Rita Ormsby Receives Award
The Business and Finance Division of the Special Libraries Association has selected Professor Rita Ormsby, Information Services Librarian, as the recipient of the 2006 Award for Outstanding Achievement in Business Librarianship. This award recognizes an individual who has made an outstanding contribution to the field of business and finance librarianship and information science. Professor Ormsby received the award at the Association's annual meeting in Baltimore on June 12.

CUNY Online Baccalaureate Support
The university has designated the Newman Library as the home library of the Online Baccalaureate program that began this semester. In this role the library provides the CUNY Online BA students and faculty with digital services including chat and e-mail reference, electronic course reserves, and access to thousands of full-text publications through 200 online databases. Funding from CUNY is supporting a full-time librarian and the acquisition of electronic resources that will also be available to Baruch students and faculty.

New Book Request/Delivery System
The CUNY libraries have established a self-service book request system (CLICS) that allows Baruch users to request a book from another CUNY library and have it sent to our library for pick up. Requests are made within the CUNY online catalog, CUNY+, and requesters are notified by e-mail when the book is ready.

E-Book Collection Added
The library has initiated a subscription to a 30,000 title full-text electronic book collection. The ebrary “Academic Complete” collection contains works from 220 publishers across all subject disciplines: Business & Economics (15%), Humanities (21%), Social & Behavioral Sciences (17%), Computers & Information Technology (10%), and Education (7%). The collection is accessible both on and off campus through the library’s web site. Access is also available via the library’s online catalog, CUNY+, where a bibliographic record has been added for each title.

Baruch Computing and Technology Center (BCTC)
Teaching-with-Technology Grants
The BCTC awarded nine grants to faculty who submitted proposals in response to the second round CFP issued in May 2006. The funded projects listed below were selected by a committee consisting of faculty and instructional technology staff. The projects will be presented at the college’s annual Teaching with Technology Conference in April 2007.

- Walter Wang (Mathematics): General Use Clicker PowerPoints for MTH Courses
- Héctor Cordero-Guzmán and Regina Andrea Bernard (Black and Hispanic Studies) Black and Latino Student Multimedia Archive
• Eric Gander (Communication Studies): *Teaching Communication Law and Technology with Student Response System* (clickers)
• John Maciuika (Fine and Performing Arts): *Art Student Podcasts*
• Joseph Onochie (Economics and Finance) and Peter McAliney (Management): *Leadership VODcast*
• Paula Berggren (English): *Student Shakespeare Videos*
• John Wahlert (Natural Sciences): *Student Podcasts for Learning Biology*
• Sherman Wong (Mathematics): *WebWork in MTH 2003 and MTH 2205*
• Bill Ferns (Statistics/CIS): *Learning Modules for Database Design & Development*

**AirBaruch**

The college continues to receive favorable publicity for its innovative use of cellular technology to communicate with students and promote social networking. Since the start of the Fall 2006 semester there have been news stories by Associated Press, *The New York Post*, WCBS-TV, and NY1, which distributed the story to outlets across the country.

**Network Domain Consolidation**

The BCTC is working with the technology coordinators in the three schools to implement a single Microsoft Active Directory domain ("ACAD") across the campus. This consolidation will allow us to ensure that security policies, patches, and updates are applied uniformly and universally across the college. Work was completed in the Zicklin School of Business over the summer. The project will continue with the remainder of the campus during the academic year. Once completed, faculty will be able to access the network from anywhere on campus via the ACAD domain, rather than logging into the separate local domains that units of the college had created in the past.

**Office of Institutional Research and Program Assessment**

In our continuing efforts to provide the College with accurate and reliable institutional data, we have standardized our reporting procedures with the addition of an updated website and a new electronic fact book. The fact book provides information on enrollment trends and student demographics for the past 10 years. It will be updated annually during the month of January.

Over the past year, the Office of Institutional Research has employed data mining techniques to examine factors related to enrollment patterns, to develop models for placement of students in Mathematics and English courses, to understand retention behavior, to understand the factors contributing to academic probation, and to monitor trends in graduation rates.

We continue to support administrative and academic departments in their efforts to assess student learning outcomes. Over the past year we have assisted in the development of measures to assess students’ written and oral communication skills in the Business School and the School of Arts and Sciences. During the coming academic year we hope to hire an Assessment Coordinator to assist in the development and implementation of College-wide assessment initiatives. 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;
• coordinating external reporting (e.g. US News and World Reports, The College Board, and Princeton Review); and
• upgrading the functionality of our website and electronic fact book.

**Student Academic Consulting Center (SACC) Tutorial Services**

In June 2006 SACC welcomed Jamie Z. Infante (MA, UC Irvine) as the new Assistant Director. SACC continues to strengthen its staff and services by furthering collaborations with numerous departments and programs:

• Math and writing coordinators continue to integrate academic support between their departments and SACC to assure effective and sufficient services.
• Math support has increased substantially based on the success of a spring pilot whereby students in special MTH 2003 Z-sections participated in weekly tutoring sessions. Students participating in regular tutoring had a pass rate of 67%, while those students not receiving regular tutoring had a pass rate of 39%. The overall pass rate was 43%. In the fall 2006 semester, 83 students are participating in the supplemental instruction initiative and SACC will coordinate both the administrative and curricular components. Faculty members write weekly quizzes that are administered by SACC tutors.
• SACC assists the Zicklin School by sharing effective teaching and learning strategies with new and experienced faculty and TA’s and by sharing effective study skills strategies with entering graduate students.

SACC certified 80 tutors at CRLA levels 1, 2, and/or 3 during 2005-2006 under the auspices of the College Reading and Learning Association (which is recognized nationally).

**Baruch College’s Basic Skills Immersion Program**

• SACC continues to oversee Baruch College’s Basic Skills Immersion Program and will work closely with the Math and English departments to develop a post-immersion curriculum that builds on the immersion experience.
• SACC is collaborating with offices instrumental to immersion to build transparency and a clear and unified procedure that limits any confusion for incoming students.
• In summer 2006 the Immersion Program offered nine sections of FSPE 0132 (Writing) and three sections of FSPE 0017 (Reading) over two sessions, serving approximately 180 students. Each section was staffed with two SACC tutors who provided additional instructional support in various capacities both within the classroom and after class hours in SACC.
• The pass rate for Writing students was 78%; the pass rate for Reading students was 62%.
• SACC piloted a new “intensive” Writing section, scheduled over a six-week period, targeting at-risk students who scored a 5 or lower on the Writing exam (13 students). This section received our highest pass rate, 84%.
• The largest cohort of students participating in immersion continues to be entering freshman whose overall pass rate stands at a solid 70%.
STUDENT ATTENDANCE AT SACC FOR 2005-06
(4,445 students; 15,637 hours)

<table>
<thead>
<tr>
<th>Subject</th>
<th>%</th>
<th>Hours</th>
<th>Students</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>55%</td>
<td>8,538 hrs.</td>
<td>1,625</td>
<td>185-FR; 197-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98-JR; 75-SR</td>
</tr>
<tr>
<td>English</td>
<td>9%</td>
<td>1,349 hrs.</td>
<td>620</td>
<td>158-FR; 168-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>172-JR; 88-SR</td>
</tr>
<tr>
<td>Pre-business</td>
<td>13%</td>
<td>1,987 hrs.</td>
<td>702</td>
<td>38-FR; 372-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>229-JR; 48-SR</td>
</tr>
<tr>
<td>Business</td>
<td>5%</td>
<td>833 hrs.</td>
<td>345</td>
<td>2-FR; 15-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>170-JR; 67-SR</td>
</tr>
<tr>
<td>Satellites</td>
<td>5%</td>
<td>769 hrs.</td>
<td>285</td>
<td>21-FR; 72-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98-JR; 75-SR</td>
</tr>
<tr>
<td>Workshops</td>
<td>10%</td>
<td>1,556 hrs.</td>
<td>608</td>
<td>185-FR; 197-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98-JR; 75-SR</td>
</tr>
<tr>
<td>Misc.</td>
<td>4%</td>
<td>606 hrs.</td>
<td>260</td>
<td>158-FR; 168-SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>172-JR; 88-SR</td>
</tr>
</tbody>
</table>

GEAR UP
- For the second year, SACC trained 40 GEAR UP tutors from seven CUNY colleges to prepare the tutors to work with middle school students.

Writing Center

The Writing Center offers an innovative, accessible, and professional environment in which undergraduates can develop and strengthen their writing and English language skills. Formerly a division of SACC, the Center now reports directly to the Provost’s Office. In anticipation of further expansion, a search has been launched to hire a fulltime Director.

The Writing Center’s new location, next to the 8th floor elevator bank in the Vertical Campus, allows for greater accessibility to students, including those with disabilities. Its expanded space permits class visits to the Writing Center and greater numbers of students to work one-on-one with Writing Center consultants and to participate in small- and large-group workshops.

Online access to the Writing Center through its web site enables students to make appointments at any time. Students who are unable or hesitant to come to the Writing Center have the additional option of scheduling synchronous or asynchronous online writing support.

Expanded outreach to faculty includes: e-mailed reports of students’ sessions with Writing Center consultants (hardcopies are delivered when e-mail addresses are unavailable); scheduled classroom visits from Writing Center consultants; class visits to the Writing Center; and availability of Writing Center consultants to confer with faculty members as they respond to or assess their students’ writing.
**College Now and Baruch College Campus High School**


In fall 2006 130 high school students are enrolled in credit-bearing courses at the college. Students are enrolled in dedicated sections of BUS 1000, MTH 2610, FRE 1001, and a select number of undergraduate courses. Additionally, 50 students are enrolled in Spanish and Creative Writing classes, earning credits toward their high school graduation requirements.

The 2006-2007 Academy of Finance and Virtual Enterprises conferences will bring over 1500 high school juniors and seniors to the college. In November, College Now will host an Urban Word open-mic event in celebration of CUNY Month. In March, the Virtual Enterprise National Business Plan Competition will bring teams of aspiring high school business students from eight states to Baruch.

The New York State Education Department awarded College Now a STEP grant in the amount of $154,670 for the development of high school science programs. The grant is renewable over a four year period.

**The Bernard L. Schwartz Communication Institute**

The Bernard L. Schwartz Communication Institute continues to achieve its goals for sustained growth, heightened activity, and continued promotion of the faculty’s active role in infusing written, oral, and computer-mediated communication into the curriculum. To that end, the institute continues 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, and Economics. After successful pilot programs last year, the Institute now supports CICs in upper-level courses in the Departments of Management, Accountancy, Computer and Information Systems, and Marketing. This semester, Institute staff is conducting new pilot programs of communication-intensive support for additional courses in the Departments of Economics, Finance, and Management, as well in several capstone courses in minors offered by the Weissman School of Arts and Sciences. Pending the completion of the pilot programs and curriculum committee approval, these courses will be offered as officially designated CICs by fall 2007.

Overall, the total number of courses supported by the Institute last year was 30, with a total of 378 sections and with enrollment of nearly 13,000. These figures are the highest in the Institute’s history. The total enrollment in CICs for AY 2005-2006 was more than five times what it was at
the Institute’s founding in 1997. Total supported enrollments in AY 2006-2007 will likely exceed that figure.

The Institute also continues to organize and sponsor a number of co-curricular activities for students and professional development programs for faculty. Based on the success of last Spring’s faculty development seminar for full- and part-time faculty teaching Great Works of Literature courses (ENG/LTT 2800 and 2850), Institute staff is planning another such seminar for the Fall semester as well as two similar programs for Anthropology/Sociology faculty and for English faculty teaching introductory composition courses. In addition, as part of the Institute’s work within CUNY’s Writing Across the Curriculum (WAC) initiative, Institute staff has begun working with ZSB and WSAS faculty interested in using weblogs in their courses as an additional medium for student writing. A faculty development luncheon for faculty interested in incorporating weblogs or related instructional media into their courses in spring 2007 is planned for October 24, 2006.

The Institute’s 6th Annual Symposium took place on April 28, 2006. Entitled “What is ‘Effective’?: Assessing Communication in Education and Business,” the Symposium provided a unique, interactive venue for educators and business professionals to engage in a productive dialogue on the means of gauging success in oral and written communication. Participants considered the practical implications of prevailing assessments and their impact on efforts to foster effective written and oral communication in both academic and business settings. Thanks in large part to an intensive marketing effort and a collaboration with Baruch’s Executives on Campus program, the 6th Symposium was successful in attracting a larger number of business professionals than in previous years.

Planning for the 7th Annual Symposium, which is scheduled for April 27, 2007, is currently underway. The provisional title is “New Contexts, New Rules: Convention and Change in Communication.”

**Sponsored Programs and Research (SPAR)**

Working with deans, unit heads, and program directors throughout the college, SPAR is developing a plan to meet the $15 million goal for FY 2011-12 expressed in the strategic plan and can report significant progress toward that goal in the last fiscal year.

For FY 2005-06, the college’s leader in terms of dollars awarded (un-audited), was the School of Public Affairs with $2,494,830, 48% of the total of $5,175,054 (see below). This total represents an increase of about 18% above the audited awards for FY 04-05, which totaled over $4,400,000.

<table>
<thead>
<tr>
<th>School</th>
<th>Amount Awarded</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA</td>
<td>$2,494,830</td>
<td>48%</td>
</tr>
<tr>
<td>CAPS</td>
<td>$884,369</td>
<td>17%</td>
</tr>
<tr>
<td>ZSB</td>
<td>$729,052</td>
<td>14%</td>
</tr>
<tr>
<td>WSAS</td>
<td>$534,202</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>$532,601</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>$5,175,054</td>
<td>100%</td>
</tr>
</tbody>
</table>
For Fiscal Year 2005-06, the dollars requested per award averaged $248,000. The largest number of external submissions came from the Weissman School with 20 (see below).

<table>
<thead>
<tr>
<th>School</th>
<th># of Proposals</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSAS</td>
<td>20</td>
<td>$3,772,376</td>
</tr>
<tr>
<td>SPA</td>
<td>15</td>
<td>$3,609,689</td>
</tr>
<tr>
<td>ZSB</td>
<td>10</td>
<td>$3,665,064</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>$1,342,918</td>
</tr>
<tr>
<td>CAPS</td>
<td>2</td>
<td>$748,177</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>$13,138,224</td>
</tr>
</tbody>
</table>

**Joint Committee on Research**

The membership of this committee includes: Professors Tansen Sen (HIS) and Dov Waxman (POL), elected as at-large members by the General Faculty; Yochi Cohen-Charash (PSY) and Edward Tucker (NAT) from WSAS; Karl Kronebusch from SPA; Ajay Das (MGT) and Marios Koufaris (S/CIS) from ZSB. Alan J Evelyn of SPAR serves ex officio. In fall 2006, Professor Tansen Sen was elected chair of the committee, which is soliciting input from all members of the faculty.

**Academic Integrity Initiative**

In spring 2006 approximately 15% of the members of the Baruch College faculty (full time and adjunct) and 10% of the students (undergraduate and graduate) participated in an online survey as part of the international assessment project sponsored by the Center for Academic Integrity at Duke University. The results of the survey will appear in the spring 2007 General Faculty report.

**Faculty Development**

For the 2006-2007 academic year, the Baruch College Fund has again provided generous support of $500,000 to our faculty for research and teaching. $350,000 will support research, with $220,000 allocated for travel to professional conferences, $55,000 for graduate assistants, $55,000 for summer research support, and $20,000 for purchase of data sets for research.

$150,000 of these funds will support teaching, in the following categories:
- Master Teacher Workshops
- Teaching Consultant
- Peer Observation Consultant
- Travel to Attend Teaching Conferences
- Travel to Attend Assessment Conferences
- In-house workshops on teaching and assessment
- Accent Reduction Program/International faculty development workshops
A report on the how these funds were spent in AY 2005-2006 may be found at: http://www.baruch.cuny.edu/facultyhandbook/BCF_FacDev_05-06.htm

**International Faculty Development Program (IFDP)**

The last of the bulleted items mentioned above, 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.), continues to attract 8-10 members of the faculty (full-time, visitors, adjuncts, and GTEs) each semester. In spring 2006, the IFDP created a book club open to all members of the faculty. The book was R. J. Wlodkowski and M. B. Ginsberg, *Diversity and Motivation: Culturally Responsive Teaching* (Jossey Bass: 1995). More than 30 members of the faculty are participated in discussions. Professor Elisabeth Gareis, coordinator of the IFDP, would welcome suggestions for a book for spring 2007.

**Adjunct Development**

Baruch College’s online Adjunct Handbook is regularly the first or second item to appear in a Google search for “adjunct handbook.” It is an important resource for answers to questions about a wide variety of issues: http://www.baruch.cuny.edu/facultyhandbook/adjunct/. Technology support for adjuncts continues to be 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.

**Sidney Mishkin Gallery**

The Mishkin Gallery was awarded a $25,000 grant for its spring 2006 semester exhibition *Contested Spaces in Post-Soviet Art: Russia Redux 2* (March 24-April 26). This exhibition was organized in conjunction with the Baruch College Russia Festival and featured 13 contemporary artists and three artists’ groups from Russia and central Asia. The exhibition examined the tensions and conflicts that define post-Soviet territories in the age of privatization. Several articles on the front page of the *New York Times* – with photographs of demonstrations and arrests in Minsk, Belarus – provided a dramatic context for the Mishkin Gallery exhibition and a real-life history lesson for the five classes and many individual students attending the show.

Other spring exhibitions included *In Color: Recent Gifts to the Baruch College Collection* (February 8- March 8), which had visits from four Baruch classes, and *Encore: Five Abstract Expressionists, Amaranth Ehrenhalt, Leonard Nelson, Jeanne Reynal, Thomas Sills, and Ary Stillman* (May 12-June 6), which had one class visit and one public lecture.

This fall, the gallery opens on September 28 with the retrospective exhibition *Robert Richenburg: The Path of an Abstract Expressionist, from the Richard Zahn Collection*. The exhibition focuses on Richenburg’s contribution to American Abstract Expressionism, the avant-garde movement that placed American art on the world stage after World War II. The November-December show, *Flash Points*, will feature dramatic photographs from around the world that document political confrontation, war, and disease.