

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR SPRING 2015**

Beginning in January 2014, the Office of the Provost has comprised two divisions: Academic Affairs and Student Affairs. Reports from those two divisions follow.

Division of Academic Affairs

Academic Assessment

Accreditation Matters – As part of our accreditation process, in spring 2015 Baruch College will be sending the Middle States Commission on Higher Education our Periodic Review Report. A significant portion of this review is dedicated to assessment and student learning. The Office of Academic Assessment will be reporting on the College's assessment activities over the last five years as well as plans for assessing student learning going forward. This will include information about assessments of our majors, graduate programs, general education courses, and co-curricular activities.

The Zicklin School of Business was successfully reaccredited by the Association to Advance Collegiate Schools of Business (AACSB) last semester for business and accounting. ZSB received positive feedback on the changes that have been made in response to ongoing assessments. The School of Public Affairs will complete its reaccreditation to their respective organization the Network of Schools of Public Policy, Affairs, and Administration (NASPPAA) this semester. Both included information about ongoing assessments in each school as well as how members of the faculty are using assessment results to inform curricular and programmatic decisions.

Assessment of General Education – The College has completed its first round assessment of all but a few general education courses. All departments with courses in our general education curriculum will have reports submitted and available for review on the assessment website by the end of the semester.

Co-curricular assessment – Due to changes in accreditation standards by the Middle States Commission on Higher Education, assessment efforts in co-curricular areas (e.g., Academic support services, Student Affairs) are being established and revised throughout the college.

Workshops and Website – The Office of Academic Assessment will continue to hold workshops and forums dedicated to helping faculty and staff better understand and perform assessments of student learning. In addition, information is being disseminated to all academic programs to support efforts of assessing and reporting on student learning. All are invited to the Baruch College Assessment website (<http://www.baruch.cuny.edu/assessment/>) to view the calendar of assessment events for the year and to find further resources on academic assessment.

Academic Personnel

Faculty Searches – This academic year, Baruch College is conducting 16 faculty searches. Fourteen of those searches are for tenure-stream professorial faculty; two are for lecturers. Thirteen of the searches are for faculty in the Zicklin School of Business: the Stan Ross Department of Accountancy (3); the Bert Wasserman Department of Economics and Finance (3);

the Narendra Paul Loomba Department of Management (3); the Allen Aaronson Department of Marketing and International Business (1); and the William Newman Department of Real Estate (3). One search is being conducted in the School of Public Affairs and two in the Weissman School of Arts and Sciences, both in the Department of Natural Sciences. Most of those faculty searches are entering the final stages of finalist selection and interviews, and one has concluded with a successful appointment (lecturer, the Allen Aaronson Department of Marketing and International Business).

Beginning this academic year, faculty searches were conducted from the CUNYfirst Talent Acquisition Management (TAM) module. TAM has regularized the application and submission process for all candidates, ensured the compilation of data on applicants, and facilitated the review of all candidacies. The deployment of the TAM module was coupled with increased training and preparation of faculty search committees. Both efforts were intended to help us to fulfill our twofold commitment to both equity and excellence in identifying and appointing new faculty. The Provost's Office will conduct a debriefing with all principals of the search process in order to resolve any outstanding issues in the search process.

Reappointment, Tenure, and Promotion – The College granted reappointment with tenure to 15 faculty, and promotion to associate professor to 14. One case for promotion to associate professor will be addressed this spring. The College reappointed five 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/CCE eff 9/15 & Promotion eff 8/15

	Zicklin	Weissman	SP A	Library	Grand Total
Full-Time Faculty Reappointment with Tenure effective 9/15*	6	8	0	1	15
Full-Time Faculty Reappointment with CCE effective 9/15*	3	2	0	0	5
Full-Time Faculty Promotion to Professor effective 8/15**	N/A	N/A	N/ A	N/A	N/A
Full-Time Faculty Promotion to Associate Professor effective 8/15*	6	7	0	1	14
Full Time Faculty Promotion to Senior CLT eff. 8/15	0	0	0	0	0

*Reappointments w/Tenure, CCE, and Promotions to Assoc Prof were processed in Fall 2014 (CP&B: October 21, 2014 & December 9, 2014)

**Promotion to Professor eff. 8/15 will be processed in the April 2015 CP&B.

Baruch College Honors Program

Inquiry Scholar Program – The Honors Program is initiating a new upper level program called the Inquiry Scholars Program. Scholars will craft a curricular and co-curricular education plan in order to purposefully explore a topic, question, or project. Inquiry Scholarship places students

squarely in charge of their educational experience, enabling students to follow a passion, explore across disciplines, develop expertise in a specific topic, and develop meta-learning skills as they deliberately craft their learning approaches. The program will begin as a pilot with ten students.

Creative Inquiry Day – For a second year, the Honors Program is taking the lead in organizing [Creative Inquiry Day](#) to celebrate our undergraduate research and creative endeavors. It will take place on May 14, 2015 from 12:30-2:00 in the Multi-Purpose Room. Students are invited to exhibit and present poster summaries of research and other creative projects.

Co-curricular Programming, Alternative Spring Break – The Honors Program continues to support a robust program of co-curricular activities. Honors Students organized the Baruch College team that participated in the American Foundation for Suicide Prevention's Out of Darkness Community Walk. An alternative spring break consisting of service is being organized in conjunction with New York Cares; more than 70 students have expressed interest in participating.

Bernard L. Schwartz Communication Institute

For the Schwartz Communication Institute, this academic year continues to be a pivotal one, marked by reflection, strategic planning, and program development.

Self Study - Throughout the fall semester, the Institute undertook a formal Self Study of its programming portfolio, focusing especially on the nature of Communication Intensive Courses (CICs) and support for them. This semester, the collaborative research and writing period of the Self Study will culminate in a summative report of findings, recommendations, and plans for future faculty development. Already, though, the Study has revealed a need for deeper, richer relationships with faculty across the College.

Faculty Advisory Council - One response to this need is the newly formed Faculty Advisory Council. Comprising seven dedicated faculty from all three schools, the Council will advise Institute leaders, shape vision and programs, and ensure that faculty voices are at the forefront of all the Institute's activity.

Annual Symposium - On May 29, the Institute will also host its 15th annual Symposium on Communication-Intensive Teaching and Learning. For the first time, all Baruch faculty, both part- and full-time, are invited to come together for a day of speakers, workshops, and experimentation. This year, we'll focus on visual communication, exploring how the practices and methods of graphic designers and design educators can inform teaching and learning in all disciplines. Our keynote speaker will be Ellen Lupton, Senior Curator for the Smithsonian's Cooper Hewitt Design Museum, and Director of the Graphic Design MFA Program at Maryland Institute College of Art.

Other key projects for the remainder of the semester include the search for a permanent Associate Director, and supporting contributions to Creative Inquiry Day.

Center for Teaching and Learning (CTL)

Faculty Seminars - In fall 2014, the Center for Teaching and Learning led a Hybridization Seminar with eight faculty members (six tenure track, and two adjuncts) developing hybrid sections of Great Works of Literature and Global History courses, all of which are running in spring 2015. In spring 2015, the CTL is leading a seminar with sixteen faculty members

developing hybrid or online sections of Composition, Intro to Computer Information Systems, Principles of Finance, Marketing Analytics, Marketing Research, Environmental Sustainability and Organizational Change, Fundamentals of Business Law, Managerial Communication within Organizations, and Micro-Economics. Two new part-time hybrid coordinators were hired to help facilitate course development.

Project Manager for Educational Technology - Craig Stone was hired as the full-time Project Manager for Educational Technology in February 2015, with primary responsibility for managing development and support of Vocat and Blogs@Baruch. Version 3.1 of Vocat, featuring a design refresh, was released in November 2014, and version 3.2—featuring support for multiple document types, the ability to illustrate on top of videos and images, and a mobile application—is slated for release in April 2015. Vocat was deployed in 150 course sections in fall 2014/spring 2015, and was shared with four other CUNY campuses. Blogs@Baruch has registered 3400 new users and 450 new sites since August 2014, and has been used in more than 200 hundred course sections during AY2014-15.

Other Projects - The CTL has also continued to support web-based projects by the Student Academic Consulting Center, Writing Center, Schwartz Communication Institute, and the Office of Communications and Marketing, and is collaborating with faculty from the English Department on a two new sites: a journal of student writing, and “Writing Great Works,” a web-based resource to support faculty teaching English 2100/2150/2800/2850.

College Now and Collaborative Programs

Fall 2014 - 226 high school students enrolled in credit-bearing courses at the college including dedicated sections of Business (BUS 1001), Pre-Calculus (MTH 2003), Psychology (PSY 1001), Speech Communication (COM 1010), Anthropology (ANT 1001), Sociology (SOC 1005), Public Affairs (PAF 1250), Journalism (JRN3050), and English (ENG 2100). Of the students who completed credit-bearing courses, approximately 88% earned a C or higher.

Spring 2015 - 228 high school students are enrolled in dedicated sections of Business (BUS 1001), Calculus (MTH 2610), Psychology (PSY 1001), Speech Communication (COM 1010), Anthropology (ANT 1001), Sociology (SOC 1005), Black and Latino Studies (BLS 1003), Journalism (JRN3050), and Philosophy (Phi 1500).

Continuing and Professional Studies (CAPS)

The division of Continuing and Professional Studies continues to partner with the college on its Global programming in China, France, Brazil, Korea, Japan, Turkey, and Vietnam. We are happy to announce the division has welcomed over 100 new students in the past year due to these efforts. The majority have matriculated into the undergraduate and graduate programs of the College after their study in CAPS. In another exciting partnership, CAPS offers courses to undergraduate, master’s and PhD-level programming with our partner in Paris. After our pilot courses this year, we received feedback that our courses were the best offered. The program is increasing to more than quadruple its current rate.

In an internal partnership, CAPS has worked with the other schools on campus to increase our Test Preparation program by over 64% this year. Our reasonably priced and rigorous programming has brought spectacular results for our students.

Our efforts in innovative approaches to programming have resulted in some interesting course projects and results. Enrollments are up by over 25% in most of our professional subject areas. We feel it is due to superior outreach, but also as a result of our creative teachers. A new live case study took place last semester: Marketing Positioning. The course was led by one of leading instructors: Robert Goldberg. The course provided a unique opportunity for students to apply and demonstrate integrated knowledge in marketing to a live case study. Working directly with a live client, students helped determine the proper positioning of the client's product and services to establish a clear, unique, and advantageous position in the customer's mind. A second live case study was incorporated into the Strategic Marketing curriculum with Robert Allen.

In an effort to diversify our programming and to address the development needs of marketing professionals we launched the Digital Marketing Certificate Program. Launched in January 2015, this innovative program provides a holistic framework for developing and executing a winning digital marketing strategy, both for businesses and entrepreneurs. The immersive learning curriculum comprises class lectures, hands-on workshops, and real-world projects. Completion of this program prepares participants to build and optimize an online business, including digital strategy, Wordpress, blogging, social media, content marketing, website monetization and analytics, digital advertising, pay-per-click, and SEO.

One of our International Trade programs was completed online during the fall term. The supply chain management course was led by renowned industry practitioner Joao Claudio Silva. The instructor was recently elected as President of the International Business Council of the Lehigh Valley Chamber of Commerce in Pennsylvania. The Council was formed by PA professionals, community members and business people with the aim of promoting international business, investment, opportunities, awareness and operations in the Lehigh Valley and region. Another program that is supported by our online learning system is: The Advanced Mentor Training (New York City School of Construction Authority).

CAPS Corporate Outreach for customized programming has also experienced a strong rise. We welcomed the MTA Office of the Inspector General, New York City Office of Emergency Management, and the New York City School Construction Authority as new customers domestically. Internationally, we welcomed new programming with ISM in Paris and the Saudi Industrial Development Fund.

We are all looking forward to another year of expansion in both programming and enrollment. We welcome enrollment from all members of the Baruch staff and faculty: our classes are tuition free for you. We also would welcome interest in teaching one or more of our courses.

Global Strategies

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

- Completion and ratification of Global Strategic Plan (GSP); presented to the Chancellor as an example of Baruch's leadership in CUNY on global activities.
- Two Faculty Fellows in Global Studies have been selected: Professors William Boddy and Alison Griffiths. They are doing this as a joint project to support the work of the office.
- Implementation of GSP in progress: five committees are meeting to plan and institute goals set out in the GSP.

- Agreements reached with strategically selected universities in Brazil and Turkey. Faculty Collaborative Grants were awarded in both cases to stimulate and establish research partnerships which potentially include undergraduate and graduate students.
- Curriculum integration with study abroad moving forward in the Weissman School (already established in Zicklin).
- Participation of Baruch faculty prominently in the WC2 (Global Universities in Global Cities) Network
- New relationships being developed in Korea, Vietnam, Argentina, and Mexico.

Human Research Protection Program (HRPP)

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.

Baruch's HRPP Office processed 491 submissions in AY2014, 189 of which were new. This represents a 15% increase in overall submissions compared to AY2013.

Fall 2014 Developments - In preparation for the IDEATE software migration scheduled for February 2015, the Office of the Vice Chancellor of Research (OVCR) began a three-phase shutdown of CUNY HRPP Offices. On November 26, HRPP Offices stopped accepting full board submissions; December 17 was the last date that Exempt and Expedited Applications were accepted; January 12, 2015 was the last date that any projects submitted before the above deadlines could be processed by CUNY HRPP Offices. OVCR initiated a CUNY-Wide IRB Application processing freeze from January 19-30, 2015 so that data could be transferred from IRBNet to IDEATE. Prior to and after the rollout, OVCR offered researcher training by webinar, one-on-one sessions, and provided IDEATE help documents.

HRPP Liaison – Elliott Larson, a PhD student in the Department of Psychology, continues as the HRPP Liaison. He 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 him at Elliott.c.larson@gmail.com.

HRPP Assistant – Jill Douek, a PhD student in the Department of Psychology, is the current HRPP Assistant. She works in the HRPP Office and is also available to assist faculty and students with the development of protocols for submission. To make an appointment, please email her at hrppassistant@baruch.cuny.edu.

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

Orientation for New Faculty

Members of the faculty new since (and including) fall 2013 have been invited to participate in a series of faculty development events in spring 2015 focusing on their experiences at Baruch. These are follow-ups to workshops in fall 2014 that focused on research, teaching, and service. There will be an end-of-semester reception in May.

Sponsored Programs and Research (SPAR)

External Proposals - In the first half of FY 2015, Baruch College faculty members submitted 31 proposals. Total funds requested from these proposals was \$5,078,582. Faculty from the Weissman School of Arts and Sciences submitted the most proposals, followed by the School of Public Affairs, the Zicklin School of Business, and other administrative units.

External Awards - Grants and contract awards from all units total \$4,071,706.42, for the first half of FY 2015. This is on track for the College to maintain at least \$6.4 million in funding for the fiscal year. The total awards at the end of the first half of FY 2014 had been \$3,821,984.62, almost \$250,000 lower than the current fiscal year's amount. The number of awards received decreased from 51 to 30 versus the same period last year. Faculty from SPA received seven awards totaling \$1,452,002; ZSB faculty had five 5 awards totaling \$297,596; WSAS eight awards totaling \$546,069; and the other divisions in the college earned 10 awards totaling \$1,776,037 combined.

PSC CUNY 46 Research Award Program - In December 2014, 135 PSC applications were submitted by Baruch faculty members, an increase of 6% compared to the previous year. The total amount of funds requested is \$546,752.

Faculty Research Seminars - the Faculty Research Seminar competition was introduced in fall 2014. Sponsored by the Office of the Provost, the seminars are intended to bring together Baruch College faculty, graduate students, advanced undergraduates, faculty from neighboring institutions, and visiting scholars in interdisciplinary or disciplinary groups for the purpose of exploring topics of common intellectual and scholarly concern. The seminars are intended to advance individual and collective research as well as generate new grants proposals by faculty. A total of seven seminar proposals were submitted by distinct Faculty teams. Four faculty-initiated multidisciplinary research seminars were funded and will be launched in 2015.

The funded seminars are as follows:

Reading the Mind with the Eyes

Core Faculty: Jennifer Mangels, Psychology; Ana Valenzuela, Marketing; Lauren Block, Marketing

This research seminar will provide a forum in which faculty members and students of the Psychology and Marketing Departments can (1) gain shared expertise in the measurement, analysis, and interpretation of eye tracking and pupilometry data, (2) develop compelling research proposals that integrate these methods into our current research lines, and (3) explore opportunities for synergistic activities across departments using these methods.

The Baruch College Makerspace

Core faculty: Allison Lehr Samuels, Management and Zoë Sheehan Saldaña, Fine and Performing Arts

The mission of this research seminar is to identify partners and stakeholders at Baruch in 3d printing, take stock of existing research trajectories and curricula that use (or could use) emerging fabrication technologies to promote advancements in learning, and investigate best practices outside of the college. These methods will establish a firm ground from which they will develop a detailed plan, identify funding sources, and submit a large grant proposal to fund Co-Lab. Co-Lab would be a makerspace/fabrication lab with a full complement of equipment (not only 3d printing but also electronics, circuitry, lasercutting, textiles, etc.), a staffing/management structure, and a public face.

Climate Change

Core Faculty: Deborah Balk, SPA; Mindy Engle-Friedman, Psychology; Christopher Hallowell, Journalism; Samantha MacBride, SPA; Kannan Mohan, S/CIS; Chester Zarnoch, Natural Sciences

The goal of this seminar is to bring together Baruch College faculty, graduate and undergraduate students, and scholars in related fields for the purpose of exploring issues related to climate change mitigation and adaptation. This seminar will meet bi-weekly and through a partnership of researchers across the three schools of Baruch, the seminar participants will develop innovative research projects, applications for CUNY and extramural research funding and new courses. This seminar is designed to explore the variety of issues the local community will face as the climate changes, discuss ways to best reduce carbon emissions and prepare for the future, and consider collaborative and creative strategies for addressing climate issues.

Business Analytics

Core Faculty: Nanda Kumar, Radhika Jain, Kannan Mohan, and Isak Taksa, Computer Information Systems; Kamiar Rahnema Rad and Junyi Zhang, Statistics; David Luna, Mahima Hada, Karthik Sridhar, and Sajeesh Sajeesh, Marketing; Will Millhiser, Shan Li, and David Anderson, Management; Cliff Wymbs, Undergraduate Programs

This faculty research seminar will focus on business analytics. This has become a topic that is relevant for the Zicklin School of Business and Baruch College. Expertise in this area spans multiple disciplines—Statistics, Computer Information Systems, Marketing, and Management. The research seminar on this topic will serve as a suitable platform to bring together researchers from across the country to synthesize the state of current research on this topic. This will support the current initiative to create two new programs—BBA in Business Analytics and MS in Business Analytics.

Student Academic Consulting Center (SACC)

In the fall 2014, SACC served 3,238 students for a combined total of 12,499 hours, an increase in students served of 8.5% and hours of 6.6% over the previous fall. Working closely with Ted Joyce and the SAM project, 6 tutors are currently on hand to assist over 3,000 students with MS Excel projects (an increase of 3 tutors and an additional 1,500 students over the previous fall). Two of these tutors also assisted in the SAM software Open Forum workshop held at the beginning of the semester. SACC increased the number of business courses workshops available to students by adding ACC 2101 mid-term and final review sessions, ACC 2203 weekly review sessions, and ACC 3100 final review workshops. SACC also collaborated with the Office of Academic Assessment to conduct a comprehensive, longitudinal study of student outcomes in CSTM 0120 and MTH 1030 to gauge the effectiveness of specific pedagogical elements and ascertain student confidence in math. Also, of the 133 students who completed a SACC section of CSTM 0120, more than 100 students attained a passing grade.

Tools for Clear Speech (TfCS) - Under the umbrella of SACC, the Tools for Clear Speech Program successfully launched its new Oral Communication Video Assessment, which was designed specifically for Baruch students and utilizes the Center for Teaching and Learning's VOCAT program for scoring and reporting. TfCS administered and scored over 85 individual student assessments in the fall, and plans to serve over 100 students in spring 2015. TfCS continues to develop its distance learning initiatives, namely: the interactive program website; the online faculty resource website; and our Skype tutorial sessions. TfCS has been invited to

showcase its efforts at the BCTC Teaching with Technology Conference in April and continues to support multiple academic departments across campus, including the SEEK Transfer Seminar and the MFE Graduate Program. At upcoming ZSB and SPA faculty meetings, TfCS plans to present descriptions of the services we offer. In addition, TfCS recently received funding from the Joseph Drown Foundation to continue expanding its services. As a result, TfCS now offers over 70 hours of one-to-one speech tutorials per week in the TfCS Speech Lab, over 20 hours of clear speech workshops, two sessions of Conversation Hour weekly, and more than 50 licenses for Native Accent online software. Our goal is to increase all services by 40% over AY2013-14.

Writing Center

The Writing Center supports all Baruch students in becoming more independent, confident, and versatile writers and readers of English. We fulfill this mission in intimate pedagogical contexts, partnering student writers with professional consultants who serve as engaged, interested readers, responders, and facilitators.

In 2014 alone, the Writing Center met with over 2,400 unique student visitors during nearly 6,700 one-to-one consultations and 7,583 total student appointments (including online consultations, eTutoring, and workshops). In fall 2014, students participated in 2,519 one-to-one, 50-minute consultations, while students added themselves to the waitlist 2,461 times, a reflection not only of extraordinary demand, but also of the need for increased resources to meet our students' motivation to improve as writers, readers, and speakers of English. Our utilization rate remains close to 100%.

This spring, we're thrilled to welcome Diana Hamilton as the Center's Associate Director. Diana first joined the Center's staff as a consultant in fall 2013. Last semester, she served as the Assistant Director at the Writing Walk-in Service at Cornell University, where she expects to receive her PhD in Comparative Literature this summer. She's published one book and three chapbooks of poetry, and brings a personal commitment to writing and writers that's one of the hallmarks of our Center. She's already a wonderful asset to our team.

The Center employs 23 part-time adjunct consultants who are teachers of college writing, many of whom are also professional writers, scholars, and editors. The Center's full-time staff also includes a Director (Keri Bertino) and Administrative Coordinator (Paul Hiller) who are supported by student workers who greet visitors and direct students to appropriate services.

A few highlights of the spring 2015 semester's programming include:

- *Write Ins* - Our new small-group program provides a time, place, and supportive community for students to participate in a stage of the writing process, including Brainstorming, Outlining, Drafting, Peer Review, Revising, Sentence-Level Revision, and Translanguaging, which invites multilingual students to use all of their language resources to generate ideas, language, and drafting.
- *New Workshop* - "Cover Letters" joins our curriculum of 16 recurring workshops on writing, research, analysis, and critical thinking skills, offered four times each week, and represents our first workshop in a series on Business and Professional Writing.
- *Staff Blog* - We've launched *Writers Teaching Writers*, a forum for consultants and other writing teachers to reflect on their experiences as professional writers and instructors, and on the productive overlaps between those two experiences: <http://blogs.baruch.cuny.edu/writersteachingwriters>.

Division of Student Affairs

The Division of Student Affairs (DSA) is a vibrant organization made up of several co-curricular programs and services. Our work is multifaceted and at times complex, yet engaging and lively in nature—aimed at maximizing student success. DSA partners with faculty and other college stakeholders to facilitate learning and integrate curricular and co-curricular activities. In so doing, the department creates a nurturing, learner-centered campus community. DSA's 60 full-time and 260 part-time talented, student-centered practitioners, professional staff, and student employees are committed to student advocacy, building respectful and inclusive communities, promoting responsible citizenship, and advancing student learning and holistic development. DSA's priority is to enhance the educational experience of all Bearcats and prepare them for a lifetime of success and fulfillment! Departments and programs reporting to DSA include: Athletic & Recreation; Counseling Center; Early Learning Center; Starr Career Development Center; Office of the Dean of Students (Student Conduct and Academic Integrity); Services for Students with Disabilities; and Student Life (comprising Greek Life, Student Health Center, Health & Wellness, Veteran Affairs, Residence Life, and New Student Programs). The following are highlights of services and program offerings designed for student success and presented during spring 2015:

Athletics & Recreation

The Baruch College athletic program has been the most successful department from among the nine senior colleges that compete in the City University of New York Athletic Conference. Baruch has won CUNY titles in 11 of their 13 sports and has claimed seven Commissioner Cup awards within a nine-year period. The prestigious Commissioner Cup is awarded each May to the college with the most championship success across all sports during the academic year.

This period, there are 198 student athletes (120 male, 78 female) participating in 13 sports. During the 2013-14 academic year, 36% of Baruch student-athletes were recognized as CUNYAC scholar-athletes (with cumulative GPA of 3.2 or higher), a 5% improvement over 2012–2013. In spring 2014 for the first time in school history, the Bearcats had one of its student-athletes, Steven Coniglio, from Men's Volleyball, named a national Academic All-American for his joint success in the classroom (3.84 GPA) and on the volleyball court.

This season, the Bearcats have repeated as champions in men's soccer, women's basketball and for the first time since 2000 they won the men's basketball championship. Additionally, men's volleyball has been consistently ranked in the NCAA Division III Top 15 nationally every week of every season since 2009, and the team has played in the prestigious Final Four twice in the past four years. This gives the athletes exposure and brings national recognition to the College. Further during the period 2005-2012, student-athletes had a higher average GPA when compared to the general population of students. Six out of those seven years the student-athletes had a higher retention rate than the general freshman population of students.

Counseling Center

In keeping with its mission to help students succeed, the Counseling Center focuses on the mental health and wellness of the student population. In a department-wide collaborative student retention effort, the Center aims to address the stress and conflicts of everyday life that impede

upon students' personal, professional, and academic goals. The center offers free and confidential individual counseling, group counseling, psychiatric, consultation, crisis intervention, and referral services to Baruch students.

Currently, there are 346 students who are under psychotherapy care; of those, 54 are also receiving psychiatric treatment. From the period of September 2014 to March 2015, the Counseling Center staff completed over 2,700 individual psychotherapy appointments, 326 triage appointments, and 239 psychiatric appointments. These data reflect a 10% increase in individual appointments, an 8% decrease in psychiatric appointments, and a 17% increase in triage appointments compared to the same period last year. The increase in triage appointments has resulted in a few students being placed on a wait-list. (These students are eligible for treatment but must await counselor availability.) To date, there are seven patients on the waitlist, but the numbers will increase as the center continues to triage students who seek counseling services. In an effort to enhance its outreach program and meet the demand of the growing number of students seeking counseling services, the Counseling Center has added three additional positions this past year. With the increase of staff members, the Center has successfully decreased the amount of wait time for scheduling triage appointments although the Center is still working on decreasing the amount of waitlisted students. The Center continues to work towards increasing its on-campus visibility and improving its infrastructure.

The successful acquisition of \$180,000 in grant funding from the van Ameringen Foundation has allowed the Center to explore ways to identify the most vulnerable population of students who would most benefit from its services. Also, the Center is in the process of creating an infrastructure within the internship training program that adheres to the American Psychological Association's (APA) accreditation requirements. The department is in the initial phases of analyzing and evaluating its current systems and making improvements on the training program. In so doing, the department will implement new policies and procedures.

The Center continues to expand its reach within and beyond psychotherapy sessions. Highlights of some of the department's staff development and accomplishments include the collaborative work of Dr. Staci Davis, a supervisory staff member, in providing yoga and meditation classes to the student body. Also noteworthy is a recently published paper based on research conducted by the Center's Director in partnership with a clinical supervisor at the Center: "Using the Inventory of Countertransference Behavior as an observer-rated measure" by Fuentres, J.N., Gelso, C.J., Owen, J.J., & Cheng, D., and released in *Psychoanalytic Psychotherapy, DOI, 10.1080/02668734.2014.1002417*). Additionally, the Center conducted a professional development workshop on suicide prevention to an audience consisting of staff and faculty members; the department also has developed a psychotherapy group for students that meets once a week to focus on issues relating to mindfulness, emotional regulation, distress tolerance, and interpersonal relationships. As the Center grows, it will continue to seek research opportunities, promote mental health wellness, and expand its outreach activities.

STARR Career Development Center

The annual Internship Fair on February 6, 2015 was the largest in its history at Baruch College. The event attracted 930 students and 80 companies. Resume Rush and walk-in services counted over 200 resumes reviewed during the week before the Fair, which was also a record. There are currently over 1,400 job postings in *Starr Search*, a 20% increase from the same time last year; this is in line with increased employment activity in the New York job market.

STARR launched the Professional Volunteer Program during the fall semester to assist with the increase in walk-in traffic and demands for resume reviews. Volunteers are vetted professionals, many of whom are alumni, and they are provided with materials as they prepare to work with Baruch undergraduates. To date, 25 volunteers have provided services to over 150 students. During the fall 2014 semester, the College Opportunity to Prepare for Employment program (COPE) was started at Baruch. The program is designed to assist students on Public Assistance, who are now, for the first time, allowed to use class time hours as part of the activity contributing to their eligibility for the program. To date, the department's counselor for COPE has assisted over 30 students with the task of filling out paperwork to insure eligibility.

The 2014 survey of graduating seniors was carried out for six months after graduation. Information was gathered on 60% of the graduation class through the use of a post-graduate outcome survey, self-report, and from employers and *LinkedIn* profiles. 74% of those reporting were employed or not seeking employment and reported an average annual salary of \$45,941, up from \$44,743 last year. The complete report will be posted on the Starr website soon. In addition, from July 2014 through December 2014, approximately 240 students reported having obtained internships for credit or for pay.

Thirteen students were awarded \$3,000 stipends from Chani Katzen '96, for a minimum of 230 hours of unpaid volunteer/internship work contributing toward the common good. Internships are, or will be, performed in non-profit and government agencies including Hope for the Warriors, the United Nations, the White House, the Red Cross, and others.

Also noteworthy, a former participant in Peer for Career began a fund raising drive for scholarships for current peers, and two \$500 scholarships will be presented to graduating Peers at an alumni gathering in the spring. Moreover, STARR staff made career service presentations through the *STARR Sub* program in 18 classrooms and interacted with over 500 students. Thirteen students applied and were accepted into the Winter Max Berger Pre-law Institute. They took a tour of the NYC Bar and Fordham Law School and attended a law school fair and panel presentations by current law students and recent graduates. They also participated in an LSAT prep session. Four students received \$2,000 stipends for working in unpaid summer internships with the Better Business Bureau, US Attorney's Office, and the NY County & Kings County District Attorney's Office. In addition, students participating in Starr's special pre-professional programs (including Peers for Careers, the Financial Leadership Program, the Rising STARR Sophomore Program, and the Path to Partnership) report 70-80% employment in internships and full time jobs. The intense training they receive in these programs contributes to making them highly marketable and employable candidates.

The STARR Veterans Liaison visited the Student Veterans club room and conducted resume reviews on a weekly basis. The Veteran Liaison also coordinated a luncheon and speaker event for the student veterans.

Office of Dean of Students

For AY2014-15, the College was awarded \$100,000 from the Carroll and Milton Petrie Student Emergency Grant Fund to aid students in need of financial assistance. This fund has been established for the purpose of providing quick response emergency grants to students in good academic standing, who experience short-term financial emergencies. To date, approximately \$83,000 has been disbursed to students in need.

Early Learning Center

In keeping with its mission to provide child care services to students who would otherwise not be able to attend college without such assistance, the Early Learning Center enrolled 33 children this semester—a third of them under three years of age. The Center welcomed new and returning families with an exciting and well-received Lunar New Year lunch partly provided by the Center's Asian student-parent families. Student-parent families also participated in a workshop by Planned Parenthood. As often is the case, parent families are eager to assist with cultural and educational trips for the children at the Center. This semester was no exception as they helped with the recently held trip to the Paper Bag Players at the Danny Kaye Theatre at Hunter. Additionally, the Center is serving as an observation and training site for two students in the Early Childhood studies program at BMCC. At the end of January 2015, the entire Center staff participated in the CUNY Child Care Staff Development day program held at La Guardia Community College.

Services for Students with Disabilities

The Office of Services for Students with Disabilities (OSSD) has been strongly impacted by personnel issues during this period. The office has been without an Assistant Director and a LEADS Career Advisor for five months. These critical positions are expected to be filled within the next two months. Also this period, the office has undergone more intakes (a total of 91 to date) than in previous semesters; OSSD has been able to determine and provide reasonable 504/ADA accommodations for the new intakes. Over the last few years, the department witnessed an increase in the number of students with especially challenging disabilities that entail more complicated ADA accommodations. OSSD appreciates the faculty members who are often eager to provide creative approaches and time in these situations. The office continues to receive student referrals for services from faculty. These referrals result in students with disabilities receiving 504/ADA accommodations, which often mean the difference between success and failure in a course or in college.

During fall 2014, OSSD administered 555 individual exams with accommodations compared to 570 exams administered with accommodations for spring 2014. As well, in AY2013-14 the department saw an increase in number of students with disabilities, with 472 registered with the office compared to 420 students in AY2012-13. OSSD accommodates students with disabilities ranging from mobility, visual, hearing, learning, speech, and psychological impairments to substance abuse, traumatic brain injury, general medical conditions, and multiply disabilities.

Consistent with Baruch College's mission of access and excellence in post-secondary education, OSSD strives to assist students who rely on assistive technology to achieve their educational, professional, and personal goals. To that end, the office successfully completed its search for a staff position to serve as the College's primary resource for technical assistance and project management. This individual will also work closely with the CUNY Accessibility Task Force. The new role allows for coordination of compliant technology pertinent to disabilities throughout the College. The Strategic Plan 2013-18 directs Baruch College to examine technology needs across the College. As such, OSSD's Assistive Technology Manager has started discussions on accessibility issues with the Center for Teaching & Learning. These initial discussions focused on the need to design an all-inclusive platform and curriculum open to all students regardless of disability and learning style.

Student Life

Through thoughtful and intentional program development, Student Life seeks to bridge Baruch students' academic experience with a rich array of educationally purposeful programs aimed to increase students' leadership and civic engagement, enhance their intercultural competency, and increase awareness on the importance of ethical and social responsibility within a local and global context.

This year has been outstanding in the quality of leadership programs and retreats including recent cultural and educational trips. Student Life held its 33rd Annual Student Leadership Weekend in October 2014, followed by TEAM Baruch Leadership Training in January 2015, which involved three days of intensive leadership training at a retreat held in Bloomingdale, NJ.

The Emerging Leaders Conference in February 2015 harnessed the energy and leadership potential of close to 200 students from across CUNY in a day-long series of workshops and presentations designed to empower and develop student confidence and build communication skills. Through extensive collaborative efforts with the Black and Latino Studies and History departments as well as the Women & Gender studies program, educational and cultural heritage trips to Baltimore, MD for Black History Month and to Seneca Falls, NY for Women's History Month were organized and elicited strong student participation. Student Life commemorated the 50th anniversary of the March at Selma, AL through multiple viewings of the film *Selma* during the week of March 16. Dialogue with the community is scheduled to take place in concert with Professor Arthur Lewin from the Black and Latino Studies department.

Other important initiatives include the upcoming Student Government (undergrad and graduate) elections, Baruch College's Commencement Exercises at the Barclays Center, and the planning, coordinating and implementation of educational programming related to Asian-Pacific American Heritage Month. Additionally, Baruch's 4th Annual Winter Carnival, 38th Annual Spring Fling, and a first-time ever celebration of the Festival *Holi* are events slated for the 25th street Plaza. New Student Programs has been in the process of coordinating Transfer Seminars for approximately 250 transfer students who opted to participate in this transitional course geared toward incoming transfer students. Additionally, the unit coordinated a Transfer Student Welcome in the spring semester as part of a series of welcoming events for students. Plans are currently underway for the selection of the 2015 freshman text common reading and for the development of Freshman Seminar and the 2015 Convocation ceremony.

Baruch College Residence Life continues to develop and mentor the psycho-social development of an estimated 242 students residing in the Baruch Residence Hall facility on 97th Street. Plans are currently afoot to increase the number of beds for AY2015-16.

The Baruch College Health Center provides a range of free or highly subsidized services to all enrolled students. These services include care for illnesses (e.g., the flu, coughs, colds), as well as vaccinations, STI/HIV testing, women's health (i.e., gynecological exams, pregnancy testing), contraception, strains and sprains, and other services. Services are contractually administered by Mount Sinai Beth Israel Medical Center and Continuum Health Partners, Inc. For the spring 2015 semester, the Baruch College Health Center has served an estimated 526 student patients and administered 110 MMR immunizations since the beginning of the fall 2015 semester. However, Student Life remains concerned that these services may be underutilized by students.

As such, plans are ahead to create increased awareness of services by integrating feedback from last year's health center survey and adjusting the hours the center is open for business to better fit a typical student schedule (i.e., increased nighttime hours). Further, Student Life is actively marketing the services through flyers, email notices, promotional giveaways, health fairs, social media postings, and printed advertisements in our student newspaper.

The college's Health & Wellness program falls under the leadership of Student Life. The sub-unit's primary mission is to promote a healthy student and campus environment. The office encourages healthy behaviors among undergraduate and graduate students that will not only enhance short term personal and academic achievement, but will lay the foundation for a healthy lifestyle for years to come. Health & Wellness programs for spring 2015 include the continuation of weekly activities of meditation and yoga, as well as weekly mindfulness workshops (in partnership with the Rubin Museum), a two-day blood drive, Freshman Orientation enrichment workshops, a healthy body image workshop, Safe Zone trainings, a positive-thought photo campaign, and midterms and finals-week activities. The unit also recently completed a week-long program dedicated to increased awareness of healthy sex and relationships. Moreover, the office remains committed to student leadership development and mentorship. P.A.W.S. (Peers Advocating for Wellness Services) is a peer health group that works to develop health and wellness initiatives on campus.