging, and message boards in instructional settings and in the workplace has affected notions of what constitutes good communication. Participants
will likewise explore the challenges and possibilities these new media offer those of us invested in fostering effective oral and written communication in both academic and business contexts.

**Office of Testing and Evaluation**

The Office of Testing and Evaluation is responsible for the preparation, administration, reporting and database maintenance of the college’s Skills Assessment Program (CUNY/ACT Compass/ESL Reading, Writing, Compass Mathematics, Compass Mathematics Placement) CUNY Proficiency Examination, the Simnet Xpert project, and the Student Course and Faculty Evaluation project.

**Skills Assessment Program**

The Office of Testing and Evaluation prepares and administers each semester’s testing schedule. The schedule includes testing dates for in-coming students (CUNY/ACT Compass/ESL examination), Retests for continuing students and Exit sessions, Summer and Inter-session Immersion Programs, CUNY Proficiency Examination (CPE), College Now, Compass Mathematics and Simnet Xpert. In addition to institutionalized test sessions, small group and or individual emergency sessions are also held on an as needed basis. These are usually scheduled during the final week of registration.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Test sessions</th>
<th>Number of Test administered &amp; processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>52</td>
<td>4825</td>
</tr>
<tr>
<td>2002-2003</td>
<td>271</td>
<td>5246</td>
</tr>
<tr>
<td>2003-2004</td>
<td>294</td>
<td>6121</td>
</tr>
<tr>
<td>2004-Present</td>
<td>114</td>
<td>3384</td>
</tr>
</tbody>
</table>

**CUNY Proficiency Examination**

In 1997, the Board of Trustees of the City University of New York put in place a policy requiring students in both associate and baccalaureate programs to demonstrate their command of certain vital academic skills by the time they reached their 60th credit. The response to this directive was the CUNY Proficiency Examination (CPE). The CPE requires students to demonstrate their competence in aspects of academic literacy that the CUNY faculty considers important for later success. Specifically, the CPE tests some of the skills that students have developed through the course work that they have taken: reading and interpreting textbooks and material of general interest; organizing and presenting their ideas about what they have read and connecting those ideas to other information or concepts; writing clearly and effectively for an audience; and interpreting and evaluating materials presented in charts and graphs. The CPE consists of two tasks and the time allotted is three hours: Task 1 – Analytical Reading and Writing is two hours. Task 2 – Analyzing and Integrating Materials from Graphs and Text is one hour.
As of September 1, 2003 all students pursuing an associate or bachelor’s degree at CUNY must take and pass the CPE. Passage of the exam is a requirement for the associate degree, while students pursuing a bachelor’s degree must pass by the time they have completed their 60th credit. Effective September 1, 2003, these requirements apply to all students pursuing these two degrees, no matter when they first entered CUNY. (Exemptions that previously had been in effect for freshman who matriculated at CUNY before 1999 and for transfers who first arrived before 2000 are no longer in force.)

At the beginning of the semester a CPE packet containing an individualized letter, an appointment ticket, the Reading Selection A, and the CPE information booklet is mailed to each student who is eligible to take the CPE. An email containing the appointment information is also sent to the student’s web mail address. Reminders and follow-up emails are subsequently sent as the CPE administration schedule progresses.

After the test has been administered, all “required” (45 or more credits) students who do not take the CPE during the CPE administration cycle would have a CPE stop "TC" placed on their records. These students are sent letters informing them of the stop as well as a CPE contract for conditional registration. Students must return the signed contract and a letter stating why he or she did not attend the exam to the Office of Testing and Evaluation in order to register. Once the contract is returned to the office a temporary clearance for registration is issued. Stops are posted by the last week of March or first week of April for the Spring semester, and by the last week of October or first week of November for the Fall semester. Students with 3 CPE fails would have an "FC" stop placed on their records. Students with 3 fails cannot register at CUNY as a matriculated student.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Test sessions</th>
<th>Number of students invited to test</th>
<th>Number of Tests administered &amp; processed</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>17</td>
<td>2775</td>
<td>1719</td>
<td>89.9%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>20</td>
<td>3216</td>
<td>2054</td>
<td>86.3%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>35</td>
<td>7274</td>
<td>4373</td>
<td>87.4%</td>
</tr>
<tr>
<td>2004-Present</td>
<td>22</td>
<td>4937</td>
<td>2278</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

**Simnet Xpert**

The Simnet Xpert software/testing system is the tool, which replaced CIS 1000 course. The Office of Testing and Evaluation was assigned the responsibility for the administration and processing of the Simnet project. The first test session of the Simnet Xpert was conducted on October 29, 2002. During the 2002-2003 academic year, one lab with 25 computers was used. At the end of June 2003 we began utilizing a second lab, room 5-130. This provided an additional 35 seats per test session. The demand for Simnet Xpert testing continues to increase as students become more aware of the importance of the examination, the new departmental rules and the shift in mode of instruction.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Test sessions</th>
<th>Number of Tests administered &amp; processed</th>
<th>Pass Rate 1st attempt</th>
<th>Pass Rate 2nd attempt</th>
<th>Pass Rate 3rd attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>156</td>
<td>2437</td>
<td>24.88 %</td>
<td>71.55 %</td>
<td>99.8 %</td>
</tr>
<tr>
<td>2003-2004</td>
<td>193</td>
<td>2024</td>
<td>25.33 %</td>
<td>72.78 %</td>
<td>99.8 %</td>
</tr>
<tr>
<td>2004-Present</td>
<td>125</td>
<td>2062</td>
<td>62.9 %</td>
<td>75.92 %</td>
<td>99.8 %</td>
</tr>
</tbody>
</table>
Student Course & Faculty Evaluation Program
The Office of Testing and Evaluation is responsible for the preparation, distribution, processing, and reporting the Student Course and Faculty Evaluation. Student Course and Faculty Evaluation data is provided electronically to those departments that request the information for departmental research and analysis, and the Office is assisting with the development of a new instrument.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of evaluation packets prepared &amp; distributed</th>
<th>Number of evaluation forms scanned &amp; processed</th>
<th>Number of evaluation reports generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>4,246</td>
<td>76,953</td>
<td>2,954</td>
</tr>
<tr>
<td>2002-2003</td>
<td>4,270</td>
<td>75,039</td>
<td>2,878</td>
</tr>
<tr>
<td>2003-2004</td>
<td>4,295</td>
<td>73,281</td>
<td>2,905</td>
</tr>
<tr>
<td>2004-Present</td>
<td>2,579</td>
<td>48,275</td>
<td>1,950</td>
</tr>
</tbody>
</table>

Academic Integrity Initiative
Under the joint direction of the Offices of the Provost and the Dean of Students, the Academic Integrity Committee works to help build a community that values academic honesty and communicates those values well. By the end of spring 2005 members of the Committee will have appeared at faculty meetings in every department in the college, with several having been visited twice, and two meetings specifically for adjuncts. Several important goals of the Committee have been achieved, including a several-fold increase in reports to the Office of the Dean of Students of academic integrity violations, and much enhanced awareness by both students and faculty of the College’s policies. Several “publications” have also resulted from the A.I. initiative (e.g. Creating and Administering Examinations: Best Practices in Support of Academic Honesty, a flyer distributed in December 2004) and funds to hire additional proctors for large classes have been made available. The college has subscribed to the online database and plagiarism detection software provided by Turnitin.com. Profs. Gayle Delong and Karl Lang led faculty development sessions in the use of this plagiarism software in February 2005. Faculty members interested in gaining access to Turnitin.com should contact Prof. Gerard Dalgish (English). We anticipate that in fall 2005 the college will participate in the online assessment project of the Center for Academic Integrity.

Ethics Week 2005: April 11-15
Baruch’s second annual Ethics Week includes faculty development events, in-class discussions, lectures and panels by outside speakers, and an ethics bowl. The last, a feature new in 2005, is a debate competition scheduled for April 12, with teams representing each school. Each team is coached by a faculty mentor and the winners are chosen by judges drawn from throughout the Baruch community.

Third Annual Celebration of Faculty Scholarship and Creative Achievement
On March 17, 2005 the college recognized 68 members of the faculty for significant scholarly achievements in 2004. Such achievements typically take the form of published books, articles in top-tier journals, edited books or journals, major grants received, or exhibitions or performances. Criteria for recognition rest with the Deans of each school, the Dean of Students, and with the Chief Librarian. Keynote speaker was Louise Mirrer, President of the New-York Historical
Society and former CUNY Executive Vice Chancellor for Academic Affairs. For a copy of the program, see: http://www.baruch.cuny.edu/facultyhandbook/FacultyRecognitionEvents.htm

Faculty Development Seminars
Seminars for the spring 2005 have included subjects such as: Teaching Large Classes, Using Turnitin.com, Developing Teaching Portfolios, Developing Learning Goals, Effective Lecturing, Workshop on Immigration Issues, and the three events comprised by the Faculty Roundtable Series on Student Writing. More information may be found at: http://www.baruch.cuny.edu/facultyhandbook/FacultyDevelopmentSeminars.htm

International Faculty Development Program
This program enables international faculty 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 fall 2004, nine members of the faculty took advantage of the tutoring: six full-time faculty, two adjuncts, and one visiting faculty member. One of the nine participants was from WSAS and eight from ZSB. In the current semester, nine faculty members are involved in the accent-reduction tutoring (five full-time, four adjuncts; four WSAS, five ZSB). Two sessions each of workshops on learning goals and effective lecturing took place in March.

Video-taping followed by confidential discussion of the instructor's class is available for participants in the program, as are books and videos on teaching (in the Bernard L. Schwartz Communication Institute-137 East 25th Street, Room 323). For more information on these, on use of language labs, and on the teaching workshops see: http://www.baruch.cuny.edu/facultyhandbook/intl_faculty.htm

Adjunct Development
Members of the adjunct faculty at Baruch regularly receive notification by email of events on campus, including faculty development seminars. The Adjunct Handbook has been available online for more than one year and has become an important resource for answers to questions about a wide variety of issues ranging from teaching through employment: http://www.baruch.cuny.edu/facultyhandbook/adjunct/. Depending on the day, it is the first or second item to appear in a Google search. Technology support for adjuncts continues to be available in all aspects of teaching technology, including basic computer use, Blackboard, and classroom technologies. Several faculty development sessions for adjuncts teaching ENG 2100 or ENG 2150 have been held this year. Two open forums for adjuncts across the campus were held in March.

Institutional Review Board (IRB)
The Provost's Office has arranged for Dr. Jeffrey Cohen, President of HRP Associates, Inc., a firm engaged in training and consulting in human research protections, to work this semester with the members of our IRB and researchers throughout the campus to assess our policies and procedures and to help identify a new IRB chair (Prof. David O'Brien is stepping down in May 2005).
Whiting Teaching Awards
The Mrs. Giles Whiting Foundation supports the research and scholarly writing of excellent teachers among our junior, tenure-track faculty in the Humanities. Based on excellence in teaching, the Whiting Teaching Awards provide one year’s or one semester’s respite from teaching so that the faculty member can focus on her/his research. In spring 2005 the Whiting Committee reviewed applications of nine outstanding teachers among our junior faculty in the Humanities and observed each of them teach. The winners of Whiting Teaching Awards for 2005-2006 are Maria Andrade, Departments of Modern Languages and Comparative Literature and Black and Hispanic Studies (full year award), and Katherine Pence, Department of History (one semester award).

Sponsored Programs and Research (SPAR) Application/Awards Activity Report
At the end of the second quarter of fiscal year 2004-2005, faculty and staff external grants and contract awards was $2.4 million, 44% of the total goal set for this fiscal year based on unaudited accounting data. The awards at the Research Foundation totaled $2,065,603 with the amount at the Baruch College Fund reaching $285,415.

As of December 31, 2004, the number of applications for CUNY programs had reached 113 to the PSC CUNY Research Program, 34 for Eugene Lang Research Fellowships, and 3 to the CUNY Research Equipment Grant Program. The total for PSC CUNY applications is a record for the College.

Sidney Mishkin Gallery
A record number of students (14 classes from many different departments and programs) visited the Mishkin Gallery’s exhibition *Underground Art, 1925-1950: A Centennial Celebration of the New York City Subway*. Featuring original research and art works from several New York and New Jersey museums, this October exhibition was followed in November-December by *Refiguring the Photograph: The Human Form as Subject and Object* and, in February, by *The Exquisite Eye: Nine Mexican Women Photographers*. Those exhibitions received visits from one to two classes per week.

*The Backlit Word: Picture-Stories and Drawings by Ben Katchor* (March-April) is a collaboration with the Sidney Harman Writer-in-Residence Program. Mr. Katchor will discuss his work with classes in the gallery and will give a talk at the Steven L. Newman Real Estate Institute during the exhibition reception.

The Baruch Photography Festival will begin in May with the *From Sardinia to Berlin: Photographs by Leonard Sussman*. In June the Festival will feature a juried photography show that will include 51 photographs by 28 Baruch College faculty, staff, and photography students. A total of 115 photographs were submitted.

Faculty Handbook
Available at [http://www.baruch.cuny.edu/facultyhandbook/index.htm](http://www.baruch.cuny.edu/facultyhandbook/index.htm), the Handbook receives nearly 6,000 hits each month. The PDF version compiled in July 2004 contains almost 400 pages. New items are added regularly, including links to many college and CUNY documents.
Faculty/Staff Lounge
The Lounge (VC 14-290) is a delightful place to relax, talk with friends, meet colleagues from other departments/schools, have a cup of coffee, and learn the names of new colleagues via the excellent color photographs that are on display. On Mondays - Thursdays when classes are in session, free coffee and tea are available in the Lounge from 8:00 am - 6:00 pm.

Baruch Computing and Technology Center (BCTC)
The BCTC implemented spam protection for full-time faculty and staff in early February. The system will be extended to the mail accounts of part-time faculty and staff in April.

The Instructional Technology Division continues to enlarge its collection of streaming video recordings of class lectures. In Spring 2005 lectures from Psychology 1001 and Economics 1001 are being recorded.

The college’s migration to Blackboard 6.0 hosted centrally by CUNY made the start of the semester especially difficult due to problems accessing Blackboard via the CUNY portal. However, Baruch continues to use Blackboard heavily. For Spring 2005 there are 835 courses and 78 organizations generating an average of 33,000 unique page views daily.

Newman Library
On March 9th the library hosted two strategic planning committees from Kean University. The groups consisted of two dozen faculty, librarians and students who have been charged with developing a strategic plan for the library. Kean had selected the Newman Library as a model.

The Online Computer Library Center (OCLC) chose the Newman Library to represent "chat" reference service in its 2003/2004 Annual Report. The library was an early adopter of "chat" reference service as a means of serving its busy, non-residential student population.

The library’s latest exhibit "Il fu Mattia Pascal: Celebrating a Century" marks the 100th anniversary of the publication of Luigi Pirandello's novel Il fu Mattia Pascal (The Late Mattia Pascal). The exhibit, curated by Professor Jana O'Keefe Bazzoni (Communication Studies) on behalf of The Pirandello Society of America, is located on the third floor of the library and includes copies of letters, documents, posters and photographs related to the novel and its film and theatre adaptations, drawn from collections in Rome and Sicily.

In Fall 2004 the Library’s Freshmen Research Experience reached 79 sections of English 2100 with information competency based class presentations.