

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR FALL 2017**

We are pleased to note two significant appointments in the Office of the Provost since last spring: Patricia L. Price, Ph.D., as Associate Provost for Academic Administration and Faculty Development and Rachél Fester, Ph.D., as Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness.

Associate Provost Price began her academic career at Florida International University in Miami, where she was promoted to full Professor of Geography in the Department of Global and Socio-Cultural Studies. She has a significant record of publications in peer reviewed journals, and is co-author of a popular textbook. While at Florida International, Price received research funding from the National Endowment for the Humanities (2), National Science Foundation (4), and the US Department of Education, among others. Her dissertation research on the link between female head-of-household and women's poverty in urban Mexico was supported by a Fulbright-Hays dissertation research grant. While at FIU, Price led the Human Subjects Research Oversight for the Division of Research, and was a Faculty Fellow in the Office of the Provost. She was selected as a Fellow by the American Council on Education at Harvey Mudd College and the Claremont Graduate University. Her fellowship year project was "Diversity in Higher Education: Plans, Policies and Practices." Price comes to Baruch from within CUNY, where she as served for two years as Academic Dean at the Stella and Charles Guttman Community College in Manhattan.

As Associate Provost, Dr. Price will lead our college in areas that include faculty appointments, promotion and tenure, immigration status, and funded research administration and compliance. Dr. Price will also work with our faculty, department chairs, and deans to promote the development of our faculty as innovative teachers, thoughtful and productive scholars, and active members of our college community committed to shared governance. Dr. Price earned her doctorate and master's degrees in Geography at the University of Washington.

Assistant Provost Rachél Fester has nearly twenty years of experience in higher education administration, accrued at a wide range of institutions, where she led data analytics, research, assessment, planning, and accreditation efforts. She has also served as an adjunct assistant professor at the Austin W. Marxe School of Public and International Affairs of Baruch College since 2012, where she taught in the Higher Education program. Her research and publications have focused primarily on access to and success in college for underserved, low-income and/or first generation students.

Dr. Fester holds a Ph.D. in Higher Education Management from the University of Pennsylvania; an M.S.Ed. in Higher Education Administration from Baruch College; an A.M. in Near Eastern Languages and Civilizations from the University of Chicago; and an A.B. in Near Eastern Languages and Civilizations from Harvard University. In her new role, she will be working across all academic and administrative departments at Baruch, collaborating with faculty, administration, and staff on a broad range of assessment, planning, research and accreditation initiatives. She will also serve as Baruch's Accreditation Liaison Officer for the Middle States Commission on Higher Education.

Finally, the members of our office and colleagues throughout the college would like to express their gratitude to Dr. Linda Lemiesz, the Provost's Chief of Staff, for her interim service as Associate Provost from December 2016-June 2017.

Academic Assessment

Academic assessment continues to be directed within our three schools by Lisa Vaia (ZSB), Melissa Sultana (MSPIA), and Prof. Thomas Teufel (WSAS), who are supported by and who are collaborating with the newly appointed Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness, Rachél Fester. Rachél is also collaborating across divisions, departments, and schools on institutional effectiveness, and is serving on the Baruch College Strategic Planning Steering Committee. She has been appointed Baruch College's Accreditation Liaison Officer for the Middle States Commission on Higher Education, and will be co-chairing the 2019-2020 Middle States accreditation Self Study.

Academic Personnel

Personnel – Linda Lemeisz, Chief of Staff, Provost Office, ended her temporary appointment as Acting Associate Provost for Faculty Development on June 25, 2017. On June 26, 2017, Patricia Price began her appointment as Associate Provost for Academic Administration and Assistant Vice President, Academic Administration and Faculty Development, replacing Erec Koch, who vacated the position in Fall 2016.

Faculty Searches – As of September 20, 2017 the Provost has authorized twenty-nine (29) faculty searches. Twenty-seven (27) of these searches are for professorial faculty, one (1) for lecturer and one (1) distinguished lecturer.

The Weissman School of Arts and Sciences has ten searches: A lectureship (1) in Mathematics, and nine (9) tenure track searches; English, (2) Fine & Performing Arts (1), History (2), Journalism (1), Math (1), Natural Sciences (1), and Psychology (1).

The Zicklin School of Business has nineteen searches: the Stan Ross Department of Accountancy (3); the Narendra Paul Loomba Department of Management (3); the Allen Aronson Department of Marketing and International Business (3); the William Newman Department of Real Estate (2); Law (1); Bert Wasserman Department of Economics and Finance (4) and the Paul H. Chook Department of Information Systems and Statistics (3).

There are no scheduled searches for the Marx School of International Affairs and Policy
Faculty Search Process – Academic Administration is working closely with the Schools, Human Resources, Finance and Administration, and the Offices of the Provost and President to streamline the workflow around faculty hiring.

Faculty Hires – A total of twenty-two (22) professorial titles were given to new faculty hires, seven (7) lecturers, and one (1) Distinguished Lecturer. This included the appointment of the Lawrence N. Field Chair in Entrepreneurship, for the Zicklin School of Business, and the Austin W. Marx Chair of International Economics and Governance. The Austin W. Marx Chair for

Western Hemispheric and Trade Policy, is scheduled to begin in the Spring 2018 semester. Other appointments included the Sidney Harmon Visiting Professor (1) and a total of eleven (11) Substitute appointments.

Reappointment, Tenure, and Promotion: The College granted reappointment with tenure to seven faculty members and reappointment with early tenure to five. One lecturer was reappointed with Certificate of Continuous Employment. Seven faculty members have been promoted to full Professor, and fourteen to Associate Professor.

Full-Time Faculty Tenure & Early Tenure/CCE effective 9/17; Promotion effective 8/17; and New Hires for AY 17-18	ZBUS	WSAS	MSPIA	Library	Total
Full-Time Faculty Reappointment with Tenure effective 9/17	1	4	0	2	7
Full-Time Faculty Reappointment with Early Tenure effective 9/17	0	5	0	0	5
Full-Time Faculty Reappointment with CCE effective 9/17	0	1	0	0	1
Full Time Faculty Promotion effective 8/17	2	16	1	2	21
Full Time Faculty Promotion to Professor effective 8/17	1	5	1	0	7
Full Time Faculty Promotion to Associate Professor eff. 8/17	1	11	0	2	14
New Hired & Appointed (Professorial) Faculty for AY 17-18	9	11	2	0	22
New Hired & Appointed (Lecturers) Faculty for AY 17-18	1	4	2	0	7
New Hired @ Appointed (Distinguished Lecturers) Faculty for AY 17-18	1	0	0	0	1
New Hired & Appointed (Visiting) Faculty for AY 17-18	0	1	0	0	1
New Hired & Appointed (Substitutes) Faculty for AY 17-18	3	7	1	0	11
Total New Faculty Hired & Appointed for AY 17-18	9	23	5	0	37
Notes:					
Reappointments w/Tenure & Early Tenure, CCE, effective 9/18 and Promotions to Associate Professor effective 8/18 were processed in Fall 2016 (CP&B: October 1, 2016)					
Promotions to Professor effective 8/17 were processed in the April 10, 2017 CP&B.					

Faculty Development: In addition to the faculty development projects administered for the Provost by the Office of Sponsored Programs and Research described elsewhere in this report, the Department of Academic Administration will hold a series of workshops for third year faculty on preparing for the pre-tenure review process.

Diversity Efforts: The University has mandated that all hiring departments develop an Affirmative Action Recruitment Plan, in order to address underutilization of female and/or minority faculty. All Baruch departments, including the Library, will develop such a plan.

Accreditation/Reaccreditation

On March 31, 2017, Baruch College submitted a Monitoring Report to the Middle States Commission on Higher Education (MSCHE). MSCHE had voted in November of 2015 to accept Baruch's Periodic Review Report (submitted in June 2015), and to also ask for a Monitoring Report due April 1, 2017, documenting:

- (1) further development of financial contingency plans based on enrollment trends and the impact of enrollment on institutional finances and operations (Standards 2, 3, and 8); and
- (2) further implementation of a comprehensive, organized, and sustained process for institutional effectiveness with evidence that assessment results are used to inform budgeting, planning, and resource allocation (Standard 7).

On June 22, 2017, MSCHE voted to accept our Monitoring Report, with a regularly scheduled next cycle of reaccreditation, a Self-Study, being confirmed for the 2019-2020 academic year. Baruch College has been invited by MSCHE to send a team to the November 2017 Self-Study Institute in Philadelphia, after which the Self-Study process will commence in January 2018 and run through April 2020, under the leadership of Baruch's Accreditation Liaison Officer, Assistant Provost Rachél Fester, and her co-chairs on the Baruch College Self-Study Steering Committee, Associate Provost Dennis Slavin and Associate Professor of English Cheryl Smith.

The official Statement of Accreditation Status for Baruch College is available on the MSCHE website, at this link:

<http://www.msche.org/Documents/SAS/53/Statement%20of%20Accreditation%20Status.htm>

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute opened the academic year with two vital faculty development programs. First, in collaboration with the Center for Teaching and Learning and the Writing Center, we facilitated a session for new part-time faculty at the Zicklin School of Business on scaffolding strategically toward final written projects or oral presentations. In early September, we fostered case teaching in Business Policy (BPL 5100) with a short, intensive seminar for all faculty teaching the Zicklin capstone. The seminar explored case teaching plans, strategies for facilitating meaningful discussion, and effective response to students' case-based writing.

Our next development event, the 17th annual Symposium on Communication-intensive Teaching and Learning, is fast approaching. On November 10, with WNYC's Leonard Lopate as our keynote speaker, the Symposium will focus on Active Listening, a communication skill not often explicitly taught or discussed but essential to meaningful teaching and learning, as well as professional advancement and civic engagement. Throughout the day, we'll explore the strategies and habits of mind of the most insightful listeners, and as always, provide opportunities to think together about how to bring those strategies into Baruch classrooms.

We eagerly anticipate the fall launch of our newly designed website, and to sharing the many online resources we've developed for faculty and students. For faculty, we present a compendium of Institute-written Very Short Guides, each of which overviews a core pedagogical concept or practice in a single page, providing a brief introduction, suggestions for practical implementation, and references for further reading. The Very Short Guide collection can be read all the way through, or selected from to meet more immediate needs and interests. For students, we offer a portfolio of annotated model speeches designed to help them examine and transfer specific public speaking moves into their own work. Our Communication Fellows will of course utilize the student resources in their supplemental instruction, but we also encourage all faculty to carry them into your classrooms; look for upcoming faculty events to help you best use the site's content.

Finally, we are pleased to have welcomed two new full-time staff members to our team over the summer. Julia Goldstein is our inaugural Assistant Director for Writing in Public and International Affairs, a position created in close partnership with the Marx School, and Sam Morrison is our new Administrative Coordinator.

Center for Teaching and Learning (CTL)

The CTL works across Baruch College to foster teaching and learning that is exciting and meaningful to both faculty and students. In addition to one-on-one consultations, the CTL continues to develop initiatives in the areas of pedagogy, research, policy, and technology.

Pedagogy – Faculty Development Workshops and Events

Since January 2017, the CTL has offered over 40 opportunities for faculty development workshops and events. In early May, the CTL completed the Spring 2017 CTL Faculty Fellows Hybridization Seminar in which 12 faculty worked throughout the spring semester to adapt one or more of their courses to an online or hybrid format.

In June, the CTL Adjunct Workshop brought together 22 part-time faculty from the three schools who spent the day investigating active learning strategies and how to infuse technology to support their course learning goals.

This semester, the CTL is working with the Office of the Provost to promote "Online Learning Week" from October 9-13. Faculty are encouraged to experiment with broadening their online teaching experience by converting (at least) one face-to-face class session to an online format. In the weeks leading up to October 9, the CTL has scheduled workshops and one-on-one consultations to help faculty discuss and test options that suit the individual goals of the course. After Online Learning Week, all who participated are invited to share their experiences and questions in "Town Hall" discussions on October 24 and 25.

In November, the CTL will work with faculty and departments across the college to offer programming centered on fostering civic engagement and inclusion in the classroom.

Research – Starting Fall 2017, the CTL is sponsoring a research and writing group to support the development and dissemination of Scholarship of Teaching and Learning (SoTL) projects. SoTL is the systematic, evidence-based study of classroom practices or curricular initiatives and their

impact, along with the public sharing and review of such work through presentation or publication. Commonly, SoTL researchers frame and investigate questions related to student learning: the conditions under which it occurs, what it looks like, how to deepen it, and so forth. Thus far, 20 faculty and staff representing the three schools are participating in this monthly, interdisciplinary group.

Grant-Funded Project – “Improving Student Success In Gateway Mathematics Courses at Baruch College” In Spring 2017, the CTL and the Student Academic Consulting Center (SACC) received a \$40,000 Encouraging Academic Momentum Grant (EAM) from CUNY Central to support this project. The goal of this grant is to improve student success in MTH 1030, College Algebra (in the hybrid and intensive formats) through enhanced academic advisement and classroom pedagogy so that students choose the version of the course that is best for them and have a positive experience in the classroom.

Grant-Funded Project – “2017-2018 Baruch OER Course Development Initiative” The CTL, in partnership with the Information Services Division of the College, received a \$162,275 grant from CUNY Central to work with 21 faculty from across the three schools to convert 40 courses during the Fall '17 - Fall '18 period to a “zero-cost textbook” designation on CUNYFirst. We project that 2,585 students will be affected and that there will be \$240,880 in anticipated textbook cost savings to students.

Policy – Last May the CTL participated in a roundtable discussion among CUNY campuses on best practices for conducting faculty observations in online and hybrid courses. This fall, the CTL will further explore issues such as academic integrity (including identity verification practices) and IT Accessibility on WordPress.

Educational Technology – The CTL continues to develop and support Baruch’s home-grown educational technology platforms Vocat and Blogs@Baruch. During the 2016-17 academic year, 2,890 users uploaded more than 5,100 videos across 134 sections on Vocat. Since the revamped version launched in 2014, Vocat has served 9,601 students and 283 faculty and staff members. Blogs@Baruch added 3,421 users and 734 blogs in the 2016-17 academic year, and has added 2,113 users across 254 blogs since the beginning of Fall 2017 (through 9/15/17). Since launching in 2009, Blogs@Baruch has been used by more than 30,000 students, faculty, and staff.

College Now

During the fall 2017 semester, College Now enrolled 261 students into 10 course sections. In Spring 2018 we expect to enroll 300 students, and for Summer 2018 we expect to have 125 students enrolled. We additionally will offer a non-credit STEM course entitled “DNA Detectives” in Spring 2018 that will focus on preparing students for scientific research. We project to have 25 students enrolled in that course. Our goal is for 15 students to return in Summer 2018 to assist Baruch Faculty with research and mentoring.

Below is table of our college credit course offerings for the FY17-18 academic year.

Fall 2017	Spring 2018	Summer 2018
ANT 1001	ANT 1001	BUS 1000 - Two Sections
BUS 1011 - Three Sections	BLS 1003	JRN 3050
COM 1010	BUS 1000 - Two Sections	HED 1911

JRN 3050	COM 1010	ANT 1001
MTH 2003	JRN 3050	
PSY 1001 - Three Sections	MTH 2610	
SOC 1005	PSY 1001 - Two Sections	
	SOC 1005	
	HED 1191	
	ENG 2100	

Continuing and Professional Studies (CAPS)

The division of Continuing and Professional Studies continues to expand programming and enrollment by double digit percentages in most areas. We have added certificates in Real Estate, Information Technology, and in our Import/Export area. Our corporate outreach also continues to expand; we expect to attain our best year yet. Partnerships with various graduate programs at Baruch and with other colleges and universities remain on track with increasing numbers of students coming through our area. CAPS provides courses and certificates to attract students who need additional training before being eligible for entrance. Other programs with our partner universities enable students to take courses at CAPS that are recognized for credit toward undergraduate and graduate degrees at their parent institutions. Our partnerships also encourage more students to come directly to Baruch based on their experiences here.

Enrollments in our professional programs are close to an all-time high and we expect the trend to continue. Our international recruitment is expanding throughout Asia, and in Western Europe we have partnered with two new universities to offer joint programming in Management and Finance. Our team will be traveling to Germany, France, Russia, South Korea, and Japan to further our outreach this October.

This past year was our best with local corporate partners. We now work with private corporations, non-profits and government agencies across the city. Our programs range from management, budget, finance, and logistics to communications and organizational development. Based on agreements early in this fiscal year, we expect expansion of corporate contracts to be well into the double digits.

We look forward to exploring new territory in the next several years. We are considering expanding IT into gaming and virtual reality. We are considering hiring an intern coordinator to further link our program to our corporate partners. Over the past eight years we have directly linked our classroom students with our partners. These links enable students to work on live projects inside partner companies. The students graduate with practical experience and connections that further support their career advancement objectives. We plan to explore whether more formal internships can foster further growth in our international and domestic programs.

Our courses and certificates remain open and free to all Baruch staff and faculty. Please go to our web site to review potential areas of interest or call 646-313-5000. Also, remember that we are always ready and willing to partner with the other sectors of the College to enable better services to the public.

Global Strategies

NAFSA 2017– Vice Provost Lee and Saul Garcia, Assistant Director of Global Initiatives, attended the annual international education conference in Los Angeles last May, along with staff from several other units. In conjunction with the Study Abroad program, we met with current and future student exchange partners and attended useful workshops.

Myung-Soo Lee traveled to Taiwan and South Korea in June with Zicklin Dean Fenwick Huss and Janet Rossbach, Baruch’s Director of Alumni Relations and Volunteer Engagement, to engage with Baruch alumni and meet with university officials of National Taiwan University.

Strathmore University – Students at Strathmore University (Nairobi, Kenya) kicked off their 2017 US tour of business schools and corporations with a June visit to Baruch. Ferdinand Othieno, Acting Dean of the Strathmore Institute of Mathematical Sciences, accompanied a group of 25 students and administrators to learn more about the Zicklin School of Business’s graduate programs. Dean Othieno delivered a research paper for Baruch students and faculty entitled “Modeling Financial Markets in Africa: The State of Mathematical Finance in Africa.”

CUNY RFP/Grant Award – The Office of Global Initiatives submitted a \$15,000 proposal to CUNY Office of Academic Affairs in response to an RFP for Globalizing the Curriculum. Three faculty members who taught courses as part of a new, globally-focused Freshman Learning Community in Fall 2016 spent a summer month working on new framework for the Global-Themed Freshman Learning Community. Based on their experiences and challenges, they will explore ways to revamp the framework to encourage more faculty to expand the number of Global options, as well as ways to expand the program into other aspects of campus programming. The final report/framework was submitted in August. Global Initiatives will work with campus units to review the framework and discuss opportunities for implementation.

WC2 Symposium in Sao Paulo – In August, Vice Provost Myung-Soo Lee led a CUNY delegation from Baruch (including Matthew LePere and two Zicklin graduate students) and Queens College (Professor Schiro Withanachchi) to Brazil. Hosted by the University of Sao Paulo, this year’s Symposium was titled, “Building the Environmental City: The Case of Sao Paulo.” The symposium focused on the five key areas (transport, eco campus, global culture, health, and business) of the WC2 university network in its discussion to solve the challenges faced by global cities like Sao Paulo.

Berlin School of Economics and Law Visiting Scholar Visit - Baruch College hosted Prof. Dr. Solveig Reißig-Thust during a two-week stay at the start of the Fall 2017 semester. Global Initiatives worked with the Zicklin School to schedule guest lectures with professors, as well as schedule meetings with administrators to continue collaboration discussions. Reissig-Thust led a workshop at the Field Center for Entrepreneurship, and lectured at a student-focused event entitled “The Changing Role of Management Accountants.”

The Baruch Collaborative Online International Learning (COIL) Fellows Program - In April 2017, the Office of Global Initiatives provided travel support for three faculty and staff to attend the ACE COIL Seminar in Washington, DC. The objective was to learn how college communities can create and support faculty interested in developing COIL courses. Over the summer, Global Initiatives met

with CTL to discuss the structure and support for the new COIL Fellows Program. Prof. Anna Boozer (History) was appointed as Senior COIL Faculty Fellow. The program and application is expected to launch in October as part of Online Learning Week.

Honors Program

Student Enrollment – The Honors Program welcomes the class of 2021 with 109 Macaulay Honors Scholars and 20 Baruch Scholars. Eighteen Macaulay students deferred to join Fall 2018.

	Admission Fall 2017			Admission Fall 2016		
	Number	Average CAA	Average SAT	Number	Average CAA	Average SAT
Applied	4126	91.9	1277	4142	91.7	1270
Ranked Baruch First	1416	91.6	1291	1312	91.5	1288
Accepted Macaulay	274	94.1	1413	273	93.9	1417
Macaulay Enrolled	109	93.8	1371	90	93.6	1375
Accepted Baruch Scholars	62	93.7	1389	51	93.6	1405
Baruch Scholars Enrolled	20	93.5	1355	19	93.1	1374
Provost Scholars applied	15	3.69+*	NA	7	3.91+*	NA
Provost Scholars enrolled	12	91.64	1204	7	3.91+*	NA

*Baruch College GPA

Exit Survey – Honors conducted its fifth exit survey of graduating seniors. Responses suggest that students feel a stronger sense of community; these affirm the efforts that have gone into Honors communication and programming.

Prestigious Scholarships and Fellowships – A record-breaking number of Benjamin A. Gilman International Scholarships were awarded to Baruch students this past year. Seven students received Gilman Scholarships to study abroad during the Fall 2017 semester. Their scholarship funds will take them to Austria, China, Denmark, Hong Kong, Japan, and Thailand.

Creative Inquiry Day – Last May the Honors Program, with support from many individuals, and the Schwartz Communication Center organized Baruch's fourth Creative Inquiry Day to celebrate undergraduate research and creative endeavors. There were 185 student participants with 95 projects submitted by individuals, teams, and classes. Next year's event is scheduled for May 10, 2018.

Department/Project Categories Creative Inquiry Day	Number of Student Participants	Number of Projects
John L. Andreassi Prize in Psychology	19	9
School of Public Affairs	21	6
Weissman School of Arts and Sciences: Arts & Humanities	26	25
Weissman School of Arts and Sciences: Natural Sciences	59	30
Weissman School of Arts and Sciences: Social Sciences	19	10
Zicklin School of Business	40	14
The Maker Hub	1	1
Total:	185	95

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 three University Integrated (UI) Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

Federal Regulation Change – On January 19, 2017, the U.S. Department of Health and Human Services (HHS) and fifteen other Federal Departments and Agencies announced that there would be revisions made to the federal policies regarding human subjects. These changes are effective January 19, 2018. We are awaiting guidance from the CUNY Office of Research as to how these policy changes will affect our research program. Once these changes have been integrated into our policies and procedures, training sessions will be held.

New CUNY Research Policies – In August 2017, CUNY Central announced two new research policies. CUNY's Policy regarding FERPA (Family Education Rights and Protection Act) requires all CUNY Personnel conducting scholarly research utilizing educational records (e.g., student grades, transcripts, course materials, etc.) to obtain permission from either CUNY's Office of Institutional Research (OIR) or Baruch's Institutional Research Office prior to utilizing these records for research purposes. Most scholarly research utilizing educational records must obtain consent from students (using CUNY FERPA Release Form) to obtain/use their educational records for scholarly research purposes. The second policy released by CUNY regards volunteer researchers. Volunteer Researchers are considered non-affiliated researchers who conduct research activities with CUNY Personnel. The Independent Researcher Agreement (IRA) is required for all research involving unaffiliated independent researchers conducting research activities with Baruch/CUNY personnel regardless of whether or not the research involves human subjects. This agreement must be signed by the Independent Researcher, Principal Investigator of Research, Chair of the Department in which the PI has primary Affiliation, and the Provost's Designee. To review these two policies please go to our website: <http://www.baruch.cuny.edu/hrpp/forms.htm>.

Research Outreach & Compliance Activities – We have continued our outreach activities with the Industrial Organizational (I/O) Psychology and Corporate Communication Masters Programs. We have also held our annual seminar presentation for new faculty. Due to the federal regulation changes, we are scheduling meetings with the Psychology, Marketing, Management, and SCIS Departments as these departments submit the majority of applications to the HRPP Office. In spring 2018 we hope to continue working with these departments to train their researchers on how to apply the new federal regulations.

HRPP Liaison – Manuel Gonzales, a PhD student in the Department of Psychology, is the current HRPP Liaison. He is available to assist faculty and students with the development of protocol submissions. To make an appointment, please email him at manuel.gonzales@baruch.cuny.edu.

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

Thirty-Seven 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 16, 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 Price and Slavin, aided by faculty and administrative colleagues, have held several follow-up events. Prof. Mindy Engle-Friedman (Psychology), the college’s Ombudsperson, and Prof. Vincent Digirolamo (History), Baruch’s PSC chapter chair, offered a session in which they addressed the roles of those offices in lives of faculty. Additional sessions, which include the assistance of a number of faculty and staff colleagues, focus on research, scholarship, teaching, and service, and run throughout the fall semester. In Spring 2018, this extended orientation will conclude with a session on the reappointment, tenure, promotion, and certification process.

Seminar for Third-Year Faculty

Led by Associate Provost Price, this two-session seminar (now in its own third year) will focus on the reappointment, tenure, promotion, and certification processes, the preparation of reappointment binders, and on creating a research plan and crafting a personal statement. 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.

Sponsored Programs and Research (SPAR)

External Proposals – In FY 2016-17, Baruch College faculty members submitted 59 proposals. Funds requested from these proposals totaled \$10,666,325. 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 2016-17, grants and contracts awards from all units totaled \$5,521,194. The number of awards received in FY 2016-17 was 41, with an average award amount of \$134,663. MSPIA led with 12 awards totaling \$1,438,990; WSAS followed with 10 awards totaling \$704,259; followed by ZSB with eight awards totaling \$697,956; the other divisions in the college, combined, earned 11 awards for \$2,679,987.

PSC CUNY 48 Research Award Program – In FY 2016-2017, 117 PSC applications were submitted by Baruch faculty members and a total of 84 applications were awarded which was the second highest in all of CUNY. The success rate for this program was 72% and the total amount awarded was \$339,992.

Internal Awards – In FY 2016-17, the Office of the Provost funded two Faculty Research Seminars (FRS): one new award and one renewal. The newly funded interdisciplinary group of Nanda Kumar, Radhika Jain, Kannan Mohan, Isak Taksa, Kamiar Rahnama Rad, and Junyi

Zhang from the Paul H. Chook Department of Information Systems and Statistics, David Luna, Mahima Hada, Karthik Sridhar, and Cliff Wymbs from the Allen G. Aaronson Department of Marketing & International Business, and Will Millhiser, Shan Li, and David Anderson from the Narendra Paul Loomba Department of Management will explore business analytics. The group that received a renewal, Deborah Balk from the Marx School of Public and International Affairs (Marx), Mindy Engle-Friedman and Steve Young from the Psychology Department, Christopher Hallowell from the Journalism Department, Kannan Mohan from the Paul H. Chook Department of Information Systems and Statistics, Cynthia Thompson from the Narendra Paul Loomba Department of Management, and Chester Zarnoch from the Natural Sciences Department will continue their work on climate change. The College also funded Guillaume Haeringer from the Zicklin School of Business (Zicklin) and Chandrika Kulatilleke from the Weissman School of Arts and Sciences (WSAS) through the Baruch College Grant Development Program (BCGDP). The awardees will be using the reassigned time provided to develop individual proposals in response to two programs of the National Science Foundation: Economics and Improving Undergraduate STEM Education, respectively. Two new programs were introduced by the provost's office in 2017. The Provost's Award for Faculty Book Publication was designed to provide faculty with support to complete work on recommended and required revisions to a book manuscript. One faculty member from each school, Cristina M. Balboa (Marx), Debra Caplan (Weissman), and Guillaume Haeringer (Zicklin) received an award through this program. The Provost's Fund to Support Faculty Research and Teaching Initiatives aims to promote, enhance, and fuel faculty research and teaching at the College. Awards went to Katherine Pence (WSAS) for her work organizing The International Conference on Undergraduate Research (ICUR) and to Kannan Mohan (Zicklin) to examine the impact of technology and teaching across disciplines received awards.

Provost's Initiative for Undergraduate Creative Inquiry and Research (ICUR) – Baruch undergraduates participated in Fall 2017 in the annual ICUR conference, organized by Baruch College, Monash University in Australia, and the University of Warwick in the United Kingdom. Students presented their original research papers to audiences around the globe linked via teleconferencing. The other participating institutions were the University of Leeds and University of Sussex from the United Kingdom, Kyushu University located in Japan and Nanyang Technological University in Singapore. The College's fourth "Creative Inquiry" day was held in May 2017 and the fifth such event is scheduled for May 2018.

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

Joint Committee for Research – Members elected to the 2017-18 committee are: Professors Lauren Block (Marketing and International Management), Hector Cordero-Guzman (MSPIA), Vincent DiGirolamo (History), Stephanie Golob (Political Science), Guillaume Haeringer

(Economics/Finance), Jennifer Mangels (Psychology), and Robert Wagner (Law). Dominic Esposito (Sponsored Programs) serves ex officio.

Student Academic Consulting Center (SACC)

Immersion –This is a growth area for SACC. While the demand for Immersion for students needing skill certification in reading or writing has decreased, demand for seats in the elementary and intermediate algebra immersions, which has been reasonably stable for the preceding three years, increased sharply this year. In 2017 (winter and summer), enrollment in elementary algebra immersion was 285—99% higher than the average of the three preceding years—and enrollment in intermediate algebra immersion was 157—80% higher than the average of the three preceding years.

Intermediate Algebra (CSTM 0120) –This initiative has also seen significant growth in demand this year. Enrollment in fall, spring, and summer had been reasonably stable in each of the past three years. In contrast, enrollment in Spring 2017 was 38% higher than the average of the three preceding springs at 334; enrollment in Summer 2017 was 31% higher than the average of the three preceding summers at 46, and in the Fall 2017 semester, enrollment is 47% higher than the average of the three preceding falls at 356. When considered alongside the rise in enrollment in immersion programs for elementary and intermediate algebra, these numbers represent a strikingly steep increase in demand for the lower levels of mathematics.

Tutoring and Workshops –In Spring 2017, SACC served 1,695 students in 8,270 tutoring and workshop appointments. While these numbers show significant demand for tutoring services, about 60% of students who attended did so three times or fewer. Appointments for these low-frequency attenders represented about 20% of our overall effort. Because tutoring has its greatest impact when students attend frequently, we are beginning to look at ways to shape attendance patterns so that more of our overall tutoring effort is expended on higher-frequency attenders, which we believe will enable us to contribute more effectively to institutional goals for course completion and retention. As a step in this direction, in Fall 2017 we are piloting a new high-frequency tutoring intervention targeted to course repeaters, described below.

Academic Rebound Program –This semester, SACC introduced the Baruch Academic Rebound (BAR) Program. BAR provides a standing, weekly, one-on-one appointment with an experienced tutor for students who are repeating MTH 2003. Participants meet individually with a member of SACC’s supervisory staff to sign a contract agreeing to a set of behaviors, including regular weekly attendance, and to select a day and time for their recurring appointment. Weekly attendance is closely monitored, and when a student misses, the BAR tutor reaches out to her to encourage her to remain in the program. BAR participants also receive weekly emails with links to YouTube videos covering a variety of topics related to student success. Participation in BAR during the pilot semester is limited to 20 students. The program filled well in advance of the deadline.

Tools for Clear Speech (TfCS)

Tools for Clear Speech 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 2017, TfCS served 200 unique students in 1,100 hours of instruction across all offerings, down 25% and 33%, respectively, from the previous spring. This decline is *not* due to student need or demand, which have both dramatically increased; it owes to the program's lack of physical space in which to serve students. Although the generosity of departments such as the Bernard L. Schwartz Communications Institute, the Subotnick Center, and CAPS alleviates some physical space concerns, TfCS lacks dedicated multi-purpose spaces for running services, and cannot meet the current demand from its expanding student base. Moreover, such space and scheduling challenges undermine the student services by diverting administrative focus. Currently, all services are at or near capacity throughout the semester, and although the program's popularity grows among the populations it supports, TfCS is forced to turn students away.

TfCS continues to fortify and scale its unique program offerings. In Spring 2017, we revised and enriched many of our "Focused Skills Series" small-group workshops (now 23 unique workshops in total), continued development of online practice exercises and user interfaces in our distance learning platform, *Tools To-Go*, and worked to provide direct support to various academic programs at the college, including SEEK, the MFE Program, and COM 1010-T. TfCS also cosponsored (and hosted) its third successful "Tech in Ten" event with the New York State TESOL organization, which welcomed over 30 attendees and presenters on innovative uses of technology in the ESL classroom.

COM 1010-T Course Support – In Spring 2017, TfCS provided direct support to 43 students enrolled in two sections of COM 1010-T, which were open to nonnative English speakers only. TfCS worked with the instructors of those sections to provide pre-and post-assessments to students, as well as exclusive access to small-group workshops and other services. TfCS continues to refine this support, and has assessed more than 150 students interested in 1010-T since January 2017.

MFE Program Support – TfCS continued its support for Baruch's MFE program, offering 15 students a speaking assessment and weekly sessions with speech consultants. The semester once again culminated in an increase in those students' post-assessment scores and high student satisfaction ratings across the board. TfCS and the MFE program will continue this collaboration through AY 2017-2018.

Drown Foundation Support – In Fall 2016, TfCS was grateful to have been awarded funding by the Joseph Drown Foundation for AY 2016-2017 in the amount of \$50,000 – double the amount awarded in the previous year. This support has enabled continued development of *Tools To-Go* and FSS services, refinement of the TfCS Oral Communication Video Assessment (OCVA), and development of the TfCS podcast, "Just to be Clear."

Podcast Development – Supported by funding from the Joseph Drown Foundation, TfCS continued work on an original podcast series, "Just to be Clear." Researched, written, and produced by TfCS speech consultants, the series will discuss best instructional practices, relevant

field research, and feature inspirational voices of Baruch students. Each episode will also include supplemental instructional materials housed on the “Just to be Clear” website, where students can view videos, download worksheets and transcripts, and take part in online practice exercises that link directly to *Tools To-Go*.

The Writing Center

The Baruch College Writing Center offers free, professional writing support for all undergraduate and graduate students through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. In AY 2016-17, we met with students in 6,537 one-to-one consultations and held 3,800 student-hours of group instruction (standalone workshops, in-class workshops, and student writing groups). Within our center, we worked with 2,249 unique student users across all services. As in prior years, we were also far from meeting student demand—the utilization rate at our main location remained 98% for the fall and spring semesters, with 4,800 wait list entries.

The center’s long-standing Director, Keri Bertino, resigned from her position in August. Diana Hamilton and Deepti Dhir were subsequently appointed as Director and Associate Director, having served in these roles on an interim basis for AY2016-17. While Deepti will continue supporting language learners across campus, the Writing Center no longer staffs a full-time Multilingual Writing Specialist. In addition to the change in leadership, we welcomed a cohort of seven new professional Writing Consultants, and Paul Hiller continues in his role as Administrative Coordinator.

A few highlights of the Fall 2017 semester’s programming include:

Professional development - Building on our recent trainings on language acquisition and written feedback, we focused this year’s professional development for consultants on transfer of student learning, helping students apply the writing skills they acquire in one-to-one sessions to future contexts.

Focus on business communication - As we develop new resources and services this year, we are dedicated to supporting students’ professional communication skills. The associate director leads a weekly writing group for international graduate students on professional email correspondence in English, and we are designing workshops on politeness, concision, clarity, and sentence-level revision.

Assessment - We assessed our Written Feedback service to analyze when consultants’ comments most helped students revise, resulting in a new consultant training. The directors shared the findings of this assessment at the Annual Conference on the Teaching of Writing, and will present at the upcoming conference for the International Writing Center Association on the center’s broader efforts to revise our pedagogy with strategies from TESOL and Applied Linguistics.

In-class workshops - The Writing Center continues to offer its 23 workshops on a wide variety of writing, reading, research, and analysis skills. We invite faculty to request up to two workshops each semester, which an experienced, professional Writing Center consultant will facilitate.

SEEK collaboration - Last spring, we partnered with the SEEK program to offer weekly hours dedicated to students in this program, resulting in a 49% increase in appointments with SEEK

students. We continue to offer these designated hours this fall.

Peer Review sessions - We also work with groups of students to help them support each other's writing goals. The directors lead [two open peer review](#) sessions each week, and existing student groups (from a class, a club, or simply friends) can also request a standing appointment with a facilitator.

The Lexington Review - We are grateful for faculty nominations of student work for publication in *The Lexington Review*, our journal of curriculum-based writing. This year, we especially hope for submissions that provide strong models of business writing, as a key goal of this publication is to help Baruch students to better understand the expectations and genres of their assignments. When deciding whom to nominate, keep in mind that the work doesn't have to be perfect—we support accepted students throughout the editorial process.

New resources - We have extracted standalone resources from our workshops for students to use independently, including guides for thesis statements, cover letters, and citation. This fall, we are also analyzing our website's traffic to identify the resources students most frequently seek, and we plan to focus new resource development in these areas.

We support faculty in their work with student writers through session records, [referral forms](#), [class visits](#), [online writing guides](#), and all the [lesson plans and materials from our workshops](#).