OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR FALL 2016

Summer 2016 saw several staffing and structural changes in the Provost's area. In July, Michele Doney, previously director of the Math and Science Resource Center at John Jay College, joined us as Director of the Student Academic Consulting Center (SACC) and the Immersion Program. We are very grateful to Nidzaida Garcia, SACC's Assistant Director, who ably served as its Acting Director when Carol Morgan retired. Prof. Allison Lehr Samuels (MGT) took over as the Director of our Center for Teaching and Learning after the distinguished service in this role last year of Prof. Kannan Mohan (S/CIS). In the Honors Program, Dr. Jody Clark Vaisman, who had been an Associate Director, took on the directorship as Prof. Nancy Aries (MSPIA), whose work as the former director is much lauded and appreciated, assumed the newly created role of Academic Director. Also in July, our Tools for Clear Speech program (TfCS), which had been launched in 2011 as an ancillary unit within SACC with a mission to support the oral communication skills of our students, became an independent academic support unit under the direction of Dennis (DJ) Dolack.

Within the Provost's Office itself, June 2016 saw the retirement of Marilyn Gaffney as a CUNY Administrative Assistant reporting directly to the Provost. Marilyn had been a mainstay of our office since 1999 and we miss her. In late August, Kara-Ann Pearson assumed the position of Confidential Executive Coordinator to the Provost and has quickly become a highly valued member of our office. In September, Louise Horgan joined us as Substitute Director of Academic Personnel, replacing Aurea (Abby) Santana, who is on Travia leave.

A climate survey was sent to all full- and part-time members of the faculty in late fall 2015. The data were collated and presented to our office in June 2016. The results will be presented to the Faculty Senate and disseminated to other appropriate bodies for thoughtful consideration and recommendations this fall.

Academic Assessment

The search for a new Director of Academic Assessment was not successful last summer and members of the provost's office, the president, and the academic deans are engaged in discussion of possible reconfigurations. Nevertheless, Baruch's effort on behalf of the assessment of student learning (AKA assurance of learning) remains strong and ongoing, ensured by the leadership within the Schools by Lisa Vaia (ZSB), Melissa Sultana (MSPIA), and Prof. Thomas Teufel (WSAS). The Assessment Office supports the Schools with the help of college assistants Joseph Bendana (WSAS liaison) and Denis Dyshko (MSPIA liaison), who report to Associate Provost Dennis Slavin.

Academic Personnel

Faculty Searches – The College appointed 21 new full-time faculty for AY 16-17: 11 professorial faculty, six lecturers, two visiting faculty, and two substitute faculty.

Reappointment, Tenure, and Promotion – In AY 2015-16, the College granted reappointment with tenure to eight members of the faculty, reappointment with early tenure to three, and promotion to associate professor to five. Eight members of the faculty were promoted from

associate professor to full professor. The College also reappointed two lecturers with certificate of continuous employment (CCE).

The distribution of those personnel actions among the schools is detailed in the following table:

Full-Time Faculty Tenure & Early Tenure/CCE effective 9/16; Promotion effective 8/16; and New Hires for AY 16-17

	ZSB	WSAS	MSPIA	Library	STU/ DEV	Total
Full-Time Faculty Reappointment with Tenure effective 9/16	1	2	1	1	0	5
Full-Time Faculty Reappointment with Early Tenure effective 9/16	3	0	0	0	0	3
Full-Time Faculty Reappointment with CCE effective 9/16	0	1	0	0	1	2
Full Time Faculty Promotion effective 8/16	4	6	2	1	0	13
Full Time Faculty Promotion to Professor effective 8/16	2	5	1	0	0	8
Full Time Faculty Promotion to Associate Professor eff. 8/16	2	1	1	1	0	5
New Hired & Appointed (Professorial) Faculty for AY 16-17	6	3	1	1	0	11
New Hired & Appointed (Lecturers) Faculty for AY 16-17	5	1	0	0	0	6
New Hired & Appointed (Visiting) Faculty for AY 16-17	0	2	0	0	0	2
New Hired & Appointed (Substitutes) Faculty for AY 16-17	0	2	0	0	0	2
Total New Faculty Hired & Appointed for AY 16-17	11	8	1	1	0	21
Notes:						
Reappointments w/Tenure & Early Tenure, CCE, effective 9/16 and Promotions to Associate Professor effective 8/16 were processed in Fall 2015 & Spring 2016 (CP&B: October 20, 2015 & April 12, 2016)						
Promotions to Professor effective 8/16 were processed in the April 12, 2016 CP&B.						

Bernard L. Schwartz Communication Institute

This promises to be an exciting academic year for the Bernard L. Schwartz Communication Institute, as we continue to build our portfolio of longitudinal faculty development programming across all three Schools and develop College-wide programming.

We eagerly await our annual Symposium on Communication-intensive Teaching and Learning (on October 21), this year on "Storytelling." We're hoping to spark a conversation about the ways that our students—and we ourselves as educators and academics—can become storytellers. Keynote speaker Jake Silverstein, Editor in Chief of the *New York Times Magazine*, will introduce central elements and practices of storytelling, and, alongside some other professional storytellers, including editors, brand strategists, and curators, we'll consider how these methods might be applied to our own assignments, classrooms, and professional lives. All Baruch faculty, full- and part-time, are invited to join us.

This August, in response to faculty requests in the Department of Management, we hosted a seminar on Integrating Writing in Management Courses. In preparation for fall courses, twelve full- and part-time faculty joined us for four sessions: "Designing Formal Writing Assignments," "Integrating Informal Writing Strategically," "Responding to Multilingual Writers," and "Providing Feedback and Managing the Paper Load." We look forward to leading the seminar again with new cohorts of Management faculty, and to learning from and sharing the experiences of our August participants as they begin to integrate more writing into their courses.

In partnership with faculty at the Marxe School of Public and International Affairs, we are currently designing another seminar on Inclusive Pedagogy to take place in January, with regular lunch conversations thereafter in the spring. Emerging from the work of MSPIA's Diversity Committee, the seminar will provide participants the opportunity to refine course materials and develop teaching practices that embrace the cultural diversity of MSPIA students, and welcome them all into responsive, inclusive classrooms.

As we do every semester, this fall we continue to support department-led initiatives on communication-intensive teaching and learning. In the coming months, we'll focus especially on the Weissman School of Arts and Sciences by underwriting both faculty development designed for instructors of the foundational Communication Studies course, Speech Communication (COM 1010), and an assessment project in the Department of English.

Finally, we welcome Julia Goldstein, our new Program Development Coordinator. As the Institute evolves to reach new cohorts of faculty and students and develop new programming, Julia will strategically manage expansion, ensuring sustainable, high-impact engagements. Her first projects include incorporating a business communication curriculum in two Zicklin degree programs—the MS in Finance and the Executive MBA in Healthcare Administration.

Center for Teaching and Learning (CTL)

The CTL continues to foster faculty development opportunities in the exploration of teaching and learning throughout Baruch. The CTL works across all areas of the college to foster teaching that is exciting and meaningful to both faculty and students. The CTL works one-on-one with faculty, in conjunction with departments and other academic service units.

Teaching Seminars and Faculty Outreach – To support faculty interested in online/hybrid teaching, fourteen faculty were selected to be CTL Hybrid Fellows in Fall 2015. These faculty participated in the CTL hybrid seminar series during the Fall 2015 and Spring 2016 semesters and represented a wide range of disciplines (Psychology, Management, Communication studies, Marketing, History, and English).

In June, the CTL held a one-day CTL Summer Teaching Workshop specifically tailored to meet the needs of adjunct faculty. Attended by 24 adjunct faculty from various departments, the day's topics included creating a "promising" syllabus, teaching with technology, active learning strategies, and more.

Fall programming includes 10 workshops in three tracks: *Hybrid and Online Teaching*; *Tools, Skills, and Technology*; and *Pedagogy and Teaching Strategies* along with two additional new programming initiatives:

- *CTL Conversations* - Each week, faculty and staff are invited to workshop, brainstorm, and informally discuss a topic related to their teaching.

- *Tech Thursdays* - Once a month faculty and staff experiment and explore an educational technology. Fall topics include Canvas Learning Management System (September), Clickers (October), Annotation Tools (November).

In addition to programs open to the Baruch community, the CTL works with specific departments and initiatives to develop customized workshops ranging from *Active Learning Techniques* to *Using Vocat*. The CTL is also exploring ways to assist faculty interested in the Weissman School of Arts and Sciences' Collaborative Online International Learning (COIL) Initiative.

Looking ahead to the Spring 2017 semester, applications for the 2017 CTL Hybridization Fellows program will be accepted until November 1, 2016.

Grant-Funded Projects **–** The CTL continues to work with faculty from Mathematics and Accounting and colleagues from the Student Academic Consulting Center on the CUNY Strategic Investment Initiative Grant (Title: Improving Learning Outcomes In Courses With Structured Knowledge Through Adaptive Learning Technologies; Grant Amount: $593,892.00). The grant helped to create the foundation necessary to examine the impact of using adaptive learning and active learning techniques. This grant funded the redesign of three classrooms (NVC 11-165, 12-130 and 12-140) into active learning spaces that will help facilitate the incorporation of active learning techniques in the class environment. Classroom furniture was purchased that allows easy reconfiguration along with 120 Microsoft Surface Pro tablets which promote technology-enabled collaboration and active learning.

We started and continue working with faculty teaching sections of MTH 1030 (College Algebra) in an intensive format to introduce adaptive and active learning in their sections. Staff from our Student Academic Consulting Center (SACC) are working with these faculty members in developing and deploying the adaptive learning platform. CTL staff are working on faculty development activities to support active learning in this and other possible MTH courses. We coordinated with faculty from the Math department and staff from SACC to deploy MyMathLab's adaptive platform (Study Plan, powered by Knewton) in a pilot study during Spring 2016. Staff from SACC helped create an initial setup of the Study Plan component and deployed it across all sections of MTH 1030; we are currently analyzing data that we collected on various milestones within this course.

We have also piloted the use of Knewton's adaptive platform in FSPM 0100 (Elementary Algebra). Faculty and staff from SACC, in conjunction with representatives from Knewton, have created an adaptive learning module that was deployed in a pilot study during the Immersion Program in the summer 2016 semester.

Six sections of this course participated in this treatment and instructors worked with members from the Knewton development team as part of this pilot. Analysis of data from this pilot is ongoing.

Our study also included the development of content and assessment necessary to pilot the use of adaptive learning technologies in an Accounting course (ACC 2101). The accounting team, led

by two faculty members in that area, evaluated alternative technology platforms that could help introduce adaptivity into the course.

As we made progress with platforms for adaptive learning and rethinking classroom work to incorporate active learning, we identified a significant additional opportunity that could benefit from both active and adaptive learning: We worked with the Director of Tools for Clear Speech (TfCS) to help incorporate adaptive and active learning opportunities in supporting their initiatives for nonnative English speakers and English Language Learners (ELLs). A Grant Researcher/Writer was hired and has assisted the TfCS program in the submission of a Department of Education Grant proposal that includes continued support for adaptive and active learning technologies.

Educational Technology – The CTL continues to develop and support Blogs@Baruch and VOCAT, Baruch's home-grown educational technology platforms. Vocat was used by 3,010 users across 145 course sections in the 2015-16 academic year, and there are already 1,090 users across 52 sections thus far in Fall 2016. Blogs@Baruch added 3,647 users and 805 blogs in the 2015-16 academic year, and has added 2,190 users across 260 blogs thus far in Fall 2016. Since launching in 2009, Blogs@Baruch has been used by more than 27,000 students, faculty, and staff.

The CTL is also collaborating with Maker Hub of the Lawrence N. Field Center to support Prof. Allison Hahn and her COM1010H - Honors Speech Communications students in a new semester-long assignment that incorporates 3D printing, Vocat and the development of a 3D video for Google cardboard.

Staff – Over the summer, there have been some staff changes. Prof. Allison Lehr Samuels, from the Department of Management became the Director of the CTL on July 1, 2016 replacing Prof. Kannan Mohan from the Department of Statistics and Computer Information Systems.

Hamad Sindhi is replacing Pooja Vanchy and Erin Spampinato as our Educational Technology Coordinator in VOCAT. He will be supporting faculty members with VOCAT and help faculty members imagine new and exciting assignments using this tool.

Jessie Auqui has joined us as a CTL Technology Assistant in Virtual Teamwork and is working closely with Prof. Elisabeth Gareis.

College Now

The College Now program at Baruch continues to provide high quality pre-college programming to students from across the city. In Fall 2015, 266 students participated in credit-bearing college courses (ANT 1001, BUS 1000, JRN 3050, MTH 2003, PHI 1500, PSY 1001, and SOC 1005) and in Spring 2016, 301 students participated in such courses (ANT 1001, BUS 1000, HED 1191, JRN 3050, MSC 1003, MTH 2003, PSY 1001, and SOC 1005). Twenty-five students participated in a non-credit "DNA Detective/Introduction to Research" course as part of a new STEM Research Academy, a two-semester CUNY program in which students take a course in the spring and work with faculty conducting research during the summer.

In Summer 2016, 124 students enrolled in credit-bearing college courses and 14 students from our spring STEM Research Academy cohort enrolled in the summer research experience component. Students worked with faculty from the Natural Sciences Department, the Communication Studies Department, and the Black and Latino Studies Department. On August 12, the final day of the program, we hosted a culminating Project Fair in which students showcased their summer projects.

We expect to enroll 247 students in Fall 2016 and 297 students in Spring 2017 in credit-bearing college courses. Twenty-five students have enrolled in our second cohort of the STEM Research Academy.

Continuing and Professional Studies (CAPS)

The Division of Continuing and Professional Studies has seen change in the past year. We have a new and innovative registration system, payment processing system, and CRM to help support out programming. Each represents many years of planning and a massive effort of the staff in systems selection and systems training. We look forward to a streamlined new year and to even better services to students and instructors.

Our international efforts have further expanded: our new Program Coordinator, whose primary purpose is to partner with international recruiters, is already exhibiting a strong start. We have received almost 100 new students from our agents and expect to double that next year. The division will travel to recruitment events in Japan, South Korea, Turkey, Columbia, Mexico, and Peru. Because of these efforts, our programs continue to grow and we have students from well over 50 countries this semester.

CAPS recently took over the management of all operations for the non-credit courses in Real Estate. We have created three new certificates and partnered with NY Real Estate Expo to co-offer Continuing Education Units (CEUs) to working professionals. We have stable enrollments and expect strong growth next year. The prospects for this program are immense and we plan on creating a new track in our International program, the Contemporary American Business Program (CABP).

Corporate outreach continues to expand. With over 25 new clients in the past year, we have added several city agencies. Our current partners include the New York City Departments of Buildings, Transportation, the Office of Emergency Management, and the School Construction Authority, among others.

Our English program has remained steady while sister programs across the country have suffered up to 80% drop in student registrations. The field is changing now that many countries have strong English language program internally, but we are also changing our focus and services. Our program remains focused on helping students enter college and graduate school here in the U.S. and specifically at Baruch College.

Global Strategies

Key achievements of the Office of the Vice Provost for Global Strategies since the previous General Faculty Report include:

China@Baruch (April 2016) – Our office supported the Alumni Office and Office of College Advancement in the planning of this international event on campus. It consisted of a panel discussion on China's role in the global economy; the speakers were a Baruch alumnus working in China and an expert who is working in China/Hong Kong.

WC2 meeting (April 2016) – A Baruch College delegation attended the WC2 meeting (World Class Cities World Class University network) in Hong Kong/Xi'and Jiaotong University's 120th anniversary.

SUNY COIL Conference at CUNY Graduate Center (April 2016) *and follow-up* (Sept 2016) – Our office supported a COIL workshop *(Collaborative Online International Learning),* with participation from BCTC and CTL, at the Weissman Global Seminar to gauge faculty interest in developing COIL initiatives on campus.

NAFSA Conference (May 2016) – A Baruch delegation of nine attended the *Association of International Educators* conference in Denver. This was the first year that a CUNY booth was set up in the exhibition hall.

Data analytics conference in Madrid (June 2016) – A delegation of Zicklin and Weissman faculty attended a data analytics conference at the Universidad Carlos III-Madrid.

WC2, Berlin Symposium (August 2016) – Baruch faculty, deans, and students participated in workshops and made presentations.

International Cross-Border Team – Monthly meetings are held to support international activities on campus. We are currently working to plan International Education Week in November 2016.

Visits from International Delegations – The College receives delegations and visiting students from top universities from all over the world for potential collaborations in student and faculty exchanges, as well as for degree and non-degree program development. Countries represented recently include China, Israel, Korea, Nigeria, Singapore, and Taiwan.

Honors Program

Student Enrollment – Honors welcomes the class of 2020. The number of students who ranked Baruch first continued to rise. Macaulay enrollments declined by eight students, due to a larger than expected number of student deferrals.

	Admissions Fall 2016	**Admissions Fall 2015**

	Number	Average CAA	Average SAT	Number	Average CAA	Average SAT
Applied	4142	91.7	1270	3727	91.6	1279
Ranked Baruch First	1312	91.5	1288	1213	91.3	1289
Accepted Macaulay	273	93.9	1417	255	93.9	1411
Macaulay Enrolled	**90**	**93.6**	**1375**	**98**	**93.7**	**1383**
Accepted Baruch Scholars	51	93.6	1405	57	93.7	1409
Baruch Scholars Enrolled	**19**	**93.1**	**1374**	**20**	**93.6**	**1402**
Provost Scholars applied	7	3.91+*	NA			
Provost Scholars enrolled	7	3.91+*	NA			

* Baruch College GPA

Creative Inquiry Day – Honors partnered with the Schwartz Communication Institute in Spring 2016. Creative Inquiry Day was a success; the number of students and faculty participating in the event continues to grow as does the diversity of disciplines represented. This the work of more than 250 students was presented under mentorship of more than 40 faculty.

Research opportunities in WSAS majors – the Honors Program is working with WSAS departments to develop programs that incorporate undergraduate research in their disciplines.

Staff – Dr. Jody Clark Vaisman was appointed Director of the Honors Program and Prof. Nancy Aries was appointed Academic Director. Prof. Aries will chair the Ad Hoc Honors Program Advisory Committee as well as provide oversight to the admissions process, academic programming, assessment, and special initiatives.

Human Research Protection Program (HRPP)

Mission – The CUNY HRPP is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff, and students. The program provides oversight, administrative support, and educational training to ensure that research at CUNY complies with federal and state regulations, university policies, and the highest ethical standards. The CUNY HRPP comprises four University Integrated Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

Research Outreach and Compliance Activities – For program evaluation and assessment purposes and to better meet researchers' needs, we sent out a survey to members of the Baruch Human Subject Research faculty in October 2015. In response to this survey we will be conducting the following activities:

- *IDEATE Help Videos & Documents Page* – We have produced videos that will assist researchers with submitting applications on IDEATE. Additionally videos have been produced to provide researchers with assistance in finding solutions to common issues that occur during the submission process. We will also be uploading IDEATE Help Docs created by CUNY Central. By having these resources in a central location it should help our PI's with navigating IDEATE.

- *HRPP Training Videos Page* – As part of our educational outreach activities we began creating HRPP Training Videos in fall 2015. These videos cover a variety of issues from deciding whether a project requires review to going over the IDEATE Application questions in a step-by-step fashion. There are currently 7 training videos on our website.

- *On-line Presentations* **–** Due to the IDEATE roll-out there has been a lack of interest from researchers in attending in-person presentations. The survey data that we've collected indicates that the majority of Baruch researchers would prefer on-line training. We will be consulting with the Center for Teaching and Learning to assess the best web conferencing tool to use for conducting on-line presentations.

HRPP Liaison – Priyanka Mitra-Hahn, a doctoral student in the Psychology Department, is the current HRPP Liaison. She is available to assist faculty and students with the development and submission of protocols and will make classroom presentations regarding the IRB process. To make an appointment, please email her at priyankamitra718@gmail.com.

Website – The Baruch HRPP Website is an important resource for investigators wishing to conduct human subjects' research. It is continually updated to reflect organizational/policy changes: www.baruch.cuny.edu/hrpp/index.htm .

Orientation for New Faculty

New full-time members of the faculty, including substitutes, were invited to a series of faculty development events to welcome them to our academic community and assist them in preparing to teach and to conduct research. A full day's "Introduction to Baruch College" took place on August 15, beginning with welcoming remarks from colleagues and administrators and followed by extensive discussion about faculty life at Baruch, with a special focus on teaching. Since then, Associate Provosts Koch and Slavin, aided by faculty and administrative colleagues, have held several follow-up events. Prof. Denise Patrick led a session on teaching in a diverse classroom on September 6, 2016. Prof. Mindy Engle-Friedman, The College's Ombudsperson, and representatives of the PSC offered a session on September 8, 2016 in which they addressed the roles of those offices in lives of faculty. There will be an additional session on teaching with the Associate Provosts, Prof. Allison Lehr Samuels, Director of the CTL, and several other experienced faculty on October 18, 2016. On November 8, 2016, a session dedicated to research will be led by VP and Dean Arthur Downing, Dominic Esposito, Director of SPAR, and Keisha Peterson, HRPP Coordinator. In spring 2017, this extended orientation will conclude with a session on reappointment, tenure, promotion, and certification.

Seminar for Third-Year Faculty

Last fall and spring, the Office of the Provost launched its first seminar specifically designed for third-year faculty. Led by Associate Provosts Koch and Slavin, this three-session seminar began in fall with discussions on the reappointment, tenure, promotion, and certification processes and on the preparation of reappointment binders. The second session, which was held in the spring, explored creating a research plan and crafting a personal statement. The final session provided an opportunity for faculty to work in teams on each other's personal statements. This seminar is

intended to supplement departmental mentorship of faculty and to contribute to our colleagues' successful preparation for the Dean's Review and future reappointments.

Last year's seminar participants completed a survey on the sessions, and based on their comments, we made several adjustments to the program. Although the topics covered in each session will be the same, the associate provosts have moved all meetings to the fall 2016 semester, and they will allow more time for "peer evaluation" of personal statements.

Workshop for Department Chairs

On August 18, 2016, the offices of the provost, Baruch College and John Jay College, hosted a joint workshop for department chairs. This day-long event was led by Dr. Clint Sidle, professor emeritus, Cornell University, and a highly regarded educational consultant. The workshop focused on some of the most common challenges and opportunities of departmental academic leadership and included presentations and discussions on the following topics: roles and responsibilities of the department chair; conflict resolution; leaders as designers; and tools and techniques of departmental leadership. In preparation for the workshop, participants given a complimentary copy of C.K. Gonsalus's *The College Administrator's Survival Guide* and were invited to read the text prior to the workshop.

Sponsored Programs and Research (SPAR)

External Proposals – In FY 2015-16, Baruch College faculty members submitted 68 proposals, up from 64 in 2014-2015. Total funds requested in these proposals are $14,310,301, up from $10,743,790 last year. The Weissman School of Arts and Sciences submitted the most proposals, followed by the Austin W. Marxe School of Public and International Affairs, the Zicklin School of Business, and other administrative units.

External Awards – For FY 2015-16, grants and contracts awards from all units totaled $6,115,442. In FY 2014-15 the total was $7,517,590. The number of awards received in FY 2015-16 was 65, slightly down from 74 in FY 2014-2015, with an average award amount of $95,554. The Austin W. Marxe School of Public and International Affairs led with 20 awards totaling $1,218,638; the Weissman School of Arts and Sciences followed with 15 awards totaling $1,103,320; followed by the Zicklin School of Business with 10 awards totaling $734,356; the other divisions in the college combined, earned 5 awards for $3,059,128.

PSC CUNY 46 Research Award Program – In FY 2015-16, 147 PSC applications were submitted by Baruch faculty members and a total of 100 applications were awarded for a success rate of 68%. The total amount awarded was $401,774.

Internal Awards – In FY 2015-16 the Office of the Provost funded two Faculty Research Seminars (FRS) which consisted of one new award and a renewal. The newly funded interdisciplinary groups will explore digital scholarship. The faculty team that received a renewal will continue their work on climate change. The Office of the Provost also provided some exploratory support to a group conducting research on New York City, an effort that may result in a proposal for a Faculty Research Seminar. The Office of the Provost also funded three applicants from the Weissman School of Arts and Sciences through the Baruch College Grant Development Program (BCGDP). The awardees will use the reassigned time provided to develop

individual proposals in response to the National Institutes of Health Academic Research Enhancement Award (AREA), and the Chemical Structure, Dynamics and Mechanisms and Science Technology and the Society (STS) CAREER programs through the National Science Foundation.

Provost's Initiative for Undergraduate Creative Inquiry and Research (UCIR) – Baruch undergraduates participated on Tuesday, September 27 – Wednesday September 28, 2016, in an International Conference on Undergraduate Research, organized through an alliance of Monash University in Australia and the University of Warwick in the UK. The program continued with two days of events based on the success of the previous year. Students presented their own original research papers to audiences around the globe linked up via teleconferencing. The other participating universities are Monash University, Monash University Malaysia, Monash University South Africa, University of Leeds, University of North Carolina at Greensboro, Kyushu University and Nanyang Technological University. The College's third "Creative Inquiry" day was held on May 19, 2016 (see above, Honors Programs) and the fourth annual Creative Inquiry Day is scheduled for May 2017.

LSAMP – The Louis Stokes Alliance for Minority Participation in Science, Technology, Engineering, and Mathematics, a program supported by the National Science Foundation, provides funded research opportunities for undergraduates and graduate students from underrepresented groups. Baruch's new LS-AMP coordinator is Ana Iglesias. Interested faculty may contact her at 646-312-2203 or via email at ana.iglesias@baruch.cuny.edu. Ana will continue presentation skills training for LS-AMP students, outreach and recruiting of freshman and sophomores, and biweekly meetings with LS-AMP students, faculty, and staff.

Joint Committee for Research – Members elected to the 2016-17 committee are: Professors Hector Cordero-Guzman (SPIA;), Vincent DiGirolamo (History), Stephanie Golob (Political Science), Guillaume Haeringer (Economics/Finance), Jennifer Mangels (Psychology), Lauren Block (Marketing and International Management), and Robert Wagner (Law). Dominic Esposito (Sponsored Programs) serves *ex officio*.

Student Academic Consulting Center (SACC)

The Student Academic Consulting Center (SACC) provides academic support services in a variety of formats for students taking courses in a range of academic disciplines. SACC also coordinates intermediate algebra, the intensive algebra course sequence, and immersion programs in mathematics, reading, and writing. In Spring 2016, SACC served slightly over 2,000 unique students in 7,344 hours of tutoring sessions and workshops. Summer 2016 saw Michele Doney join SACC in July in the role of Director of SACC & Immersion Programs. Summer programs included:

Immersion – A total of 377 students participated in SACC's various Immersion programs, exclusive of the new Pre-Calculus Preview. All but 26 of the participants completed their programs. The pass rate for program completers was 78%.

Pre-Calculus Preview Program (P-Cubed) – A pilot program using CUNY Immersion expansion funding, P-Cubed provided a summer Immersion option for incoming students with a MTH 2003 placement to help them bridge the gap between key concepts in algebra and pre-calculus and prepare them for course success in the fall. P-Cubed served a total of 60 students in two sections. Although final assessment data for the program will not be available until the fall semester ends, preliminary data are promising. A pre-test/post-test assessment of relevant knowledge and skills showed a mean increase of 41. 5 percentage points among students who completed the program.

CAT-M Preview Workshop – in early August, SACC partnered with Marxe SPIA to pilot a workshop for the incoming cohort of students in the FDNY-BSPA Public Leadership Program. The workshop was designed to enhance participants' chances of a favorable math placement by introducing them to the CAT-M test and giving them an opportunity to explore a variety of self-paced, web-based resources available at no charge to help them prepare for the test. Although our first group of participants was small, feedback was positive, and we plan to continue to offer the workshop.

In Fall 2016, SACC has begun a renovation of our website and hallway displays, and we will begin a review of our print publications shortly. We have also updated our tutor training program to include a greater emphasis on effective questioning techniques, and we have replaced outdated media with web-based resources to provide greater ease of access to training materials. We are currently reviewing our front desk procedures with an eye toward enhancing the student experience and streamlining data collection. We hope to close out the semester with a new plan for prioritizing course coverage, informed by grade distribution data and course characteristics.

Tools for Clear Speech (TfCS)

In July 2016, the Tools for Clear Speech program became an independent academic support unit within the college under the direction of Dennis (DJ) Dolack. TfCS offers instruction to all graduate and undergraduate English language learners and nonnative English speakers at the college. Through small-group and one-to-one tutorials, a workshop series, a speaking ability assessment, conversation hours, and online instruction, TfCS guides participants toward clearer, more effective communication by helping them to improve their pronunciation, intelligibility, and pragmatic abilities. In Spring 2016, TfCS served 279 unique students in 1,660 hours of instruction across all offerings. (In total for AY 2015-2016, TfCS offered over 3,000 hours of instruction to more than 470 unique students, and delivered 300 scored and annotated speaking ability assessments.) Overall, Spring 2016 was a successful semester for programmatic development, particularly in our efforts to improve efficiency of our face-to-face services and expand online instruction. The program saw modest changes in student participation in its core services: we held 800 one-to-one tutorial sessions; 269 "Focused Skills Series" small-group tutorials; and 473 hours of instruction in our "Clear Speech Workshops" (up 8% from Spring 2015).

TfCS To-Go – To enable online instruction and offer distance-learning resources, TfCS has continued development of its *TfCS To-Go* module for off-campus use. *TfCS To-Go* features original content including repetition exercises, instruction, and animated models of sound

production. In Spring 2016, TfCS worked with a professional animation company to develop custom phoneme production videos for student practice. These highly detailed models are unlike any free resources available in the field, and will be prominently featured in the next round of *TfCS To-Go* updates in Spring 2017.

Focused Skills Series Workshops – Spring 2016 was the first full semester for implementation of our 60-minute Focused Skills Series tutorials, each of which offers targeted instruction to as many as five students in sessions throughout the week. Focused Skills Series sessions cover topics ranging from tricky vowels and consonants, to grammar and pragmatics. These sessions have alleviated some of the pressure from the one-to-one tutorial sessions and have allowed for more efficient instruction and group participation.

CUNY Strategic Initiative Funding – TfCS has developed additional online adaptive learning resources for students on its *TfCS To-Go* website. Funding from the CUNY Strategic Initiative allowed TfCS to build exercises that enhance students' understanding of various features of oral communication, including sentence stress and rhythm. This funding also allowed TfCS to begin construction of an online recording module for students to hear their own pronunciation and compare it to that of a native English speakers.

MFE Program Support – TfCS continued its support for Baruch's MFE program, offering students a speaking assessment and weekly sessions with speech consultants. The semester culminated in an increase in those students' post-assessment scores and a high student satisfaction ratings across the board. TfCS and the MFE program will continue this collaboration through AY 2016-2017.

Although the generosity of departments such as the Schwartz Communications Institute and CAPS alleviates some physical space concerns, TfCS services remain at or near capacity throughout the semester, and although the program's popularity grows among the populations it supports, we are forced to turn students away daily.

The Writing Center

The Baruch College Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. In AY 2015-2016, we met with students in 7,292 one-to-one consultations (50-minute, 20-minute drop-in, online synchronous, and online asynchronous), and we held 3,395 student-hours of group instruction (standalone workshops, in-class workshops, and student writing groups). Within our Center, we worked with 2,235 unique student users across all services, and we again saw approximately one student on the waitlist for every student served.

The successful launch and expansion of our In-Class Workshop program last year enabled us to reach over 1,000 additional students, increasing our overall hours of instruction by almost 40%.

This fall, Diana Hamilton serves through February 2017 as the Acting Director of the Writing Center for the duration of the Director's (Keri Bertino) parental leave. Deepti Dhir serves as the Acting Associate Director and continues her work as our full-time Multilingual Writing

Specialist. Paul Hiller is our Administrative Coordinator. The Center employs 20 part-time adjunct consultants who are graduate-trained, college-level teachers of writing and professional writers, scholars, and editors. All of us are supported by student workers who greet visitors and direct students to appropriate services.

A few programming highlights of Fall 2016 include:

In-class workshops – The Writing Center continues to offer 25 workshops on a wide variety of writing, reading, research, interpretation, and analysis skills, which can be delivered in your classroom by an experienced, professional Writing Center consultant. A flyer with workshop descriptions can be downloaded here, and the lesson plans and materials for all workshops are available here. All members of the faculty are invited to request one or two workshops to be delivered in your classroom each semester.

Peer Review sessions – This semester, we're reformatting our approach to Peer Review to make it more flexible for students' schedules. We offer two group appointments each week, in which the consultant guides the students as they share, read, and respond to each other's work. Existing student groups (from a class, a club, or simply friends) can also request a standing appointment with a facilitator.

The Lexington Review – This journal of curriculum-based writing by Baruch students celebrates our student writers and provides positive models for students hoping to better understand the expectations and forms of academic writing. We encourage faculty to nominate writing from their classes. It doesn't have to be perfect, and accepted students are invited into a supportive editorial process before publication.

New workshops – We're offering a new workshop on Understanding Plagiarism and Citation, and we're in the process of developing new workshops under Business and Professional Writing (adding to our two newest offerings, Cover Letters and Analyzing Case Studies).

We support faculty – in your work with student writers through detailed student session records, referral forms, class visits, online writing guides, and all the lesson plans and materials from our workshops. As always, we hope faculty will reach out to discuss student writing; assignment or rubric design; responding to student writing; or any other matters related to teaching writing.