

Baruch College General Faculty Meeting
March 13, 2008
Minutes

The meeting was called to order at 12:50pm in the Newman Vertical Campus Building Room 14-220 by President Kathleen Waldron.

- I. The following members of the Baruch College faculty and administration were in attendance: (sign in sheets).
- II. Approval of the minutes: Minutes of the meeting of October 18, 2007 were approved without alteration.
- III. Approval of Agenda: The agenda was adopted with no objections.
- IV. Report from President Kathleen Waldron
 - Budget
The President stated the college's 08-09 budget would be ready approximately in April. It is not clear how the recession will affect the budget. However, CUNY has held a constant budget, and it will possibly continue. Revenue from the Summer and the January sessions will help sustain the college and the success of the hiring policy.
 - 17 Lex Renovation
The President gave an update on the Capital budget in relation to the 17 Lexington building renovations. The renovation may cost \$117 million and \$50 million were already approved; \$30 million dollars has been set aside for step one of the renovations that may start after the high-school vacates the building at the end of the next academic year. The President asks for feedback from the faculty about step one of the renovation plan.
 - Fundraising
The President reported that to date donors have pledged \$59 million towards the Baruch Means Business Campaign.
 - Discussion on Naming Departments After Donors
Professor Glenn Peterson (from the Department of Sociology & Anthropology) asked about the process of naming a department after people who donated money to the school. The Presidents discussed this issue.
- V. Report from the Provost
 - The provost announced that Dr. Jeffrey M. Peck, a scholar whose work explores the complex and ambiguous relationship between German and Jewish culture, has been appointed dean of Baruch College's Weissman School of Arts and Sciences. The appointment takes effect on August 1, 2008.

- The Provost announced that one conference room will be named "Myrna Chase Conference Room" in honor of Dr. Myrna Chase, former Dean of the Weissman School of Arts and Sciences.

VI. The President of the Undergraduate Student Government gave a brief oral report.

VII. General Faculty Committee Elections
Professor Meir Lubetski, the Chair of the Committee on Committees, presented the nominations for the general faculty committees for 2008-2010 and accepted additional nominations for candidates.

The following additional nominations were made:

Maria Dimeo Cavelli (Law)- Committee on Collegiate Athletic Activities

Hilary Botein (SPA)- Committee on Educational Technology

Nicole Marwell (SPA)- Student Disciplinary Committee

John Casey (SPA)- Committee on Financial Aid

Matthew Johnson (CIS)- Committee on Financial Aid

Donna Gitter (Law)- Committee on Undergraduate Honors

Bin Chen (SPA)- Committee on Undergraduate Honors

Sarah Ryan (SPA)- Committee on Undergraduate Honors

Lisa Ellis (Library) Committee on Library

David Opderbeck (Law) was removed from the list of candidates for the Committee on Collegiate Athletic Activities.

Carla Bellamy was removed from the list of candidates for Committee on Financial Aid.

The General Faculty voted on and approved the committee membership of the:
Committee on Committees
Committee on Collegiate Athletic Activities
Committee on Ceremonial Occasions

The following committee elections would be handled via e-ballot:
Committee on Educational Technology
Joint Committee on Research
Student Faculty Disciplinary Committee
Committee on Financial Aid
Committee on Undergraduate Honors (ZBUS and WSAS)
Committee on Library
Committee on Prizes, Scholarships & Awards

A motion to adjourn was approved and the meeting ended at 1:50pm.

Respectfully submitted,



Professor Arie Harel
Secretary

To: The General Faculty

From: Kathleen Waldron, President

Re: Baruch College Strategic Plan 2006-2011 Update

Date: September/October 2008

In January 2006, the Baruch College community adopted a five-year strategic plan after a yearlong process involving over one hundred faculty, students, and staff participants and numerous town hall meetings, public debates and hundreds of comments. Now, two and a half years into our Strategic plan 2006-2011, we reflect on the progress we have made toward these communal goals and the work that remains.

The *Strategic Plan* rests on a number of key assumptions that continue to hold true:

- Baruch seeks to achieve international prominence as a public institution of business, public affairs and liberal arts within The City University of New York, dedicated to the University's twin goals of excellence and opportunity.
- A nationally recognized model of diversity, Baruch is committed to advancing global understanding, an institutional characteristic of particular importance in an increasingly culturally-varied and interconnected world.
- Baruch will continue to build an exemplary model of professional higher education that contributes significantly to the well being of New York City, the metropolitan region, the country and the world and ensures a transformation in the lives of its students.
- Baruch will build a strong financial foundation with multiple funding streams and a robust endowment. Toward these ends, it supports the efforts of City University to ensure longer-term stability and predictability in public funding and strategic investment in areas of high priority.

The College reaffirmed its historic mission adopted by the faculty in the 1990s and developed four core values upon which our history and mission are based:

Quality

At the heart of our ambitions for Baruch College is the belief that achieving excellence is central to everything we do. We are committed to providing programs, services and initiatives of exceptionally high quality.

Diversity

Baruch values the diversity of its student body, seeks to increase the diversity of its faculty and staff and embraces the richness of perspectives, experiences and backgrounds that diversity engenders.

Community

Baruch values collaboration, teamwork and open communication. We strive to build a strong sense of community among our students, faculty, staff and alumni. Baruch recognizes its responsibilities to be a good citizen within the larger community of New York City and beyond.

Integrity

Baruch is dedicated to the highest ethical standards in all aspects of our teaching, research and service. We promote academic integrity among students and faculty and an ethical code of conduct among all members of the Baruch community.

The College established six main strategic goals to realize its vision and guide its growth and development through 2011.

I. Offer Academic Programs of Exceptional Quality

Continue to have one of the premier business schools in the country while ensuring that our programs in public affairs and the liberal arts are national leaders in their fields.

The College agreed that some validation of its success could be found in a select group of external ranking agents, in particular those of *U.S. News & World Report* and *Princeton Review*. The goal of reaching the top 25 among college rankings is partially achieved with the part-time MBA program and steady improvement in other, but not all, rankings.

In 2007, *US News & World Report* ranked Baruch College's undergraduate programs 35th overall for Master's institutions in the Northeast, up from 50th place two years ago." For the first time, we will be included in *Princeton Review's* most prestigious rankings "*The Best 368 Colleges: 2009 Edition.*" Last year, *Princeton Review* included the College in its published guides to "America's Best Value Colleges," "Best Northeastern Colleges," and "Best Business Schools." Specific school and program rankings also improved in most cases. Baruch's undergraduate business program was ranked 41st in the nation by *US News & World Report*, up from 47th two years ago. The undergraduate entrepreneurship program was ranked 18th by *Entrepreneur* magazine and *Princeton Review* in 2006. The School of Public Affairs MPA program is ranked 57th this year by *US News*. Among the full-time MBA programs Zicklin has moved up and down in the past three years as the field of schools ranked increased substantially; last year the program ranked 70th. Our part-time MBA program is ranked 22nd in the nation.

Zicklin School of Business

Between 2005 and the end of FY2008, we hired 35 new faculty members in the Zicklin School and increased its overall operating budget from \$33.5 million to \$38.6 million, or 15%. At the

same time, student enrollment has risen by 18% at the graduate level and by 2% at the undergraduate level. In the fall of 2007 we had 2,383 graduate students in the Zicklin School and 10,109 undergraduates.

In this Strategic Plan, the programs in accountancy, finance, international business, real estate, and entrepreneurship were targeted for excellence with additional faculty lines and new investment. In 2005 a Department of Real Estate was created with new degrees at the undergraduate and graduate levels; an endowed chair was created and filled and five scholars have been hired. The Wasserman Economics and Finance Department continued to hire new faculty in both fields and the Department was endowed with a generous gift from alumnus Sandy Wasserman to honor her husband Bert in 2008. This endowment and naming of the Department will support the investment in faculty scholarship and help us continue to attract and retain outstanding faculty in the field. In addition, a new endowed chair in finance was created in the past two years by alumnus David Krell. The Field entrepreneurship programs at Baruch were endowed by Larry and Eris Field and additional faculty will be hired in the discipline over the next couple of years. We are seeking a prominent scholar for an endowed chair to further enhance the program. Most significantly, Larry Zicklin permanently endowed the School with a new multi-million gift which will significantly enhance resources for faculty recruitment and development.

Additional progress in the Stan Ross Department of Accountancy occurred as the faculty refocused on improving the undergraduate CPA pass rate performance and transformed the curriculum to meet the challenge of changing New York State professional CPA requirements to a 150-hour program. The Department continues to be challenged by the sheer number of students desiring to major in the field.

The PhD Program at the Graduate Center under the de facto control of the Zicklin School of Business received a favorable external review in 2005. The School and College are considering the possibility of becoming PhD degree-granting entities now that CUNY has opened up this possibility for professional PhD programs such as business. Zicklin also is in the process of proposing a new undergraduate degree in international business and we await additional work from other departments on graduate and undergraduate curricula review, renewal and new programs. The School will undergo AACSB re-accreditation in 2009-2010.

The Weissman School of Arts and Sciences

The Weissman School of Arts and Sciences has not completed its own strategic plan during this time period and needs to do so with the arrival of a new dean in fall 2008. Nevertheless, programs identified for excellence and investment are flourishing. Between 2005 and the last academic year, we added 22 faculty lines and increased the operating budget from \$23.5 to \$27.7M or by 18%. At the same time, enrollment has increased from 2,056 to 2,394 since 2005.

The masters in financial engineering program, while small, enjoys phenomenal success and is one of the most selective programs of its kind in the nation. The establishment of a new Department of Journalism and the Writing Professions and the creation of a new BA in Journalism with specializations in Business Journalism and Journalism and Creative Writing are

completed and a new scholarship fund established with support from a donor. Two new faculty lines were added to the program which developed its own strategic plan in 2007.

The Psychology Department has refocused its mission toward preparing students to pursue graduate work in the field. As a result, faculty-student joint research projects became critical and we built a new lab for the department to accomplish this goal. The department recently completed changes to the undergraduate curriculum for its major and minor programs.

The Communications Department also has begun strengthening its offerings. A new director of the Masters in Business Communications was hired, an external advisory board established and curricula revision is completed. A plan is underway to further develop the MS program with the goal of creating a nationally recognized program within the next three years.

The Strategic Plan envisioned a new program in Urban Studies and while several new faculty with urban research interests were hired in the past two years, an actual program remains to be established. Weissman and Baruch have a strong faculty in immigration areas and we expect additional academic development in this field over the next two years. We expect the new dean will lead a strategic planning exercise in conjunction with the new Provost's work on a review of General Education. Work is also underway on sustainability and globalization programs.

School of Public Affairs

Between 2005 and the end of FY2008, we added eight new faculty positions to the School of Public Affairs and increased its overall operating budget from \$7.7 million to \$10.1 million, or 31%. At the same time, graduate enrollments as measured by student headcount rose from 654 to 796. Continuing efforts are underway to give SPA its own home in the Administrative Building on 22nd Street.

The School of Public Affairs formally adopted a strategic plan in early 2007 which will guide it over the next few years. Specifically, the plan called for building a strong faculty, emphasizing existing strengths in nonprofit management, policy analysis, health care policy, and urban government; forging relationships with universities in other nations; introducing international comparative themes throughout the curriculum; continuing to both expand and improve the student body; and improving the range and quality of student services, especially job placement. The School also recommitted to its role as a center for research and analysis on key public policy issues and on the sound management of public and nonprofit institutions.

Since adoption of its strategic Plan, the School established a new Center for Nonprofit Strategy and Management and works closely with the new CUNY Demographic Institute established in 2007 and the New York Census Research Data Center, opened here in September of 2006. The School of Public Affairs conducted a feasibility study for establishing a PhD program and is now exploring the details of such a program with the University's Graduate Center. Undergraduate education is expected to grow as well. The Bachelor of Science in Public Affairs (BSPA) was significantly modified for fall 2008 and is expected to enroll hundreds of students by 2012. The School also realized the need to internationalize the curricula and expand its contacts beyond New York. In spring 2008, the School undergoes its reaccreditation review with NASPAA.

Recruit, develop and retain a faculty of international quality

The College hired 80 outstanding new faculty members, from among the top graduate programs in the country, in the last two academic years, for a net increase of 21 new faculty lines. This has improved the student faculty ratio only slightly. In all, however, more than a third of the faculty has arrived at the College only in the last five years, and they have infused the College with a new energy for both research and teaching. One measure of excellence and productivity, for example, is our Zicklin faculty's showing in the Social Science Research Network; in September 2006 our business faculty ranked 47th for article downloads, in March 2008 we rank 26th among business schools. Overall college faculty publications and presentations at professional meetings has grown substantially.

Support for faculty has increased but more needs to be done. The tenure time period was lengthened, thus allowing new faculty a longer time to develop their scholarship, teaching and service. An improvement in sabbatical policies occurred and in 2008-09 we expect 21 faculty to take sabbaticals. The College has invested an additional \$400k - \$500k per annum since 2006 for faculty development. We introduced innovative speakers and workshops on pedagogy and helped numerous faculty attend conferences on teaching, learning, and assessment. We increased graduate assistantships substantially and created the Statistical Consulting Laboratory, run by the Department of Statistics and Computer Information Systems to serve as a resource for all faculty members. Although support is now significant, more remains to be done.

II. Ensure the Quality of the College Experience for All Students

Strengthen the quality of academic life for all students, while maintaining and enhancing the diversity of the student body.

As planned, overall enrollments remained relatively stable, increasing only slightly over the past three years as the College struggles with the adequacy of its space and numbers of faculty. We enroll approximately 16,000 students, equating to 12,726 full time equivalents. The mix between undergraduate and graduate students shifted since 2005, with an increase of just over 300 graduate students. Over the next few years, we expect a continuation of this shift as the demand for professional graduate programs increases.

Competition for seats in Baruch's freshmen class has intensified in the past years as the reputation of the College improves. SAT scores for regularly enrolled freshmen have increased dramatically, from an average of 1107 in Fall 2005 to 1138 in Fall 2007. At the same time, student ethnic diversity remains strong, with 14% black, 16% Hispanic, 33% Asian, and 37% white. Students represent 160 countries of origin and speak 110 languages; 53% are female and 47% male. We are concerned, however, about differential retention and graduation rates by ethnicity and work to improve results.

The Baruch College Honors Program has expanded from 350 to 419 students (toward a goal of 500), comprising Macaulay Honors College student and Baruch Honors Program students. The academic excellence of these students drives other students forward and a new generation of student leaders emerges. We will continue to improve the BCHP over the next few years, and give our thanks to the long standing director for excellent leadership as we look to hire a new director this year.

Baruch is already a national leader in graduation rates for our student socioeconomic profile. In 2007, the six-year graduation rate was 59.8% -- a 6.7% improvement from three years ago. At the same time, the four-year graduation rate is 32.8%, a 5.7% improvement from three years ago. Simultaneously, our four-year graduation rates for transfer students have risen by 10% to 68.9% last year. These statistics place us in the top ranks of colleges in the country with similar populations according to the Education Trust¹. Over a ten-year period, our graduation rates have essentially doubled. Nevertheless, we continue to seek to improve these graduation rates and have worked specifically on guiding students to take full course loads, offering larger summer and now winter sessions, reviewing “problem” courses, and revising obstacles in the curriculum. In addition, we improved registration procedures, developed early warning programs for students at risk, provided¹ more robust orientation sessions, and revised the Freshmen Experience.

A particular effort is underway to improve student communication abilities. In 2008, the College won the prestigious TIAA-CREF Theodore Hesburgh Award for its communication and faculty development efforts through the Bernard Schwartz Communications Institute. Additional support from Mr. Schwartz was quickly forthcoming and we will continue to expand these efforts.

Over one-half (720) of incoming first-year students are now enrolled in Learning Communities. Participation in Learning Communities is associated with increased academic success as well as improved engagement with the College community. We are on track to expand the Communities to include almost all first-year students by 2011. In addition, Learning Communities were piloted with entering transfer students this year since the number of transfer students each fall is nearly equivalent to the number of freshmen.

Build a community of engaged students

The College continues to use innovative technology as a way to build community in our commuter population. The AirBaruch system, which connects students to information about resources on campus as well as connecting them socially and academically with each other, is now subscribed to by 6,500 students, or roughly half of our undergraduate population.

Student Affairs professionals continue to expand the role that extra-curricular activities play in the student experience at Baruch. In particular, an effort to raise the profile of our Division III intercollegiate athletics has resulted in a number of very successful community building events. And a renewed focus on excellence in our athletics programs has paid off with the Baruch Bearcats winning the CUNYAC Commissioner’s Cup in 2006 and 2007, and increasing postseason regional and national play in a number of sports.

Strengthen student affairs services and programs

We have improved undergraduate career development services through a generous donation from the Starr Foundation for the Starr Career Development Center. The Center also has created the Max Berger Pre-Law program to help students gain admittance to law schools. Similarly, professional advisement is also available for students interested in graduate schools. Counseling added staff to

¹ Haycock, K. (2006). “Promise Abandoned: How policy choices and institutional practices restrict college opportunities.” A Report by the Education Trust, Washington, DC, August, 2006.

meet increased student demand and we adopted a Campus Intervention Team approach to assisting students in crisis. The team's goal is to assess and determine the necessary intervention required when a student exhibits behaviors that concern their peers or faculty members.

Evening student services and international students services--both noted weak spots--have expanded significantly, but we struggle to support the explosion in student clubs, now numbering over 150. New student affairs professionals were hired but we still need more staff to support students. We are developing a one-stop enrollment services center where students will be able to access admissions, financial aid, bursar and registrar resources in a single street-level location.

III. Create a Vibrant Urban Campus

Develop a Campus Master Plan; Renovate the Larry and Eris Field Building at 17 Lexington Avenue

One of the most visible and complex strategic issues facing the College is our long-term plan for the physical campus, and with it, the renovation of the Lawrence and Eris Field Building at 17 Lexington Avenue. We had anticipated completing a Facilities Master Plan in 2006, but experienced a 12-month delay in launching this process. The process is now fully underway, with the active participation of a faculty and student advisory committee, and will be complete by Fall 2008. Preliminary plans are expected to be shared with the Baruch College community this September.

Plans to renovate the Field Building will move forward with initial funding of approximately \$30 million in fiscal year 2009, and we continue to lobby state legislators to fund the remainder of the project in the University's five-year capital budget. In the meantime, an agreement has been reached with the New York City Department of Education for the Baruch College Campus High School to vacate the Field Building by Summer 2009. Finally, the College has conducted a feasibility study for a student residence hall and is actively seeking out opportunities to build or acquire such a facility.

Develop a strategic technology plan

A technology strategic plan now exists. In FY08, investments of over \$2 million were made to upgrade and replace technology infrastructure. The College continues to promote and support faculty development in the use of educational technology through instructional technology grants, and services to assist faculty in using podcasting and MP3 files in lecture classes. The School of Public Affairs is now offering a limited number of online graduate courses, and other academic units are exploring limited online course offerings in pedagogically-appropriate situations. Computer replacement was accelerated, we expanded the Newman Library laptop loan program and BCTC replaced major switches and servers.

Continue present efforts at solving a variety of facilities efforts

Incremental investments during 2007- 2008 include the creation of additional student seating and lounge areas in the Newman Vertical Campus as well as increased and improved study areas in the

Newman Library. Improvements to the design and cleanliness of the main public spaces on campus, especially first-floor lobbies, have been implemented but still are not satisfactory. Of continued concern are the state of the escalators and elevators in all buildings. We expect to replace those in the Field Building within the next two years but lack \$6 million to replace the escalators in the Newman Vertical Campus building.

IV. Build a Strong Financial Foundation

Increase the College's endowment

In 2004, the Baruch College Fund had assets of \$35 million. Today, it has assets of \$135 million, an extraordinary growth due to new donations and good investment returns. At the same time, the College increased its annual spending from the Fund from \$11 million in 2005 to \$16 million in 2008. The College is in the silent phase of the Baruch Means Business capital campaign to raise \$150 million. To date, we have raised \$60 million with extraordinary gifts from Larry Zicklin, Sandy Wasserman, Larry Field, Larry Simon and other benefactors too numerous to name here. The Office of College Advancement has added staff and resources to increase contact with the pool of potential significant donors; it has expanded the annual telethon and direct mail campaigns and increased alumni events.

Diversify the funding streams

The annual operating budget of the College has increased from \$148.6 million in 2005 to \$183.9 million in 2008. Most of the funding continues to come from tuition (46%) and state appropriations (33%) but philanthropy and sponsored research have grown. Funding from our Continuing Education programs (CAPS) grew to over \$4.5 million but increased internal levies eliminated all benefits to the College for 24 months. Executive Education programs in SPA produced \$420,000 last year and \$2.6 million in Zicklin. Most significant was the infusion of new state funds via the CUNY Compact which provided \$4.2 million in new funding to the College's state supported operating budget, the first major increase in nearly 15 years. It is unlikely that new investment dollars will be forthcoming as the economy weakens and state tax revenues decline. Nevertheless, the College utilized the new investment to create 21 new faculty lines and 16 new staff lines, as well as to support the Strategic Plan.

The College wants to increase sponsored research to \$10 million annually from a previous level of \$3 - \$4 million. Current sponsored research exceeds \$5 million annually. Despite increased staffing of the Sponsored Research Office and encouragement of faculty to submit grants, much remains to be done. We need to refocus on this activity and provide adequate infrastructure support to faculty seeking external funding for research.

The present economic recession and resulting tighter budget situation in New York State means that public support for CUNY and Baruch will probably not be as strong as it has been in the past 3 years. We will manage the situation carefully but believe the College is in better fiscal standing than it was a few years ago.

V. Embrace a Culture of Service and Accountability That Produces Excellence

Select recognized measures of success that encompass all areas of the College while recognizing the distinctive strengths of our individual academic components.

Under the auspices of the Joint Committee for Curriculum and Articulation, the assessment of undergraduate learning at Baruch has made substantial progress in the last three years. Having established programmatic learning goals for the common core curriculum and for graduates from SPA and the Zicklin School, we are well on our way to measuring them against student achievement. The Zicklin Undergraduate Learning Assurance Committee has completed assessments of written communication, oral communication, and analytical thinking; pilot assessments have been completed in civic awareness and ethical decision making; and a pilot assessment of technological skills is imminent. The Weissman Undergraduate Curriculum Committee has established assessments of written and oral communication, and a new assessment subcommittee is engaged in a pilot test of ethical reasoning skills. College-wide surveys assessing the nature and extent of student assignments directed at written and oral communication skills have also been completed. A report from the task force on First Year Student Writing was completed this summer, and another from the task force on Quantitative Reasoning Skills is forthcoming this month. Those reports and the review and implementation of their recommendations will be critical components of the ongoing review of General Education at Baruch, specifically Tier I of the Common Core. A review and revision of the learning goals of the courses in Tier II will begin shortly, and WSAS is in the process of implementing significant curricular revisions for largest group of Tier III students, Psychology minors.

With assistance from the Office of Institutional Research, the College has assessed the Freshman Learning Communities program. This assessment has produced comparative figures for retention and mean GPAs that demonstrate the program's effectiveness in achieving its goals, and each of the participating groups—students, faculty, and peer leaders—has answered detailed questionnaires about principal features of the program.

Several of the assessments completed so far have led to changes in curriculum and course delivery. In particular, the Zicklin School has embarked on an initiative to emphasize oral and written communication skills throughout its curriculum. A faculty seminar focused on teaching such skills through active learning techniques was well received the past two summers, with participants enthusiastically bringing what they have learned back to their own departments and to courses within the business core.

Regular oversight of academic programs is, of course, provided by our external accrediting agencies. The College will undergo its Middle States accreditation review in 2010. The School of Public Affairs was reviewed by NASPAA in spring 2008, and the Zicklin School of Business will next face AACSB reaccreditation in Fall 2009. Baruch established a schedule of external reviews of individual academic departments, programs, and centers. In the past two years, external academic program reviews have been conducted in Psychology; Communication Studies; Sociology & Anthropology; Fine & Performing Arts; Philosophy; Entrepreneurship; Finance; Accountancy; and Management. The Field Center for Entrepreneurship also underwent external review. In 2008-09 there are external reviews scheduled for Law, Real Estate, History, Mathematics, and Modern Languages, as well as the Weissman Center for International Business and the Wasserman Trading Floor and Subotnick Financial Services Center. In addition, there is now a formal review process for all endowed, named chairs and presidential professorships.

As part of the strategic plan, we administer the National Survey of Student Engagement. The Student Affairs and Finance and Administration Units are developing measures of accountability beyond mandated audits. The College has undergone successful audits of its affiliated entities each year, including the Early Learning Center, the Auxiliary Enterprise Corporation, and the College Association.

Strengthen the professional development of all who work at Baruch to enrich the experience of all students and make the institution a better place to work

BCTC provides faculty workshops on such topics as information literacy, Powerpoint, Blackboard, using classroom response systems (clickers) and smart lecterns, graphing, iMovie, gradebooks using Excel and Blackboard, and Webgrade. Online tutorials are also available on a wide range of topics, from chemistry and biology lab safety to using copyrighted materials in courses. The Provost's Office began in-service training sessions for academic department chairs. Employee recognition programs have expanded to recognize not just longevity of service, but excellence of service, through College-wide as well as divisional awards for professional and support staff. In the two years since the Plan was launched, training opportunities for staff have increased with the hiring of a full-time professional staff trainer in Human Resources. We now offer new training workshops for supervisors on conducting effective performance evaluations, giving and receiving feedback, running successful meetings, and navigating the HEO series reappointment process. In addition, hundreds of employees at all levels have participated in programs on workplace violence prevention--the highest level of compliance with state requirements at any CUNY college. English language programs are offered free to staff via Continuing and Professional Studies.

Strengthen internal resources planning and allocation processes

A formal budget planning process now exists that includes management presentations by all major units of the College. We implemented all-funds budgets. The College benefited tremendously from the CUNY Compact with New York State, an investment program which has allowed us to create a significant number of new faculty lines and to provide additional resources to student and academic support services through permanent increases to the College's base budget. Inadequate financial systems impede our progress and create frustration among campus units. In addition, we need to look at student enrollments against allocation of faculty lines and develop a more comprehensive methodology for resource allocation, a major goal of the Provost's office.

VI. Increase the Visibility, Recognition and Involvement of the College in New York City, the Region, the Country and the World

Develop and implement a strategic marketing and communications plan

With our recent hire of a new Chief Communications & Marketing Officer, we have re-started the process of developing a strategic marketing plan to increase the visibility and national and international reputation of Baruch College and its schools. The function will now report directly to me and be responsible for an integrated approach to our public relations, branding, positioning and image management. From developing a proactive public relations effort, to managing our website, to developing identity standards and marketing materials, we are now building a multiyear plan that will be actionable and measurable. Recently new viewbooks for SPA and Zicklin were created and the

quality of publications and the Alumni Magazine improved. We continue to focus on increasing appearances of Baruch faculty in the press, radio and television. Communications and Marketing remains a key strategic area for development. With a professional team in place and now under new leadership, we look forward to a renewed effort.

Develop close relations with government and community leaders

The College appointed a Director of Government and Community Relations and we increased our outreach to government leaders. As a result, we obtained \$1.3 million in new support during FY07 and now host a bi-annual reception for community leaders. In addition, we engage in regular discussions with elected officials responsible for capital and operating budget support. Our relations are warm and friendly and continue to evolve. Two Baruch alumni are in the New York State Assembly and one alumnus is a member of the City Council.

In conclusion, the efforts of the past three years are truly remarkable. Together we made excellent strides in faculty hiring, strengthening resources, fund-raising, improving undergraduate student quality, increasing graduation rates and improving student support services. We made good progress in national rankings, curricula review and professional development of staff. We still need to make more progress on raising the visibility of Baruch College and diversifying our revenue streams, especially during these difficult economic times. There is no doubt that the esprit de corps among the Baruch community is at an all time high and that students are highly motivated to excel. This focused all of us on the tasks ahead to fulfill the goals we have set for ourselves.

Kathleen Waldron, President Baruch College
August 2008

Office of the Provost General Faculty Report Fall 2008

Writing Center

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

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

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

Student Academic Consulting Center

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

during the spring semester. These students had all either withdrawn or failed the course at least once previously.

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

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

The Bernard L. Schwartz Communication Institute

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

In Spring 2008, the Institute organized and conducted a number professional development programs for Baruch faculty. Based on the success of last fall’s faculty development seminar for full- and part- time faculty teaching Great Works of Literature courses (ENG/LTT 2800 and 2850), Institute staff conducted another such seminar for the fall semester as well as 2 similar programs for Anthropology/Sociology faculty. The Institute was likewise instrumental in planning a similar program for English faculty teaching introductory composition courses. In the spring, the Institute conducted its first ever faculty development seminar on teaching with weblogs. Faculty participants attended regularly scheduled seminar sessions, used course blogs in their respective classes, and reflected on that experience in a seminar weblog. A similar program is currently under way.

Each year, the Institute's Annual Symposium on Communication and Communication-Intensive Instruction brings together approximately 100 leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions and problems salient to both educators and business professionals. The Institute's 8th Annual Symposium took place on May 8, 2008. Titled "Miscommunication," last spring's Symposium once again provided a unique opportunity for educators and business professionals to explore communication-related topics of mutual concern. Participants explored how understanding the common causes of miscommunication—including generational and cultural differences—can aid us in fostering effective speaking and writing in the classroom and the workplace. The Symposium once again consisted of round-table discussions and featured keynote presentations by Esther Dyson, renowned entrepreneur, journalist, and commentator on emerging digital technology; and Dr. Richard Lederer, speaker, broadcaster, columnist, and author of more than thirty books on language, humor, and history. Thanks in large part to publicity around the Theodore M. Hesburgh Award, which the College received in February in recognition of the Institute's faculty development work, the May event was the Institute's best attended Symposium yet.

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

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

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

Newman Library

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

Digital Materials

- Web of Science (set of citation indexes back to 1900)
- Science Magazine (complete back file to 1880)

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

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

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

Baruch Computer and Technology Center

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

- Faculty/Staff E-Mail System – A unified e-mail system for all full and part time employees that includes substantial storage. (life span = 5+ years)
- New Computers for Faculty – All full-time faculty should now have a computer purchased within the past two years. (3 years)
- Server Replacement – All servers at the college, including those used in the three schools, were replaced. (5 years)
- Network Switches – The replacements for the end-of-life networking equipment in the Newman Vertical Campus were acquired. (7 years)
- SPSS – Individual licenses for this statistical software were provided to faculty and doctoral students. (1 year with renewals covered by CUNY compact funds)
- Laptop Loan – Seventy-five laptops were added to the student loan program to meet increased demand and a loan program for the faculty was established. (3 years)
- Graphing Calculators – One hundred graphing calculators were added to the student loan service. (3 years)

Baruch College Now and Collaborative Programs

Baruch College Now conducted three summer programs in 2008: the Summer Journalism Workshop, Merrill Lynch Young Business Leaders Institute at Baruch College, and the College

Now Experience, an academic and recreational program. In total there were 228 New York City high school students enrolled in College Now programs at Baruch College. The overall retention rate was 96%, with 218 of the 228 students having completed the program. 90% of the students enrolled in credit-bearing courses earned a grade of B or higher. The three programs enrolled students from a record high fifty-five high schools.

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

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

Office of Institutional Research and Program Assessment

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

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

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

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

Sponsored Programs and Research (SPAR)

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

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

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

Faculty Development

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

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

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

Continuing efforts in faculty development include the Master Teacher Series, with five extraordinary speakers scheduled for Fall 2008, and events in support of two task forces that completed their work this past summer: the First-Year Composition Task Force and the Quantitative Pedagogy Task Force. Their reports will be made available soon; the members of the task forces deserve our gratitude for lots of hard work and excellent suggestions.

International Faculty Development Program (IFDP) and Faculty Book Club This program enables international faculty members to receive 15 hours per semester of one-on-one tutoring in accent reduction, and to attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques etc.). In spring 2008, the IFDP continued to sponsor a book club open to all members of the faculty. The book was Louis Menand (ed.), *The Future of Academic Freedom* (University of Chicago Press, 1998). More than 50 members of the faculty participated in discussions. Professor Elisabeth Gareis, coordinator of the IFDP, would welcome suggestions for a book for spring 2009.

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

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

Academic Integrity Initiative

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

The Joint Committee on Curriculum and Articulation

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

Continuing and Professional Studies (CAPS)

The past year has been a year of change and positive development for CAPS. We have expanded our programs for national certification of our content areas. Our newest partnership is with the Society for Human Resource Management, to begin January ’09. Such partnerships bring both national and regional recognition to our programs, ensure quality programming, and attract

students for onsite and online classes. We will be one of only two SHRM providers in the region. We have also expanded our full-time international programs to include International Business and Marketing. Due to improvements initiated last year in format and content, as well as the new tracks, we have welcomed our largest incoming class this Fall 08 semester. We have also seen the successful launch of our joint Business Communication program with the Zicklin School of Business. The new program provides two required business communication courses to all Honors and Accelerated Part-Time Students. Integrating business content with communication skills, these courses aim to assist students in enhancing their ability to write and speak in academic and professional settings.

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

The Steven L. Newman Real Estate Institute

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

The Institute has completed its research report, entitled *Downtown 2020*, on the future of Lower Manhattan. Prepared by a distinguished panel of planners, economists, and New York City experts, the report, scheduled for release this fall, provides a unified vision for the future of lower Manhattan. A research report on the Gowanus Canal Corridor is currently underway. New alliances and partnerships are being explored to engage more Baruch and CUNY faculty in research initiatives. Such successful collaborations will allow the Institute to leverage the quality and benefit of its research. Several grants were submitted this year to support the Institute's research and program initiatives. An EPA grant was awarded and grant requests have been submitted for Workforce Development and the Rockefeller Foundation.

Mishkin Gallery

Co-sponsored by the Black and Hispanic Studies Department and the Milt Hinton Jazz Perspectives Concert Series, spring 2008's Black History Month exhibition, *Playing the Changes: The Jazz Photographs of Milt Hinton*, drew a large audience to the gallery. The opening reception was attended by over 300 people and featured a talk by sociologist David Berger, a viewing of the award-winning film *Keeping Time*, and a jazz trio including Warren Vaché. An interdisciplinary show highlighting history, sociology (with Jim Crow photos), music, and art, this Mishkin Gallery show attracted six classes for talks/tours.

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

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

Middle States Accreditation Process

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

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

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

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

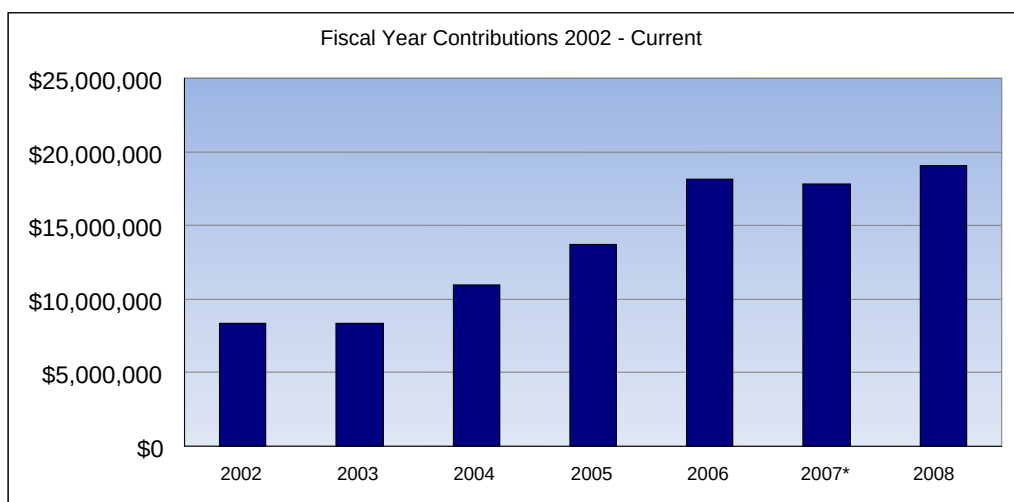
BARUCH COLLEGE
OFFICE OF COLLEGE ADVANCEMENT
Baruch College GFC Meeting October 21, 2008

Fundraising

Our Capital Campaign has raised \$66,728,070 in cash and pledges. Our cash collection stands at \$34,981,394, which is a fairly high ratio of collections against pledges. The Campaign continues to see BCF Trustees, alumni, foundations, and corporations to discuss investment in the College's vision.

Fiscal Year 08 was another record fundraising year totaling \$19,278,762 in cash collected. Backing out an extraordinary gift made in FY 07, this number represents a 7.8% increase in cash collected over the previous year. In FY 08, we exceeded our direct mail and telefund goals (raising over \$500,000 combined from these sources), met our new donor goals, and posted strong increases in 17 Lex Society membership and Benchmark Society membership as well as our \$3.8 million unrestricted goal (the hardest dollars to raise). Our first quarter FY 09 numbers are strong. As of September 29 our cash total is up 51% over where we stood at the same time last year. However we cannot assume that that pace will continue and the second quarter will be the most telling in terms of fundraising trends for the year.

The campaign has had a very beneficial impact on our year-to-year ability to raise money. Below is a graph that shows a growing trend line for cash collected for the last several fiscal years.



(* Extraordinary gift from Larry and Carol Zicklin excluded for last fiscal year.)

Overall, we have followed our underlying plan to capitalize fully and effectively on fundraising growth of Baruch College over the last decade. The best illustration of the cresting of our fundraising are the figures below charting cash collected and BCF assets over the last four years.

Cash Collected in the Last Four Fiscal Years:

\$13,982,101	\$18,123,052	\$31,535,562	\$19,278,762*
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BCF Asset Growth in the Last Four Fiscal Years:

\$85,318,693	\$102,369,583	\$134,774,443	\$147,185,189
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(*Numbers represent those reported to the Council for Aid to Education [CAE] except those for FY08 which come from OCA year end report, pending final submission of numbers to CAE in October).

Alumni Relations

The Office of Alumni Relations continues to pursue a strategy of outreach, communication and networking to engage graduates of the College. We expect a highly successful reunion on October 25-26, when the classes of 1938, 1948, 1958, 1968 and 1983 will be celebrating. Other upcoming events of note include our annual Baruch-in-California gathering, which will be a champagne brunch on the Queen Mary and our annual Alpha Phi Omega reunion, where we anticipate celebrating the successful conclusion of APO's \$125,000 scholarship endowment campaign. Over the summer we also organized events in Long Island, Delray Beach, FL and Washington, DC, attended by over 225 alumni in total.

The Baruch Young Alumni Network (BYAN) continues to grow and interact successfully with our fundraising programs. BYAN has been highly successful in engaging hundreds of our recent alumni (those who graduated in the last 10 years) through a series of volunteer driven, monthly social and networking events. BYAN celebrated its 2nd anniversary in May with a highly successful event attended by over 200 people.

Strategic Partnerships

Strategic Partnerships, which encompasses our efforts to build institutional funding (corporate, foundation, government and community relations) and other kinds of campus involvement, worked throughout the summer to support the campaign effort.

Strategic Partnerships has been coordinating our effort to create a new CFO Network for CFO-level Baruch alumni. To date 30 CFO level alumni have enrolled in the program and we are planning a fall launch event and a second solicitation of alumni to enroll more members. The development of these networks will lead in time to opportunities to seek corporate support and generate new individual prospects, while re-engaging experienced alumni to assist our students pre- and post-graduation.

A gift agreement was signed in June for the \$700,000 gift to endow the Eugene M. Lang Junior Faculty Research Program, and discussions are underway both internally and with the Foundation on a new program to incorporate issues of civic and social responsibility into the curriculum. A new grant of \$75,000 was received from the Clark Foundation to support SPA's

Center for Non-Profit Strategy and Management. The Mrs. Giles Whiting Foundation renewed its commitment to the Whiting Teaching Award in the Humanities program with a gift of \$150,000. The Henry & Lucy Moses Fund gave another \$30,000 gift to support the Moses Scholarships.

In the government and community relations program (GCR) of Strategic Partnerships, our efforts continue to pay rewards. During the summer we received confirmation from Manhattan Borough President Scott M. Stringer that his office has allocated \$658,000 in capital funds to Baruch College for the development of a campus-wide document imaging system.

Division of Student Affairs & Enrollment Management
General Faculty Report Draft: September 2008

Academic Advisement. During 2007-2008, the Center for Academic Advisement saw 13,933 students for one-on-one appointments and had 3,842 contacts with students via email advisement questions. Additionally, advisors had 2,221 telephone advisement sessions with students.

The Center began the new year with several established goals including increased collaboration with other student services at the college, a greater focus on transfer student advisement and increased collaboration with faculty advisers and academic departments generally. The Center welcomed three new part time advisors and transitioned one former part-time advisor to a full-time line (Phillip Hogue).

In collaboration with the academic departments, the advisement staff sponsored its first Majors/Minor Fair last spring (March 2008). Over 28 faculty members attended the fair representing 18 academic departments. Representatives from the Starr Career Development Center also provided students with information about careers. Over 150 students attended the event. The event will be sponsored again during the Spring 2009. Over 100 students attended the Center's annual Student Services Information Fair last spring. First and second semester freshmen were invited to come to one location to talk to representatives from 16 different student services offices. The fair will be held again during the Spring 2009. After a successful first Faculty Open House last fall, The Center for Academic Advisement will sponsor the second such event this fall. The goal of the Open House is to provide an opportunity for faculty advisors to meet the advisement staff and learn about the Center's services.

The In-Gear program is a new 10-week program for students reinstated (by the Joint Committee on Academic Standing) to Baruch. The program began in the Spring 2008 and its goals are to ensure academic success for students reinstated to Baruch College and to increase retention rates. Some of the topics covered over the course of the 10 weeks are: Personal Motivation, Decision Making and Managing Time Wisely. Twenty students completed the program in the Spring 2008. This Fall 2008, 18 students are enrolled in the program. One hundred and thirty seven (137) students were invited to participate in the spring 2008 Students Toward Success Program. The program has been in existence for 5 years and is for freshmen with a 2.0 GPA or below after their first semester. In the Spring 2009, the program will be expanded from four to eight weeks in length.

Athletics and Recreation. The Physical Education department continues to offer a limited number of classes in the Fall and Spring for the students, however Winter session offerings have expanded from 6 to 9 classes. The popularity of fitness classes continues unabated.

The academic performance of student-athletes is comparable to previous years and the GPA levels are above 2.9 (our goal is to achieve an overall GPA level of 3.0). Our goal of

50 CUNY-Scholar Athletes was exceeded this past year when 56 Baruch student-athletes were honored with this award.

After two consecutive years of winning the CUNY Commissioner's Cup, Baruch finished in 2nd place this past year. We did win 3 CUNY Championships (Women's Cross-country; Women's Basketball; and Men's Tennis) and 4 other teams finished in 2nd place. We have enhanced Baruch's image in the athletic community on a regional as well as a national level.

Five athletic teams are currently in season, all with winning records. The Women's Tennis team's record is 2-1; Women's Volleyball is 5-4; Men's soccer is 0-1-2; and both the Men's & Women's Cross-country teams have finished 1st or 2nd in invitational meets. The participation of student-athletes in terms of new freshmen and transfers has increased and the confidence level of our athletes is very high.

The total number of students, faculty, staff, and community that use ARC facilities continues to increase. Over 90 hours per week are provided for facility usage (pool, gymnasium, fitness center, and racquetball courts) which meet the needs of all constituent groups. The recreational opportunities provided to all students at the college assists in creating the ultimate educational experience that is desired and one that students will always remember.

Starr Career Development Center. Heather Krasna left the SCDC after 7 years for a position in Career Services at the University of Washington in Seattle. Three graduate students in Counseling, one from Fordham, and two from New York University, are interning in the SCDC this academic year.

Jobs and Internships: During academic year 2007-2008, 3,118 students made 5,593 visits to the SCDC and there were 2,692 interviews held on campus. 8,000 jobs and internships were posted online last year.

The Center's newly established Pre-Law Program conducted its first-ever summer pre-law institute. Sixteen students participated in the two-week program that included a visit to Cardozo Law School and two sample law classes conducted by Baruch law professors Donna Gitter and John Dugan. The students also attended workshops on internship and law school preparation. Two three-day intensive Dale Carnegie programs were conducted during the summer with students in the Wall Street Careers Program and the Summer Pre-law Institute. The Starr Sub program invites faculty to request a Starr Career Development Center staff member to be a substitute instructor in their classes when they will be away from campus for a conference. Staff can make presentations on a variety of job search or career development topics.

Eighty-six (86) companies are already registered for Fall 2008 Career Day to be held on September 19. Baruch will host its first Graduate and Law School Fair on October 3. Fifty (50) schools are already registered. Forty-eight (48) Job Preparation Workshops and 26 presentations by corporate representatives are scheduled for the Fall 2008.

Counseling Center. During the Spring, 2008 semester the Counseling Center continued its efforts in program development by working with the Office of College Advancement (OCA) to obtain private and public grants that address staffing needs to meet student demand for its services. In March 2008, we received a grant from the van Amerigen Foundation totaling \$120,000 to be used over two years to create a triage system where we can assign students to providers according to the severity of their needs rather than on a first-come, first-served basis. The triage manager was also hired to assist in research associated with the national college-wide depression management initiative we created in collaboration with New York University among other academic institutions. We also improved staffing by expanding our partnership with the Post-Graduate Center for Mental Health, a psychoanalytic post-graduate training institution for licensed mental health practitioners. We have been able to continue working with Ms. Jane Burbank who co-lead group therapy with one of our pre-doctoral psychology trainees. The additional staff helped the center address the increasing demand for services by students, who continue to present with serious psychiatric conditions.

The grants that the Center has received over the last three years have allowed it to hire staff to support the mental health needs of students as well as the Center's participation in research. Notable among these studies is a collaborative study dedicated to establishing best practice methods for treating depression among college students. The depression collaborative research team currently consists of Dr. Kasnakian, Dr. Benitz, and Dr. Davis. The two-year grant funded study is a collaborative study with New York University, Princeton University, Cornell University, Hunter College, and other universities nation-wide.

Through participation in the depression study the Center has remodeled its delivery of service to students. Major improvements included screening for depression and alcohol to measure severity for all students seeking treatment at the Center, the establishment of a triage system described above, and a comprehensive tracking system that allows us to more efficiently follow up on all our cases including the volume of high risk students we serve. We are also now able to more efficiently run analyses on the clinical data to assist in treatment planning and further program development. Preliminary results of our collaboration was presented at the annual New York Metropolitan Conference on Mental Health in December, 2007, NASPA Mental Health in Tampa, Florida in January 2008, and the quarterly National College Depression Partnership (NCDP) Conference, which we co-hosted with NYU and other participating universities in New York City in June. We are scheduled to co-host other NCDP conferences in October and March, 2009 and our proposal has been accepted for a presentation at the Association of College Health Association in May, 2009. We are also working on a manuscript regarding our findings.

The Center has also initiated two additional research studies examining treatment outcome and efficacy among college students. These studies are in association with Fordham University and the University of Maryland. The findings of the studies were presented at the annual conference of the Society for Psychotherapy Research (SPR) in

Barcelona, Spain in June, and the annual conference of the American Psychological Association (APA) in Boston in August.

We also maintained the administrative and curriculum efforts for our three training programs and expanded one of the programs to include two additional part-time trainees. Our training programs include: (1) Beth Israel Medical Center psychiatric residency rotation, (2) psychology pre-doctoral internship program and (3) psychology graduate-level externship program. We increase our graduate level externship program with two doctoral level trainees in psychology. Our programs continue to attract excellent psychiatric residents from Beth Israel Medical Center, and doctoral and masters level psychology candidates from both the tri-state area as well as nationwide. Every year the number of applicants for our pre-doctoral internship program increases substantially as our reputation for excellent training spreads to the academic communities throughout the nation.

Disability Services. Forty-nine (49) students have newly identified themselves as having a disability to Disability Services. Two Baruch students received \$3,000 scholarships from the National Council of Jewish Women. Another Baruch student received CUNY's Michael D. Solomon Scholarship.

Disability Services in conjunction with the Computer Center for Visually Impaired People and Baruch's School for Public Affairs held an all day conference in the Spring 2008 entitled, "Employment & Visual Impairment: Policy & Practice." The conference was well-attended and very successful in part because of the large number of highly trained volunteers who participated. The Society for Disability Studies held its 5 day conference at Baruch. Baruch's Disability Office assisted in many ways including the provision of assistive technology accommodations.

CUNY's LEADS (Linking Employment, Academics and Disability Services) which is a unique partnership between CUNY and VESID (Vocational and Educational Services for Individuals with Disabilities) - is up and running. Baruch's LEADS counselor has met with at least 90 students and has secured VESID services for 35 students.

Early Learning Center. This fall, 33 Student/Families are enrolled in the child care center with 11 children under 3 years old and 22 aged 3 and 4. After an extended and newly revised process, the Early Learning Center was re-accredited in Spring 2008 by the National Association for the Education of Young Children (NAEYC).

Two Early Learning Center staff members will participate in "Creative Arts Team" (CAT), a staff development opportunity for the Child Care programs at CUNY, initiated through the Office of Student Affairs. CAT utilizes drama in the classroom to support many areas of learning: communication, cooperation, literacy and others. A Baruch student will be completing her Observation Requirement of 30 hours over 10 weeks for the course 'Introduction to Urban Education' at the Early Learning Center. Over the years Professor Emily Comstock Di Martino has sent many students to the Center to observe and learn from the teachers.

Health Services. The Baruch College Health Center, continues its relationship with Beth Israel Medical Center and Continuum Health Partners Inc., via an annual, renewable contract which provides primary care for coughs, colds and flu; strains and sprains; vaccinations; STI/HIV; physical exams and women's health issues. After several years, Audrey Hoover, Baruch's Nurse practitioner left the center and was replaced this fall by Juliette Blount, NP. Juliette has a background in Student Health and comes to Baruch from Columbia University Health Services.

The Health and Wellness Coordinator has maintained a robust program of preventative and educational health programs for students. Upcoming programs include: a breast cancer awareness program, a sponsored yoga class, a stress management program, the Great American Smokeout, a World AIDS Day speaker and several Health Services Information tables, among others.

Orientation. The Office of Orientation generated or collaborated on numerous projects in the area of student orientation and freshman year programs. The year ahead will be devoted to re-envisioning the mission of this office with an eye to creating seamless and meaningful transitions for new students to the College.

Fall 2008 Convocation Baruch Beginnings saw virtually the entire freshman class take part in two days of intensive startup activities including a freshman text book discussion, a money management workshop, a communications workshop, a diversity workshop, a scavenger hunt, a barbecue and Street Fair. The keynote speaker for the freshman Convocation was author and editor, Nina Mehta, who spoke about The Namesake and offered personal insights on bicultural identity and the academic journey ahead. Her address was well received. The fall 2008 freshman text, Jhumpa Lahiri's The Namesake, met with enthusiastic response from students and anecdotal assessment so far indicates high degree of student compliance with reading the book prior to Convocation.

The College held its first-ever Transfer Convocation as well with approximately 200 new transfer students attending. The keynote speaker for the Transfer Convocation was Ernesto Butcher, Deputy Executive Director—Operations for the Port Authority of New York and New Jersey. Mr. Butcher's motivational address was well received. Parents and family of new students attended the Parent Orientation and Reception held as part of the August 25-26 Baruch Beginnings activities. Response from the approximately 500 attendees was universally enthusiastic.

Spring/Summer activities included 11 orientation sessions for incoming freshmen and transfer students. Approximately 1,300 freshmen attended a full day orientation and advisement program, while approximately 1,200 transfer students attended one of 9 transfer orientation programs. Orientation for transfer students became mandatory for this past year and there was little resistance from students about the requirement. Students were encouraged to stay and register on line before leaving campus. Based on the success of the Spring 2008 Learning Communities pilot, transfer students also had an opportunity this fall to register for one of four transfer learning communities (based on either a "Great Works" course—LTT 2800/ENG 2800, a LAW 1101 class, or a CIS 2200

class). The offering includes small class size, an assigned academic advisor and peer mentor, a transfer seminar series focusing on career prep, writing and research skills, plus other community-building activities. Faculty also offer students co-curricular activities as part of this experience. Student and faculty feedback overall has been very positive and we were able to fill the sections before the halfway point in the fall season's orientation/registration. Forty (40) freshman learning communities are running during fall 2008, up from 36 in fall 2007.

SEEK. Over one hundred (100) incoming SEEK students participated in a summer experience that was designed to prepare students for their freshman year while immersing them in college level work. Special Program transfer students participated in a new SEEK Transfer bridge program that helped with a smooth transition from community college to Baruch.

The following programs are planned for SEEK students this fall: Personal Statement Workshop, Study Abroad Workshop, Sophomore Class Reunion, Senior Luncheon, Know your Legal Rights Workshop, CPE Preparation Workshop, Clear Communication/Pronunciation Workshop and individual coaching communication sessions.

As usual our Academic Survival Program for probationary SEEK students will have 6 group meetings and 4 individual counseling sessions with students on probation during the fall semester. The Program focuses on helping students meet GPA requirements and develop strategies for academic and personal success.

Other activities started in previous semesters will be continued this fall. This includes a program to lend graphing calculators to SEEK students enrolled in math courses and one for the lending of laptop computers.

On November 11, the Beta Alpha Chapter of Chi Alpha Epsilon National Honor Society will have an induction ceremony for SEEK students and honorary inductees.

Student Life. Events: The 43rd Commencement Exercises of Baruch College were held on Wednesday, May 28, 2008, at Madison Square Garden in the Theater. Due to a Concert commitment by MSG, there was an 11 AM and 3:30 PM ceremony. The Office of Student Life (OSL) again coordinated academic regalia, commencement tickets and the ceremony logistics for two ceremonies. 2,417 degree candidates attended the two ceremonies. The 30th Annual Spring Fling Street Fair was held on E. 25th Street on Thursday, May 8, 2008. This event attracted well over 2,500 students featured food, games, music, and entertainment. Student Life collaborated with the Office of Orientation and New Student Programs in running the annual Baruch Beginnings program in August. The two-day event concluded with a street fair on E. 25th St.

OSL held the 4th Annual American Cancer Society Relay for Life on Friday, Apr. 4, to Saturday, Apr. 5, 2008 in the Baruch College gyms. Over 1,000 students participated in this 15-hour overnight program, which raised \$66,500. The 4 Relays held at Baruch College have raised over \$261,190 for the American Cancer Society. The 5th Annual

Relay is scheduled for April 3, 2009. OSL will sponsor its annual Fall Blood Drive on Tuesday & Wednesday, October 21 & 22, 2008. For both March and October 2007, Baruch College was recognized by the New York Blood Center for one of the top 10 most successful mobile drives in NYC for that month. Baruch College is the only CUNY college to be so recognized. The OSL has coordinated with various clubs, organizations and offices at Baruch College and has put together a comprehensive series of events to celebrate Latino Heritage Month at Baruch from Sept. 16 through Oct. 24, 2008. A complete listing can be found at www.baruch.cuny.edu/stulife. The annual fall Club Fair will be held in the Main Gym on Thursday, Sept. 25, 2008. The OSL has worked with the gay and lesbian student group on campus to schedule the first LGBT History Month on campus with events taking place from Oct. 7 through Oct. 30, 2008. A complete listing can be found at www.baruch.cuny.edu/stulife.

Forty-eight (48) sections of Freshman Seminar are running this fall, all sections are block programmed with academic classes. All classes are staffed by trained faculty/staff leaders assisted by student leaders/peer mentors. The OSL is conducting a CUNY Voter Registration drive during the fall semester leading up to the deadline to register for the presidential election on November 4. Voter registration forms are being distributed on the second floor lobby and in freshman seminar as well as on the student life website and a special insert in The Ticker. "Leaderquest" the 26th annual Student Leadership Training Weekend is scheduled to take place from Nov. 7-9, at the Edith Macy Conference Center in Briarcliff Manor, New York. Eighty-five (85) student leaders from government, clubs and media will attend.

Lexicon 2008, the senior yearbook, was published and distributed on May 20, 2008. This is the sixth full-color, all digital yearbook published at Baruch College, and the only CUNY yearbook that is totally financially self-sustaining, receiving no student activities, or college money. The American Scholastic Press Association presented Lexicon 2008 with a second place award citing its page design and creativity and photography.

Enrollment. At the point of the Flash Report to CUNY Central, Baruch's total enrollment for the fall 2008 semester is 15,906. This is 129 more students than fall 2007, with all of the increase in graduate enrollment. We registered 3,246 graduate students and 12,660 undergraduates, compared to 3,033 graduate students and 12,744 undergraduates enrolled last year. These figures do not include approximately 300 international executive programs students at locations overseas.

Undergraduate Admissions. Baruch College enrolled 1,467 new freshmen and 1,251 new transfer students for the fall 2008 semester. The number of transfers was a planned decreased from the 1,347 transfers registered in fall 2007.

The percentage of African American students in the incoming freshman class has increased to 8.5% in 2008, up from 6.6% last year (representing a 65% increase). The percentage of Latino students in the class is virtually level with last year at 15.4%. We will continue to focus our recruitment efforts to increase minority student enrollment. We have seen an increase in the average SAT scores for entering freshmen. Last year our

average SAT score was 1138 for all regularly enrolled students and this year it is 1154 – a 16 point increase. The average GPA is 87.2 compared with 87.4 last year.

In line with the Baruch College Strategic Plan, in June 2008, we opened our new Transfer Student Center on the 7th Floor of the Newman Library Building. This Center provides all of our services to transfers in one location: transfer admissions counseling, transfer credit evaluation, as well as assistance with Baruch's registration and payment processes. We have relocated staff from the Admissions areas to the Center and their primary focus will now be on the successful transition of our transfer population into Baruch academic life.

Our undergraduate admissions recruitment team has been executing a comprehensive plan to recruit the fall 2009 freshman and transfer class. We are expanding the number of visits to college fairs and high schools in New York City, Long Island, Westchester, and New Jersey. We are also planning 2 "College for a Day" events in October and November and will be hosting a series of Open Houses on campus this fall. Due to increased demand, we have expanded the number of campus tours for students and parents and have initiated a Wednesday evening tour. We are also expanding the number of group tours (when high schools bring groups of students to campus) and have expanded the number of student ambassadors who conduct our tours.

To further enhance our relationships with prospective students, we are implementing a new (Hobson's) Customer Relations Management System (CRM) that will allow us to communicate routinely and easily with our students and their families. This effort, thankfully, is being completely supported by CUNY Central. The first phase of the project has been implemented with the new "Ask the Virtual Advisor" on the Undergraduate Admissions homepage, where students and parents can quickly have their questions asked and answered. We can also track frequently asked questions and note those for which we do not have answers on the site and add them. Soon, as we implement the rest of the system, we will be able to institute a flow of communications and publications to students during the application cycle and tailor these responses to their interests and needs.

Registrar. The Registrar's Office is finalizing graduation for spring and summer 2008. We anticipate 2,689 students (1,891 undergraduates and 904 graduate students) will have earned their degrees at the end of the spring 2008 and summer 2008 semesters.

We are currently working on the Winter Intersession and Spring Schedule of Classes. Winter Intersession begins January 2 and ends January 23, 2009. Registration for both the winter and spring 2009 sessions begins November 11, 2008. Classes for spring 2009 begin Monday, January 26, 2009.

The Office is updating policies and procedures based on decisions made by CUNY Central for fall 2008 semester. The following changes were made: (1) a new grade was added for unofficial withdrawal - WN – Never Attended. It is used for undergraduate and graduate students when there is no documented evidence of a student's

participation in a course. (2) WU – Dropped by Instructor for excessive absences. This grade continues to be assigned to undergraduate students. Both of these grades carry an F penalty, so it is in the student's best interest to withdraw from the class. E-roster certification begins on September 24 and ends on October 5. During the summer months, staff assisted 11,317 students at the front desk.

Financial Aid. The College disbursed approximately \$52 million dollars in financial aid to over 10,200 students during the 2007/08 academic year. The Office continues to work in cooperation with the Registrar, BCTC, Academic Advisement and the TAP Certifying Officer to ensure that students are made aware of the academic requirements to receive New York State TAP awards. Most students who are identified as potentially out of compliance are able to change their programs, declare or change their major/minor in order to qualify for TAP. Currently, the information on students registered for ineligible coursework is forwarded to the TAP Certifying Officer who decertifies their state aid. This process will result in a marked increase in compliance.

Additionally, attendance information provided by faculty through the e-rosters has allowed the college to more accurately process Return to Title IV calculations and to adjust the federal awards of students who register but fail to begin attendance in some or all of their classes. The spring 2008 semester saw an increase in compliance with e-rosters attendance certification. The office also actively participated in the CUNY ERP fit/gap sessions to ensure that the new system will be designed to assist our efforts to comply with federal and state requirements for processing and disbursing aid. The office is currently involved in a review of records of prior Perkins Loan defaulters in preparation to have their accounts assigned to the U.S. Department of Education for collection.

International Student Office. As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has a total of 1,813 Active F1/ J1 international students. This includes 408 Graduate Students; 903 Undergraduate Students; 129 ESL & Certificate Students; and 373 who currently have received approval or are awaiting approval for Optional Practical Training after completion of their degree. Additionally of the total 1,813, 82 students have received approval to participate in internships for the fall 2008.

During the months of August and September we conducted several new student orientations. A total of 101 graduate students attended orientation on August 21, 2008; on August 18th & 20th a total of 96 undergraduate students attended orientation; on September 9th & 12th & 15th a total of 60 ESL & Certificate Program students attended orientation.

The International Student Service Center continues to organize and conduct several informational workshops for our students on a variety of topics. For the fall 2008 Semester we will be conducting the following informational workshops:

September 18, 2008: Curricular Practical Training
October 2, 2008: Optional Practical Training (#1)
November 6, 2008: Optional Practical Training (#2)
November 13, 2008: Travel & Re-Entry

Testing and Evaluation. The Office of Testing and Evaluation is responsible for the Skills Assessment Program which incorporates the CUNY/ACT Compass/ESL Reading, Writing, Compass Mathematics, and Compass Mathematics Placement, CUNY Testing Borough Center, Course Placement, CUNY Proficiency Examination, Conflict Examination, Simnet Enterprise Program and Student Course and Faculty Evaluation Program.

A total of 163 skills assessment tests were given for 4,759 students in the 2007-08 academic year. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generate between 5,000 – 6,000 course placements.

All students who have completed 45 credits are required to take the CPE exam. A total of 4,228 students were invited to test. 2,663 took the exam and the pass rate was 89.8%. It was 89.4% last year. A total of 4,108 students took the Simnet exam. The pass rate for the first attempt was 63.2%, for the second attempt it was 78.2% and for the third attempt was 99.75%. The pass rates for first and second attempts increased from 2006-07, when they were 61.8% and 77.4%, respectively. The third attempt pass rate, already at a very high rate of 99.76 in 2006, was 99.75 in 2007.

The Student Course and Faculty Evaluations are currently administered five times per year (Summer Session I and Summer Session II, Fall, Winter and Spring). During the 2007-08 year, 4,974 evaluation packets were prepared. 120,000 scan forms were processed and 91,298 forms were scanned. 3,785 evaluation reports were generated and distributed. Electronic data files were also created and distributed to departments and offices. Detailed information can be obtained in the Office of Testing and Evaluation 2007-08 Report.

**Report to the Baruch College Faculty
by Johanna D'Aleo
Vice President for Administration and Finance
September 2008**

FY 09 Budget

The all funds budget of Baruch College for the FY09, which began on July 1, 2008 is in excess of \$167 million. The tax-levy portion of our budget is almost \$93 million or just over 55% of our total funding. We are also fortunate to receive over \$17 million of additional support from the Baruch College Fund. These additional funds will greatly assist us in continuing to improve and support our campus.

This summer, actions were taken by Governor Paterson and the NYS Legislature in the face of deteriorating economic conditions and declining state revenues. The implemented savings plan decreased the CUNY senior college base by approximately \$68 million. The reduction in base budget for Baruch was approximately \$4 million or 4.75% of our tax levy operating budget.

The required expenditure reductions have been applied to each campus division in a prorated manner to accommodate the overall budget reductions.

In order to address this issue, we have explored various cost savings and revenue generating opportunities. Based on historic data, the campus will likely generate about \$2 million in reduced expenditures for the normal ebb and flow of employee turnover, departures and retirements. All vacancy savings in the current fiscal year will contribute to each division's portion of the required savings.

In early August, to insure vacancy savings, CUNY implemented a "Temporary Pause in Personnel Actions" which suspended the processing of all personnel actions. Full time faculty and staff members providing direct service to students were exempted from this suspension. Recently, we have been allowed to fill a few vacant staff positions and are waiting for further guidance from CUNY as to the next steps in this process.

In addition to reducing expenditures we are looking for ways of increasing revenue. The Provost and Deans have begun discussing the possibility of increasing courses offered during the winter and summer session.

The CUNY Compact for FY09 is being deferred to FY10. The revenue target associated with the FY09 Compact was rescinded. Any additional tuition revenue over collections that are generated in the current year will be retained by the campus and can be used to offset the planned reductions or held in reserve (within the 2% limitation).

Campus Operations, Planning and Construction

Campus Master Plan

The Master Plan will provide guidance and information which will assist with the planning of changes and additions to campus spaces for the next ten years.

Since my last report, FX Fowle, our consultant and the Master Plan Executive Committee (Committee membership includes representatives from the CUNY Office of Facilities Planning, Construction and Management and Baruch's President, Provost, VP for

Administration and Finance, VP for Student Development and the AVP for Campus Operations) completed the final draft Master Plan for submission to the CUNY Board of Trustees in November.

The process included gathering information on enrollments, space utilization, program growth, etc. and consultation with various campus constituents. Recently, open meetings for both faculty and students were held to discuss the draft plan and obtain additional feedback. The Master Plan Document is available at:

<http://10.1.2.103/docs/mp080912.pdf>

Construction and other Projects

After receiving \$40 million of capital funding last Spring for the Field Bldg. at 17 Lex, we are nearing the end of negotiations to contract with an Architectural/Design firm to begin the design for Phase I. The anticipated start of design is expected to be 12/1/08. The Baruch High School is scheduled to move out of the building at the close the current school year giving us swing space as we complete the renovations in a phased manner over the next few years.

Looking Good Program

The focus has been on enhancing the entrances, lobbies and common areas of our buildings. Accomplishments include: installation of digital signs in each of the lobbies of our buildings; gum removal from all sidewalks around our buildings; painting the first two exterior floors of the Field Bldg. at 17 Lex; repair, painting and plantings for the potted trees in the south campus; adding a variety of colors to the white walls throughout the VC and the Informations/Technology building; and replacement of flags and banners in the north and south campus.

Newman Vertical Campus Canopy

The design is completed and CUNY is currently negotiating a contract with the fabricators and installers. Construction is expected to begin the summer of '09 and be completed by the time school starts later that summer. The canopy will protect our faculty/staff/students entering the 24th street entrance from falling ice during the rare events when ice forms on the outside of the NVC.

Exterior Campus Lighting Project

The design is complete and we will be bidding the project this Fall. Project completion should be this winter.

Escalator/Elevator Repairs

A new firm has been hired for the north campus elevator/escalator maintenance. Under the new contract, Baruch will have technicians on site from 7:00 AM till 11:00 PM (M-F) who will be able to quickly attend to emergencies. In addition, this firm has already begun repair work on our escalators and elevators, and we expect the repairs will continue for another month. We ask for your patience as we make these repairs.

Campus Facilities Projects

- Designed, carpeted and furnished seven net new private offices for Faculty or Administration by converting conference rooms, eliminating cubicles or re-utilizing other designated spaces.

- Oversaw the scoping/design/signage of 10 classroom/study room or areas for Donor Naming Dedications.
- Reconfigured 11 office suites or cubicle areas for better efficiencies and utilizations of space. Some reconfigurations included new furniture, carpeting and paint, while others reutilized existing furniture.
- Continued to add color to public spaces in the Newman Vertical Campus, such as the 14th Floor Multipurpose and Breakout rooms.
- Oversaw the repair of over one hundred task chairs under warranty in the Newman Vertical Campus.
- Freshened 18 existing study rooms in the Newman Library with painting, cleaning and installations of whiteboards.
- Created 25 individual study pods in the former microfiche area of the Newman Library utilizing the existing carrels.
- Created two new group study rooms in the Newman Library by converting former copier rooms. Copy machines moved to underutilized areas.
- Created one net new computer lab in the Newman Library.
- Replaced an additional 14,000 square feet of carpeting and/or floor tile in areas not associated with renovation or construction. Two primary areas are Baruch Performing Arts Center Theater Lobbies and the Undergraduate Student Club Rooms.
- Initiated projects with CUNY Central to upgrade Mason Hall lighting and sound systems; provide a cooling tower access, atrium fan upgrade, and Subotnick Center Air Conditioning upgrade in the Information & Technology Building.

Human Resources

Training and Development

One of the major objectives of the College's Strategic Plan is strengthening the professional development of all who work at Baruch. Our Training and Development Specialist continues to assist in achieving this objective by offering relevant learning opportunities for faculty and staff that have been well received.

Summer Learning Opportunities

Two training programs were offered over the summer, "Meetings that Matter" and "Preventing Workplace Violence." "Meeting that Matter" was attended by faculty and staff from across the College (including faculty from the School of Public Affairs, the Newman Library, and the Weissman School of Arts and Sciences). "Preventing Workplace Violence," a mandatory program for all faculty and staff, has reached over 700 in total attendance (including the College's executive management) and has been described as "thought-provoking." The class will be offered again this semester and all faculty and staff who have yet to attend are encouraged to do so. In another program offered during the summer, the Office of Human Resources collaborated with Continuing and Professional Studies to offer ESL classes to Baruch College's Custodial Division. Participants in the program were very enthusiastic about this learning opportunity and gave positive feedback regarding their experience in the program.

Domestic Violence Prevention

Our Training Specialist was appointed by President Waldron as the Domestic Violence Liaison for the College in compliance with the Governor's Executive Order #19. A committee has been formed to create awareness and provide education regarding intimate partner violence in the workplace. The Training Specialist will be developing a training program for faculty and staff to address this growing area of concern.

New Website for Baruch Faculty: Teaching Blog

The Office of the Provost and the Office of Human Resources have collaborated to launch a new faculty development website, the *Baruch College Teaching Blog*. The goal of the site is for faculty members to share and react to techniques and best practices for effective teaching across disciplines. The Baruch academic community now has a vehicle for interacting on a regular basis online in addition to face-to-face faculty development events.

The Teaching Blog can be found at:

<http://blsciblogs.baruch.cuny.edu/teachingblog/>

There is no need to subscribe in order to read and comment on blog posts. Members of the Baruch College community are also welcome to write a post for the blog as guest contributors.

The Office of Human Resources launched a pilot of the ePAF project for part time instructional staff on August 18, 2008.

ePAF

The Office of Human Resources launched a pilot of the ePAF project for part time instructional staff on August 18, 2008 as one of our process improvement initiatives. The goal of the system is to improve workflow, quality control, cost efficiency and ultimately timely payroll processing.

The ePAF system for part time instructional staff will be available to all departments for the Spring 2009 semester. We anticipate the roll out of the ePAF system for full time and classified part time staff in the near future.

CUNY FIRST

The campus functional liaisons continue to make substantial time commitments to insure the success of this very important project. The General Ledger module went live late this summer and we look forward to the implementation of the remainder of the CUNY FIRST modules. Additional information on the progress of CUNY FIRST at Baruch is available at: <http://www.baruch.cuny.edu/cunyfirst/index.html>

**All-Funds Expenditure Summary
Cross-Year Comparison FY 2007-2009
As of September 2008**



FUND	ACTUALS FY 2007	UNAUDITED ACTUALS FY 2008	PRELIMINARY BUDGET FY 2009
Public Tax-Levy Allocation			
Tax-Levy Allocation	\$ 91,793,000	\$ 95,677,200	\$ 94,367,400
Additional Revenue Over-collections	1,030,200	2,425,800	2,800,800
Sub-Total: Public Tax-Levy Allocation	92,823,200	98,103,000	97,168,200
CUTRA Reserve	-	2,862,700	474,000
Income Fund Reimbursable			
Continuing & Professional Studies	3,635,749	4,096,266	4,666,618
Student Technology Fee	1,939,614	2,045,730	2,654,730
Sub-total: Income Fund Reimbursable	5,575,363	6,141,996	7,321,348
Designated Funds			
Executive Education	2,546,073	3,076,115	3,684,831
Other (1)	4,197,105	5,302,153	4,762,372
Sub-total: Designated Funds	6,743,178	8,378,268	8,447,203
Philanthropic Funds			
Baruch College Fund	14,075,427	15,324,277	17,542,300
Bernard M. Baruch Endowment (2) (3)	1,795,550	1,316,135	1,469,300
Sub-total: Philanthropic Funds	15,870,977	16,640,412	19,011,600
Other Affiliated Organizations			
Auxiliary Enterprises Corp.	770,237	830,939	829,170
Bernard Baruch College Association (4)	2,658,136	2,260,495	2,227,464
Early Learning Center	492,650	565,414	594,027
Research Foundation (5)	3,739,810	3,842,418	4,100,000
Sub-total: Other Affiliated Organizations	7,660,833	7,499,266	7,750,661
Graduate School and University Centers	1,914,488	1,923,481	1,836,481
CUNY Centrally-Funded Expenses (6)	37,000,000	40,700,000	42,700,000
Total: All-Funds Revenue & Expenditure Summary	\$ 167,588,039	\$ 182,249,123	\$ 184,709,493

Notes:

- (1) The \$1.1M increase in Designated Funds Other expenditures between FY07 and FY08 includes \$580K of new Zicklin School general program expenditures, \$260K of new Zicklin School International Program Expenditures and \$150K of new School of Public Affairs general program expenditures. These increased expenditures were funded with increases in current year related program revenues as well as planned spending of available cash. The FY09 Designated Funds Other budget may be adjusted upward if higher program fund revenues continue to be available.
- (2) Bernard M. Baruch Endowment spending in FY07 includes a one-time \$300K planned increase to spending on Graduate Assistantships & Doctoral Students as well as some prior year payments for student scholarships.
- (3) Bernard Baruch Endowment includes funds from the Wollman Fund (\$80,000), which is held by CUNY.
- (4) Bernard Baruch College Association FY07 actuals includes planned one-time expenditures of accumulated cash balances approved by the Board of Directors.
- (5) Research Foundation Expenditures exclude funds administered by the foundation from sources other than research granting institutions.
- (6) CUNY centrally funded estimated expenses include: fringes, utilities, and rent.

Baruch College Tax-Levy Budget
(in \$000s)

DRAFT
Including Target Adjustment
and Lump Sum Restoration

Revenues and Expenditures		FY 2005 Actual	FY 2006 Actual	FY 2007 Actual	Unaudited FY 2008 Actual	Preliminary FY 2009 Plan	Yr-to-Yr Change
CUNY Allocations	(1)	81,109.0	83,697.1	91,793.0	95,677.2	94,367.4	(1,309.7)
CUNY Base & Lump Sum Allocations (Excl'd.Compact)		80,558.1	81,056.1	82,265.7	89,327.8	89,103.4	(224.4)
CUNY Compact Base Allocation	(2)	-	-	1,942.7	4,227.0	4,227.0	-
Additional Allocations		550.9	2,641.0	7,584.6	2,122.4	1,037.0	(1,085.4)
Tuition Surplus/(Deficit) Against Target		359.0	1,833.2	3,622.4	2,425.8	2,800.8	375.0
Actual / Projected Tuition	(3)	75,605.0	80,065.0	83,219.4	83,423.8	85,233.8	1,810.0
CUNY Revenue Target		75,246.0	78,231.8	79,597.0	80,998.0	82,433.0	1,435.0
REVENUE TOTAL		81,468.0	85,530.3	95,415.4	98,103.0	97,168.2	(934.7)
Expenditures							
Full-Time Regular (excluding Graduate Center Lines)	(4)	64,559.1	66,775.8	72,465.8	76,404.4	78,123.1	1,718.7
Adjuncts		7,970.1	8,682.7	9,187.2	9,059.0	8,557.6	(501.4)
Temporary Services	(5)	3,490.1	3,309.5	3,500.2	3,881.3	4,039.6	158.4
OTPS	(5)	6,532.7	6,835.5	7,670.0	8,758.3	6,779.0	(1,979.3)
EXPENDITURE TOTAL		82,552.0	85,603.5	92,823.2	98,103.0	97,499.3	(603.7)
Surplus / (Need)		(1,084.0)	(73.2)	2,592.2	0.0	(331.0)	
Beginning CUTRA Reserve		1,808.8	748.0	744.6	3,336.8	474.1	
One-Time Planned CUTRA Expenditures					2,862.7		
Ending Surplus/ (Deficit), or CUTRA Reserve		724.8	674.8	3,336.8	474.1	143.1	

- (1) The FY09 Initial Allocation requires Colleges to holdback 1.5% of their base allocations and all FY09 Compact growth provided in initial allocations until a determination has been made about the impact of the additional \$50.6M cut to CUNY's overall budget. One percent of Baruch's FY09 base allocation is approximately \$1.4M.
- (2) CUNY Compact Tax-Levy Allocation excludes Philanthropy, Restructuring and Fringe Benefits.
- (3) Projected Tuition for FY09 assumes that excess MBA tuition will increase \$910K and all other tuition will increase \$1.4M over FY08 actuals, however, \$500K will be held back from the College to cover one-third of estimated TAP disallowances for prior years.
- (4) FY09 Full-Time Staff Expenditures represent budget allocations to College divisions less naturally occurring vacancy savings estimated at \$2.1M, the cost of Full-Time lines funded by the Graduate Center (approx. \$1.9M), and planned additional vacancy savings of \$760K.
- (5) FY09 Temporary Services and OTPS expenditures represent budget allocations to College divisions less \$500K of expenditures that CUNY will journal to Baruch's IFR Overhead and other accounts before year end. These expenditure numbers also include planned savings of \$79K in Temporary Services and \$1.3M in OTPS, as well as \$300K of savings to be identified by divisions.

Report of the School of Public Affairs to Baruch College General Faculty

Enrollment:

Total SPA enrollment for fall 2008 is 969 students.

The School of Public Affairs welcomes 327 new graduate students this fall semester, representing a +16% increase in new graduate students from last fall's entering class. This fall the School of Public Affairs had a 16.5% overall increase in number of applications from fall 2007. The MEd in Higher Education, XMPA, and Baruch Cohort of the Educational Leadership program experienced application changes of +14.9%, -22% and +9%, respectively. Traditional MPA applications were up +20.5%. The School was able to exceed enrollment targets for 3 of 3 of its traditional programs. SPA enrolled 327/304, or 107.6% of its target for entering first time graduate students. 498 continuing graduate students registered at SPA this fall, bringing the total graduate student population at SPA to 825 students, or +15.4%.

Women make up 71.9% of the graduate student body, representing an increase of +2.3% from fall 2006. Of 769 students reporting ethnicity data, 43.2% (+2.3%) identify as White, 22.6% Black, 15.5% (+2%) Hispanic, 7.4% (+2.9%) Asian, 0.1% Native American, 5.7%, Other, and 5.5% (-9.1%) Choose not to Respond. The entering class reflects the growing diversity of an already highly diverse graduate student population. The ethnicity data for new students is 38.3% White, 25.3% Black, 15.8% Hispanic, 8.2% Asian, 5.0% Other, and 7.3% not available or Choose not to Respond. Notable changes from fall 2007 entering class ethnicity reporting are +4.2% Asian and -3.1% not available or Choose not to Respond. SPA's first-time graduate student population is comprised of 68.4% women and 31.6% men, or a -3.5% and +3.5% change from fall 2007, respectively.

Traditional MPA Enrollment Report – Fall 2008

- MPA applications up 25% from fall 2006, 20.5% from fall 2007
- MPA Accept rate = 82%, steady for third year
- MPA Yield rate = 69%, drop from 71% in fall 2007

MPA Incoming class of **127** (+30% F06)

36 (+70% F06) Full-time, 133.3% of target

91 (+21% F06) Part-time, 107% of target

MPA Incoming class 84F, 43M (or 66% (-3% F07) women, 34% (+3% F07) male

Academic Programs and SPA News

SPA Welcomes Associate Dean of Academic Programs, Dr. Jonathan Engel:

This spring, Dean Birdsell announced the appointment of Jonathan Engel to the newly created position of Associate Dean of Academic Programs. He joins us from Seton Hall University where he was Professor of Public and Healthcare Administration.

New Faculty: SPA is proud to announce the addition of two new FT faculty members. Na Yin joins our faculty as an Assistant Professor and cluster hire for the CUNY Institute for

Demographic Research. Maharukh Bhildawalla joins us from Columbia University where she was a Lecturer.

A redesign of the School's website was initiated in November 2007, with its official launch on July 15, 2008: During the fall, we will continue to refine the navigation and content on the site with input from Baruch faculty, staff and students. We encourage you to visit the site and provide feedback.

In the fall of 2007, staff at SPA began the work of the redesign with the firm BBMG. We established a range of goals as we began the process. We set out to improve organization and navigation, while bringing a livelier look and feel to the site. We were looking for more visual consistency with other SPA printed materials, and also to provide additional multi-media and interactive functionality.

We are grateful for the development work from the steering committee: Yvette Kelley, Barbara Fife, Patrick Ackerman, Carol Abrams, Gregorio Morales, Corrine Kohlmeyer-Hyman, and Valerie Lisyansky. In the process of developing the concept for this website, we consulted with members of our faculty and staff, and particularly appreciate the strong support and advice of Dean David Birdsell.

Former three-term New York State governor Mario Cuomo and Douglas Muzzio: professor of Public Affairs and political commentator will co-teach a Seminar in Public Affairs during the fall 2008 semester. Titled "The 2008 Presidential Election: Where We Are as a Nation, Where We Want to Be, How to Get There," the course will provide students with an inside look at the race for the presidency from one of America's elder statesmen and a political scientist, who has also served as a campaign strategist. Cuomo and Muzzio will occasionally be joined by political, polling, media, and academic practitioners and analysts.

The curriculum focuses on three basic themes: The basic principles of Democracy on which our nation was founded; The nature of American political discourse and debate; and The current "state of the nation", including major public concerns and how political parties, interest groups and the media frame political issues and policy development and adoption

Our Upcoming Events

"Diversity and America's Future: A Complex Assessment"

Part of the Lillie and Nathan Ackerman Lecture Series
Wednesday, September 24, from 6-8 pm

"Coming to Terms: New York City and Term Limits"

Part of the Peter F. Vallone Sr. Lecture Series
Thursday, October 16, from 8 -10:30 am

"Politics, Pundits and Polls: Election 2008"

Presented by the Center for Innovation and Leadership in Government at SPA
Tuesday, October 28, from 5:30 to 7:30 pm

“Can Church and State be Separate: The Future of Religious Freedom in America”

Part of the Lillie and Nathan Ackerman Lecture Series

Tuesday, October 28, from 6-8 pm

“Watch the Debates with CILG”: The Center for Innovation and Leadership in Government in the School of Public Affairs will host viewing and commentary sessions for the three upcoming presidential debates as well as the vice presidential debate. All members of the Baruch community are welcome and we are of course particularly interested in having students attend. The schedule is the same every night. We’ll open the doors at 8:30. The debates run from 9:00-10:30 EDT, after which we will turn off the television and have a discussion among all those present about each event. Dean Birdsell will be at every event and will be joined by Professor Doug Muzzio and other colleagues each night.

Executive Programs

This is the 25th anniversary of the XMPA program and the school is honored to welcome its 25th cohort, also known as the silver cohort. Some of this cohort’s students include a New York State Supreme Court Judge, a Senior Vice President from the Century Foundation, an attorney from a city agency, and a financial journalist. Cohort 24 is also going strong and will graduate this June, 2009. Office of Children and Family Services (OCFS) and the CUNY School of Professional Studies (SPS), have partnered with the School of Public Affairs to create the Change Management Leadership Program for mid-to-senior level managers who work for the Division of Juvenile Justice and Opportunities for Youth (DJJOY).

SPA Faculty and Student Awards

Faculty Awards: Professor David Hoffman has been awarded an Andrew W. Mellon Fellowship this academic year. This year’s theme with the Center for the Humanities at the Graduate Center is “The Sacred and the Secular.”

Sylvia Mlynarska, ’08, Cheryl Szczepkowski, and Constance Bowens: Sylvia, Cheryl, and Constance have received entrance into the New York State Public Management Institute. The two year program gives full-time paid traineeships within a New York State agency to people holding master’s degrees. Trainees learn what’s needed to have management roles in the New York State government.

Diane Arneth: Executive MPA alumna Diane Arneth received a New York Times Nonprofit Excellence Award for her work as Executive Director of Community Health Action of Staten Island. The award for Overall Management Excellence is the highest an organization can receive.

In late spring 2007, American Humanics (AH) has awarded six Next Gen internships in the amount of \$4500 and two AH Academic Scholarships. Five of these were awarded to SPA students.

WEISSMAN SCHOOL OF ARTS AND SCIENCES, GENERAL FACULTY REPORT (Fall 2008)

With the retirement of Myrna Chase after a highly productive five-and-a-half year tenure as Dean, the Weissman School reached the end of a period that saw the founding and rapid expansion of the Freshman Learning Communities program, the creation of a new Department of Journalism and the Writing Professions, the development of a new major in Journalism as well as five new Tier III minors, and the hiring of well over sixty full-time faculty members or almost a quarter of the current full-time teaching staff, not to mention several key positions in the Dean's Office and the Baruch Performing Arts Center. Over the ensuing six months, Acting Dean David Dannenbring put the finishing touches on several of these initiatives; and on August 4th the Weissman School welcomed incoming Dean Jeffrey Peck at a moment when it could boast more declared majors than ever before in its history, an array of new programs, and a teaching and support staff enriched by the most plentiful infusion of talent that Baruch College has seen in more than three decades. It is truly a propitious moment in the history of the school.

The Project of Assessment

With the College's reaccreditation process beginning in earnest this fall, Weissman has prepared for the Middle States review by establishing and continuing to refine sets of learning goals in nine different categories (oral and written communication, critical thinking, quantitative skills and scientific inquiry, technological skills, civic awareness, ethical awareness, global/cross-cultural awareness, aesthetics, and information literacy) for the core curriculum as well as a set of goals for each of our majors. The Curriculum Committee has overseen initial assessments of oral and written communication, and in the spring of 2008 the subcommittee charged with the project of assessment developed an instrument for the assessment of ethical awareness, which was successfully piloted and will be used in a larger study this fall. In the coming year, the subcommittee intends to continue with assessment of the common core curriculum, to invite the departments to revise the learning goals that they have drafted for the individual majors, and to work with the departments on assessments for each major.

Freshman Learning Communities in Fall, 2008

This fall, the Weissman School has again fielded the largest cohort of freshman learning communities that it has attempted thus far: forty communities, which are serving over half of the incoming freshman class. Each community is supervised by two faculty members, and once again faculty from all three schools are participating, including no less than 71 from Weissman alone (for the second year in a row, that number includes representatives from every department). In studies of previous cohorts of freshmen, including a major study of the fall 2006 cohort, the Office of Institutional Research has

amassed a substantial amount of quantitative data which demonstrates that students who have had the benefit of learning communities have consistently shown higher retention rates and posted average GPAs almost two-tenths of a point higher than their peers in non-learning community scheduling blocks. In addition, the Office of Institutional Research has completed an innovative study of purely qualitative materials from the fall 2007 cohort, which concluded that “at the end of the semester almost three-quarters of students expressed feeling acquainted with the Baruch environment and infrastructure as consequence of being part of the Learning Community Program. Students also reported feeling more prepared to manage the remainder of their college careers.”

Recruitment of New Faculty and Students

The Weissman School enjoyed another very successful hiring season, filling seventeen lines in nine different departments, including two at the rank of Associate Professor, as well as five substitute lines and one visiting professor. Together with the twenty-seven lines filled last year, these 44 new hires constitute the most extensive replenishment of the faculty that the school has enjoyed since the early 1970s.

Majors in the Weissman School are as healthy as they have been at any time in recent memory, with over 2500 students either completing or working on Weissman majors at the end of the spring semester. As of graduation, no less than 500 students had either were pursuing one of the tracks within the Business Communication major; over 250 more were completing the Psychology major; another 120 were working on Mathematics and Actuarial Science majors; and almost the same number had chosen Political Science. The impressive totals in these most popular majors are supplemented by numbers almost as striking in English, Journalism, Management of Musical Enterprises, History, and the Biology ad hoc major, all of which could claim between fifty and a hundred students apiece at the end of the spring semester. In our graduate programs, the numbers of applications currently range from the respectable to the stupendous, with the MS program in Financial Engineering receiving over 500 last spring and admitting more students than ever before, while at the same time maintaining its extraordinarily high standards (an average quantitative GRE score of 780).

Faculty Achievement and Support for Scholarship

In the past year, the Weissman School has received well over a million dollars in grant and fellowship money, including support from such prestigious sources as the National Science Foundation, the National Institutes of Health, the National Cancer Institute, the McCormick Tribune Foundation, the New York Times Company Foundation, the Alfred P. Sloan Foundation, and the Hermann Lissner Foundation. In addition to these outside grants, three faculty members in Natural Sciences were awarded \$125k in CUNY Graduate Research and Technology Initiative (GRTI) grants. Moreover, in support of scholarly activity among our faculty, the Weissman Committee on Reassigned Time and the Dean of the Weissman School approved seventeen requests for Research Reassigned Time for the fall '08 semester. As in past years, the School will also be offering support to faculty for travel to academic conferences and other scholarly purposes in the coming

academic year and will be making Graduate Assistantships available to selected faculty members who have a demonstrable need for assistance with their research. Although we appear once again to be entering difficult economic times, the Weissman School remains committed to supporting the scholarly activities of its faculty and will continue to make such support a priority.

Promotion of Cultural Activities

In the past six months, the Antonowsky Performing Arts Center, in collaboration with the Weissman School, has presented a range of performing arts events, which have enriched the life of Baruch College and of New York City. The Aaron Silberman Concert Series offered two concerts of chamber music this past spring, including a concert of twentieth-century works performed by the Alexander String Quartet. As part of its now over two-decade long residency at Baruch College, the Quartet also presented the fifth and sixth concerts in its cycle of the complete Beethoven String Quartets. The Milt Hinton Jazz Perspectives Concert Series hosted a rousing performance by the McCullough Sons of Thunder Brass Band, and the Sydney Harmon Writer-in-Residence this past spring was the newly-named Poet Laureate of the United States, Charles Simic. Professor Simic, who is without question one of the most distinguished poets currently writing in the English language, gave a reading of his work to a standing-room-only crowd on March 18th and fielded questions from the audience. There were also three performances in the Great Works Reading Series, including short plays and adapted short stories by David Auburn, Donald Barthelme, Raymond Carver, Dave Eggers, and others. Finally, in spring 2008, the Antonowsky Performing Arts Center launched a new concert series of contemporary music for the students of Baruch College and beyond, titled 55 UnderGround. Each semester, the series will regularly feature young emerging New York City based musicians playing acoustic, alternative, folk, country, rock, rhythm & blues and jazz music. 55 Underground is a special contemporary concert series for students that represent the needs and interests of the students' generation. We in the Weissman School can only be delighted that our educational activities have been so effectively supplemented by performing arts events and that the Antonowsky Performing Arts Center continues to gain stature as a forum for high quality performances of all kinds.

Report of the Zicklin School of Business to Baruch College General Faculty-September, 2008

The Zicklin School of Business is comprised of seven departments, six of which offer programs of study that lead to BBA, MS and MBA degrees. In addition, the Zicklin School trains students enrolled in PhD programs through the CUNY Graduate Center.

New Faculty

The Zicklin School welcomes twelve new faculty members: *Accountancy*-Ting Chen, Young-Gyu Lee, Dae-Hee Yoon, Emanuel Zur; *Law*-Marya Cotten; *Management*-Stephan Dilchert, Weilei Shi; *Marketing & International Business*-Pragya Mathur, Sajeesh Sajeesh; *Real Estate*-Andra Ghent; *Statistics/CIS*-Yu Yue, Hyokyoung Hong.

New Administrative Appointments

Johanna Martin, formerly Assistant Director of Career Advisement, is now the Director of the Graduate Career management Center. Ruthe Lloyd joined the GCMC as Manager of Corporate Relations. Louise Coberland is the new CUNY Office Assistant in Statistics/CIS.

Academic Programs

Graduate Programs

At "Form A" day 746 new Zicklin graduate students (501 MBAs & 245 MSs) were enrolled, which is a 7% increase over fall 2007. In total, there are 2551 Zicklin graduate students, 65% of whom are MBAs.

The full-time honors MBA program welcomed 75 new students this fall, an increase of 19% over last year. The program continued to enhance its orientation program by adding an extra three days. Entering honors MBA students enthusiastically received instruction and exercises in team dynamics and communication, leadership, conflict management and negotiations, and began their career management process. The Flex-Time/APT Orientation was extended by half a day and drew its largest group of MBA & MS students ever. Student, faculty, and alumni volunteers spent a Thursday night and all day Saturday in late August greeting the newest members of the Zicklin family. A Cocktail Reception on Thursday evening included a graduate club fair, which increased membership for all of the graduate clubs and demonstrated the culture of Zicklin and Baruch. The fair created an opportunity for continuing students and alumni to meet with entering MBA & MS students.

The Admissions Team will continue their canvassing of New York and beyond. In addition to their East Coast activities and their international travel to India, Zicklin will be represented in MBA recruitment events in China, South Korea, Japan, and Taiwan for the first time.

The Graduate Curriculum Committee and Zicklin faculty approved the addition of Business Communications I&II to the MBA Core Curriculum in spring 2008. This augmentation to the MBA core is in response to recruiter and faculty feedback. The Full-time Honors and Accelerated Part-time MBA cohorts are the first students to participate in this exciting new course work. The Curriculum Committee is currently reviewing proposals for a revision to the MBA curriculum structure, a new MS in Entrepreneurship and a Joint MBA/MS in Financial Engineering with the Weismann School of Arts and Sciences.

The MBA Learning Assurance Committee continues to make significant progress on assessing the eight learning goals of the MBA program. In spring 2008 Teamwork and Leadership went

through the first full round of data collection. Ethical Awareness followed with its first full round this past summer. Communication will be assessed this fall. The rubrics for Information and Technology Literacy, Quantitative Analysis, and Global Awareness will all be piloted this fall with full rounds of data collection set for the next academic year.

The Zicklin Graduate Leadership Speaker Series continues to attract graduate and undergraduate students to meet prominent industry leaders during their fall and spring semesters at Baruch. Guests promote leadership, values and ethics as part of their presentations. The Zicklin Leadership Lecture Video Series, a group of five videos hosted by Professor Donald Vredenburg, is now available on You Tube.

The Graduate Career Management Center is off to a great start this academic year, having increased interaction with students during this summer's orientation programs. All workshops, events, and advising schedules are full!

Fall on-campus recruiting is in full swing. 19 firms are participating, up from 16 firms last year. Firms participating include: Anchin, Block & Anchin, BDO Seidman, Berdon, Deloitte, Eisner, ERE, Ernst & Young, Friedman LLP, Grant Thornton, Holtz Rubenstein Reminick, J.H. Cohn, KPMG, PricewaterhouseCoopers, PwC, RSM McGladrey, UHY, Unilever, Weiser, WTAS. The Center, along with the Executives On Campus program, just launched the 6th year of the Executive Student Partnership program. This fall, over 122 Zicklin graduate students from the class of 2010 will be paired with executive mentors who will assist the students in their efforts to define their career goals, develop their marketing strategies, and engage in their search for summer internship positions. Student participation has increased 52% from last year. Also, this is a change from previous years, when the program focused on graduating students. The executives and students are excited for the opportunity to forge these relationships earlier in students' academic program.

Executive Programs started the new academic year with new student orientations. The Baruch/Mt Sinai program held a one day orientation prior to the start of first class, and featured workshops on "Crafting Your Experience and Setting your Expectations", "Communications and Presentations Skills" and "Working in Groups-Bush Fire Survival Simulation". Executive MBA, MS in Finance and MS in Financial Statement Analysis had a three day orientation off-campus, featuring workshops, tutorial sessions and plenary sessions. Prior to the start of classes students also participated in Executive Programs Skills Refresher Boot-Camp reviewing Financial Accounting and Quantitative Tools.

Executive Programs is pleased to report the following fall intake numbers:

Baruch/Mt Sinai Graduate Program in Health Care	38 new students (up from 24)
Executive MS in Finance	43 new students (up from 41)
Executive MBA	41 new students (up from 39)
Executive MS in Financial Statement Analysis	13 new students (new program)

The Stan Ross Department of Accountancy welcomes two visiting professors: Ajay Maindiratta (NYU) and Antonio Marra (Bocconi University, Italy), and four visiting scholars: Jihwang Yoon (Aoyama Gakuin University, Japan), Changqing Li (Xiamen University, China), Leibin Wang (Southwestern University of Finance and Economics, China); Claire Dambrin (HEC, France). The Department is launching a new Executive MS in Financial Statement Analysis program this fall. The program is designed to prepare executives who are looking for career-advancing opportunities in commercial banks, insurance companies, hedge funds, brokerage firms, and rating agencies. This Executive MS program will incorporate an interdisciplinary approach to the

study of financial markets and the valuation of assets by combining subject matters included in financial reporting and analysis, corporate finance, portfolio management, investments, risk management, statistics, and economics.

The Bert W. Wasserman Department of Economics and Finance continues to provide customized training for the China Construction Bank, with programs in June and August 2008. The Department will field a team in the national Federal Reserve Bank Challenge Competition organized by the Federal Reserve Bank.

Faculty in the Department of Law note several contributions to scholarship: Professor Jay Weiser presented a paper on community association remedies at the Asian Real Estate Society conference in Shanghai in July and was lead counsel, same-sex relationship Executive Order memo, from the NYC Bar in June; Professor Valerie Watnick's article, *The Electronic Formation of Contracts and the Common Law Mailbox Rule*, 56(1) *Baylor Law Review* (2004) was cited in the new edition of "Williston On Contracts", one of the foremost authorities on contract law; Professor Donna Gitter took First Runner Up for Best Academic Paper Award at the Second Annual International Conference on Business, Law, and Technology, Touro Law Center in June for *Resolving the Open Source Paradox in Biotechnology: A Proposal for a Revised Open Source Policy for Publicly Funded Genomic Databases*; and Professor Elliot Axelrod presented his paper entitled, *Common Law Protection of Ideas* at the Academy of Legal Studies in Business, International Conference in California.

The Department of Management is pleased to report that Professor T. K. Das is listed among the top two percent of authors in a study of the impact that Management researchers have made over the last quarter century (1981-2004) as reported in the *Journal of Management*. Using the ISI Web of Knowledge relational database (which covers all the disciplines at Zicklin), the article, "Scholarly Influence in the Field of Management: A Bibliometric Analysis of the Determinants of University and Author Impact in the Management Literature in the Past Quarter Century" (Vol. 34, No. 4, pp. 641-720), examines 30 management journals, 1,693 universities and 25,248 management scholars, with a total of 739,472 university citations and 1,008,258 author citations. Professor Das is the only faculty member from CUNY to be so recognized. The department is also proud to report that its Graduate Entrepreneurship Program was recognized as one of the top 25 by Princeton Review.

The Department of Marketing and International Business hosted a team of external reviewers consisting of senior faculty from University of Texas at Dallas, University of Colorado at Boulder, and New York University. They spent a day and a half on campus, meeting with faculty, administrators and students. Their report complimented the department on its research productivity and made valuable suggestions to help the department take better advantage of existing strengths. The department partnered with Microsoft to launch the first Microsoft Challenge for Baruch's graduate students, in which student teams competed to develop a search marketing campaign. Over fifty students participated in the Challenge, and at its conclusion, the top three teams were presented awards by Microsoft executives. Marketing students also distinguished themselves in the annual Collegiate Echo Competition sponsored by the Direct Marketing Educational Foundation by winning the gold award for the fifth year in a row as well as an Honorable Mention.

The Department of Real Estate has its first intake of 26 students in the MS program for fall 2008. The Department hosted the third Baruch-Columbia-NYU Research Symposium in January 2008, and with the Weissman Center for International Business, co-organized the AsRES 3rd Annual

meeting in Shanghai in July 2008. The conference attracted 675 participants, with 325 papers presented and is the largest Real Estate Academic conference in the world.

The Department of Statistics and Computer Information Systems received a site visit from a team of senior faculty as part of an external review of the department. The team consisted of Professor James Calvin of Texas A&M University, Associate Dean and Professor Allen Lee of Virginia Commonwealth University and Prof. J. Christopher Westland of the University of Illinois, Chicago. The team spent a day and a half at Baruch meeting with faculty, administrators and students and the department is currently awaiting their report. The department inaugurated two new labs that intended to support research. One is the Statistical Consulting Lab, which is intended to provide statistical support to faculty throughout the college who are engaged in research requiring statistical analysis. The second lab is the Computer Experimental Lab intended to support faculty engaged in subject-based research in the area of information technology. The department began its second cohort class in the Executive MS in Business Computer Information Systems in the Executive International Programs. This cohort is based in Taiwan. The department is currently working toward expanding the program to other countries.

Zicklin Academic Centers

The Robert Zicklin Center for Corporate Integrity (ZCCI) sponsored four events in the spring semester of 2008. On February 28 and 29, the center co-sponsored *Money, Politics, and Corporate Risk* with The Center for Political Accountability, the Zicklin Center for Business Ethics Research at Wharton, and Directorship Magazine. This two day conference addressed the issues surrounding corporate governance and corporate political activity. The program on the February 28th explored company participation in the political process and placed it in the broader context of the societal role and responsibilities of corporations. Day two of the program was exclusively for directors and focused on creating accountability. CCI co-sponsored *Everyone's Going Green: A Corporate Leader's Challenge in the 21st Century* on April 1 with Net Impact, which detailed the "Green" movement and what it means for business.

On April 17, ZCCI co-sponsored *XBRL for Equity Research and Investment Analysis* with New York Society of Securities Analysts and RIXML. This event taught how to use XBRL in the investment research and analysis process through discussions, presentations and live demonstrations. Key regulators and stakeholder representatives explained how the implementation of XBRL in regulatory reporting and research systems will greatly increase the capabilities of individual investors and professional analysts.

On May 1, ZCCI held its most established and prestigious conference, the Financial Reporting Conference for the 7th consecutive year. This all day conference provided a forum for interaction between business and accounting executives and policy setters from the U.S. Securities and Exchange Commission (SEC) and the Financial Accounting Standards Board (FASB). The conference focused on integrity problems resulting from complexity in financial reporting and fair value implementation. Program highlights included addresses by Robert Herz, Chairman of the Financial Accounting Standards Board, Conrad Hewitt, Chief Accountant of the Securities and Exchange Commission and Mark Olson, Chairman of the Public Companies Accounting Oversight Board (PCAOB).

The Bert W. and Sandra Wasserman Trading Floor / Subotnick Financial Services Center hosted 209 events in the spring 2008 semester. Events included 176 class sessions for for-credit courses in a range of disciplines, 24 non-credit workshops on Reuters and Bloomberg, 14 corporate and

executive education events and 17 special events including trading simulations and coverage of Federal Open Market Committee testimony.

The Trading Floor will host the 6th annual Equity Markets Microstructure Seminar from November 12 through November 14, 2008. Faculty, administrators and Deans from Colleges, Universities and corporations will participate in lecture sessions, hands on trading simulations and presentations on teaching market microstructure and using academic trading floors in business and information systems curricula. The web page with conference agenda is: <http://www.baruch.cuny.edu/conference/microstructureseminar>.

The Weissman Center for International Business (WCIB) expanded student services to evening hours by keeping its offices open until 8pm on Wednesdays in order to better service students who work during the day and attend classes in the evening. The Center is currently developing an interactive portal that will integrate significant aspects of student-related study abroad administration to enable student services to be provided more effectively and efficiently.

In the spring semester 2008, the WCIB presented two Mitsui USA Lunch-Time Forums. The first event, "Billions of Entrepreneurs: How China and India are Reshaping Their Futures – and Yours," featured Tarun Khann, The Jorge Paulo Lemann Professor of Business Strategy at Harvard Business School. The second event, "Lessons from the Credit Crunch: How the Sub-prime Mortgage Crisis has Grown to Become a Global Credit Crisis," featured Hugh Lamle, President, MD Sass. In the spring semester 2008, the WCIB sponsored nine faculty seminars in the WCIB International Business Faculty Research Seminar Series.

In June 2008, the WCIB was awarded a Certificate of Appreciation for Achievement in Trade by the U.S. Department of Commerce for its partnership and continued support of the U.S. Commercial Service. The award was presented by Congresswoman Carolyn Maloney.