

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR SPRING 2019**

Since our last report to the General Faculty, 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, continues: we expect to circulate to the college community a completed draft of the Self Study in early April.

March 1, 2019 saw Heather Samples, Director of the Bernard L. Schwartz Communication Institute since the summer of 2014, depart for non-academic pastures. Previously, she had held various roles in the Writing Center, including as its Associate Director. Her skills as an administrator were extraordinary and her contributions to the Provost's Division of Teaching and Learning were very significant. Among those contributions was dedication to the professional development of those she worked with, including Dr. Meechal Hoffman, who had been Associate Director and has been appointed the Acting Director of the Institute.

Academic Assessment

Academic assessment continues to be directed within our three schools by Melissa Sultana (MSPIA), Thomas Teufel (WSAS), and Lisa Vaia (ZSB), each of whom reports to an Associate Dean in their respective schools, and each of whom is supported by and collaborates with the Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness, Rachél Fester. In Fall 2018 and continuing into Spring 2019, the Marx School of Public and International Affairs, the Weissman School of Arts and Sciences, and the Zicklin School of Business all held meetings of their learning assessment committees.

During Fall 2018, the MSPIA Learning Assessment Committee worked on revising the diversity and values goals in the MPA (Masters in Public Administration) program; discussion of results of the assessment of the PAF 9172: Survey Design course; and discussion of the strategy for assessment of PAF 9130: Economic Analysis and Public Policy. In Spring 2019, work continues on assessment of Quantitative Literacy and the capstone courses.

The WSAS assessment committee focused its committee meetings in Fall 2018 in planning for, and in Spring 2019 on engaging in, assessment of general education (Pathways) courses at Baruch during the 2018-2019 academic year, with the majority of Gen Ed assessment taking place during Spring 2019. In addition, the following academic departments are scheduled to engage in program learning assessment (assessment of the major) during this 2018-2019 academic year: Communications Studies, Fine and Performing Arts (Music and Graphic Communication), Mathematics, Modern Languages and Comparative Literature (Spanish), Natural Sciences (Biology), and Psychology.

During Spring 2019, ZSB is engaging in assessment of two of their school-wide, common educational learning goals for undergraduates: global awareness and oral communication via their capstone course for BBA students: BPL 5100 - Business Policy.

Academic Personnel

Adjunct Multi-Year Appointments - During this third year of this initiative, we currently have faculty who 1) currently hold one-year with guidance appointments, 2) are newly eligible to be considered for three-year appointments, and 3) are newly eligible to be considered for three-year

appointments due to changes in how “jumbo” classes are counted.

Three-year Adjunct Appointments: Total Faculty Newly Eligible = 46

School	First Time Eligible	First Time Eligible due to Jumbos	One Year Appt. w/Guidance	Total Faculty Eligible
ZBUS	5	24	1	30
WSAS	15	0	0	15
MSPIA	1	0	0	1
Totals	21	24	1	46

Faculty Searches - March 15, 2018 the Provost has authorized thirteen (13) faculty searches in the following designations:

The Austin W. Marx School of Public Affairs has one faculty search underway for the Marx Chair for International Affairs.

The Weissman School of Arts and Sciences does not currently have faculty searches underway for full time, tenure track faculty. However, there are two faculty appointments for the 2019-2020 academic year. One is a Visiting Lecturer (Doctoral Schedule) in the Department of History. This hire is part of the WSAS diversity hiring initiative developed in the 2018-2019 academic year. The Visiting Lecturer (Doctoral Schedule) is yearly appointment with the ability to move through departments as determined by the WSAS Dean’s Office. The second is the Fall 2019 appointment for the Sidney Harmon Visiting Professor in the Department of Journalism and Writing Professions.

The Zicklin School of Business has ten searches: the Stan Ross Department of Accountancy (2); the Narendra Paul Loomba Department of Management (2); the Allen Aronson Department Marketing and International Business (1); The Bert W. Wasserman Department of Economics and Finance (1); and the Paul H. Chook Department of Information Systems and Statistics, (4).

Faculty Search Process - The Office of Academic Administration, in collaboration with the Office of Budget and Finance, has developed a workflow for the annual faculty hiring process in the 19-20 AY. The purpose of this process was to streamline the communications between the related divisions, Schools, HR, OAA, Diversity, and Budget. Through Confluence, the file is maintained by the Office of Academic Administration and provides the status of (in real time) faculty hires from the job id number, CUNYFirst position number, appointment title, status of appointment, starting with the request for an offer letter from the Provost to the action date of the College Personnel and Budget Committee, and HR notification.

Reappointment, Tenure, and Promotion - The college granted reappointment with tenure to six faculty members and reappointment with early tenure to three, one lecturer was reappointed with Certificate of Continuous Employment (CCE). These actions will be effective in September 2019. Three faculty members were recommended for promotion to Professor and five recommended for promotion to Associate Professor; these will be effective September 2019.

	ZBUS	WSAS	Marxe	Library	Student Development	Grand Total
Full-time Faculty Reappointment with Tenure Effective 08/19	3	2	1	0	0	6
Full-time Faculty Reappointment with Early Tenure Effective 08/19	1	1	1	0	0	3
Full-time Faculty Reappointment with CCE Effective 08/19	1	0	0	0	0	1
Full-time Faculty Promotion to Professor Effective 09/19**	0	3	0	0	0	3
Full-time Faculty Promotion to Associate Professor with Tenure Effective 09/19	3	2	0	0	0	5
Notes: Reappointments w/ Tenure & Early Tenure, CCE, effective 08/19 and Promotions to Associate Prof effective 9/19 were processed in the Fall 2018 (CP&B October 10, 2019) ** Promotions to Professor effective 09/19 will be processed in the April 9, 2019 CP&B						

Faculty Development - As mentioned in the Fall 2018 Report, there have been expansions or changes to several existing faculty support programs, as follows:

- The workshop series on writing an effective Personal Statement was expanded from mid-tenure (“third year”) candidates to all tenure- and CCE-earning faculty.
- A workshop, *Getting Unstuck: Mid-Career Faculty Progression*, was held on November 15, 2018. Sixteen mid-career faculty attended the workshop.
- A ‘Policies, Processes, and Guidelines’ clinic was added to the Fall Chairs’ meeting schedule, and held on September 27, 2018. In attendance were administrative staff from Academic Administration, Legal and Labor Relations, and the Chief Diversity Office. They served as a panel to address the questions from Department Chairs as well as cover topics ranging from academic and non-academic leaves, voting in department elections, processes and policies related to tenure and promotion, and a variety of other questions submitted by Chairs in advance of the meeting.

In recognition of the reality that chairing a department constitutes a vital collegial as well as administrative task for which there is never enough support, Associate Provosts from several CUNY senior colleges – Baruch, College of Staten Island, John Jay, and Queens – are collaborating to develop a CUNY-wide development opportunity. The inaugural Chairs’ Development Day is tentatively scheduled for June 2019 and will consist of one full day’s worth of programming to support Department Chairs in their core duties.

With respect to projects having College-wide impact, Academic Administration is leading the effort to redevelop and relaunch all web pages under the Provost’s areas. This project has been underway since May 2018 and is scheduled to go live in the early Fall of 2019, in time for the initiation of our Middle States reaccreditation site visit, scheduled for Spring of 2020.

Diversity Efforts - Associate Provost Price continues the practice of conducting exit interviews with faculty who are departing the institution (exclusive of retirement and non-reappointment). At the end of the spring semester, this information is shared – in a de-identified format – with the Chief Diversity Officer and the Provost’s Senior Staff. Together, we use the feedback to

strategize about problematic issues flagged in the exit interviews, particularly around retention of underrepresented faculty.

Accreditation/Reaccreditation

The Middle States Self-Study process in support of Baruch College's institutional reaccreditation by the Middle States Commission on Higher Education (MSCHE) is on schedule. The Self-Study is co-chaired by Assistant Provost Rachél Fester (who is also Baruch College's Accreditation Liaison Officer to MSCHE), Associate Provost Dennis Slavin, and Associate Professor Cheryl Smith of the English Department. All working groups submitted their draft chapters for the Self-Study in December 2018, and the three Self-Study co-chairs have been spending the entire Spring 2019 semester so far on revising these chapters and integrating them into one cohesive Self-Study report. This report will be shared with the broader Baruch College community later in the Spring 2019 semester, and community feedback will be incorporated into the initial draft of the Self-Study. We will be submitting our initial draft of the Self-Study to the Chair of our Evaluation Team in late August 2019.

Middle States accreditation is a two part process, including self-review, followed by peer-review. Our Self-Study is the self-review portion of the process, and it will be followed by peer-review in AY 2019-20. Trained volunteer peers from other MSCHE-accredited institutions, each representing faculty and other key areas such as administration and finance, student support services, and assessment and research, form an Evaluation Team that will come to Baruch College for a site visit in Spring 2020. Prior to the Evaluation Team site visit, the Chair of that Evaluation Team will come to Baruch College early in Fall 2019 to provide feedback on this initial draft of the Self-Study. We are happy to update the Baruch College community about the fact that Dr. Christopher Fiorentino, President of West Chester University (PA), has agreed to serve at the Chair of the Evaluation Team.

With regards to specialized accreditation, the Zicklin School of Business (ZSB) is preparing their AACSB accreditation report this spring and summer, in preparation for an accreditation site visit scheduled for November 2019.

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute continues to support communication-intensive teaching and learning at the College by providing a rich portfolio of faculty development programming. We are facilitating our third annual Inclusive Pedagogy Seminar, for the first time with faculty from the Weissman School. The Seminar covers a range of topics, including establishing an inclusive culture; creating diverse representation in readings and instructional materials; facilitating difficult dialogues; and designing assignments and providing feedback to support inclusion.

Our Assistant Director for Writing at Marxe is facilitating an inaugural faculty development Seminar on Effective Writing Pedagogies in Public Affairs. Over the January intersession and throughout the Spring, participants are working toward designing purposeful writing assignments that support deep learning; integrating scaffolded, low-stakes opportunities for students to practice skills and revision; providing productive feedback without increasing the grading load; and supporting all students, including multilingual ones, in developing targeted discipline- and genre-specific writing skills.

As always, we continue to provide tailored course-embedded support to faculty and students in a range of courses across the curriculum. One highlight from this semester is a revised In-class Workshop curriculum for the Zicklin capstone (BPL 5100) that, following several rounds of process improvement and collaboration with faculty, deepens opportunities for students to

practice targeted high-impact communication skills. Our course support models are at a point of maturity and stability, freeing bandwidth to enter into new partnerships with a wider range of student and faculty cohorts. In the coming months, we look forward to learning from course coordinators and department chairs about the kinds of support they'd most value.

Our commitment to supporting assessment activities at the College has, this semester, manifested in collaborations with Zicklin and Weissman. At Zicklin, we are collaborating on the completion of a round of BBA Learning Goals Assessments that began in Summer 2018. In the summer, we supported assessments of students' written communication, analytical skills, and civic awareness; this spring, we are supporting their oral communication assessment. Our support includes reflecting on and revising assessment tools, norming and scoring, and producing assessment of assessment reports. We are also collaborating with Weissman on the rubric design for the Great Works of Literature Pathways Assessment.

Finally, following Heather Samples's departure from the College, Dr. Meechal Hoffman is serving as Acting Director. She was previously the Institute's Associate Director.

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, and technology.

Pedagogy – Faculty Development Workshops and Events

This semester we have 15 faculty representing the three schools working to adapt one or more of their courses to an online or hybrid format in the CTL Faculty Fellows Hybridization Seminar.

Research – To continue support of the development and dissemination of Scholarship of Teaching and Learning (SoTL) projects, the CTL held a Qualitative Research Brown Bag workshop in December, and a two-day Writing Retreat in January. A workshop focusing on Quantitative Research will be in March.

Grant-Funded Projects: “Baruch OER (Open Education Resources) Course Development Initiative” – The CTL, in partnership with the Information Services Division of the College, received a \$200,000 grant from CUNY Central to continue to work with Baruch faculty to convert courses during the Summer 2018 - Spring 2019 period to a “ZERO Textbook Cost” designation in CUNYFirst. The Baruch OER Initiative met second year projections working with 50 faculty to save 4,156 students over \$462,800 in textbook costs in 178 course sections. Examples of how faculty teach with OER and zero cost materials can be found at TeachOER.org.

Assessment Efforts – The CTL has been conducting an assessment of its work. Results of the [self-evaluation](#) and [a report on student experiences](#) can be found on the CTL website.

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 over 13,000 students and 350 faculty and staff members. During the 2017-18 academic year, 2,820 users uploaded more than 6,400 videos across 125 sections on Vocat. Thus far in 2018-19, 2,440 users have uploaded 3,000 videos across 121 sections. Vocat is now openly available under the creative commons license and can be found at <http://vocat.io/>.

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 34,000 students, faculty, and staff across on 6,833 sites. In the 2017-18 academic year, 3,373 users and 760 blogs were added; and 2,306 users and 747 blogs have been added thus far in 2018-19.

Staff – We are pleased to announce Christopher Silsby’s full-time appointment as Project Manager for Blogs@Baruch.

College Now

During Spring 2019, College Now enrolled 351 students into 13 college credit course sections and 1 non-credit course. New this academic year was FIN 1601 (Personal Finance), funded by a grant from Guardian Life Insurance. Both College Now and SEEK received funding from Guardian to offer coursework related to personal finance. New for Spring 2019 is PSY 3055- Abnormal Psychology; College Now students who have successfully completed PSY 1001 were eligible to take the course.

College Now course offerings for college credit, Spring and Summer 2019

Spring 2019	Summer 2019
COM 1010	BUS 1011
PSY 1001- Two Sections	JRN 3050
PSY 3055	HED 1911
JRN 3050	ANT 1001
BUS 1011- Two Sections	FIN 1601
ANT 1011	PSY 1001
SOC 1005	
MTH 2610	
HED 1911	
ENG 2100	
FIN 1601	
Introduction to Research (DNA Detectives) – Non-college credit	

Continuing and Professional Studies (CAPS)

The Division of Continuing and Professional Studies has taken the last year to review most if not all of its certificates and courses to update and expand our offerings. We remain one of the strongest providers of non-credit programming throughout the Tri-state region. However, our field is about ensuring that our courses and services meet the needs of our professional partners and as such we must constantly evolve. We have significantly revised our Real Estate program and have decided to add several new departments including: Music and Multimedia; Hotel and Hospitality; Luxury; and Engineering programs. Music and Multimedia will work in conjunction with an industry partner that will provide professional recordings studios for an array of offerings. We have developed the Luxury and Engineering programs in conjunction with our international partners based on growing demand.

Our partners abroad continue to expand: in addition to our academic partners in Russia, Saudi Arabia, Sierra Leone, Ivory Coast, Japan, South Korea, France, and China, we have added Norway and Germany. Our recruitment through international partners is up to 70 and growing. We also have a new partner with a university in Paris, which will add to the already large numbers of French students on campus. You may have heard quite a bit of French spoken around campus; the speakers are likely from our program. Please join us in welcoming all of our international students; we find each cohort to be hard-working, bright, and eager to join the Baruch team. Most of our students are here as part of their MBA programming at their

universities. We offer our non-credit courses here in New York and each is recognized for credit back by their home institutions. CAPS has jointly developed and offered each course to meet the requirements for their degree.

Domestically we are in the processes of releasing a new IT program that will be jointly developed and offered with two Dot.com companies. The objective in the partnerships is to ensure that our courses are taught by leading industry professionals and that the hands-on projects taught in the classroom will be relevant to the needs of employers in the field. We are also currently exploring the possibility of partnering with Amazon to provide a suite of Cloud computing training. More to come on that partnership later.

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

Honors Program

Prestigious Scholarships and Fellowships – Last year over 110 Baruch students applied for prestigious fellowships and 36 won them; the diversity of the awards and disciplines for which students are receiving and applying for continues to expand. Students were successful at receiving a Schwarzman Scholar Award to China (Baruch's first and part of CUNY's first cohort), two undergraduate National Science Foundation Awards, and a PPIA Junior Summer Institute Award to Princeton University, among others. Baruch's success with the Fulbright program continues to grow with one graduate student receiving a Fulbright to Hungary so far this year; results are still coming in. The Fellowships office offers information sessions on general and specific opportunities, such as awards for public service, funding graduate school through prestigious scholarships, and funding for study abroad. See Baruch's searchable directory of undergraduate and graduate opportunities to help students match to opportunities <http://www.baruch.cuny.edu/fellowships/>.

Creative Inquiry Day – The 6th Annual Creative Inquiry Day was held in May, in a scaled down format. Save the date for this year's event on May 9, 2019. See <http://www.baruch.cuny.edu/cid> for information on inviting your students to participate. Honors co-sponsors the day with the Schwartz Communication Institute.

Creative Inquiry Day Projects by Discipline					
	2014	2015	2016	2017	2018
Arts and Humanities	8	23	17	28	25
Business	3	3	23	14	13
Design and Make	N/A	N/A	5	1	N/A
Natural Sciences	10	23	26	29	28
Psychology	15	23	14	9	11
Public Affairs	1	12	8	6	11
Social Sciences	2	5	27	10	3
TOTAL	39	89	120	97	91

Participation in Creative Inquiry Day

	Student Participants*	Faculty Mentors	Faculty Jurors	Faculty Participants**
2014	63	26	16	37
2015	159	38	21	51
2016	200	38	24	55
2017	193	30	28	49
2018	178	26***	2****	28

* Some students participate in multiple projects; some projects have multiple authors

** Some faculty are both mentors and jurors

*** Due to reduced event scale in 2018, our simplified registration process did not seek this data

**** Due to reduced event scale in 2018, we did not seek faculty jurors

Experiential Learning & Co-Curricular Programs – Honors offered a robust slate of 25 events for 2018-2019, including faculty-led forays and discussions, workshops, group advisement, and information sessions on joining Honors. In summer, Honors hosted four Macaulay and Baruch Scholar Orientations plus a Provost Scholar orientation.

Mental Health First Aid Training – Honors trained 24 faculty and staff members in Mental Health First Aid (MHFA) in January; two more training sessions are planned for April and July, focusing on recruiting faculty members. In addition, a MHFA training for honors students is also scheduled for early April. MHFA helps individuals help identify the signs of someone experiencing a mental health crisis and are co-sponsored by the NYC Department of Health and Mental Hygiene, the Provost's Office, and the Counseling Center.

Admissions – Honors welcomes 95 new Macaulay Scholars and 20 Baruch Scholars to the Class of 2022, along with 15 new Provost Scholars. Of the 19 deferrals from 2017 to 2018, 13 attended.

Assessment – The Honors Program conducted its seventh exit survey of graduating seniors. Responses suggest that students feel a stronger sense of community, affirming efforts to create programming activities and improve communicate with students. Value placed in the survey on Honors student meeting spaces when the Honors lounge was closed due to construction helped us prioritize alternative plans for meeting spaces and prompt reopening when possible. In addition, we added wifi to the Honors Lounge. We sought funding this year from the Office of College Advancement for laptop computers for Baruch Scholars for the Class of 2023, but were unsuccessful due to budget constraints.

Institutional Effectiveness

In February 2019, Assistant Provost Rachél Fester made a presentation to Baruch's College Senior Staff on the topic of "[Collaborative Learning as a Conceptual Model for Institutional Effectiveness](#)." This presentation lays a new foundation for our collective, collaborative and ongoing work on facilitating institutional effectiveness at Baruch College.

In February 2019, Assistant Provost Fester made a presentation to the CUNY Coordinated Undergraduate Education (CUE) council, on the topic of "[High Impact Practices and Their Assessment](#)." She continues to work with colleagues across the Divisions of Academic Affairs, Student Affairs, and Enrollment Management & Strategic Academic Initiatives, on assessment of each of the AES units which deliver high-impact practices at Baruch College. At the CUE meeting, it was announced that the CUNY system is in the process of updating CUNYFirst so that courses with High Impact Practices will be flagged, greatly facilitating our ability to assess courses with such practices.

As part of ongoing work [to build capacity and support the process of institutional effectiveness at Baruch College](#), the assistant provost developed and rolled out a series of workshops open to all faculty and staff during Spring 2019. Two workshops were offered multiple times, both of which are supported by extensive resources and tools on the Office of Assessment, Accreditation, and Institutional Effectiveness' internal Learning Collaborative website: [Introduction to Assessment of Student Learning and Development](#), and [Introduction to Institutional Effectiveness](#). These workshops are in addition to an extensive [library of learning and development resources](#) created for the entire Baruch College community. Additional workshops are being developed for rollout in Fall 2019 and beyond.

In order to continue to build both Baruch College and CUNY system-wide capacity, Assistant Provost Fester is also a co-project manager of a CUNY-wide project led by the CUNY Assessment Council and funded by the CUNY Office of Academic Affairs, to develop a free, online course open to all CUNY faculty and staff, called "Assessment 101." This course will be piloted in the summer and rolled out to the CUNY community in the fall.

In Spring 2019, the assistant provost continues her work with the Division of Academic Affairs, the Division of Enrollment Management & Strategic Academic Initiatives, the Division of Student Affairs, the Division of Communication, Marketing, and Public Affairs on mission and goal development or refinement, assessment of learning, development, service, and/or operational goals, and alignment with the Baruch College Strategic Plan. She continues to support the development of Learning Collaboratives for Assessment and Planning in each of these functional areas, which are shared online workspaces for each Division and Department. 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, institutional effectiveness, and strategic planning, as appropriate to the focus of these various Divisions and Departments. Later in 2019, she will extend this work to all other Divisions represented on the President's Cabinet.

Assistant Provost Fester continues to work during Spring 2019 with the Office of the President and colleagues on the Implementation Committee for the Strategic Plan, in developing a framework for prioritizing, scheduling, and assessing attainment of the goals of the Baruch College strategic plan. The implementation plan will be shared with the Baruch College community in late Spring 2019.

Research Compliance and Outreach Office (RCO)

Mission – The Research Compliance and Outreach Office (RCO) was created in response to the University-wide reorganization in the research area. This reorganization has resulted in many research compliance functions formerly handled at CUNY Central being staffed/fulfilled at the campus level. This office is responsible for the protection of the rights and welfare of human subjects in research conducted at Baruch or by Baruch/CUNY faculty, staff, and students. This office also oversees other compliance areas such as export control, research agreements, and animal research protocol administration. The RCO provides oversight, administrative support, and educational training to ensure that research at Baruch complies with federal and state regulations, university policies, and the highest ethical standards.

Appointment of Director of Research Compliance & Outreach – Keisha Peterson was appointed as the Director of Research Compliance & Outreach. Her responsibilities are to oversee and develop research compliance areas such as Human Research Protections Program (HRPP), Research Agreements, Export Control, Animal Care, and Biosafety. She will also be developing administrative policies and procedures affecting research compliance campus-wide.

Research Compliance Specialist – Currently a search is underway for a full-time research compliance staff member who will be primarily responsible for human subjects' protocol review and outreach. This position will report to the Director of Research Compliance & Outreach.

Human Subjects Federal Regulation Change – The revised Common Rule went into effect on January 21, 2019 after a one-year implementation delay. The U.S. Department of Health and Human Services (HHS) and nineteen other Federal Departments and Agencies have adopted the revised Common Rule. In fall 2018, the Marketing and Psychology Departments were briefed on Common Rule changes. A video of this presentation is available on the Baruch HRPP Website. CUNY and Baruch HRPP Websites have been updated to be consistent with revised Common Rule.

IACUC Protocol Administration Changes – As of fall 2018, the administration of animal research protocols is under the auspices of the RCO. We are currently working on a Memorandum of Understanding (MOU) with CUNY's Advance Science Research Center (ASRC) to provide Institutional Animal Care and Use Committee (IACUC) review for our animal research projects.

Research Compliance & Outreach Activities – We have continued our outreach activities with the Psychology and Marketing Departments. We have also 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 research requirements. With the hiring a full-time staff member we hope to expand our outreach activities to include additional compliance areas to provide our research community with a more comprehensive understanding of research compliance.

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.

Sponsored Programs and Research (SPAR)

External Proposals – During the first half of Fiscal Year 2018-2019, July 1 to December 31, 2018, Baruch College Faculty members submitted 50 proposals, an increase of 11% from the previous year. The funding requested in the submitted proposals totals \$10,027,821. Faculty from WSAS submitted the most proposals, followed by MSPIA, ZSB, and the other administrative units.

External Awards – Grants and contract awards from all units total \$2,965,503 for the first half of

FY 2018-19. This is on track for the College to maintain at least \$6 million in funding for the fiscal year.

MSPIA had two awards totaling \$646,250; ZSB had four awards totaling \$122,082; WSAS had eleven awards totaling \$960,298; and other divisions of the college combined for seven awards totaling \$1,236,872.

PSC CUNY 50 Research Award Program - In December 2018, 145 PSC applications were submitted by Baruch faculty members—an increase of 9.8% over the previous year.

Joint Committee for Research – Members elected to the 2018-19 committee are as follows:

- Anna D’Souza, Committe Chair, MSPIA
- Abby Anderton (Fine and Performing Arts), WSAS
- Ayan Bhattacharya (Economics/Finance), ZSB
- Kevin Craig (Statistics/CIS), ZSB
- Jean Gaffney (Natural Science), WSAS
- Brian Jones MSPIA
- Melisa Mendez, ex officio
- Rebecca Merkin (Communication Studies), WSAS

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.

Academic Rebound Program – Now in its fourth semester, the Baruch Academic Rebound (BAR) Program provides a standing, weekly, one-on-one appointment with an experienced tutor to students repeating a class. On March 4, the Baruch Academic Rebound (BAR) Program was awarded the Innovative Academic Support Initiative Award for 2019 by the American College Personnel Association’s Commission for Academic Support in Higher Education (ACPA-CASHE) at their annual conference in Boston. This spring, SACC has partnered with Baruch’s Black Male Initiative to more than double our capacity and make BAR available to students in a wider range of courses. We currently have 70 students in the BAR program. In the Fall 2019 semester, a \$10,000 grant from the National Grid Foundation will enable us to serve 50 students taking courses in the pre-Zicklin core.

Peer-Led Team Learning (PLTL) – Beginning in Fall 2018, students with a placement of intermediate algebra enrolled in 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 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. The results of the pilot semester are promising: There is a .30 positive correlation between PLTL attendance and final course grade. Moreover, survey responses from students, PLTL leaders, and faculty affirm that PLTL is beneficial for students, and the majority of students reported that they understood course material better, earned higher grades, improved their study skills, and formed meaningful relationships with other students as a result of their

participation in PLTL. Survey data also yielded several actionable suggestions for improvement, and we are closing the loop on some of those in the current semester.

Online Video Library – SACC’s math tutors are currently at work on an ambitious project to create 350 new tutorial videos that correspond to the practice problems in a recently updated set of sample final examinations for algebra, pre-calculus, and calculus.

Immersion Program – Demand for immersion in the lower levels of algebra continues to grow. In January, SACC offered an unprecedented five sections of elementary algebra. We took advantage of this large captive audience to pilot a new “Three M’s” curriculum that supplements our actual math instruction with activities that enable students to explore the concepts of motivation, metacognition, and mindset. In addition to first-day activities, students completed exam reflections after each in-class exam and were invited on the last day of class to write letters to next year’s students reflecting on what helped them succeed in immersion.

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 its 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 the college’s multicultural and multilingual community. In Fall 2018, TfCS served 220 unique students in over 1,300 hours of instruction across all offerings. Though far from optimal, these numbers are a significant achievement considering the space constraints and scheduling challenges TfCS has endured since its recognition as an independent academic support unit in 2015. We project increased student participation with the recent acquisition of new permanent space (see below).

TfCS continues to fortify and scale its unique program offerings. In Summer and Fall 2018, we revised and enriched many of our “Focused Skills Series” small-group workshops (now 24 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 MFE Program, the Zicklin PhD Program, and COM 1010-T. TfCS also cosponsored (and hosted) its sixth successful “Tech in Ten” event with the New York State TESOL organization, which welcomed over 40 attendees and presenters on innovative uses of technology in the ESL classroom.

Space – With significant assistance and support from the Offices of Campus Facilities and Operations and the Provost, TfCS has procured a permanent space for student instruction and administrative staff in 17 Lexington Ave, Suite 1207. The move occurred in October 2018, and subsequent projects such as furniture procurement and installation are nearing completion.

“Just to Be Clear” Podcast – Supported by funding from the Joseph Drown Foundation, TfCS released episode 2 of its original podcast series, “Just to Be Clear.” Researched, written, and produced by TfCS Speech Consultants, the series discusses best instructional practices, relevant field research, and features 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. “Just to Be Clear” is currently available on iTunes and the podcast website.

Assessment – To enable customized instruction of the MFE and Zicklin PhD programs, TfCS developed and delivered specialized speaking assessments. For the MFE program, two unique sets of the Oral Communication Video Assessment, which include speaking tasks that prompt students to explain visual aids, were created and piloted. For the Zicklin PhD program, a new set of the English for Teaching Assessment, which assesses students’ oral English proficiency in teaching contexts, was designed and delivered. For all cohorts below, assessment results, along with satisfaction survey feedback, were analyzed and compiled into separate reports.

COM 1010-T Course Support – In Fall 2018, TfCS provided direct support to 42 students enrolled in three 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-instruction assessments to students, as well as exclusive access to small-group workshops and other services. In all, TfCS provided nearly 500 hours of supplemental support to 1010-T students throughout the semester. Results of previous semesters’ pre- and post-assessments were analyzed to inform revision of FA18 participation requirements in TfCS services.

MFE Program Support – TfCS continued its support for Baruch’s MFE program, offering 26 students pre- and post-instruction assessments and weekly sessions with Speech Consultants. The semester once again culminated in statistically significant increases in students’ post-assessment pronunciation and grammar scores, as well as high student satisfaction ratings across the board.

Zicklin PhD Program Support – Building on prior partnerships with the Zicklin PhD program, TfCS supported a total of 13 PhD candidates with weekly instructional sessions and preferred access to small group workshops. Pre- and post-instruction assessments were delivered. This cohort will continue program participation in the Spring.

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, written feedback, online resources, and a journal of outstanding student writing. In Fall 2019, we met with students in 3,440 one-to-one consultations and filled 1,279 seats in small-group sessions (in-house and in-class workshop). Within our center, we worked with 1,332 unique student users across all services (excluding in-class workshops).

These numbers represent small increases from the prior fall, with 8% more one-to-one sessions, 4% more individual students seen, and a 13% increase in the number of workshops offered in faculty member’s classes. Our utilization rate remained 98%, with 1800 entries on our waitlist.

Recent updates on the Writing Center’s operations:

Staff changes

- The center continues to operate with a much smaller full-time staff. Due to the hiring slowdown, we were not able to replace the Associate Director last fall. The prior year, we lost funding for our full-time Multilingual Writing Specialist position, so the center has been operating with just a director and an administrative coordinator.
- A national search for a new Associate Director was initiated this spring, and we hope to announce a new hire for this role in April.
- We hired five new professional writing consultants in January, after a competitive search with over 200 candidates.

New workshop lesson plans

- We launched new workshops on “Revising at the Sentence Level” and “Emailing Strategically.”
- All of our workshop lesson plans are available for faculty use on our website: <http://writingcenter.baruch.cuny.edu/faculty/workshop-materials/>

Assessment

- Based on results of our survey of staff engagement, we redesigned our professional development for consultants and changed the way we staff our walk-in location at the library.
- We started a new assessment of student learning in our online chat service, with the goal of developing a new guide for future consultant training.
- We compared four years of data on students’ post-session surveys. In AY 2018, 96% of students agreed with the statement “I think my writing project will improve as a result of this Writing Center session,” and 92% with the statement “I think my long-term writing skills will improve as a result of this Writing Center session.”

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](#).