

Office of the Provost Report to the General Faculty, Fall 2004

Enrollment Services

Baruch's official enrollment for the Fall 2004 semester is 15,520. This includes 12,489, undergraduates, 2,789 graduates students and 242 non-degree students. There are 1,718 new freshmen, 1,299 new transfer and 868 new graduate students registered for this semester. Enrollment for the Fall 2003 semester was 15,129 including 12,225 undergraduates, 2,643 graduate students and 261 non-degree students. This increase was planned to help offset our budget deficit.

There were a number of issues with classes. In general, the demand for classes has shifted from 3000 and 4000 level courses to 1000 and 2000 level courses. This change can be attributed to the increase in the number of freshmen we have enrolled over the past few years and the decrease in transfer students. The College will need to offer more classes at 1000 and 2000 level to accommodate this change.

The average SAT score for the new freshmen is 1105. This is 8 points higher than the Fall 03 average SAT of 1097. CUNY does calculate SAT scores differently and will report an SAT score of about 1130 for Baruch. Either way, our average SAT is far and way the highest in CUNY, and is surpassed by very few private colleges in the area.

There has been a significant increase in the number of students applying for financial aid. Last year we processed about \$44, million in aid for over 9,500 students. Unfortunately, since there is no new grant money, the number of students applying for student loans is increasing along with the amount that they are borrowing. In fact, many have exhausted their eligibility for Federal loans and are borrowing from private sources. We expect the overall loan volume to exceed \$10 million and the amount from private sources to exceed \$1 million for the 2004-2005 academic year.

After consultation with the Provost and the Deans, we have decided to discontinue the use of grade "scan sheets" and faculty will be required to submit grades via web grade effective for the Fall 2004 semester. In addition, we will no longer produce 1st day rosters effective with the Spring 2005 semester. The faculty member can download the information from "Blackboard" or from BOSS. If any of these changes are a problem for anyone, they should contact the Registrar, Phyllis Bagley at 646-312-1189.

We are in the process of making some changes in the International Student Office that will be announced shortly.

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

Center for Advisement and Orientation

The Center for Advisement and Orientation (Advisement Services) has focused on two main areas: academic and curriculum advisement and student intervention projects related to retention.

Intervention Projects

- **Students Towards Success (STS):**

STS targets second semester freshmen with an overall GPA of a 2.0 or below. The program consists of 10 - 12 group and individual sessions during the Spring semester. The advisors cover such topics as “How to Study” and “How to Organize Your Time”. The advisors help students with study journals designed to strengthen study habits, and also provide referrals to SACC, Counseling Center, CDC and other campus resources. Participation in the program was voluntary for the Spring 2003 semester. Two hundred students were invited to participate in STS and 30 students joined the program. In Spring 2004, 201 students met the criteria for the program, which was made mandatory. The advisors met with 140 students. The program will be assessed at the end of October.

- **Non- admits to ZSB Major:**

The program assisted students unable to move into the Zicklin School of Business. Every student not accepted into a ZSB major is invited to meet with an advisor who provides program planning and referrals to other programs at the college. In some cases the student requires exit counseling.

Academic and Curriculum Advisement

During the past academic year the advisors worked with thousand of students as follows:

- Walk-in Advisement = 19, 901
- Worksheet Appointments = 4,228
***476 of the 4,228 appointments for newly admitted transfer students*
- Advisement (telephone) = 3, 017
- Advisement (e-mail) = 3,685

New Transfer students entering the college were advised in groups, by appointment and during walk-in advisement this summer.

- Group Advisement session = 387 students in-group advisement sessions
- Individual Appointment = 476*
- All new transfer students had the option and opportunity to meet with an advisor during walk-in advisement.

Center for Advisement & Orientation: 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. During Spring 2004, the department collaborated with the Career Development Center on the Freshman Career Discovery Project. All second semester freshmen were 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 ended with the third annual Majors and Careers Fair. Almost all academic departments in the College sent representatives to the Fair as well as several discipline-related student clubs. Approximately 400 freshmen took part in the inventory and workshops, while approximately 250 freshmen attended the Fair.

Summer activities included orientation sessions for incoming freshmen and transfer students. Approximately 1,000 freshmen attended a half-day orientation and advisement, while approximately 300 transfer students attended one of four optional orientation programs. A fourth version of the electronic orientation CD-ROM with separate versions for freshmen and transfer students was developed and sent to all new undergraduates.

The 2004 freshman text, *Nickel and Dimed* was sent to entering freshmen over the summer and a new student handbook in the form of a planner complete with sections on study skills, note taking, time management, and money management was given to entering freshmen at orientation. Lewis Lapham, editor of *Harper's Magazine*, delivered the keynote address at Freshman Convocation to a packed Mason Hall auditorium. Freshmen met in small groups to discuss *Nickel and Dimed* while over 400 parents and families of entering freshmen attended the second annual Parents Orientation followed by a reception with deans and faculty. The day ended with the Baruch Beginnings Fair and more than 40 student organizations welcomed new students to the College in the Vertical Campus Atrium. The evening ended with a performance of *Nickel and Dimed: The Play* in the Nagelberg Theater.

Much effort was spent over the past 6 months developing and expanding the freshman Learning Communities from 2 to 14 blocks, developing process, goals, and activities, including a faculty development retreat in June. The First Year Program created a guide to the Learning Communities and Quicktime movie for interested freshmen to learn more about the Learning Communities as an option for the first semester at the College. Approximately 150 entering freshmen attended a four-day orientation leading up to Convocation day and took part in a variety of activities including:

- A campus tour, led by a peer leader, to increase students' comfort and familiarity with Baruch
- A special academic advisement session, led by an advisor from the Center for Advisement and Orientation, to help students review course/degree offerings and requirements, placements, to learn how to use the *Undergraduate Bulletin* and *Schedule of Classes*, and to review College policies, procedures, rights and responsibilities. Advisors will also establish the beginning of an ongoing relationship with students as their assigned personal advisor.
- A Noel-Levitz College Student Inventory™, a diagnostic benchmark to give students and advisors a stronger sense of students' strengths, weaknesses and needs for the coming year. Overseen by CAO advisors, the Student Inventory will allow advisors and students to formulate an individual success strategy for each student in a one-on-one follow up advisement sessions. Over the semester, advisors work closely with faculty in the learning community, plus peer leaders, overseeing organized study groups to insure that no student falls through the cracks.
- An introduction to e-learning workshop to give students a hands-on orientation to Baruch's vast electronic learning resources.
- A PALS workshop led by trained Peer Advisors, to deliver an introductory workshop on how to use the freshman planner to manage time and finances, discover their personal learning styles, and begin to explore the skills needed to study effectively and the differences between study in high school and study in college.
- A "Making College Count"™ workshop. Sponsored by Monster.Com™, this energizing presentation subtitled "The Ultimate Road trip; Campus 2 Career" builds on the theme introduced in the orientation CD-ROM and freshman planner of "What's Your Destination?"
- An anti-smoking workshop called "TRUE"™.
- A "Managing Money Matters" workshop on personal finances for college students

- An academic integrity tutorial developed by the College to address issues of cheating and plagiarism.
- An historical tour of the Baruch College neighborhood.
- An alumni barbecue sponsored by the Baruch College Alumni Association and Baruch College Fund to welcome entering freshmen and mark the beginning of what will be a lifelong affiliation with Baruch College.
- An introduction to liberal education discussion at the opening breakfast, led by Dean Myrna Chase. The focus was on the importance of a liberal education.
- A library orientation and introduction to information literacy, focusing on the College's rich resources.
- A daylong diversity training called "A Campus of Difference"™. The Anti-Defamation League presented a customized workshop to explore the hidden elements of diversity awareness. Select faculty were invited to attend this workshop as observers.

Preliminary assessment indicates that this week of activities was well received by students, while faculty teaching in the Learning Communities have reported seeing a marked difference in the level of engagement of students who attended the orientation week compared to those who did not.

College Now and the Baruch College High School

A collaborative grant awarded to Baruch College and the 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. A primary focus of the grant is the development of students' information literacy skills. To support the research projects of the senior class, the library faculty has conducted a number of workshops on web research, online databases and journals, and academic honesty.

Through this collaborative initiative, twelve Baruch undergraduate and graduate students were hired and trained to work as SAT Coaches and College Mentors. These intensive learning experiences gave our students an opportunity to develop their leadership skills while helping to prepare the junior class of BCCHS for admission to higher education.

College Now Faculty Collaborations

College Now has begun an initiative to generate discussion between high school and college faculty. Numerous changes within the New York City Department of Education have affected the education of our incoming students and College Now is working to increase the amount of information that is shared between the two institutions. The College Now faculty initiative has involved the Chairs and faculty of the Math Department and the History Department, and everyone has been very supportive.

Recent conversation between college and high school math faculty addressed the important issue of increasing students' math skills and confidence at an early age. Additionally, faculty members in the Department of History have been working with the high school history department. The expertise of our faculty has strengthened the high school history curriculum. Many have conducted guest lectures at the high school, shared resources and reviewed lesson plans.

College Now Summer Program

The College Now Summer program attracted approximately 175 talented high school students from all five boroughs. Students enrolled in one of six college courses: COM 1010, ENG 2005, HIS 1000, MTH 1052, MTH 2001 and PUB 1250 or participated in a journalism workshop. College

Now worked with USIP, the Immersion Program, to make available a variety of co-curricular afternoon activities.

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 be tested for cognitive validity in the fall before being discussed at the Faculty Senate. 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 three times and is increasingly focusing on assessment issues. For 2004-2005, the Committee will welcome additional membership as it shoulders the responsibility of drafting Baruch's response on assessment for the Middle States Periodic Review Report.

Coordinated Undergraduate Education (CUE)

CUNY Central has aggregated the process by which individual college's request and receive annual lump sum awards for the Freshman Year, Immersion, Writing Across the Curriculum and a few other initiatives. The new process, named CUE, calls for greater coordination and planning on the College's part, as well as an assessment plan that links CUE goals with college goals. Discussions have started about the best way to update current processes and how to establish the required planning and assessment linkages.

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.

Degreeworks

Degreeworks, an on-line degree audit system, is being developed and implemented through the Student Technology Fee. Degreeworks will allow students to go on line 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.

Institutional Research and Program Assessment

In addition to providing support for reaccreditation efforts in the Zicklin School of Business and for the Middle States PRR, work continues on the development of a data warehouse.

Bernard L. Schwartz Communication Institute

The Bernard L. Schwartz Communication Institute continued to support a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum. In the Spring semester of 2004, the Institute supported officially designated CICs in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, and Economics. In exploring possibilities for new programs of support, Institute staff worked closely

with faculty in piloting Communication-Intensive curricula for LAW 1101 as well as for several upper division courses in Anthropology, Sociology, Geography and Marketing.

In addition to its ongoing work with CICs, the Institute continued to lead in the development of college-wide support for students taking the CUNY Proficiency Exam (CPE). In addition to facilitating a number of differently focused exam prep workshops, the Institute has spearheaded efforts at Baruch to integrate CPE related assignments into the curriculum through a series of faculty development workshops on the exam. Also, in the Spring, the Institute began working with SACC and the Center for Advisement and Orientation on an innovative multi-media interactive tutorial for students preparing for the CUNY Proficiency Exam. The tutorial is scheduled to be ready by the end of the Fall 2004 Semester.

Among the Institute's milestones in the Spring semester were the launch of its newly redesigned website and, most notably, the success of its 4th Annual Symposium on Communication and Communication-Intensive Instruction in late April. As in previous years, the Symposium brought 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. This year's Symposium, entitled "Making Communication Work: From Classroom Practice to Business Contexts," provided participants an opportunity to explore the context-dependent nature of communication and what it means for the development of effective writing and speaking from the classroom to the boardroom.

Student Academic Consulting Center (SACC)

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 expects to certify approximately 20 tutors at level 3. Level 3 demands that tutors assume a substantive leadership/teaching role within SACC meaning that they will oversee other tutors and will conduct content and skill based workshops regularly. To that end, greater faculty--SACC communication and collaboration is being developed to ensure successful training and implementation.

SACC continues to strengthen established collaborations with numerous departments. Math and Writing coordinators have been hired to assure that effective and sufficient initiatives, supported by key faculty, are offered to the undergraduate student body. Additional peer-led projects are being considered and piloted including support for freshmen learning communities, and facilitating tutoring for graduate students taking FIN 9770. Graduate student tutors will work out of SACC.

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, Mathematics, Baruch Mathematics, CUNY Proficiency Examination), the 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.

Academic Year	Number of Test sessions	Number of Test administered & processed
2001-2002	52	4825
2002-2003	271	5246
2003-2004	294	6121

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 each semester we send an individualized letter to each student who is eligible to take the CPE. Students are informed of the CPE and the registration process and procedures. A follow-up email is sent one week prior to the end of the registration period to each student who did not registered for the exam. After the last date of registration, a test appointment and all materials pertaining to the exam, together with a letter of explanation is sent by mail to each student who is required (45 or more credits) to take the exam and who had not registered.

After the test has been administered, all "required" 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.

Academic Year	Number of Test sessions	Number of students invited to test	Number of Tests administered & processed	Pass Rate
2001-2002	17	2775	1719	89.9 %
2002-2003	20	3216	2054	86.3 %
2003-2004	35	7274	4373	87.4 %

Simnet Xpert

After piloting various tests during the spring and Summer 2002, the Simnet Xpert software/testing system was selected as the tool to replace CIS 1000, which was last offered in Spring 2002. The Office of Testing and Evaluation was assigned the responsibility for the administration and processing of the Simnet project. The Baruch College Technology Center set up the testing lab (Room 5-120) to accommodate the new test, and created a system that loads test data on to BOSS. 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 in additional 35 seats per test session. The demand for Simnet Xpert testing is increasing as students are becoming aware of the new rules and shift in mode of instruction.

Academic Year	Number of Test sessions	Number of Tests administered & processed	Pass Rate 1 st attempt	Pass Rate 2 nd attempt	Pass Rate 3 rd attempt
2002-2003	156	2437	24.88 %	71.55 %	99.8 %
2003-2004	193	2024	25.33 %	72.78 %	99.8 %

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.

Academic Year	Number of evaluation packets prepared & distributed	Number of evaluation forms scanned & processed	Number of evaluation reports generated
2001-2002	4246	76,953	2,954
2002-2003	4270	75,039	2,878
2003-2004	4295	73,281	2,905

Academic Integrity Initiative

The goal is to help build a community that values academic honesty strongly and communicates those values well. Beginning in Fall 2002, the initiative was advanced by the college's Academic Integrity (AI) task force; in Fall 2004 the task force became an ongoing committee of faculty,

students, and administrators, under the joint direction of the Offices of the Provost and the Dean of Students.

Nine meetings of the task force in AY 2003-2004 to discuss academic integrity issues with faculty members from individual departments bore considerable fruit, including vastly increased faculty reporting of student violations, an important emphasis of the initiative. (The Student Development Office now regularly fields more than 100 such reports per semester.) Members of the AI Committee hope to meet in Fall 2004 with the few departments not yet visited and to revisit others – to convey updated information and to gather feedback and new information from colleagues.

Another outgrowth of the department meetings was an exam proctoring initiative in Spring 2004. The Provost's Office circulated a memo that limned extensive "best practices" regarding creation and administering of exams, and financial support was provided to insure that any member of the faculty teaching a course with more than 50 students had access to proctoring assistance. In Fall 04 assistance was expanded to include exams other than only finals. A version of the memo is available online at: <http://www.baruch.cuny.edu/facultyhandbook/ProctoringExams.htm>

Other aspects of the continuing work of the initiative include:

- Sample syllabus items on Academic Integrity were circulated by email in August 2004. All members of the faculty were invited to create their own items or to cut and paste from the samples for inclusion on their own syllabi.
- AI discussions were incorporated into orientations for freshman, transfer students, and MBA students.
- The *Student Guide to Academic Integrity*, written by a group of undergraduates and graduate students, was circulated to all departments in September 2004. Members of the faculty were asked to distribute the Guide to their students and were invited to use it to prompt discussion.
- In Fall 04, under Prof. Harvey Markovitz, students in MKT 9726 (Direct Marketing) are devising strategies to market AI throughout the college.
- An AI unit was introduced into the online tutorial for international students.
- The AI Committee will consider participation in the assessment project of the Center for Academic Integrity (Duke University). If the college decides to participate, willing students and members of the faculty will participate in online surveys that gauge attitudes and practices.
- The college will purchase and make available to members of the faculty the online database and software provided by Turnitin.com. Faculty development in the use of this plagiarism software will be provided. Prof. Gerard Dalgish (English) has agreed to help coordinate the college's participation in this effort.

A continuing source for information about college AI policies and procedures is <http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm>, where numerous links to other resources, including the college's *Faculty Guide to Student Academic Integrity* appear. Support for the Academic Integrity Initiative is provided in part by the Joseph Drown Foundation and the Dreifus Ethics-Across-the-Curriculum Initiative.

Ethics-Across-the-Curriculum Initiative

The idea of a week devoted to highlighting ethical issues across all of our disciplines was suggested by Prof. Roslyn Bernstein (English) at the conclusion of the "Ethics Across and Beyond the Curriculum" seminar series during spring 2003. Our second Ethics Week (Ethics Week 2005) will take place during the week of April 11. Outside speakers, panels, and round tables will be featured

and we will continue to emphasize classroom discussion of ethical issues related to individual disciplines (and provide faculty development to help sustain and develop these discussions). Last year's events were video-taped and are available online at:
<http://media.baruch.cuny.edu/faculty/movies/ethicsweek.htm>.

An added feature for 2005 will be an "Ethics Bowl"—a competitive debate between teams of students. Each team will have a faculty mentor and judges will be drafted both from within and without our community. In addition to heightening interest among students and increasing student/faculty engagement, goals of the competition include the honing of critical thinking and oral communication skills. Members of the faculty interested in serving as mentors are asked to contact Associate Provost Slavin. Support for this initiative is provided in part by the Dreifus Ethics-Across-the-Curriculum Initiative and the Joseph Drown Foundation.

Faculty Development Seminars

Orientation sessions for new full-time members of the faculty were held on August 19 and September 10. Substitute and Visiting faculty members were included for the first time. The first session focused on issues related to teaching, including instructional technology. The session on September 10 primarily served to introduce new faculty members to some important people, programs, and resources throughout the college.

Upcoming seminars will focus on student writing, use of Turnitin.com, and engaging students in large classes (as well as those that are part of the International Faculty Development Program). For an updated listings see
<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, ten members of the faculty took advantage of the tutoring: five full-time faculty members, three adjunct, one GTF, and one visitor. Two workshops (two sessions each) are taking place during the fall semester: one workshop on effective assignments (September 29 and October 7) and one on testing and grading (November 3 and 4).

Video-taping of teaching followed by confidential discussion of the instructor's class is available for participants in the program, as are language-training materials and books and videos on teaching (in the Speech/ESL Lab and the Bernard L. Schwartz Communication Institute). For more information, call Prof. Elisabeth Gareis 646-312-3731.

Faculty and Adjunct Handbooks

The most recent PDF version of the *Faculty Handbook* (July 2004) is up to 374 pages. New items are added frequently and entries are often updated. The *Adjunct Handbook*, in existence online for less than one year, is now the first link to appear through a Google search for "adjunct handbook"—testimony to the large number of hits it receives. Development for adjuncts in the use of instructional technology continues, supported by the Drown Fund.

Sponsored Programs and Research (SPAR) Application/Awards Activity Report

In the fiscal year ending on June 30, 2004, the numbers of submissions and awards grew. The leader in number of external submissions was the Weissman School with 23, followed by SPA with 13, other administrative units with 11, and the remaining 5 applications coming from the Zicklin School, bringing the total to 52. In terms of dollars awarded, the fiscal year leader was SPA with \$2,650,000, followed by ZSB with \$800,000, and WSAS with \$420,000. Institutional grants and awards from other administrative units totaled \$1,050,000. The total awards for FY 03-04 were calculated on modified cash basis at \$4,920,000, distributed between the Research Foundation (RF) CUNY and the Baruch College Fund. RF awards increased by 70% from \$2,100,000 to \$3,600,000.

In addition to the above external awards, internal awards and submissions also increased. Application to the PSC Research Awards Program reached a new high. The number of submissions for PSC Round 35 were: 60 in WSAS, followed by ZSB with 36, SPA with 6, and other administrative units with 1, bringing the total to 103. The success rate of the 103 submissions was remarkably high, with 98 awards.

Based on a strong first quarter submissions for FY 04-05, Baruch is on track to reach our year-end goal for external awards of \$5,400,000.

Sidney Mishkin Gallery

In Spring and Fall 2004 the gallery featured a wide range of shows that addressed its mission directly: to present original scholarship, significant artists, and multicultural concerns. The program regularly includes shows that are interdisciplinary and that present excellent teaching opportunities. One such is the current show: *Underground Art, 1925-1950, A Centennial Celebration of the New York Subway*. During weeks when the gallery is open and the college in session, the Gallery hosts more than one class lecture/tour to students per week. To arrange a lecture/tour for their classes, members of the faculty are encouraged to contact Sandra Kraskin at (212) 802-2690.

Faculty/Staff Lounge

The Lounge (VC 14-290) is a delightful place to relax or to talk with a colleague. It is equipped with a microwave oven, a computer, a large-screen TV, and comfortable furniture. On display are excellent color photographs of the members of the full-time faculty new in Fall 2003; we expect to add the class of Fall 2004 before the end of the semester. This is a good way to learn new names and faces. On Mondays - Thursdays when classes are in session, free coffee and tea are available in the Lounge from 8:00 a.m. - 6:00 p.m.

Baruch Computing and Technology Center (BCTC)

Improved Internet Connectivity

Over the summer the College improved its Internet connectivity by participating in the establishment of a Gigabit-speed fiber ring network linking all CUNY senior colleges in Manhattan. This complex project was completed on time and without an interruption in service. Last year Baruch's Internet pipe had a 20 Mbps maximum. In September 2004, campus usage exceeded 40 Mbps with continuing growth supported by the new connection. In addition to increasing the available bandwidth for Internet traffic, the fiber ring provides an alternate path for connectivity in case of a failure between Baruch and 57th street.

Anti-SPAM

The BCTC is acquiring an enterprise license for anti-spam software through a CUNY group purchase initiative.

WebGrade

In the spring 2004 semester, the instructors for 819 course sections submitted their grades online via WebGrade. This represents 45% of the total number of sections for that semester. In summer session I, the participation rate rose slightly as 170 of 376 sections were handled through WebGrade. Feedback from faculty members who use WebGrade has resulted in continuing improvements to design, documentation, and system messages.

Online Course Lectures

The Instructional Technology Division is working with Professor Jeffrey Weiss (Economics/Finance) to enlarge the College's collection of streaming video recordings of class lectures. All lectures for the following courses are being digitally recorded during the fall semester and made available to students via Blackboard: Accounting 3200 (Cost Accounting), Economics 1002 (Macroeconomics), Accounting 2101 (Principles of Accounting) and Finance 3000 (Principles of Finance).

Preparing for Blackboard Migration

Baruch is scheduled to migrate from a local Blackboard installation to a higher version of the software that is hosted by CUNY Central in time for the start of classes for Spring 2005. Once the migration is completed more customization of courses will be possible, no downtime will be required for nightly backups, and course rosters will be more accurate. In addition, faculty will be able to combine course sections on their own. The Baruch help desk will remain the first level of support for faculty. As a result of the migration, Blackboard will only be accessible via the CUNY portal (www.cuny.edu). In October, BCTC will begin a registration drive to encourage faculty and students to activate their portal accounts in advance of the spring 2005 semester. Also, the Instructional Technology staff will begin offering faculty workshops on the new version of Blackboard.

Newman Library

According to the 2004 CUNY Student Experience Survey, Baruch undergraduates are increasingly satisfied with library facilities and services. Satisfaction levels for every library-related question rose at least five percentage points above the 2003 results. Specifically, 89.3% of the respondents reported being either satisfied or very satisfied with library facilities, while 90.6% reported satisfaction with library hours and 84.9% reported satisfaction with library services. Moreover, for every question the percentage of students who reported being "very satisfied" increased by at least one-half.

The library is hosting the exhibit, "Researchers' Raw Materials: Comic Books and Popular Culture in the 1940s", curated by Professors Bert Hansen (History) and Sandra Roff (Library). The exhibit, based on Professor Hansen's articles and a book in progress, shows how comic books presented health care role models to a wide audience. One of the aims of the exhibit is to inform students about how scholars develop their research publications from a wide variety of data and primary source materials. The exhibit will be in the library's Engelman Reading Room through May 2005.