Enrollment Services

Baruch’s enrollment for the Fall 2003 semester as of October 7, 2003 is 15,181 students. This includes 12,517 undergraduates and 2,664 graduates students. There are 1,677 new freshmen, 1,071 new transfer and 902 new graduate students registered for this semester. Enrollment for the Fall 2002 semester was 15,361 including 12,653 undergraduates and 2,708 graduate students. This decrease was planned. It does not appear that the tuition increase had any significant impact on enrollment at the undergraduate level.

The average SAT score for the new freshmen is 1097. This is 7 points higher than the goal of 1090 that was noted in the Spring 2003 Report to the General Faculty. Our average SAT is far and way the highest in CUNY, and is surpassed by very few schools in the area. There are 22 freshmen with SAT scores of 1400 or higher.

Baruch was the first CUNY College to implement the US Department of Immigration and Naturalization new SEVIS tracking system. We have entered data on over 2,500 individuals into this system including those enrolled in continuing education courses, and optional practical training programs. The procedures are complex and the regulations unbending. This has resulted in some anxiety among International Students. Steps are being taken to resolve the issues.

The Financial Aid Office has experienced an increase in activity that is a direct result of the tuition increase. Since there is very little new grant money, a large percent of this increase are students who are applying for student loans, both from the traditional Federal Programs and from alternative sources. The College has received a small amount of grant funding for International Students who are juniors and seniors. Applications will be mailed to eligible students.

If you have any questions about this report or Enrollment Services, please contact Jim Murphy at 646-312-1370.

Baruch Freshman Year

Freshman Year Projects continue to build on the groundwork laid during the past few years advancing the College toward its goal of increasing student engagement, improving core competencies, and establishing a culture of assessment. To date, the College has already enjoyed an expanded Baruch Beginnings/Convocation day including expanded activities for students, a lively presentation by Life of Pi author Yann Martel, an orientation and reception for parents, and a welcome reception for faculty. A Freshman Year website is currently in place for students, faculty, and parents at http://www.baruch.cuny.edu/firstyear/.

For the first time Baruch is piloting two Learning Communities within the structured universal freshman block programming. This pilot involves coordination of curriculum across the disciplines, structured extracurricular activities, and increased faculty development. Early response from both students and faculty is enthusiastic and indicative of the increased level of engagement resulting from the efforts of the funded Freshman Year Programs.

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute has been focused on the development of communication intensive courses along with several key assessment initiatives. Each year more than 8,000
students enroll in CIC courses; the issue facing the Institute and the College is future growth and implementation. The Institute is currently without a Director, but a search is planned and will be underway shortly.

Center for Advisement and Orientation
The Center for Advisement and Orientation notes three new initiatives:

- Student Towards Success - Spring 2003 and Spring 2004: Intervention project for second semester freshmen
- Student Information Fair in Fall 2003: Information session for first semester freshmen to get them ready for the second semester
- CAO began intervention/advisement for students academically ineligible to proceed with upper level courses in the Zicklin School of Business

College Now
This summer more than 120 high school juniors and seniors participated in our College Now summer programs. Students from all five boroughs, representing 21 high schools, earned college credit as they studied Precalculus, Financial Mathematics, English, Microeconomics, Public Administration and Journalism. Many of the students expanded their learning outside the classroom on field trips to Broadway, Outward Bound, CNN, Reuters and the Whitney Museum.

In addition to serving a great number of high school students, the College Now summer programs generated employment opportunities for Baruch College students. More than twenty students were hired to provide academic support services and to coordinate and supervise recreational activities in the ARC.

This fall there are thirty-seven College Now students enrolled in a dedicated section of BUS 1000 and fifteen students enrolled in a variety of liberal arts courses. Priorities for the upcoming year include increased collaboration between high school and college faculty, as well as the development of non-credit workshops. Additionally, a number of collaborative programs are being planned with the Baruch High School, including the appointment of SACC tutors to the high school after school program.

Student Academic Consulting Center
In October the Student Academic Consulting Center received the “Frank L. Christ Outstanding Learning Center Award” for four-year institutions from the National College Learning Center Association at their eighteenth annual conference. NCLCA, which was created in 1985, is the only association in the United States and Canada solely dedicated to supporting learning assistance practitioners as they develop and maintain learning centers, programs, and services that enhance student learning at the post-secondary level. Currently the membership of two and four year institutions rests at just under two hundred, and count among its members programs at University of Wisconsin, Indiana Purdue University, University of Arizona, Miami University, Ohio, the US Military Academy at West Point, Texas A&M, and the University of North Carolina.

SACC was awarded this prestigious award for demonstrating a sustained commitment to academic excellence by providing academic support services to its undergraduate student body. The peer tutors had gained national certification in 2002 from the College Reading and Learning Association; all tutors receive extensive, comprehensive cross training in areas such as cultural awareness, learning styles, plagiarism, communication skills and self-assessment. SACC’s 100
tutors, adjunct faculty, and staff annually support over 5,000 students by providing over 21,000 hours of tutoring annually, workshops, and supplemental instruction. In addition to traditional methods of service learning, SACC makes available to students instructional software to further assist those who are still in the process of learning the English language at a college level.

**Office of Testing and Assessment**
Continued development of computerized testing and evaluation has been the focus of the Office of Testing and Evaluation, particularly as increased numbers of students are now sitting for the CUNY Proficiency Exam (CPE) and SIMNET, an online replacement for CIS 1000.

**Institutional Research and Program Assessment**
The Office of Institutional Research recently updated all of its computer equipment and is conducting a pilot study to develop a data warehouse. The purpose of the data warehouse is to improve data quality and reliability, provide needed information in a timely manner, and allow easy access to data to a variety of decision makers and platforms. The Office of Institutional Research has also greatly expanded its activities in the area of outcomes assessment as it has begun to assist various administrative service units in developing assessment plans, it is working with the Provost’s Office to assess faculty development initiatives, and is involved in the administration of several outcomes assessment surveys such as NSSE, FSSE, CIRP and the Class Schedule Survey.

**Joint Committee on Student Evaluation of Faculty and Courses**
The Committee is proceeding with plans to update the current instrument, which has not been changed since its initial implementation in the 1970s. As this issue is of great importance to stakeholders throughout the college community, the Committee has established a Blackboard organization site (see “Student_Evaluation_Committee”) in order to share its work with a wide audience. Interested parties are encouraged to consult the site for meeting minutes, links, etc.

**Joint Committee on Curriculum and Articulation**
The Committee met in October and discussed CUNY’s initiative on general education (local effort led by Myrna Chase, Sankar Sen, David Potash). Baruch’s discussions about general education will focus upon:

- Freshman Year – new learning communities to draft general outcomes for the first year
- Prebusiness core curriculum – a FIPSE proposal outlining the development of shared competencies with BMCC and LaGuardia will be updated. Vice-Chancellor Hotzler will use the concepts outlined in the proposal to suggest deeper collaboration with other CUNY community colleges.
- Ad hoc committee will be created and charged with looking at writing throughout the curriculum
- Ad hoc committee will be created and charged with looking at mathematics skills throughout the curriculum. Zicklin’s Dean’s Office has started a similar process with Zicklin faculty; the general education group will benefit from this work.

The Committee then discussed difficulties with the implementation of Tier III. Zicklin will examine the possibility of minors in Economics and Law; all three-curriculum committees will raise the possibility of the development of an interdisciplinary (or multidisciplinary) minor. Further communication and planning may improve the student compliance rate with Tier III. The library will consider the development of a Tier III minor as well.
The Committee was briefed on the recent purchase of DegreeWorks, an online degree audit system. This system will take at least one year to implement. Once fully functional, it will provide a wealth of information to students, faculty and advisors; this will make Tier III requirements and other curricular policies and information more readily available to students. The curriculum committees will be briefed in the very near future about DegreeWorks.

The Committee decided that reports generated by the general education programs on the prebusiness core, mathematical skills and writing skills should be taken up by the committee. Moreover, the Committee may provide further guidance as these initiatives take a shape.

**Academic Integrity Initiative**

The college’s continuing initiative in this area has seen important results since its inception in fall 2002. By the end of the fall 2003 semester, representatives of the academic integrity task force will have met with at least 14 departments to discuss these issues and to gather discipline-specific ideas regarding how the administration can provide the best possible support for faculty in the area. A summary of current college policies, procedures, and suggestions was circulated to members of the faculty (full-time and adjunct) in June and September 2003, and may be found at [http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm](http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm), as may links to several other resources, including the college’s *Faculty Guide to Student Academic Integrity*.

During the summer of 2003, the Provost’s Office worked closely with the Office of the Dean of Students and with a group of students to draft a *Student Guide to Academic Integrity at Baruch College*. That draft, also linked to the web page cited above, is scheduled to be released to the Baruch community in October 2003, with a request for discussion and feedback by email and at open forums. Members of the faculty are invited to use this document to stimulate discussion in their classes.

The Office of the Dean of Students has seen a sharp increase in the number of cases of academic dishonesty that have been reported since our initiative has been in effect. Given that the need to report to that office is itself a focus of this initiative, this increase might owe to the ongoing work of the academic integrity taskforce.

**Ethics Across and Beyond the Curriculum**

Building upon the ethics seminar series in spring 2003, the Provost’s Office will organize an *Ethics Week* in spring 2004 which will provide faculty with an opportunity to focus on ethical issues in their disciplines and to benefit from visiting speakers and faculty development support. These activities will again be supported by the Charles Dreifus Ethics-Across-the-Curriculum Initiative and the grant from the Joseph Drown Foundation. The Provost’s Office soon will issue a call for suggestions for speakers and for other support for *Ethics Week*.

**Faculty Development Projects**

The grant received by the college last year from the Joseph Drown Foundation has meant support for a wide array of faculty development initiatives, including: the ethics initiative, orientation sessions for new faculty, and the International Faculty Development Program. Several initiatives are targeted at members of the adjunct faculty, including the adjunct handbook, technology training, and workshops on teaching.

Drown funding has also enabled the Provost’s Office to support: faculty and freshmen who participate in the Learning Communities as part of block programming; the development of new courses that integrate use of the Subotnick Financial Services Center; a new Teaching Resource
Room to be located in the Vertical Campus; and to provide the academic deans with discretionary funds to be allocated for teaching-related faculty development.

Orientation Sessions for New Faculty
Nearly thirty new members of the full-time faculty attended full-day orientation sessions on August 29 and September 5. Members of the Provost’s Office, along with Arthur Downing and Jim Russell, led the first session, the focus of which was teaching and teaching technology. Human Resources, the PSC, a wide variety of student services, SPAR, and the writing handbook, were among the topics for the second session.

Faculty Handbook
The Handbook has been available online for more than a year at http://www.baruch.cuny.edu/facultyhandbook/index.htm. Regularly updated and expanded, it now has almost 200 items in the index, with links to many college and CUNY documents (including governance documents) and to the Provost’s presentation to the Faculty Senate in spring 2003 on “Faculty Rights and Responsibilities.”

Adjunct Development
A list of email addresses of current members of the adjunct faculty at Baruch was assembled in spring 2003. (This list of more than 300 names will be updated each semester.) An email notifying those on the list of various initiatives was sent in June and the recipients were asked to suggest topics for future faculty development. The suggestions received mostly fell into three broad categories: personnel/procedures, technology, and teaching. The items below represent the first series of responses to these requests.

Adjunct Handbook
An online Baedeker with almost 100 entries ranging from getting ID cards to turning in keys was drafted this summer by two adjuncts, following an outline that had been posted online for comment. The outline and a “Checklist” for new adjuncts are available at http://www.baruch.cuny.edu/facultyhandbook/adjunct_info.htm. The completed handbook will soon be online, accessible through the Faculty Handbook.

Technology Support for Adjuncts
The services of Jim Russell and BCTC were offered to all adjuncts for training in all aspects of teaching technology, including basic computer use, Blackboard, and classroom technologies. Drown funding enabled the Provost’s office to compensate each adjunct for up to three hours of training.

Teaching Workshops
Working with the Associate Deans, the Provost’s Office will support a series of workshops on teaching to be run in each School by individuals identified as “master teachers” among our adjunct faculty. Each workshop will be held several times to facilitate attendance by adjuncts who have commitments elsewhere. A series of workshops on learning and teaching styles will be held in January and throughout the spring 2004 semester. These will be open to all members of the Baruch faculty, full-time as well as adjunct.

International Faculty Development Program
Now in its fourth semester, 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 2003, 13 members of the faculty are participating, including members of the full-time faculty, adjuncts, and GTFs (Graduate Teaching Fellows). Eight participants are from WSAS; five from ZSB. Video-taping followed by confidential discussion of the instructor’s class also are available, as are books and videos on teaching (in the Bernard L. Schwartz Communication Institute—137 East 25th Street, Room 323—for more information call 646-312-2060), and videos and language learning materials (in the Speech/ESL Language Lab – Vertical Campus, 8-165—contact Prof. Elisabeth Gareis to arrange for a tour: 646-312-3731).

Faculty/Staff Lounge
On Mondays–Thursdays when classes are in session, free coffee and tea are available in VC 14-290 from 8:00-6:00, and bagels, pastries, and fruit are served at noon. More than 100 members of the faculty and staff use the Lounge on those days. Equipped with a microwave oven, a computer, a large-screen TV, newspapers, and comfortable furniture, the Lounge will soon display large, color photographs of the newest members of the full-time faculty.

Sponsored Programs and Research
With the fiscal year ending on June 30, 2003, the numbers of external submissions and awards were impressive. The fiscal year leader in number of submissions was the Weissman School with 28, followed by the Zicklin School with 12, SPA with 10, and the remaining 7 applications coming from other administrative units, bringing the total to 57 overall. In terms of dollars awarded, the fiscal year leader was SPA with $1,700,000, followed by the Zicklin School with $700,000, and the Weissman School with $300,000. Institutional grants and awards from other administrative units totaled $700,000. The total awards for fiscal year 02-03 were calculated on modified cash basis at $3,400,000.

In the first quarter of FY 2003-2004 the award amount totals $1,300,000. SPA leads with 900,000 followed by the Zicklin School with $130,000, and the Weissman School with $80,000 and other units receiving $190,000. The year-to-date award amount total is on track to reach our year-end goal of $4,000,000.

Newman Library
Archive on Municipal Finance and Leadership
The library and the BCTC have developed a web version of the School of Public Affairs' Archive on Municipal Finance and Leadership. The School established the Archive with the papers of the Municipal Assistance Corporation (MAC) and the personal collection of labor leader Jack Bigel, including his video interviews of key figures in the management of the crisis. The MAC papers are available online in full-text and the interviews are streaming videos. The finding aid to the Bigel collection is online and the papers are being prepared for conversion to digital format. As the Archive develops, other collections will be added along with links to digital holdings at other institutions. The technical team on this project was led by Patrick Ackerman, College Web Administrator, and included Saad Abulhab, the library's Director of Technology, Stella Varveris, media services technician, and Patricia Caines, a SPA intern. The Archive may be accessed at www.baruch.cuny.edu/fiscalcrisis. The print materials are housed in the Newman Library Archives section and are available for use by appointment.

24/7 Chat Reference Service
The library now offers online reference assistance 24 hours per day, 7 days per week. Following a successful two-month trial period, the library has extended its participation in a national collaborative that provides "chat" reference service 24/7. User evaluations of the service have been consistently high. Under the guidelines of the collaborative, when Baruch librarians are not on duty, Baruch students and faculty obtain reference assistance from the reference librarians at participating institutions such as Boston College, Tufts University, Williams College, University of Connecticut, University of Maryland, Brigham Young University, and the California State University system. In exchange, Baruch's reference librarians aid students and faculty of the other member libraries. The library has offered chat reference service since March 2001. Use of this service tripled once extended hours were offered, with students logging in at all hours of the day and night. Baruch students, faculty and staff may use the service by going to the "Ask a Librarian" page on the Newman web site and clicking on the chat reference button.

**Middle States Guidelines Note Newman Library’s Instruction of Graduate Students**

The Middle States Commission on Higher Education recognized the library's instructional outreach to graduate students in its recent publication "Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum." As an example of teaching information literacy in a compartmentalized curriculum model, Middle States cited the wide range of learning opportunities that the library offers to graduate students including presentations, tours, open workshops, course-related lectures, niche marketed workshops, and the workshops that librarians teach in the Subotnick Financial Services Center. The report quoted from a presentation delivered by Prof. Jerry Bornstein, Graduate Services Coordinator, at the LOEX of the West Conference in June 2002.

**New Tenure Track Library Faculty**

Alan Bailin earned his BA, MA, and PhD from McGill University. He also holds an MLS from Queens College/CUNY. His prior experience includes thirteen years as director of the Effective Writing Program at the University of Western Ontario. Since September 2001 he has been the college's instructional design and support specialist, assisting faculty members in the use of technology.

Harold Gee holds a BS in Management & Finance from NYU, MLS from Queens College/CUNY and MBA from St. John's University. Prior to entering the library profession, Prof. Gee was an account executive at Dean Witter Reynolds and a financial analyst at American Airlines. After teaching Economics and serving as Assistant Dean at St. John's, Prof. Gee held reference librarian positions at Lehman Brothers and Lazard Freres. As an Information Professional Consultant for Lexis Nexis, he provided training and support services for clients in the corporate and federal markets. He has held adjunct reference librarian positions at colleges in the CUNY and SUNY systems. Since Fall 2002 he has been a substitute Assistant Professor in the Information Services Division of the Newman Library.

Prof. Louise Klusek comes to the Newman Library after serving as Assistant Vice President and Manager of Research Services in the corporate library of Salomon Smith Barney. Previously, she had been an international business librarian at Salomon Brothers and a business librarian at Rutgers University. Her professional experience includes ten additional years in reference service at academic libraries. She earned her MLS from the University of Pittsburgh and MBA from Temple University.

Aisha Peña received her BA from Hunter College, MS in Library and Information Science from Pratt, and MS in Technical and Professional Communication from Polytechnic University in
Brooklyn. She has been a substitute reference/instruction librarian at Baruch since Fall 2001. Previously she served as User Librarian/Information Specialist at the Dibner Library of Polytechnic University.

**Baruch College Technology Center**

**Blackboard**
The CUNY Office of Computing Services plans to centralize the administration of Blackboard in Spring or Fall 2004. In preparation for this change, during the hiring freeze the Central Office recruited the only two staff members dedicated to Blackboard support at Baruch. The loss of both employees at the start of the academic year has hindered the ability of the BCTC to serve the faculty. A search is underway for one staff member with a specialization in digital media; the second position, a generalist who would provide local support with Blackboard and other forms of instructional technology, is awaiting approval.

**Server Upgrades and New Backup System**
The BCTC has almost completed a project to upgrade two-dozen servers that support critical campus-wide services. The project also includes initiating an automated system for backing up data on a daily basis. As a result, scheduled downtime to run these backups shifted to the middle of the night in order to minimize the disruption of services. For example, Blackboard backups are now run at 3:00 a.m.

**Lotus Notes & WebMail**
CUNY has adopted Oracle Collaboration Suite as the e-mail and calendaring platform for the university. Implementation is currently underway on the Bronx campuses, with extension to other CUNY campuses scheduled to begin in 2004. The recent departure of the college’s Lotus Notes administrator has provided us with an opportunity to review our present Notes set up and prepare a migration plan to Oracle. By working with SkyTech, the company that manages the technology in the Subotnick Center, the BCTC has arranged for the system to be managed by a Notes administrator for the New York Stock Exchange. In other mail-related news, Web-based e-mail (StaffWebMail) is now available for adjuncts and part time staff.

**BCTC Joins IT Consortium**
The BCTC has joined NOREX, a consortium of IT professionals representing 1,100 corporations and other organizations. Norex facilitates networking among the members by providing access to an online repository of contributed IT documents, soliciting answers to questions submitted by members, and hosting group networking events including several topical conference calls per month, in which members exchange practical solutions to IT problems. Membership in Norex is intended to increase staff development opportunities, allow staff to gain a broader and more diverse perspective on IT issues, and establish opportunities for strategic partnerships with other institutions.