

Office of the Provost
Report to the General Faculty - Fall 2005

Center for Advisement and Orientation

The Center continues to be the nucleus of academic advisement at Baruch College, through worksheet appointments, walk-in advisement, e-mail and orientation. The staff also involves itself in programs sponsored by the college such as the STRONG Workshops sponsored by the Career Development Office and the Learning Communities.

This Fall the Center will launch Degree Works, a web based degree audit system. This will dramatically change advisement services at Baruch College. Students, advisors and faculty will have easy access to a student's degree requirements. This will allow advisors to provide a more holistic approach to advising as outlined in the Core Values of the National Academic Advising Association.

The Center has continued with its early intervention program for first year students in academic jeopardy with the **Students Towards Success** Program. "STS" targets second semester freshmen that earned an overall GPA of a 2.0 and below after their first semester. This Fall we will expand the program to target upper sophomores. The Center also provides outreach to students not accepted into the Zicklin School of Business.

The Center also provides a Graduate/Scholarship Information Corner in our main waiting room. While waiting, students may read and gather information on graduate programs, pamphlets on the GMAT, LSAT, GRE and information on scholarships.

In Spring '05 the Center sponsored its second **Annual Information Gala** for freshman. The Center invited several student services offices (SACC, Student Life, Registrar, Health Center, etc.) to disseminate information to the freshman class.

The Center staff represented Baruch College at the National Academic Advising Association - Regional Conference in Quebec, Canada this March. We gave two presentations: Students Towards Success – Early Intervention Program for at-risk Students and The Advisor's role in Freshman Learning Communities.

Student Orientation and Freshman Programs

The Center for Advisement & Orientation generated or collaborated on numerous projects in the area of student orientation and freshman year programs. During Spring 2005, the department collaborated again with the Career Development Center on the Freshman Career Discovery Project. All second semester freshmen as well as all sophomores this year for the first time were invited to take a Strong Vocational Interest Inventory followed by a mandatory workshop to review the results and advise them on how to select an appropriate major and career path. This project ended with the fourth annual Majors and Careers Fair. Almost all academic departments in the College sent representatives to the Fair as well as several discipline-related student clubs. Approximately 300 students took part in the inventory and workshops, while approximately 200 freshmen attended the Fair. For the coming academic year a 2-day Careers and Majors Conference will be held on Friday January 27th and February 3rd 2006. The conference is

designed to guide students through the career and major discovery process, incorporate the majors fair into a lunchtime event for the first day of the conference and prepare students in the oral and written communication skills that will prepare them to look for internships. The annual Internship Fair, on Friday February 10th will be the culmination of the project. The 2-day conference will also include workshops on resume writing, cover letters, interviewing skills, motivational speakers, a dress-for-success fashion show at a “business etiquette” luncheon, and “speed pitching” to recruiters and alumni volunteers. The conference will be open to the first 300 students who apply. Freshmen and sophomores will be targeted but any undergraduate can participate.

Summer activities included orientation sessions for incoming freshmen and transfer students. Approximately 1,300 freshmen attended a half-day orientation and advisement session. Freshman orientation/advisement/registration programs began in April and continued each month until the start of the fall 2005 semester—an unprecedented early start at registering incoming freshmen. There were obvious advantages to getting freshmen registered early for enrollment management purposes. Freshman registration was monitored closely between the Center for Advisement and Orientation and the Weissman Dean’s office to insure quality control of the freshman bloc and Learning Community bloc registrations. As a result, students were clear about which kind of bloc they had selected and the blocs had improved consistency over last year. Student demand for seats in learning communities was high and warrants an increase in the number of learning community sections for next year. Faculty are encouraged to participate in greater numbers in the future. The CIRP survey of new students was administered at the orientations and results will arrive on campus later in the fall semester.

Approximately 1000 transfer students attended an optional orientation program—a huge increase from last year. Transfer students were offered an early registration incentive to attend an advisement orientation and most chose to do so. A fifth version of the electronic orientation CD-ROM with separate versions for freshmen and transfer students was developed and sent to all new undergraduates.

The 2005 freshman text, George Orwell’s *1984*, was given to all entering freshmen when they attended their orientation. Students enrolled in the summer immersion programs were given copies at the start of their immersion course so they would not have to wait until they attended orientation at the end of the summer to receive it. A new student handbook in the form of a planner complete with sections on study skills, note taking, time management, and money management was given to entering freshmen in Freshman Seminar. Bill Lutz, Rutgers’ University Professor, author and former editor of *The Quarterly Journal of Doublespeak*, delivered the keynote address at Freshman Convocation to a packed Mason Hall auditorium. Freshmen met in small groups to discuss *1984* while approximately 500 parents and families of entering freshmen attended the second annual Parents Orientation followed by a reception with deans and faculty. The day ended with the Baruch Beginnings Fair and more than 40 student organizations welcomed new students to the College in the Vertical Campus Atrium. The evening ended with a performance of *1984: The Play* in the Engelman Recital Hall.

Much effort was spent over the past year revising the freshman Learning Communities program and addressing weaknesses while building on the past year’s strengths. Registration problems

were corrected, more faculty development sessions were conducted, overall communication and coordination of faculty, advisors, and peer leaders was accomplished with yet more room for improvement next year. The PALS component was scrapped from last year and replaced with a streamlined peer mentor component designed to focus more on an ongoing one-on-one relationship between the peer mentor and the students in the learning community. SACC has committed to providing dedicated support in math to students in the learning communities at mid-terms and finals this fall. A video competition to create a film on the freshman learning experience was introduced as a semester-long project for the peer mentors to develop with their students. Faculty collaboration on planning curriculum across disciplines has expanded since last year. Approximately 300 entering freshmen attended a 2-day orientation leading up to Convocation day and took part in a variety of activities including:

- A peer-led session devoted to starting the movie competition project
- A Noel-Levitz College Student Inventory™, a diagnostic benchmark to give students and advisors a stronger sense of students' strengths, weaknesses and needs for the coming year. Overseen by CAO advisors, the Student Inventory will allow advisors and students to formulate an individual success strategy for each student in a one-on-one follow up advisement sessions. Over the semester, advisors work closely with faculty in the learning community, plus peer leaders, overseeing organized study groups to insure that no student falls through the cracks.
- An introduction to e-learning workshop to give students a hands-on orientation to Baruch's vast electronic learning resources.
- A workshop led by trained Level-3 SACC tutors on how to use the freshman planner to manage time and finances, discover their personal learning styles, and begin to explore the skills needed to study effectively and the differences between study in high school and study in college.
- A "Making College Count"™ workshop. Sponsored by Monster.Com™, this energizing presentation subtitled "The Ultimate Road trip; Campus 2 Career" builds on the theme introduced in the orientation CD-ROM and freshman planner of "What's Your Destination?"
- An anti-smoking workshop called "TRUE"™.
- An academic integrity tutorial to address issues of cheating and plagiarism.
- An introduction to liberal education discussion at the opening breakfast, led by Dean Myrna Chase.
- A library orientation and introduction to information literacy, focusing on the College's rich resources.
- A half-day diversity training called "A Campus of Difference"™. The Anti-Defamation League presented a customized workshop to explore the hidden elements of diversity awareness.
- A midday barbecue and a student-faculty mixer followed by a special theatrical performance of *1984* for the learning communities in the BPAC.

College Now and Baruch High School

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

Through this collaborative initiative, fifteen Baruch undergraduates were hired to work in leadership positions at the high school. *Let's Get Ready!*, a college preparatory and SAT program, employed thirteen undergraduate students to work as SAT Coaches and College Mentors to provide college preparation for Baruch High School juniors. Drawing on the strength of our diverse student population, a student was hired to assist the school with its goal of increasing parent involvement from its Chinese community and an undergraduate student with plans to pursue a degree in education helped the high school's College Office to develop an alumni tracking system, bringing in valuable data on the status of the school's graduates. Beyond providing valuable support to the high school, the collaborative grant has allowed for the development of meaningful employment opportunities and leadership positions for Baruch undergraduate students.

In 2004-2005, approximately two hundred College Now students from twenty-eight high schools enrolled in credit-bearing courses at the college. Students enrolled in dedicated sections of BUS 1000, FIN 3000, MTH 2610 and MTH 3010 and a select number of regular Baruch undergraduate courses. Student conferences for the Academy of Finance and Virtual Enterprises were held at the college, bringing over 1000 high school juniors and seniors to the college.

The College Now summer programs enrolled 221 students from thirty-nine high schools, representing all five boroughs. The program achieved a retention rate of 97%. Students had the opportunity to enroll in BUS 1000, COM 1010, ECO 1001, LIB 1016, MTH 1052, MTH 2003 and PUB 1250 or to participate in a journalism workshop. In addition to the courses, students participated in a variety of co-curricular afternoon activities, including creative writing, web design, improvisation, yoga, dance and swimming.

Coordinated Undergraduate Education (CUE)

CUE, Baruch's plan for the coordination of undergraduate education, oversaw and assisted major efforts in assessment, general education, immersion, the writing center, and other types of academic support.

DegreeWorks

DegreeWorks, an on-line degree audit system, is being developed and implemented through the Student Technology Fee and support from the BCF. DegreeWorks will allow students to go on line and find out immediately the requirements needed for a particular major and degree. DegreeWorks will be a more efficient method of instructing students, faculty and staff on the degree requirements. We are delighted to report that significant progress continues to be made on the functional review and that pilots will continue in August and September for limited populations of undergraduates with a college-wide dissemination planned for later in the fall.

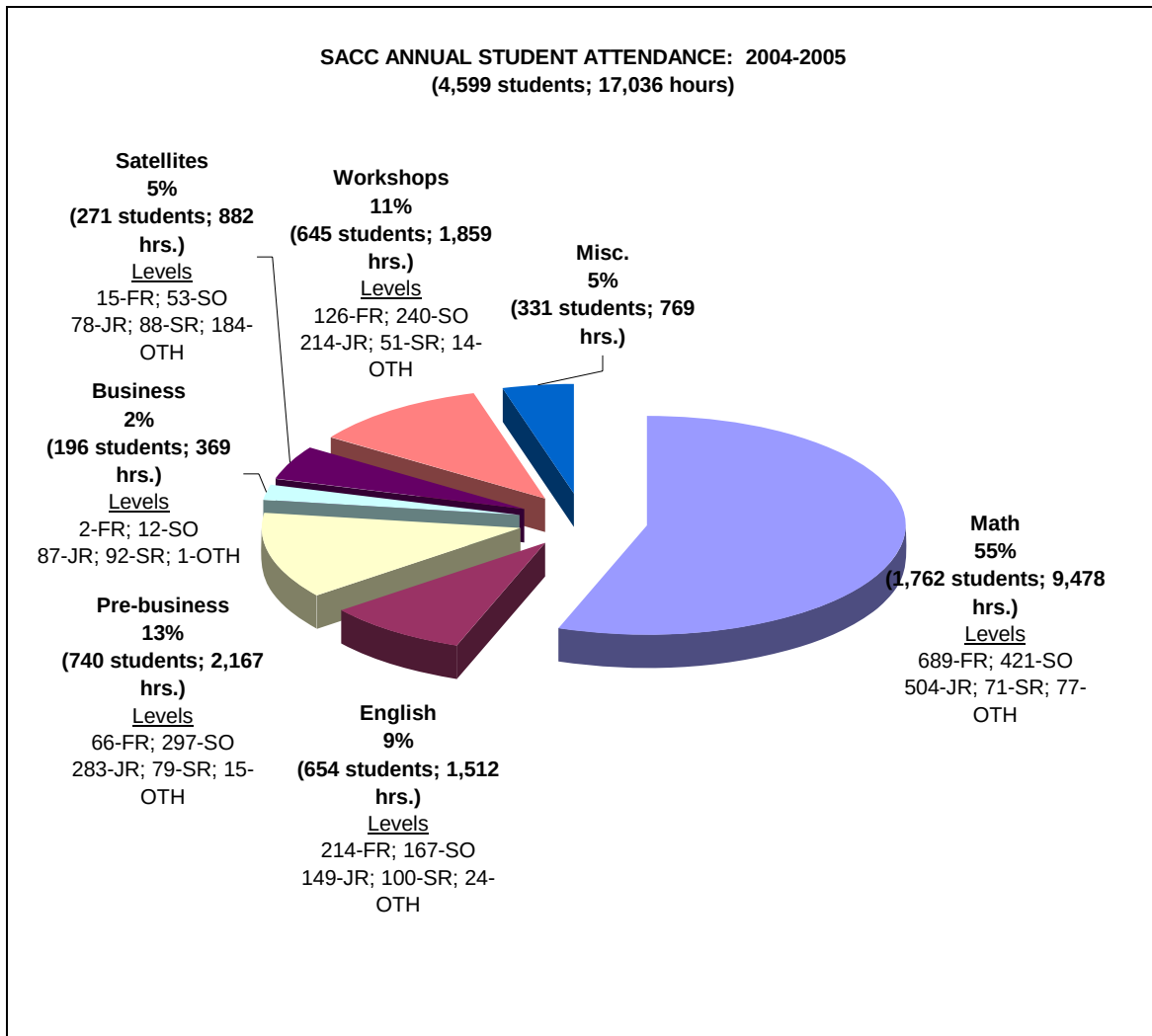
Student Academic Consulting Center (SACC)

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

- Math and Writing coordinators continue to integrate academic support between their departments and SACC to assure effective and sufficient services.

- SACC now works closely with the Zicklin Business School to train and coordinate graduate tutoring for FIN 9770 and ACC 9804.
- Several SACC tutors contributed to the CPE CD-ROM project.
- SACC tutors are involved in training and plans for supplemental instruction.
- Future collaborations are being planned for coordination and support with other departments.

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



The Bernard L. Schwartz Communication Institute

In the Spring semester, The Bernard L. Schwartz Communication Institute continued to support a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum including courses in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, and Economics. In continuing its development of new CICs in each of the Zicklin School's majors, the Institute ran successful pilot programs of new, upper level CICs in Computer and Information Systems, Economics, Management, Marketing, and Accounting. All of these courses will be offered as CICs in the Fall.

The Institute also sponsored a number of co-curricular activities for students and professional development programs for faculty. Most notably, Institute staff took part in developing and organizing the ongoing Faculty Roundtable Series on Writing in cooperation with the Writing Center and the English Department. The three roundtables, "Getting the Most Out of *Keys for Writers*" featuring guest speaker Professor Ann Raimos of Hunter College, "Addressing the Needs of ESL Writers" with Professor Gerry Dalgish of the English Department, and "Designing Effective Assignments" with Professor Cheryl Smith, also of the English Department.

On May 13th, the Institute hosted its 5th Annual Symposium on Communication and Communication-Intensive Instruction entitled "IT Matters: Redefining Effective Communication." As in previous years, the Symposium brought together approximately one hundred leaders in education and in business to engage in a uniquely intimate, national and productive discussion of communication-related questions salient to both educators and business professionals. At this year's Symposium, participants considered whether the proliferation of electronic media such as e-mail, weblogs, instant messaging, and message boards in instructional settings and in the workplace has affected notions of what constitutes good communication.

A search was launched this summer to hire a fulltime Director for the Institute.

Office of Testing and Evaluation

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

Skills Assessment Testing		
Academic Year	Number of Test sessions	Number of Test administered & processed
2001-2002	52	4825
2002-2003	271	5246
2003-2004	294	6121
2004-2005	172	6216

CUNY Proficiency Exam (CPE)

The ad hoc college-wide committee on the CPE worked internally to improve support for the CPE, including the student workshops, faculty development, and a new CD-ROM. The CD-ROM was enthusiastically received and is being adopted by many other CUNY colleges. Also at the university level, Baruch pushed for a more rigorous understanding of the exam's second task, moving it closer to a definition of quantitative competency. Finally, the committee is pleased to report that show rates for the exam and student pass rates of the exam continue to improve.

CUNY Proficiency Exams				
Academic Year	Number of Test sessions	Number of students invited to test	Number of Tests administered & processed	Pass Rate
2001-2	17	2775	1719	89.9 %
2002-3	20	3216	2054	86.3 %
2003-4	35	7274	4373	87.4 %
2004-5	30	6169	3779	88.8%

The Simnet Xpert software/testing system is the tool, which replaced the CIS 1000 course. The Office of Testing and Evaluation is responsible for the administration, processing, and data management of the Simnet project.

Simnet Xpert Tests					
Academic Year	Number of Test sessions	Number of Tests administered & processed	Pass Rate 1 st attempt	Pass Rate 2 nd attempt	Pass Rate 3 rd attempt
2002-3	156	2437	24.88 %	71.55 %	99.8 %
2003-4	193	2024	25.33 %	72.78 %	99.8 %
2004-5	205	2748	61.8 %	76.93 %	99.8 %

The Office of Testing and Evaluation is responsible for the preparation, distribution, processing, and reporting the Student Course and Faculty Evaluation. Student Course and Faculty Evaluation data is provided electronically to those departments that request the information for departmental research and analysis. During the academic year 2004-2005, the student course and faculty evaluation was administered for the first time in the summer. The Student Course and Faculty Evaluation Program is now offered four times a year (Summer Sessions I and II, Fall and Spring). The Office is assisting with the development and piloting of a new instrument during the Summer 2005.

Student Course and Teaching Evaluations			
Academic Year	Number of evaluation packets prepared & distributed	Number of evaluation forms scanned & processed	Number of evaluation reports generated
2001-2002	4246	76953	2954
2002-2003	4270	75039	2878
2003-2004	4295	73281	2905
2004-2005	4610	86348	3481

Office of Institutional Research and Program Assessment

The Office of Institutional Research recently hired an assistant director to develop and manage its databases and assist in its efforts to make institutional assessment more transparent and accessible to the Baruch Community. Over the past year, the office has worked with the various committees on student learning outcomes assessment; made substantial process in the development of its data warehouse; and expanded the scope of the information it gathers on students using survey research methods. During the upcoming academic term the office plans to standardize its reporting procedures and upgrade its institutional research and outcomes assessment websites.

Academic Integrity Initiative

The Offices of the Provost and the Dean of Students, and the Academic Integrity Committee work to help build a community that values academic honesty and communicates those values well. Important goals of the Committee have been achieved, including continued increase in reports of academic integrity violations to the Office of the Dean of Students. Both students and faculty have become more aware of the College's policies. The college has renewed its subscription in AY 2005-06 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). In fall 2005 the college will participate in the online assessment project of the Center for Academic Integrity.

Faculty Development Seminars

Seminars for fall 2005 will focus on teaching and learning, drawing on the expertise of colleagues at Baruch as well as experts from without. Information and schedules will be announced during the year and may be found at:

<http://www.baruch.cuny.edu/facultyhandbook/FacultyDevelopmentSeminars.htm>

International Faculty Development Program

This program enables international faculty to receive 15 hours per semester of one-on-one tutoring in accent reduction, and to attend workshops focused on issues related to teaching (such as classroom management, motivating students, lecturing techniques, etc.).

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

http://www.baruch.cuny.edu/facultyhandbook/intl_faculty.htm

Faculty Handbook

The Handbook now receives more than 6,000 hits each month at

<http://www.baruch.cuny.edu/facultyhandbook/index.htm>. The PDF version compiled in June 2005 contains nearly 400 pages. New items are added regularly, including links to many college and CUNY documents.

Adjunct Development

Members of the adjunct faculty at Baruch regularly receive notification by email of events on campus, including faculty development seminars. The Adjunct Handbook has been available

online since January 2004 and has become an important resource for answers to questions about a wide variety of issues ranging from teaching through employment: <http://www.baruch.cuny.edu/facultyhandbook/adjunct/>. It has become the first item to appear in a Google search. Technology support for adjuncts continues to be available in all aspects of teaching technology, including basic computer use, Blackboard, and classroom technologies.

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

In the fiscal year ending on June 30, 2005, the numbers of submissions and awards grew. The leader in number of external submissions was the Weissman School with 33, followed by other administrative units with 18, the School of Public Affairs with 16, and the remaining 12 applications coming from the Zicklin School, bringing the total to 79, a 50% increase over last year.

In terms of dollars awarded, the fiscal year leader was SPA with \$2,169,889.79, followed by ZSB with \$957,191.22, and WSAS with \$473,301.21. Institutional grants and awards from other administrative units totaled \$896,745.84. The un-audited total awards for FY 04-05 were calculated on a modified cash basis at \$4,497,128.06. This is about a 24% increase over FY 03-04 total awards of \$3,610,921.

In addition to the above external awards, internal awards and submissions also increased by about 7% over last year. Application to the PSC Research Awards Program reached a new high. The number of submissions for PSC Round 36 were: 64 in WSAS, followed by ZSB with 38, SPA with 8, and other administrative units with 3, bringing the total to 113. The success rate of the submissions was remarkably high, with 105 awards.

School	Amount Requested	Amount Awarded
WSAS	\$ 351,025.86	\$ 199,255.80
ZSB	\$ 213,878.57	\$ 140,365.22
SPA	\$ 45,022.10	\$ 27,231.85
Library	\$ 16,660.00	\$ 7,665.00
Total	\$ 626,586.53	\$ 374,517.87

Sidney Mishkin Gallery

The spring exhibition season at the Mishkin Gallery ended with the Baruch Photography Festival's two shows: *From Sardinia to Berlin: Photographs by Leonard Sussman* and the *Juried Exhibition*. *From Sardinia to Berlin* featured the work of Baruch professor Leonard Sussman. Sussman's color digital prints of Berlin subway stations reflected his new interest in digital photography and presented a dramatic contrast to his earlier black and white landscape photographs of Sardinia. Photography students visited the gallery for talk/tours given by the artist. The *Juried Exhibition* included 50 photographs by 30 Baruch professors, staff members, and photography students. Subjects ranged from a dramatic photograph of a man in a junkyard bathtub to a still life composition of boiler room controls.

The Mishkin Gallery's 2005-06 season will open with *Grabados Cubanos/Cuban Prints: Contemporary Visual Narratives* (September 23 to October 26), which will feature prints by 17

artists who live and work in Cuba. These prints represent a wide range of narrative visions from political and religious topics to humorous and whimsical themes. From November 11 to December 12, the gallery will present photographs taken in Afghanistan, Iran, Iraq, Syria, and Turkey in the exhibition *Journey to Afghanistan: Photographs from the 1930s by Annemarie Schwarzenbach*.

Baruch Computing and Technology Center (BCTC)

AirBaruch

During the spring 2005 semester the BCTC tested the use of cellular technology to promote community building and awareness of campus events/news among students. The goal was to demonstrate whether we could offer students the opportunity to obtain college information and communicate with one another via cell phone applications. Following a survey of 185 students and a series of focus groups on cell phone use, we initiated the pilot for 150 participants. The initial applications include the Baruch calendar, staff directory, and real time displays of laptop loan and group study room availability. Users receive an alert when materials are added to their Blackboard courses. There are channels for college announcements and private channels for students to share news with one another. We also tested its use as a personal response system for answering multiple choice questions in large lecture classes. We are preparing an RFP to seek vendors for a large-scale deployment with additional features.

Customer Satisfaction Initiatives

In May 2005 a team of doctoral students from Professor Allen Kraut's survey methods class conducted a survey of undergraduate satisfaction with campus computing services that yielded 355 responses. The BCTC is using the results to establish priorities in the development of its strategic plan. While only three percent of the respondents reported dissatisfaction with computing services on campus, the survey identified concerns with several areas such as printing services and over-crowding in the main computing lab. As part of a long-term approach to improving staff interaction with students, the heads of the service divisions of the BCTC and Newman Library are working with Commerce Bank to adapt its customer service principles to our own service delivery points.

Digital Media Library (www.baruch.cuny.edu/dml)

Baruch College now has a single point of access to the digital multimedia resources that it produces. The Digital Media Library is a continuously growing collection of online tutorials, oral histories, and recordings of lectures and campus events. The materials are as varied as readings by Tony Kushner and Edward Albee, a debate on voting reform, the college's commencement, and the groundbreaking ceremony for the Vertical Campus. Baruch departments and faculty are invited to submit videos, audio clips, images and multimedia presentations that have been produced by the college. The head of cataloging in the Newman Library, Professor Sheau-yueh Chao, is responsible for assigning the metadata according to national standards, which allows for full searching capabilities on the site. The system was designed to incorporate login security in case future content should be restricted to specific audiences.

"Teaching and Learning with Technology" Grants Awarded

Ten faculty developed initiatives were selected for summer funding in a "Teaching and Learning with Technology" grant program made possible by the student technology fee. The project

proposals were submitted by full time and adjunct faculty from across the college. A committee of faculty and instructional technology staff evaluated each proposal, which included a description, budget and assessment plan. The goal of the grant program is to provide support for faculty initiatives that advance student learning through the use of digital technologies. The funded projects are listed below:

- Kapil Bawa – Marketing and International Business – Developing Video Case Studies
- Jana O'Keefe-Bazzoni and Trudy Milburn – Communication Studies – Creating Communities Online
- Raquel Benbunan-Fich – Computer Information Systems – Transforming Introduction to Information Systems and Technologies into a Hybrid Course
- David Birdsell, Nancy Aries and Daniel Williams – Public Affairs - Using Digital Technologies to Further Undergraduate Teaching and Learning in the School of Public Affairs
- Jerry Bornstein, Lisa Ellis, Diane DiMartino and Aisha Peña – Newman Library – E-Portfolios in Information Studies
- Marianne Egglar-Gerozissis – Fine and Performing Arts – Teaching Art History with Today's Technology
- Elisabeth Gareis - Communication Studies – Multimedia Tutorial for Developing Effective PowerPoint Presentations
- Karen Gourgey and Annette Gourgey – CCVIP and Statistics and Computer Information Systems - An Audio-Tactile Computerized Support Program for Business Statistics
- Harvey Markovitz– Marketing and International Business – Development of Sales and Presentation Videos by Students Workshop
- Ping Zhou – Stan Ross Department of Accountancy – Developing On-line Homework and Self Assessment Tools for Accountancy

Newman Library

LibQUAL+ results

In the spring of 2005 all CUNY libraries participated in a nationwide survey of library service quality (LibQUAL+). At Baruch 723 undergraduates, 118 graduate students and 65 faculty members responded to the survey. The data will be analyzed during the Fall 2005 semester as part of the library's strategic planning process. However, several points were immediately evident. For students, the primary concerns are the need for quieter study areas and additional group study rooms. Faculty and graduate students expressed a need for expanded library collections.

New Credit Course: Archives, Documents and Hidden History

The Newman Library now offers a three-credit course to provide students with an overview of archival research. Professor Sandra Roff, Baruch College Archivist, developed the course, Archives, Documents and Hidden History, and will begin teaching it in the Fall 2005 semester. Students will learn how to locate and use primary sources such as diaries, documents, manuscripts, advertisements, photographs and paintings. By exploring a wide variety of primary source materials in both digital and print form, students will have the opportunity to study and interpret selected themes in American cultural history. As part of Topics in Information Studies

(LIB 3010), this course contributes toward the fulfillment of the requirements for the Information Studies Minor.

New Appointments: Graduate Services Librarian and Faculty Outreach Librarian

Two faculty members with responsibility for coordinating important program areas recently joined the Newman Library. Linda Rath has been appointed Graduate Services Librarian. Ms. Rath earned her Master of Library Science degree from the State University of New York at Buffalo. She comes to Baruch from the Public Affairs Information Service (PAIS), where she was Associate Editor for Internet Resource Development. Previously she had been Assistant Undergraduate and Virtual Reading Room Project Librarian at Columbia University and Visiting Assistant Librarian at SUNY-Buffalo's Cybraries Teaching Center.

Katherine Shelfer has been appointed Faculty Outreach Librarian with responsibility for leading the liaison activities of the library. Dr. Shelfer holds a Ph.D. in Information Studies from Florida State University. Prior to her employment at Baruch she had been Assistant Professor in the College of Information Science and Technology at Drexel University. In addition to other teaching appointments, for ten years she held positions of increasing responsibility in the Florida State University Libraries. Dr. Shelfer comes to Baruch with a national reputation for her scholarship and professional involvement in the field of competitive intelligence.

External Review of Graduate Library Services

The library periodically arranges for an external review of one of its programs or divisions. In Fall 2005 there will be a review of graduate library services. Linda Rath, graduate services librarian, is preparing a self-study document that will be provided to the review team in advance of a site visit in late September. The members of the review team are:

- Darlene Nichols, Psychology and Sociology Librarian, Hatcher Graduate Library, University of Michigan
- Jill Parchuck, Director of the Watson Library of Business and Economics, Columbia University
- Donald Schendeker, Director of the Johnson Graduate School of Management Library, Cornell University

Alverno Institute

Four members of the library faculty attended a weeklong institute at Alverno College focusing on performance-based assessment of student learning outcomes. Professor Lisa Ellis led a team that included Jerry Bornstein, Diane DiMartino and Aisha Peña.