

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR SPRING 2018**

Since the last report to the General Faculty (and indeed during the months preceding it), much effort in the Provost's office (and beyond) has been devoted to Baruch College's institutional reaccreditation by the Middle States Commission on Higher Education (MSCHE). The Self-Study process, co-chaired by Assistant Provost Rachél Fester, Associate Provost Dennis Slavin, and Associate Professor Cheryl Smith of the English department, kicked off to the broader Baruch College community during the spring semester. Eight Working Groups—each co-chaired by one faculty member and one administrator—were charged, and began the active work of reviewing Standards, gathering evidence, and drafting their reports. Assistant Provost Fester developed and rolled out a web-based resource for the entire Baruch College community: <https://www.baruch.cuny.edu/confluence/display/MSSS1920/Baruch+College+Accreditation%3A+A+Middle+States+Commission+on+Higher+Education>. This resource provides information about accreditation, the Self-Study Design and timeline, an archive of prior Baruch College accreditation reports, recent sample Designs and Reports from other institutions, and collaborative workspaces for all eight Working Groups. Please see below under “Accreditation/Reaccreditation” for an update on activities last spring through early fall.

Our current budget sequestration challenge is forcing every department and program to make some difficult choices regarding open positions. Provost Christy has determined that we will not fill the open position of Director of Sponsored Programs and Research at this time. In addition to salary, a new Director would need funds for professional development, some ability to “reset” the organization, and funds to initiate programs designed to enhance effectiveness. The provost's office cannot provide those OTPS resources now. Once the budgetary situation stabilizes, we will revisit this recruitment. In the meantime, Zolicia Abotsi has agreed to continue to serve as Interim Director. We thank her for her willingness to step up at this crucial time and for her dedication to supporting research at the College. We will reorganize the roles and responsibilities of all of the people in research administration to insure that we can support our faculty. Associate Provost Patricia Price will be physically present in the research office area one day per week.

In July, a series of discussions with members of our faculty who were interested in serving as Senior International Officer took place. This was the position held by Vice Provost Myung-Soo Lee with the assistance of Saul Garcia. As the realities of the impact of the budget adjustments became tangible and specific, we agreed that it was not feasible to award full course release to a member of the faculty, or to fill Garcia's HEO-line position. When the budget situation improves in the future, we will revisit our staffing needs in the area of global initiatives and are confident that we will continue to support these initiatives (see below under “Global Initiatives” for some of the structures in place). We will miss the coordination and enthusiasm that Prof. Lee provided.

Academic Assessment

Academic assessment is directed within our three schools by Melissa Sultana (MSPIA), Thomas Teufel (WSAS), and Lisa Vaia (ZSB), who are supported by and who are collaborating with Rachél Fester, Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness. In Spring 2018, both the Marx School of Public and International Affairs, and the Weissman

School of Arts and Sciences held meetings of their learning assessment committees. The Marx School made progress on reviewing and updating learning goals for both undergraduate and graduate programs, with approval for new goals for the Bachelors in Public Affairs and the Masters in Higher Education Administration. In addition, the goal of Quantitative Literacy was assessed, and progress was made on articulation of School-wide competencies. The Weissman School focused on reviewing and updating learning goals for all undergraduate majors. The majors for the following programs in WSAS were assessed during AY 2017-18:

Communications (Business Communication); History; Philosophy, and Sociology. In Zicklin, assessment took place for the following programs in Fall 2017: MS Entrepreneurship; BBA Computer Information Systems; BBA Real Estate; Exec MBA, and in Spring 2018, for the following programs and goals: MBA Global Awareness; BBA Entrepreneurship; BBA Analytical Skills; BBA Written Communication Skills; and BBA Civic Awareness and Ethical Decision Making.

In Fall 2018, MSPIA is focusing on review of the Masters in Public Administration, as well as revisiting the approach to assessment of the Research Methods courses. WSAS is focusing on preparing Chairs and Assessment Coordinators to engage in assessment of the Pathways curriculum (slated for Spring 2019), and is working on collaboration with Assistant Provost Fester on aligning the External Academic Program Review calendar with the internal Majors Assessment calendar, in order to reduce the burden on Chairs and faculty while still engaging in meaningful and actionable assessment of student learning.

To further support assessment of learning at Baruch College, Assistant Provost Fester created and rolled out a web resource for the Office of Assessment, Accreditation, and Institutional Effectiveness:

<https://www.baruch.cuny.edu/confluence/display/OAAIE/Office+of+Assessment%2C+Accreditation%2C+and+Institutional+Effectiveness+Learning+Collaborative>. This site is accessible to the entire Baruch College community; it features information, resources, and tools for assessment of learning, assessment of student development, and assessment of institutional effectiveness.

Academic Personnel

Faculty Searches: As of September 21, 2018, the Provost has authorized twelve (12) faculty searches: nine (9) are for tenure-track titles, two (2) are appointments with tenure, and one (1) is a Distinguished Lecturer. The Austin W. Marx School of Public Affairs has two (2) faculty searches: an Austin W. Marx Chair faculty position and an Associate Dean (the individual appointed to this ECP position may hold an underlying faculty appointment). The Zicklin School of Business has ten (10) faculty searches, as follows: the Stan Ross Department of Accountancy (2); the Narendra Paul Loomba Department of Management (2); the Allen Aaronson Department of Marketing and International Business (1); the Bert Wasserman Department of Economics and Finance (1); and the Paul H. Chook Department of Information Systems and Statistics (4).

Faculty Hires: A total of forty (40) professorial titles were given to new faculty hires. In addition, two (2) lecturers, four (4) Distinguished Lecturers, and one (1) College Lab Technician were hired. (These include the appointment of The Austin W. Marx Chair for International Economics and Governance and the Sidney Harmon Visiting Professor. Fourteen (14) Substitute appointments also were made.

Reappointment, Tenure, and Promotion: The College granted reappointment with tenure to three (3) faculty members, reappointment with early tenure to five (5), and two (2) lecturers were reappointed with Certificate of Continuous Employment, effective 09/2018. Three (3) faculty members have been promoted to full Professor, and eight (8) faculty members were promoted to Associate Professor, effective August 2018. Please see the table below.

Full-Time Faculty Tenure & Early Tenure/CCE effective 9/18; and Promotion effective 8/18					
New Hires for AY 18-19	ZBUS	WSAS	MSPIA	Library	Total
Full-Time Faculty Reappointment with Tenure effective 9/18	0	1	2	0	3
Full-Time Faculty Reappointment with Early Tenure effective 9/18	1	4	0	0	5
Full-Time Faculty Reappointment with CCE effective 9/18	0	2	0	0	2
Full Time Faculty Promotion effective 8/18	1	8	2	0	11
Full Time Faculty Promotion to Professor effective 8/18	0	3	0	0	3
Full Time Faculty Promotion to Associate Professor eff. 8/18	1	5	2	0	8
New Hired & Appointed (Professorial) Faculty for AY 18-19	16	20	4	0	40
New Hired & Appointed (Lecturers) Faculty for AY 18-19	1	1	0	0	2
New Hired @ Appointed (Distinguished Lecturers) Faculty for AY 18-19	2	1	1	0	4
New Hired & Appointed (Visiting) Faculty for AY 18-19	0	1	0	0	1
New Hired & Appointed (Substitutes) Faculty for AY 18-19	4	9	1	0	14
Total New Faculty Hired & Appointed for AY 18-19	23	32	6	0	61
College Lab Technician (not included in the totals owing to different title)	0	1	0	0	1
Reappointments w/Tenure & Early Tenure, CCE, effective 9/18 and Promotions to Associate Professor effective 8/18 were processed in Fall 2017 (CP&B: October 17, 2017) Promotions to Professor effective 8/18 were processed in the Spring 2018 (CP&B: April 10, 2018)					

Faculty Development: The College has been fortunate to hire relatively large numbers of new faculty, both this year and last. This has underscored the need to be responsive to early-career faculty. To that end, in 2018, New Faculty Orientation was reconfigured to take place over three days in August, prior to the start of Fall classes. Attendance at these orientation days by newly-hired faculty was nearly universal, the sessions on scholarship and teaching were faculty-led, and participatory pedagogies were used throughout.

In addition, in the Fall of 2017, workshops for Pre-Tenure (“third year”) review were reconfigured to center on peer editing of the personal statement. This approach was very successful and will in Fall 2018 be extended to all tenure-earning junior faculty from the third year and beyond, to tenure and promotion.

Mid-career faculty and Department Chairs are the other sub-groups of faculty that have been the focus of development and support. A workshop, *Getting Unstuck: Mid-Career Faculty Progression*, will be held in November. New Chairs in AY 2018 will receive professional development at national workshops, thanks to the foresight and strategic investment of their respective Dean. New Department Chairs are paired with seasoned Chair mentors for their first year in the position. A copy of Jeffrey L. Buller's *The Essential Department Chair* (2012, Jossey-Bass) was purchased for each new Chair. Finally, a policies, processes, and guidelines workshop has been added to the slate of Chairs' meetings, beginning in Fall 2018.

Recognizing and celebrating faculty achievements is another area that has been strengthened in the past year. In September 2018, Baruch College held its inaugural Faculty Convocation, attended by over 200 faculty. Faculty Convocation recognizes the centrality of the faculty to the life of the College, and invites faculty to gather to celebrate successes, additions, promotions and tenure, retirements, and colleagues who have passed. We were treated to a fascinating keynote lecture by our own Professor David Gruber, from the Department of Natural Sciences. This is an annual tradition that will continue in the future.

Diversity Efforts: CUNY's initiative to recruit a diverse faculty was rolled out over the AY18 hiring cycle, requiring every hiring department with an underutilization of underrepresented minority and/or female faculty to create a Diversity Recruitment Plan. The drafting and implementation of these plans provided the catalyst for substantive conversations, at the Departmental, School, and College levels, about recruiting a diverse faculty. Our efforts resulted in the hiring of a remarkably diverse cohort of faculty starting in Fall 2018. The Search Committee Chairs and members, Department Chairs, and Deans are to be commended for their creativity and persistence in prioritizing diversity in faculty recruitment.

One of the Fall Chairs' Meetings will highlight the variety of retention strategies implemented in the departments, with the objective of modeling best practices and encouraging every department to adopt a formal faculty retention strategy.

Accreditation/Reaccreditation

In Spring 2018, the College received a visit from our liaison from the Middle States Commission on Higher Education (MSCHE), Dr. Idna Corbett, who met with several constituents across the College, and delivered a presentation to the entire community on how to engage in a Self-Study. Our Self-Study Design was submitted to the Commission in March, revised, and resubmitted in June 2018. This Design was subsequently flagged as exemplary by MSCHE, which contacted President Mitchel Wallerstein in September 2018 and asked for permission to use our Design during its training workshop, known as the Self-Study Institute, attended by teams from all institutions beginning their Self-Study cycle. Assistant Provost Rachél Fester was invited by MSCHE to serve as a peer trainer at the Institute, which will take place in Philadelphia in November 2018.

Evidence review and analysis by the Working Groups continues actively in Fall 2018, with a target of first draft submission by Thanksgiving. The Self-Study co-chairs and Working Group co-chairs are also leading a series of six Community Conversations, to solicit input from faculty, staff, and students, regarding their perspectives on Baruch College's compliance with the Middle States Standards. Assistant Provost Fester will be deploying an online survey to the community later in the fall, so that everyone can provide input even if they cannot attend one of the

scheduled Community Conversations. In December 2018 and January 2019, the Self-Study Co-chairs will synthesize the Working Group material and prepare a first draft Self-Study Report, and will send that back out to Working Groups for review and updates.

Bernard L. Schwartz Communication Institute

The Schwartz Institute commenced this academic year with continued focus on faculty development programming. We are facilitating our “Teaching with Cases” seminar for all faculty who are new to teaching Business Policy (BPL 5100) since our first cohorts participated in the seminar in Fall 2017. The two-day intensive seminar covers teaching plans, strategies for facilitating meaningful case discussion, and effective response to students’ case-based writing. We also collaborated with others in the Academic Affairs Division of Teaching and Learning in leading a pedagogical development session at this year’s New Faculty Orientation. Using our Very Short Guides as a foundation, we led small groups of new faculty in working with various active learning strategies to identify opportunities to support student learning across the disciplines. For future instructors in the new cohort of Zicklin PhD students, we provided a short introduction to our Inclusive Pedagogy programming, preparing them to engage inclusively as both students and as instructors. We also continue to underwrite other faculty development programming, including in the English Department’s Writing and Great Works of Literature courses (2100/2150 and 2800/2850).

The Institute’s Very Short Guides have emerged as a cornerstone of our faculty development programming. These VSGs, one-page introductions to core pedagogical practices and strategies, are being used widely across the College: in our own programming, in ad hoc conversation with faculty, and independently by faculty via our website or our bound editions. We look forward to sharing them as widely as possible to best support our faculty’s teaching and learning.

Our “Inclusive Pedagogy” seminar has now convened two cohorts from the Marx School, and the 18 participants emerged from the seminar (which meets intensively in January and more casually throughout the spring semester) with newly designed syllabi, assignments, teaching plans, and assessment frameworks. This academic year, we look forward to expanding the seminar’s reach and supporting faculty in Weissman and Zicklin who seek training in inclusive pedagogy.

Our Assistant Director for Writing at Marx begins her second year with a rich stable of programming to enrich the teaching and learning of writing in Marx’s graduate programs. She provides faculty support and development, customized in-class workshops, and supplemental student support in the form of one-to-one writing consultations.

Finally, we look forward to having conversations in the coming months with course coordinators and department chairs as we seek to expand our tailored course support and faculty development into new cohorts.

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: In addition to Spring 2018 workshops open to the Baruch community, the CTL supported two seminars. The CTL’s “Faculty Fellows Hybridization Seminar” included 15 faculty representing the three schools working to adapt one or more of their courses to an online or hybrid format.

The CTL also worked with the inaugural group of Baruch College Collaborative Online International Learning (COIL) Faculty Fellows, on a new program offered in collaboration with the Office of Global Initiatives to provide faculty support in the development of COIL-type courses. These 7 faculty will pilot their COIL course in this academic year.

Over the summer, the CTL piloted the Active Learning Fellows program. Faculty across seven disciplines participated in four in-person sessions, completed reading and assignments, and created lesson plans, class activities, and assignments to encourage more active student engagement. This fall, faculty will receive a non-evaluative peer observation from a teaching partner in their cohort, and at the end of the fall semester, the fellows will revise one of their final artifacts for inclusion on Baruch’s Active Learning Strategies open-access repository: <https://blogs.baruch.cuny.edu/activelearning/>.

Research: During Spring 2018, the CTL completed its pilot of a research and writing group to support the development and dissemination of Scholarship of Teaching and Learning (SoTL) projects. In the first year, 20 faculty and staff representing the three schools participated in this monthly, interdisciplinary group. We intend to continue this group in the Winter/Spring 2019 semester.

Grant-Funded Projects — “Baruch OER Course Development Initiative”: The CTL, in partnership with the Information Services Division of the College, received a \$221,275 grant from CUNY Central to work with Baruch faculty to convert courses during the Fall ’17-Fall ’18 period to a “ZERO Textbook Cost” (ZTC) designation in CUNYFirst. The Baruch OER (Open Education Resources) Initiative met the first year projections outlined in the grant application of saving students over \$240,000 in textbook costs, including 83 course sections and affecting 2,505 students.

The grant-funded activities and programming in Spring 2018 built upon the momentum of the first half of the year. In addition to supporting the initial cohort of grant participants, we expanded the number of faculty participants by introducing an OER Spring Seminar for 45 faculty and supported faculty-developed OER projects such as course materials for ENV 1003/1004: <https://sites.google.com/view/env10031004/home> and logic proof software for PHI 1600: <https://logic.baruchsites.com/>.

The CTL also received IRB exemption to conduct an assessment of the program including faculty focus groups, course syllabus analysis, and student surveys. The results will inform the next iteration of programming.

This August, we received \$200,000 from *CUNY's Open Educational Resources Scale-Up Initiative* to focus on Fall '18-Fall '19 courses as well as to create structures to sustain ZTC courses at Baruch moving forward.

Educational Technology: The CTL continues to develop and support Baruch's home-grown educational technology platforms Vocat and Blogs@Baruch. Since the revamped version launched in 2014, Vocat has served more than 11,800 students and 340 faculty and staff members. During the 2017-18 academic year, 2,820 users uploaded more than 6,400 videos across 125 sections on Vocat. In addition, Vocat is now openly available under the creative commons license and can be found at <http://vocat.io/>. In addition, we have received funding from CUNY's Open Educational Resources Scale-Up Initiative to create a repository of open assignments and innovative uses of Vocat.

Blogs@Baruch is an online publishing and academic networking platform for the Baruch College community. Since launching in 2009, Blogs@Baruch has been used by more than 33,000 students, faculty, and staff across on 6,321 sites. In the 2017-18 academic year, 3,373 users and 760 blogs were added; and 1,299 users across 235 blogs have been added thus far in 2018-19. The total number of sites and users is causing strain on the Blogs@Baruch server resulting in more crashes this semester than ever before. We are, therefore, also developing a new process for retiring and removing old sites and users to improve server responsiveness.

College Now

During Fall 2018, College Now enrolled 291 students into 11 sections bearing college credit. New for summer and Fall 2018 is FIN 1601 (Personal Finance), a course funded by a grant from Guardian Life Insurance. Both College Now and SEEK received funding from Guardian Life Insurance to offer coursework related to personal finance. In Spring 2019, we expect to have 325 students enrolled in college-credit courses and 25 students in a non-credit DNA Detectives-Scientific Research course. New for the Spring 2019 is PSY 3055 Abnormal Psychology. College Now students who have successfully completed PSY 1001 will be eligible to take the course.

Below is table of our college-credit course offerings for the 2018-2019 academic year.

Fall 2018	Spring 2019	Summer 2019
ANT 1001	ANT 1011	ANT 1001
BUS 1011-Two Sections	BUS 1011- Two Sections	BUS 1011-Two Sections
COM 1010	COM 1010	FIN 1601
FIN 1601	DNA Detectives	HED 1911
HED 1911- Hybrid	ENG 2100	JRN 3050
JRN 3050	FIN 1601	
PSY 1001	HED 1911	
PSY 1001- Hybrid	JRN 3050	
MTH 2003	MTH 2610	
SOC 1005	PSY 1001- Two Sections	
	PSY 3055	
	SOC 1005	

Continuing and Professional Studies (CAPS)

While Baruch is celebrating 50 years, the division of Continuing and Professional Studies (CAPS) is happy to announce our 40th anniversary. After 40 years we are proud to have partnerships across NYC that include, academic, corporate, municipal, and non-profit entities. Our current programs include over 40 professional certificates and 400 individual courses. CAPS remains the largest noncredit program within CUNY's senior colleges. Next year will be marked by significant program growth both domestically and internationally.

Our partners abroad continue to expand. We now co-host non-credit, undergraduate and graduate programs with partners in Russia, Norway, Saudi Arabia, Sierra Leone, Ivory Coast, Japan, South Korea, France, China, and Germany. Our partners across the globe for recruitment are now up to 65 and growing. Our English Language program also continues to thrive. Through these combined efforts, we now welcome more than 500 students annually from around the world.

Our partners within New York have also turned to us for assistance. Several municipal agencies including the Board of Education, Department of Buildings, and many more and now working with our team to provide essential internal training programs. Each year we host a training conference for 15 agencies that highlights the services and programs we can offer each. This year was a huge success for us: we signed four new partner programs in HR, Management, and Leadership.

In the coming year, we are concentrating in Hotel and Hospitality Management and Luxury Management. Our other significant additional programs will be in Information Technology and Digital Design. We will offer a full suite of programming languages, project management, and leadership courses. Additional areas of focus may include Virtual Reality and Augmented Reality certificates, but we remain in the research phase on public interest at this point.

Our other internal development will include stronger offerings in online non-credit courses targeting all areas. These will all be instructor-led, and will take place entirely online. Each will allow for automated enrollment. Some of the programs will be offered directly by CAPS, while others will be co-hosted with several new external partners.

Please remember that CAPS courses are open and free to all Baruch faculty and staff. To learn more, please go to www.baruch.cuny.edu/caps.

Global Initiatives

We have two very effective organizational structures to insure that our globalization initiatives will continue. Ann Clarkson and Mary Gorman co-chair the International Cross Border Team. The team includes representative from study abroad, international student services, study abroad, the Weissman Center for International Business, English language instruction, continuing education, student recruitment, student activities, and other offices that coordinate the experiences of international students. This committee works to ensure that solutions are developed to make the international student experience a good one, and to provide opportunities for international students and domestic students to have experiences together that are purposeful.

The Global Policy and Planning Committee includes the Director of the Weissman Center for International Business, Associate Dean for Continuing Education, the Deans of our three Schools, the Director of Study Abroad, and the Vice Presidents of Student Affairs and Enrollment Management. Marxe Dean David Birdsell has agreed to chair this group, and to represent Baruch in several ways with the Chancellor's Office on global initiatives.

Honors Program

Prestigious Scholarships and Fellowships: Baruch students continued to be recognized in a wide variety of areas: Baruch was named a “top producing school” of Fulbright students; students received a record number of Gilman Scholarships to study abroad; and Baruch won a record-breaking number of Freeman-ASIA grants, for study abroad in Asia, awarded to six Baruch students this past year. In addition to offering general information sessions and specialty sessions on business fellowships, study abroad, UK and Ireland post-graduate awards for students, the Prestigious Scholarships and Fellowships office hosted the CUNY Fulbright Application Bootcamp for CUNY Fellowship advisors. See Baruch's searchable directory of undergraduate and graduate opportunities <http://www.baruch.cuny.edu/fellowships/>.

Creative Inquiry Day: The 5th Annual Creative Inquiry Day was celebrated on May 10. Ninety-five individual, team, and class projects, were submitted by 185 students despite the decision to scale back the event. Next year's event will be hosted on May 9, 2019. For information on inviting your students to participate, see <http://www.baruch.cuny.edu/cid>. Honors co-sponsors the day with the Schwartz Communication Institute.

Co-Curricular Programs: Honors offered a robust slate of events for 2017-2018, including faculty-led forays and discussions, workshops, group advisement, and information sessions on joining Honors. In the summer, Honors hosted three Macaulay and Baruch Scholar orientations and a Provost Scholar orientation.

Faculty & Staff Development: Honors offered four Mental Health First Aid (MHFA) trainings to over 100 faculty and staff members to help identify the signs of someone experiencing a mental health crisis, co-sponsored by the NYC Department of Health and Mental Hygiene, CUNY, and the Macaulay Honors College.

Admissions: Honors welcomes 98 new Macaulay Honors College students and 20 Baruch Scholars to the Class of 2022, along with 15 new Provost Scholars for 2018.

Exit Survey: The Honors Program conducted its sixth exit survey of graduating seniors. Responses suggest that students feel a stronger sense of community, affirming our efforts to create programming and to improve communication with students.

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 June 18, 2018, the U.S. Department of Health and Human Services (HHS) and fifteen other Federal Departments and Agencies announced that there would be a delay in the effective date of the changes to the Common Rule. The effective date has changed from July 19, 2018 to January 21, 2019. 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 in person and on-line.

Research Outreach & Compliance Activities: We held our annual New Faculty Seminar presentation. We will continue to build and improve relationships with various departments and programs to increase institutional compliance with federal and CUNY human subjects' research requirements.

Research Agreements Point Person (RAPP): Keisha Peterson, Coordinator of the HRPP Office, has been appointed as Research Agreements Point Person (RAPP) for Baruch College. She is available to assist researchers with obtaining institutional signatures for research agreements such as data use agreements, data transfer agreements, etc. She will also assist with the processing of Independent Researcher Agreements and obtain all information/documentation for the creation of data transfer, data use agreements, etc. If you become involved in research agreements please contact her at keisha.peterson@baruch.cuny.edu.

HRPP Training & IDEATE Help Video Libraries: For researchers interested in learning about the IRB process please go to our HRPP Training Videos Library: <http://www.baruch.cuny.edu/hrpp/trainingvideos.htm>. These videos cover a wide range of topics including but not limited to assessing whether a project requires HRPP/IRB Review, assessing the level of review required for research, and creating a satisfactory application.

For researchers who have questions about or are experiencing IDEATE issues please go to our IDEATE Help Videos Library: <http://www.baruch.cuny.edu/hrpp/trainingvideos/ideate.htm>. These videos will cover various IDEATE functions and common system issues that researchers experience.

If accessing these video libraries off-campus please use your Baruch log-in information.

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.

Institutional Effectiveness

Assistant Provost Rachél Fester continues to work with the Division of Academic Affairs, the Division of Enrollment Management and Strategic Academic Initiatives, the Division of Student Affairs, the Division of Information Systems, and the Office of Communications, Marketing, and Public Affairs, on review and/or creation of division or department mission and goals, alignment

with the Baruch College strategic plan, and an integrated approach to assessment. She has also collaborated with division heads on creation of Learning Collaboratives—shared online workspaces for each division and department—for Assessment and Planning in each of these functional areas. The purpose of these Learning Collaboratives is to facilitate engagement in ongoing professional development and collaborative work on assessment of student learning, assessment of student development, assessment of institutional effectiveness, and strategic planning, as appropriate to the focus of the various units. In Fall 2018, Assistant Provost Fester is also working with the Office of the President and colleagues on the Implementation Committee of the Strategic Plan, in developing a framework for prioritizing, scheduling, and assessing attainment of the goals of the Baruch College strategic plan. She will be collaborating with the Faculty Senate on preparing the Baruch College community for engagement in the COACHE survey during Spring 2019.

Orientation for New Faculty

Sixty-two full-time members of the faculty, including substitutes, were invited to a three-day orientation in August. The main goals were to welcome them to our academic community and to assist them in preparing to teach and conduct research here. The morning of Day 1 included an introduction to the college and to academic assessment. The afternoon focused on scholarship, including colleagues from our three schools; it concluded with a session on reappointment, promotion, and tenure. The morning of the second day began with a faculty-led session on teaching and continued with a session on academic support for teaching and learning. The afternoon featured presentations from student support units and a panel discussion with the offices of academic affairs and academic administration; it concluded with an information session by the leadership of our chapter of the Professional Staff Congress (PSC). Day 3 began with presentations about the NYS Joint Commission on Public Ethics (JCOPE) and a Benefits Orientation; those were followed by lunch and afternoon discussions with academic deans.

Sponsored Programs and Research (SPAR)

External Proposals: During FY 2017-18, members of the Baruch College submitted 68 proposals—an increase of 16% from the previous year. The funds requested from the submitted proposals totals \$14,379,105. The Weissman School of Arts and Sciences leads the submission count with 36, followed by the Marx School of Public and International Affairs with 16, other administrative units with eight, and Zicklin School of Business with seven.

External Awards: For FY 2017-18, grants and contracts awards from all units totaled \$5,762,710. In FY 2016-17 the total was \$5,521,194. The number of awards received in FY 2017-18 was 41, the same as FY 2016-2017, with an average award of \$140,554. WSAS led with 15 awards totaling \$908,408; followed by MSPIA with seven awards totaling \$1,067,741; ZSB followed with seven awards totaling \$763,852; the other divisions in the college combined, earned 12 awards for \$3,023,378.

PSC CUNY 49 Research Award Program: In FY 2017-2018, 132 PSC applications were submitted by Baruch faculty members and a total of 100 awards were received, for success rate of 76%. The total awarded was \$420,767.

Student Academic Consulting Center (SACC)

The Student Academic Consulting Center provides academic support services to Baruch undergraduates in the form of small group tutoring, individualized tutoring, weekly workshops, final exam reviews, and Peer-Led Team Learning. In addition, SACC oversees Baruch's Immersion Program, which provides courses in summer and winter at no charge to students in three levels of algebra, as well as other programming.

CRLA Recertification: SACC earned five-year recertification this summer for its tutor training program from the College Reading and Learning Association (CRLA)—widely regarded as the gold standard for certifications of this type. In addition, SACC's director earned Level Three recertification in Learning Center Leadership through the National College Learning Center Association (NCLCA). Taken together, these certifications make SACC one of the most well-credentialed learning centers in CUNY.

Immersion Program: In total, SACC served 511 students in the summer math immersion program—an increase of 6% over 2017 and 37% over 2016. As the leveling-off of growth reflected in those figures suggests, we have reached the limits of our capacity; despite overenrolling many sections, we still had significant waiting lists this summer. The largest growth area continues to be at the lower levels of algebra. To explore new ways to meet the needs of these students, this summer we piloted two new initiatives for students who place into elementary algebra. The Elementary Algebra classes were augmented with an additional day of class, which was used for group activities related to study strategies and self-efficacy. In addition, using grant funds from CUNY, we set aside two sections of Intermediate Algebra and built them out with significant co-requisite support. A limited number of students who placed into Elementary Algebra were permitted to skip ahead and enroll directly into these sections. Although the majority of students did well, there is room for improvement, and we have already identified several curricular, structural, and staff development areas to work on before next summer.

In response to a sharp drop in demand for remedial instruction in reading and writing among incoming students as well as changes in CUNY remediation policy, SACC and the Department of English held a series of meetings to devise a new way of serving these students that consolidates them into one program and eliminates duplication of effort between the two departments. In Summer 2018, SACC discontinued its immersion courses for remedial reading and writing. Students with these needs now take a semester-based, credit-bearing course through the Department of English that provides robust co-requisite instruction, developed using CUNY grant funds obtained by SACC.

Academic Rebound Program: This fall, the Baruch Academic Rebound (BAR) Program enters its third semester. In contrast to as-needed small group tutoring, BAR provides a standing, weekly, one-on-one appointment with an experienced tutor to students repeating a class in which they previously received an F or any form of W. During the 2018-2019 academic year, students who completed the BAR program achieved course success (C- or better) at a rate 31 percentage points higher than other repeaters who did not participate in BAR. Currently, BAR is available only for MTH 2003. There are 26 BAR students in the Fall 2018 semester.

Peer-Led Team Learning (PLTL): Prior to the Fall 2018 semester, students with a placement of Intermediate Algebra could take a semester-based, non-credit Intermediate Algebra course, CSTM 0120, administered jointly through SACC and the Department of Mathematics. CSTM 0120 has been discontinued in accordance with CUNY policy. Students who place at this level now take a new course, MTH 1023, which covers Intermediate and College Algebra in a single semester and enables students to earn credit for mathematics in their first semester of enrollment. In contrast to the standard College Algebra course, which meets twice per week, MTH 1023 meets four times per week: Three times for lecture, and once for Peer-Led Team Learning (PLTL). During PLTL, students work in small groups with SACC tutors serving as Peer Leaders, engaging in structured collaborative learning activities that provide hands-on practice using problem sets selected by course faculty. PLTL was originally developed at City College and has a history of success in a variety of STEM disciplines dating back nearly 30 years. PLTL leaders are paid from a CUNY grant obtained by the Department of Mathematics. Colleagues from Student Affairs, Information Services, the Marx School, and the Weissman School all graciously offered to donate space to house some of the 41 PLTL groups.

Tools for Clear Speech (TfCS)

The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and non-native English speakers at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. Through collaboration with peer support units in the Division of Teaching and Learning, TfCS enriches the diversity of the College by providing opportunities to foster intercultural communication, inclusion, and global awareness among members of the College's multicultural and multilingual community.

In Spring 2018, TfCS served 170 unique students in 1,100 hours of instruction across all offerings. While the instruction hours are roughly in line with Spring 2017 numbers, there was a 15% decrease in unique student participants. This decline owed to the program's need for additional physical space in which to serve students. We look forward to relocating to a dedicated space by the end of Fall 2018. It will allow us to significantly increase our program's capacity, and to serve a greater number of students more effectively. We are grateful for the generosity over the past several semesters of departments such as the Bernard L. Schwartz Communications Institute, the Subotnick Center, The Newman Library, the Zicklin PhD Program, and CAPS for having helped alleviate some physical space concerns.

TfCS continues to fortify and scale its unique program offerings. In Spring 2018, we revised and enriched many of our "Focused Skills Series" small-group workshops (now 25 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 the Zicklin PhD Program and COM 1010-T. TfCS

also cosponsored (and hosted) its fifth 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 2018, TfCS provided direct support to 34 students enrolled in two sections of COM 1010-T, which were open to non-native English speakers only. TfCS collaborated with COM faculty to more closely align support with the course curriculum, and to provide pre-and post-assessments to students, as well as exclusive access to small-group workshops and other services. In all, TfCS provided over 325 hours of supplemental support to 1010-T students throughout the semester. TfCS has assessed nearly 200 students interested in 1010-T since Summer 2017.

Zicklin PhD Program Support: Building on prior partnerships with the Zicklin PhD program, TfCS supported nine first-year PhD candidates with biweekly instructional sessions and preferred access to small group workshops. To enable customized instruction, TfCS developed and delivered a new English for Teaching Assessment (EfTA), which assesses students’ oral English proficiency in teaching contexts. This cohort, along with several new first-year PhD candidates, began program participation in Fall 2018.

“Accentedness and the Ethics of Listening”: In this Ethics Week workshop, TfCS Curriculum Specialists facilitated an exploration of the overlooked yet vital role of the listener in linguistically diverse academic contexts. Presenters shared research-based insights that demonstrate how challenging underlying biases about non-native accents can enhance comprehension, encourage empathy, and foster meaningful intercultural communication. This workshop welcomed more than 40 students, faculty, and staff, and was co-sponsored by the Conversation Partners Program.

Lincoln Center Learning English and Drama Project Workshop: In January 2018, TfCS Curriculum Specialists delivered a 2-hour workshop entitled “Teaching Pronunciation in the Classroom” to the Teaching Artists of the Lincoln Center Learning English and Drama (LEAD) Project. LEAD’s Teaching Artists collaborate with ESL teachers in New York City public schools to boost students’ English acquisition and confidence through theatrical performances.

Podcast Development: Supported by funding from the Joseph Drown Foundation, TfCS continued work on an original podcast series, *Just to Be Clear* (JTBC), releasing its inaugural episode, “The Accents Among us” on iTunes and on the podcast’s website at jtbc.baruch.cuny.edu. Researched, written, and produced by TfCS Speech Consultants, JTBC focuses on the teaching and learning of second language speaking skills, and features the inspirational voices of Baruch students. Each episode also includes 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*. Episode 2 will be available mid-Fall 2018.

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. Last academic year, we met with students in 7,089 one-to-one consultations and filled 2,816 seats in small-group sessions, offering a total of about 10,000 hours of student instruction.

Recent updates on the Writing Center’s operations:

Working to meet student demand: The Writing Center increased the number of hours of student instruction by over 40% between AY15 and AY18, despite budget cuts and loss of staff.

- We improved our response rate to requests for Written Feedback by email, which led students to make more such requests. Last AY, we completed 776/891 requests (87%) as opposed to AY17, when we completed 436/558 (78%).
- We aggressively recruited new Writing Consultants to fill unexpected vacancies last AY, for a total of 12 new hires.
- These efforts were successful: for the first time in three years, we had fewer waitlist entries than student appointments (4,148, a 15% reduction from the prior year).
- The Center still needs additional resources to meet demand, though: We still turn many students away, and our utilization rate remains 97%.

Revised workshop offerings: To decrease redundancies and help students choose appropriate resources, we combined and revised some of our process-based workshops, which give students time to brainstorm, draft, and revise independently.

- Our newly revised workshops include Brainstorming, Revising for Structure and Argument, Translanguaging, and Evidence, Analysis, and Claims.
- This year, we will also launch new workshops on Revising at the Sentence-Level and Emailing Strategically.

Staff changes:

- Deepti Dhir, Associate Director (and prior Multilingual Writing Specialist), resigned from Baruch to start a Lecturer position at MIT. The Center anticipates forming a search committee for her replacement this fall.
- Two consultants have taken on additional, part-time responsibilities in her absence, working on assessing the Center’s one-to-one services and developing new student-face resources.

End to designated SEEK hours: The prior two years’ collaboration with the SEEK program was a success: the number of appointments with students in the program increased by 40%, and we again led five weekly workshops to 100 entering SEEK freshmen. However, SEEK is returning to in-house writing support, so we will no longer set aside one-to-one hours as part of this partnership.

We continue to support faculty in their work with student writers through session records, [referral forms](#), [in-class workshops](#), [class visits](#), [online writing guides](#), and all the [lesson plans and materials from our workshops](#). Last year, faculty members invited us to their classes for more than 140 in-class workshops and classroom visits.