

## OFFICE OF THE PROVOST GENERAL FACULTY REPORT FOR SPRING 2020

A significant focus of the Office of the Provost during Fall 2019 and the current spring semester has been the College's efforts around reaccreditation by the Middle States Commission on Higher Education (MSCHE). Dozens of colleagues across the campus—faculty, staff, and administrators at all levels—contributed in an effort that seems to have borne fruit. This paragraph is being written one day after the MSCHE evaluation team delivered an oral report of its impressions of Baruch and the degree to which we meet the MSCHE “Standards of Accreditation and Requirements of Affiliation.” The oral report was very positive; the official written report is still a few weeks away. Rachél Fester, the Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness, was a superb project manager of the reaccreditation effort as well as a dedicated co-chair of Baruch's Self-Study. The other co-chairs were Prof. Cheryl Smith of the English Department and Dennis Slavin, Associate Provost. The visiting evaluation team was extremely impressed by our students and our mission—two of the main reasons so many of us love being here.

As the Middle States site visit was winding down, the threat from COVID-19 (the Corona Virus) was growing. Over the last two weeks, the Provost's Office, along with leaders of the College's IT, Communications, and Study Abroad offices mobilized to respond both to the situations faced by students currently studying abroad, and to faculty concerns about support for online teaching, should the College be closed at some time during the semester.

In a very short space of time, we have been in regular contact with all Baruch students currently studying abroad, particularly students in two countries identified by the CDC as at high risk for COVID-19: Italy and South Korea. Students in those countries were offered the opportunity to return to New York—some on their own, others on charter flights arranged by the Governor's Office. Upon return, students will be asked to self-quarantine for 14 days. Richard Mitten, Director of Study Abroad, and representative of each of the College's three Schools are currently working with colleagues at Baruch and throughout CUNY to insure that students will be able to complete the academic work planned for the semester, in a way that maintains their academic momentum.

In addition, under the leadership of Allison Lehr Samuels, Director of the Center for Teaching and Learning, and Arthur Downing, Vice President for Information Services and Dean of the Library, we have developed a comprehensive guide for “Teaching in the Time of COVID-19,” which is located on the Center for Teaching and Learning's Website (<https://blogs.baruch.cuny.edu/ctl/>). As a result of this remarkable feat, College faculty have access to a tool kit that will allow them immediately to move all instruction online, on short notice.

Between Middle States and COVID-19, the first week of March 2020 was quite a week!

**SAVE THE DATE:** The 7th Annual **Creative Inquiry Day** is scheduled for Thursday, May 7, 2020, from 12:30-2:30. See below under Honors Programs for more information, including a link.

### **Academic Administration**

*Faculty Development, Support, and Recognition* – Since Associate Provost Patricia Price's arrival in 2017, faculty professional development, success and recognition events at Baruch College have been expanded and updated. As of Spring Semester 2020, the Office of the Associate Provost at Baruch College now hosts or supports a full complement of recurring events:

- Fall Semester
  - o Workshop on preparing your binder and elements of a successful personal statement
  - o Workshop on peer editing the personal statement (choice of two workshop dates)
  - o Department chairs' meeting devoted to policies and processes
- Spring Semester
  - o Spring forum on tenure and promotion / CCE
  - o Research and creative activities reception
- On demand
  - o Workshop for mid-career faculty to advance to full professor

The Associate Provost for Teaching and Learning, Dennis Slavin, hosts or supports faculty professional development opportunities around pedagogy; in addition, he sponsors workshops and professional development opportunities targeted at adjunct faculty.

Associate Provosts Slavin and Price jointly offer a comprehensive new faculty orientation, over three days in August prior to the start of fall semester classes.

Associate Provost Price and her counterparts at several other CUNY colleges (CSI, Queens, John Jay, BMCC) have teamed up with CUNY's Office of Academic Affairs to offer a recurring annual suite of professional development opportunities for department chairs across the CUNY system. CUNY's Central Office has funded this initiative, pursuant to a successful pilot in 2019 and submission of a proposal. The facilitators are drawn entirely from the ranks of CUNY faculty and administration, thereby providing content relevant to CUNY chairs as well as developing the future leadership bench from within the CUNY ranks. It also allows CUNY to join the ranks of other large public systems of higher education (California State, SUNY, and Florida) in providing comprehensive department chair development in-house.

The first event of the suite, the CUNY Department Chairs' Leadership Program, is to be held in January of each year, and was inaugurated from January 21-23, 2020, at the Central Office. The second event in the series, the Development Day for New Department Chairs, will be regularly held in June of each year. The final event, a CUNY Chairs' conference, will be held in November of each year; it will be inaugurated in November of 2020.

*Interfolio* – Fall 2020 saw the launch of Interfolio's Faculty Personnel module at Baruch College. The adoption of this platform marks Baruch as a leader among the CUNY schools in moving away from paper-based processes, enhancing the fidelity of our faculty personnel processes, and modernizing our workplace.

The implementation is being led by Jennifer Fallon, Director of Academic Administration at Baruch College. A series of computer lab tutorials was held over the course of Fall 2019, jointly led by BCTC and the Office of Academic Administration. Approximately 65 faculty and department staff attended one of these workshops. More workshops will be offered across Spring 2020. In addition, targeted workshops (e.g., to the College Personnel & Budget Committee) as well as 1:1 trainings were provided by Jennifer Fallon.

*Faculty Leaves* – Faculty Leaves for AY21, currently mid-way through the review cycle, are being managed through Interfolio, as are the AY21 multi-year adjunct (re)appointments. The latter process is being led by Maria Burgos, Faculty Workload and Systems Manager in the Office of Academic Administration. By Spring 2021, we plan to have all regular faculty personnel actions managed through Interfolio.

*Website* – Phase One of the Provost’s Area web pages re-design has been completed. The resulting product is a much more user-friendly, up-to-date, and accurate resource encompassing the Office of the Provost, faculty and student support for Teaching and Learning, and the Office of Academic Administration. Phase Two is currently underway, and will encompass the Office of Research Compliance and Outreach. Phase Three, encompassing the Office of Sponsored Programs & Research, has not yet been scheduled, but should fit within the overall College schedule rolling all web pages to WordPress by the end of calendar year 2020.

### **Academic Personnel**

*Adjunct Multi-Year (three-year) Appointments* – The Office of Academic Administration continues to provide support to academic departments and chairs with the PSC CUNY pilot program for multi-year (three-year) adjunct appointments. During our fourth cohort of multi-year (three-year) appointments for teaching adjuncts (Fall 2020-Spring 2023), we currently have faculty who: 1) are newly eligible for three-year appointments; 2) are from the first cohort of adjuncts who received initial three-year appointments for Fall 2017-Spring 2020 and now are eligible for a second three-year appointment; and 3) adjuncts who currently hold “one-year with guidance” appointments we will be piloting use of Interfolio for these cohorts. This transition will make the review process easier to manage; easing the burden of manual preparation of academic review materials for the adjuncts, OAA, Deans, Department Chairs, Department Executive Committees, and the Provost.

### **Three-year Adjunct Appointments: Total Faculty Eligible = 90**

| <b>School</b>                                  | <b># of Adjuncts who are eligible for comprehensive review in Spring 2020. Initial three-year appointment, effective Fall 2020</b> | <b># of Adjuncts who are eligible for comprehensive review in Spring 2020. Second three-year appointment, effective Fall 2020</b> | <b># of Adjuncts with 1 yr w/Guidance for AY 2019-2020. Eligible for comprehensive review in Spring 2020 (not included in initial 3 yr count)</b> |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Weissman School of Arts & Sciences             | 18                                                                                                                                 | 46                                                                                                                                | 2                                                                                                                                                 |
| Zicklin School of Business                     | 11                                                                                                                                 | 10                                                                                                                                | 2                                                                                                                                                 |
| Marxe School of Public & International Affairs | 0                                                                                                                                  | 1                                                                                                                                 | 0                                                                                                                                                 |
|                                                |                                                                                                                                    |                                                                                                                                   |                                                                                                                                                   |
| <b>Grand Total</b>                             | <b>29</b>                                                                                                                          | <b>57</b>                                                                                                                         | <b>4</b>                                                                                                                                          |

*Faculty Searches* – the Provost authorized thirty-four (34) faculty searches for AY 2020-21 in the following designations:

The Austin W. Marxe School of Public and International Affairs has one (1) faculty search for full time, tenure-track faculty member.

The Weissman School of Arts and Sciences currently has twenty-two (22) authorized faculty searches for full time, tenure track faculty: Communication Studies (3); English (4); Mathematics (5); Philosophy (1); Political Science (1); Fine and Performing Arts (2); Modern Languages & Literature (1); Natural Sciences (3); and Psychology (2). One position is the Visiting Lecturer (Doctoral Schedule), which is part of the WSAS diversity hiring initiative developed in AY 2018-19. The Visiting Lecturer (Doctoral Schedule) is a yearly appointment with the ability to move through departments as determined by the WSAS Dean’s Office.

The Zicklin School of Business has ten (10) authorized faculty searches: the Stan Ross Department of Accountancy (3); the Narendra Paul Loomba Department of Management (3); The Bert W. Wasserman Department of Economics and Finance (2); and the Paul H. Chook Department of Information Systems and Statistics, (2).

The William and Anita Newman Library is currently authorized for one faculty search, CCE, lecturer.

*Reappointment, Tenure, and Promotion* – The College granted reappointment with tenure to seventeen (17) faculty members, two (2) lecturers reappointed with Certificate of Continuous Employment (CCE). These actions will be effective in August 2020. Ten (10) faculty members were recommended for promotion to Professor and seventeen (17) recommended for promotion to Associate Professor; these will be effective September 2020.

|                                                                                                                                                                                                                                                                                                                                                                                             | <b>ZBUS</b> | <b>WSAS</b> | <b>Marxe</b> | <b>Library</b> | <b>Student Development</b> | <b>Grand Total</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|----------------|----------------------------|--------------------|
| Full-time Faculty Reappointment with <b>Tenure Effective 08/20</b>                                                                                                                                                                                                                                                                                                                          | 6           | 9*          | 1            | 1              | 0                          | 17                 |
| Full-time Faculty Reappointment with <b>Early Tenure Effective 08/20</b>                                                                                                                                                                                                                                                                                                                    | 0           | 0           | 0            | 0              | 0                          | 0                  |
| Full-time Faculty Reappointment with <b>CCE Effective 08/20</b>                                                                                                                                                                                                                                                                                                                             | 2           | 0           | 0            | 0              | 0                          | 2                  |
| Full-time Faculty Promotion to <b>Professor Effective 09/20**</b>                                                                                                                                                                                                                                                                                                                           | 4           | 3           | 3            | 0              | 0                          | 10                 |
| Full-time Faculty Promotion to Associate Professor with <b>Tenure Effective 09/20</b>                                                                                                                                                                                                                                                                                                       | 6           | 8           | 1            | 1              | 0                          | 16                 |
| Full-time Faculty Promotion to Associate Professor <b>without Tenure Effective 09/20</b>                                                                                                                                                                                                                                                                                                    | 0           | 1           | 0            | 0              | 0                          | 1                  |
| Notes:<br><br>Reappointments w/ Tenure & Early Tenure, CCE, effective 08/20 and Promotions to Associate Professor effective 9/20, were processed in the Fall 2019 (CP&B October 8, 2019)<br>** Promotions to Professor effective 09/20 will be processed in the April 7, 2020 CP&B<br>* Includes faculty title <i>College Lab Technician</i> granted tenure, but not eligible for promotion |             |             |              |                |                            |                    |

### **Academic Assessment**

Please see the “Assessment” (WSAS and Marxe) or “Office of Accreditation and Curriculum Management” sections of the reports from the three schools.

### **Accreditation/Reaccreditation**

See the opening paragraph of the report from the Office of the Provost (above) for the status of the re-accreditation process.

### **Adjunct Faculty Services**

During the fall semester of 2019 and the early spring of 2020, Adjunct Faculty Services continued to focus on providing additional resources for introducing new adjunct faculty to Baruch. In late October, the “Adjunct Faculty Orientation” site was launched on Blackboard. The site has

subfolders labelled: Information, Emergency Procedures, Human Resources, The Registrars’ Office, New to Teaching, Support for Teaching, Evaluation of Teaching, Library, BCTC, Student Academic Support, Honors Programs, Academic Integrity, Student Support Services, Students in Office of the Provost and Senior Vice President for Academic Affairs

crisis, Communications, and Fun Stuff. Open to adjunct emplid holders, new faculty should find themselves enrolled when they open the Blackboard portal. The pdf of the *Adjunct Essentials* welcoming brochure is attached to this website.

Live workshops for new faculty focused on three areas. The Adjunct Faculty Community of Scholars held a session on “Syllabus Design” a week prior to the spring semester. BCTC offered “Introduction to Blackboard” workshops at three different times. The Center for Teaching and Learning, in addition to its other offerings discussed elsewhere in this report, held a two hour workshop entitled “New to Teaching” on January 23 and 30.

Upcoming programs for adjunct faculty include monthly meetings of the Community of Scholars, which will continue its focus on pedagogy, brown bag lunches, and affinity groups.

### **Bernard L. Schwartz Communication Institute**

The Schwartz Communication Institute supports communication-intensive teaching and learning at

the College, in large part through its portfolio of faculty development programs. This spring, programming includes a workshop on scaffolding student learning for all faculty new to teaching the Zicklin capstone (BPL 5100), and a workshop for the History Department on integrating and responding to lower-stakes writing and speaking assignments. Our Very Short Guides, designed to support teaching in all disciplines and at all levels of experience, continue to be used by a growing number of Baruch’s full- and part-time faculty, including, this semester, by participants of the Adjunct Community of Scholars series, run by Adjunct Faculty Services.

Our Inclusive Pedagogy Seminar has now been taken by 29 faculty members. 100% of anonymous survey respondents reported that they were likely or very likely to implement something they learned in the Seminar into a course that semester, and 100% agreed or strongly agreed that they believe their students will feel more included, represented, and intellectually stimulated as a result of their participation in the Seminar. This spring, in order to learn more about the Seminar’s longitudinal impact, and to ensure continued support, all past Seminar participants will be invited to a series of working sessions to share outcomes, discuss challenges, and learn from one another.

Our support of communication-intensive teaching and learning also takes the form of tailored, course-embedded curricula designed in collaboration with faculty partners. In Spring 2020, we are newly partnering with a course in Weissman (HIS 3390) to explore strategies for enriching content-heavy courses in the humanities with communication-skills development. Additionally, we are continuing to improve our course-embedded support of the Zicklin Capstone (BPL 5100) this spring, using data drawn from Zicklin’s recent BBA assessment of students’ oral communication skills, as well as informal conversations with the course coordinator and other faculty leaders, and with our team of Communication Fellows who both support the course and served as assessment scorers. Concentrating on the supplemental student support we offer to 1,100–1,500 students each semester, we will hold a small focus group with faculty, and conduct responsive staff development.

The Schwartz Communication Institute continues to serve as a thinking partner in support of curricular innovation across campus, for example by contributing to the development of a new business communication course sequence (COM 2020 and COM 3021), a signature part of Zicklin’s BBA redesign, and by providing pedagogical expertise on writing skills development to the Marxe School’s curriculum committee.

Finally, Dr. Julia Goldstein has been named the Institute’s Associate Director. She was most recently the Institute’s Assistant Director for Writing in Public and International Affairs, working with Marxe graduate students and faculty. We will soon initiate a search for her replacement in that

role.

### **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*

In Fall 2019, 13 full-time faculty participated in the Hybrid Seminar. The Hybrid Seminar curriculum will be made available under a creative commons license at a newly developed resource, Teach Hybrid.

*Research –* The 2018-23 Baruch College Strategic Plan highlights the value of research in enriching the classroom experience for both teachers and students, and pledges to support innovative research, scholarship, and creative inquiry at the College. In the spirit of this pledge, the

CTL offered Writing Retreats in June 2019 and January 2020 for 35 members of the Baruch

community to focus on their research, writing, and creative work in a collegial environment, with opportunities to discuss writing strategies and writing support in the classroom.

*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 \$190,000 grant from CUNY Central to continue to work with Baruch faculty to convert courses during the Summer 2019 - Spring 2020 period to a “ZERO Textbook Cost” designation in CUNYFirst. Thus far, during that period, the Baruch OER Initiative has worked with faculty to save 4,832 students over \$520,105 in textbook costs in 150 course sections. Examples of how faculty teach with OER and zero cost materials can be found at TeachOER.org.

*Assessment Efforts –* The CTL continued conducting an assessment of its OER work. Results of the self-evaluation and a report on student experiences can be found on the CTL website and have been shaping the curriculum of the Spring 2020 OER workshops.

*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 16,300 students and 420 faculty and staff members across 920 course sections. During the 2018-19 academic year, 3,125 users uploaded more than 4,900 media files across 148 sections on Vocat. There has been an increase in usage in the 2019-20 academic year, as 3,178 users have uploaded 3,730 media files across 133 sections (as of February 2020).

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 37,000 students, faculty, and staff to create more than 7,600 sites. In AY 2018-19, 2,462 users and 876 sites were added; 2,224 users and 412 sites have been added thus far in 2019-20, as of February 2020.

### **College Now**

During Fall 2020, College Now enrolled 271 students into college credit-bearing courses. New for the spring 2020 are new sequenced courses. Students who have taken and passed PSY 1001 will be able to enroll in Introduction to Industrial and Organizational Psychology (PSY 3181).

Additionally, students who have taken and passed BUS 1011 will be able to enroll in Introduction to Information Systems and Technologies (CIS 2200). Currently the College Now Department has begun recruitment for the Summer 2020 program in which we anticipate enrolling 140 students in Office of the Provost and Senior Vice President for Academic Affairs

to various college credit-bearing courses.

### **College credit-bearing course offerings in College Now for AY 2019-20**

| <b>Fall 2019</b>        | <b>Spring 2020</b>          |
|-------------------------|-----------------------------|
| COM 1010                | COM 1010                    |
| PSY 1001 (Two Sections) | PSY 1001 (Two Sections)     |
| JRN 3050                | PSY 3181                    |
| BUS 1011 (Two Sections) | JRN 3050                    |
| ANT 1001                | BUS 1011 (Two Sections)     |
| SOC 1005                | ANT 1011                    |
| MTH 2003                | SOC 1005                    |
| HED 1911                | MTH 2610                    |
| FIN 1601                | HED 1911                    |
|                         | CIS 2200                    |
|                         | FIN 1601                    |
|                         | DNA Detectives (Non Credit) |

### **Continuing and Professional Studies (CAPS)**

While Baruch enters its Middle States review, the division of Continuing and Professional Studies (CAPS) is happy to announce our systems and courses remain on track. Our programs are reviewed consistently by students and faculty. We have both formal and informal feedback systems to ensure academic quality and overall classroom experiences for our students and instructors.

Our partners abroad continue to expand. We have added three new undergraduate and graduate programs for our existing partners including Engineering. We have welcomed a new partner in China and hope to add another from Germany next month. Our programs are designed jointly and our faculty are also recruited jointly. Upon successful completion of our certificates, students return to their home university and receive credit for their courses. Many remain in New York for 3-5 months for internships prior to returning home. Students are primarily from Europe but many others are from across the globe.

We have officially begun our program in Music and Entertainment with excellent interest both domestically and globally. In the coming year, we are concentrating in Hotel and Hospitality Management and Luxury Management and in expanding our Information Technology and Digital Design courses and certificates. We will offer a full suite of programming languages, project management, and leadership courses.

Our other internal development will include stronger offerings and new subjects. The creation effort will all be instructor led.

CAPS courses are open and free to all Baruch staff. To learn more: [www.baruch.cuny.edu/caps](http://www.baruch.cuny.edu/caps).

### **Honors Program**

The Baruch College Honors Program encompasses Baruch Honors, Macaulay at Baruch, and the National and Prestigious Fellowships Office.

*Academics* – Honors offered seven sections of Honors First Year Seminar and 43 Honors courses in Fall 2019.

*Admissions* – Honors is currently reviewing applications for the Class of 2024, reviewing an estimated 650 applications for first-year programs. A total of 41 faculty and staff members have volunteered to read applications, including 10 new readers. We co-sponsor multiple Admissions

Office of the Provost and Senior Vice President for Academic Affairs

/Open House events.

*Co-Curricular Programs* – Honors hosted its 40th Anniversary Celebration in the fall, inviting returning alumni. For current students, Honors will offer approximately 45 events and co-sponsor an additional 40 events for the 2019-2020 academic year, such as outings, orientations, group advisement, academic workshops, and community building events. We offer six information sessions to recruit current students to Honors or to high-impact activities such as writing a thesis. Honors also partners on diversity-related programs at both Baruch and Macaulay.

*Creative Inquiry Day* – SAVE THE DATE – The 7th Annual Creative Inquiry Day is scheduled for Thursday, May 7, 2020, from 12:30-2:30 pm. 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.

*Prestigious Scholarships and Fellowships* – To date, for AY 2019-20 over 55 candidates from Baruch have applied for fellowships; three students are Fulbright semi-finalists, one is a finalist for the Critical Language Scholarship Program, and a record number of 11 students have been offered Gilman International Scholarships to study abroad this Spring. The office offered five events in the Fall 2019 semester, including general information sessions as well as focused sessions

(e.g., language, study abroad, public service) and workshops on specific opportunities (e.g., Truman; Jeannette K. Watson).

GET INVOLVED – Faculty interested in nominating students or supporting student fellowships should contact Valeria (Valerie) Hymas, [Valeria.Hymas@baruch.cuny.edu](mailto:Valeria.Hymas@baruch.cuny.edu). See Baruch's searchable directory of undergraduate and graduate opportunities to help students match to opportunities <http://www.baruch.cuny.edu/fellowships/>.

### **Joint Curriculum Committee (JCC)**

After discussion at two previous meetings and input from the three schools, at its December 2019 meeting the JCC passed the following changes to previous college practice:

- The college will not review graduate students' academic records for the purpose of possible probation until the students have achieved 12 credits (increased from 6 credits). If a student is placed on academic probation, s/he will need to maintain a 3.00 term grade point average until s/he achieves at least a 3.00 cumulative grade point average in order to graduate.
- If a student who is on probation fails to earn at least a 3.00 term grade point average in any subsequent semester, s/he will be academically dismissed. (This replaces the current 12-credit limit during which students on probation are allowed to raise their cumulative GPAs to 3.0.) The academically dismissed student may appeal to the appropriate academic standing committee to request reinstatement for the next term.
- In Spring 2020, the college will allow students on probation to register for courses for Summer and Fall 2020. If the probationary student's GPA in Spring 2020 proves to be less than 3.0, s/he will be academically dismissed and dropped from summer and/or fall classes for which they had registered.
- The new practice of allowing students on probation to register for classes, as outlined in the previous paragraph, will be reviewed and potentially revised in early Fall 2020 based on the registration results of Summer and Fall 2020.

### **Research Compliance and Outreach Office (ORCO)**

*Mission* – The mission of the Office of Research Compliance and Outreach (ORCO) is to support the scholarly research pursuits of Baruch College. ORCO ensures that Baruch-affiliated research complies with federal and state regulations, university policies, and the highest ethical standards. ORCO is responsible for overseeing the compliance areas of human subjects, export control, research agreements, and IACUC administration. Compliance regulations and policies are applied in these areas independent of funding or sponsorship. ORCO provides oversight, administrative support, and compliance education to promote the understanding of compliance throughout the Baruch community.

*Research Compliance Specialist* – Research Compliance Specialist Janet Badillo (MPA '13) joined the College in December 2019 to manage human subjects' research operations. Ms. Badillo brings with her a wealth of experience in research development and support, specifically within CUNY. She previously served as HRPP analyst at Queens College and as Institutional Research Board (IRB) specialist and grants assistant at Hunter College.

*IACUC Protocol Administration* – We are currently working on a Memorandum of Understanding with CUNY's Advance Science Research Center to provide Institutional Animal Care and Use Committee (IACUC) review for our animal research projects.

*Research Compliance & Outreach Activities* – We will be meeting with the Psychology, Marketing, and Information Systems and Statistics Departments regarding the upcoming transition to IRB Manager. Meetings have been scheduled with Corporate Communications and Industrial Organizational Psychology Master's Program Directors to ensure a smooth transition for master's students. 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 of an additional full-time staff member we will be expanding our outreach activities to include additional compliance areas under our purview to provide our research community with a comprehensive understanding of research compliance.

*Research Compliance and Outreach Website* – We are working with BCTC on substantial changes to our website. Once these website changes are in effect they will be announced Baruch-wide.

*Human Subjects' Training & IDEATE Help Video Libraries* – For researchers interested in learning about the IRB process please go to our Human Subjects' 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.

### **Sponsored Programs and Research (SPAR)**

*External Proposals* – For the first half of FY 2019-2020, July 1, 2019 to December 31, 2020, Baruch College Faculty members submitted 59 proposals. The number of submissions represent an increase of 18% from the previous year. The funding requested in the submitted proposals totals \$6,534,967.00. Faculty from The Weissman School of Arts and Sciences submitted the most proposals, followed by the Zicklin School of Business, The Marx School of Public and International Affairs and Other Administrative Units.

*PSC CUNY Research Award Program Cycle 51* - In December 2019, 140 PSC applications were submitted by Baruch faculty members. This is a decrease of 4% compared to the previous year.

*External Awards* – Grants and contracts awards from all units total \$2,662,750, for the first half of FY2019-2020. This is on track for the College to maintain at least \$6 million in funding for the fiscal year.

The number of awards decreased to 21 versus 24 awards over the same period last year. Both the the Marxe School of Public and International Affairs of Public Affairs and the Zicklin School of Business had four (4) awards totaling \$346,294 and \$465,177 respectively. The Weissman School of Arts and Sciences had seven (7) awards totaling \$441,138, and the other divisions in the college combined to earn six (6) awards totaling 1,410,140.

*Website of the Office of Sponsored Programs and Research* – The link to SPAR’s website has moved to the Provost’s page under “Research.” Our website is an important resource for faculty researchers seeking to apply for and manage research funding. It is continually updated to reflect policy and process changes: [www.baruch.cuny.edu/grants](http://www.baruch.cuny.edu/grants).

### **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 embedded support. In addition, SACC oversees Baruch’s Immersion Program, which provides immersion courses in summer at no charge to students in three levels of algebra as well as other programming.

*Academic Rebound Program* – Now in its sixth semester, the Baruch Academic Rebound Program (BAR), winner of the 2019 Innovative Academic Support Initiative of the Year award from the American College Personnel Association, provides a standing, weekly, one-on-one appointment with an experienced tutor to students repeating a class. In Fall 2019, a \$10,000 grant from the National Grid Foundation enabled us to serve 58 students taking business core courses. In our first six semesters, 195 students have signed up for BAR, of which 139 completed the program. Grade outcomes and survey data continue to demonstrate the impact of BAR. As we gather more data, we are starting to identify the courses in which BAR seems to have the greatest impact so we can better target this intervention where it will do the most good.

*Peer-Led Team Learning (PLTL)* – Beginning in Fall 2018, students with a placement of intermediate algebra enroll 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. MTH 1023 meets four times per week: Three times for lecture, and once for PLTL, where students work collaboratively in small groups facilitated by trained SACC tutors serving as Peer Leaders. So far, just over a thousand students have taken the course and participated in PLTL, of which 54% earned a passing grade. Prior to the implementation of MTH 1023, of those students who took the non-credit Intermediate Algebra course, only 35% had passed it and also passed College Algebra within two semesters, so this is a substantial improvement. Moreover, survey data indicate that the overwhelming majority of students found PLTL to be beneficial not only in terms of learning course material, developing study strategies, and earning higher grades, but also in

terms of improving communication skills and forging lasting friendships. Spring 2020 saw a sudden increase in demand for MTH 1023, with about 450 students spread across 21 sections. In previous semesters, on average, we have had 348 students in 13 sections.

*Master Tutors* – During Spring 2019, SACC’s Master Tutors worked collaboratively with the supervisory staff to develop a formal job description that gives Master Tutors a substantive leadership role in the center, providing them with new opportunities to develop professionally and hone their leadership skills. One of the areas they selected was the training of less experienced tutors. So far, this has gone exceedingly well. In Fall 2019, Master Tutors led training activities Level One, and Level Two tutors and added a panel discussion at the end of the training day at both levels. The Master Tutors have enjoyed the experience, it lifts some of the burden of training from the shoulders of the full-time staff, and feedback from trainees has been positive, especially regarding the panel discussion.

### **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 (NNES) at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. TfCS also enriches the diversity of the College by providing opportunities to foster intercultural communication, inclusion, and global awareness among its multicultural and multilingual community.

In Fall 2019, TfCS served over 200 unique participants (including several faculty and staff members) in over 1,500 hours of instruction across all offerings. Though the program continues its outreach to attract and serve a more substantial portion of the College’s vast NNES population, these numbers reflect a more focused effort to underscore consistent participation and work toward more demonstrable learning outcomes in our video assessments.

In February, Tristan Thorne was appointed Associate Director of TfCS. Tristan has been a member of the TfCS staff for more than five years as a Speech Consultant, Curriculum Specialist, and Interim Associate Director.

TfCS continues to fortify and scale its unique program offerings. In Fall 2019, we continued development of online practice exercises and user interfaces in our distance learning platform, *Tools To-Go*, and provided direct support to various academic programs at the College, including the MFE Program, the Zicklin PhD Program, and COM 1010-T. Furthermore, TfCS made significant progress on a host of presentations and projects:

*TfCS Connect* – TfCS held two *Connect* events in Fall 2019, including a student dinner at Handcraft Kitchen and a Game Night and Pizza Dinner in 17 Lexington Ave. Over 20 students participated in the events, which offered instruction on appropriate and effective cross-cultural communication, as well as functional skills including relevant vocabulary, slang, and idiomatic language.

*Tech in Ten* – TfCS cosponsored and hosted its eighth 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.

*“Jumpstarting Student-Directed Pronunciation Learning”* – TfCS staff members showcased the program’s suite of online resources and presented empirically-driven strategies and techniques that NNES can use to improve their intelligibility at the New York State TESOL Conference in White Plains.

*“Independent Practice Skills Workshop”* – TfCS staff members developed and piloted the overview workshop “Independent Practice Skills.” This workshop introduces participants to practical, evidence-based resources and techniques for effective daily practice in pronunciation

and clarity. These techniques supplement TfCS's in-person services to personalize students' learning and maximize their growth.

*Just to Be Clear Podcast* – TfCS staff released episode 3 of its original podcast series, *Just to Be Clear (JTBC)*. Entitled “Decoding Fluency,” episode 3 features interviews with a Baruch ELL student from Japan and an expert guest from the NYC TESOL professional community. *JTBC* explores the learning and teaching spoken language; accompanying each episode are online learning materials for learners to build fluency, vocabulary, and listening skills. Since its release in September 2019, Episode 3 has been played over 320 times, and the podcast has a 5-star rating on iTunes. *JTBC* can be found at [jtbc.baruch.cuny.edu](http://jtbc.baruch.cuny.edu) and in the iTunes store.

*Assessment* – For AY 2019-2020, TfCS has recruited an Assessment Analyst to evaluate the program's dynamic practices for measuring student performance. The responsibilities of this position include reviewing the validity and reliability of speaking assessment instruments, correlating student demographic and participation data with learning outcomes, and making recommendations to improve the program's data collection procedures. Results of this investigation will inform curricular and assessment development in Summer 2020.

TfCS continued to offer pre- and post-instruction video assessments for the MFE, Zicklin PhD, and COM 1010-T students. Assessment results and satisfaction survey feedback for these cohorts were analyzed and compiled into separate reports.

*COM 1010-T Course Support* – In Fall 2019, TfCS provided direct support to 27 students enrolled in two sections of COM 1010-T, exclusively available to non-native English speakers. TfCS collaborated with COM faculty to align support with the course curriculum, and provided individualized instruction plans and exclusive access to specific TfCS services. In all, TfCS provided approximately 300 hours of supplemental support to 1010-T students throughout the semester. Student participation rates and feedback indicate high levels of satisfaction and engagement. In addition, results of the pre- and post-instruction assessments will inform revision of Fall 2020 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. For the first time, the semester culminated in statistically significant increases in all three areas of speaking ability (phonological, grammatical, and pragmatic), in addition to the anticipated high student satisfaction ratings across the board.

*Zicklin PhD Program Support* – Building on prior partnerships with the Zicklin PhD program, TfCS supported 11 PhD candidates with weekly instructional sessions and preferred access to small group workshops. Pre- and post-instruction assessments were delivered, and experience survey feedback was overwhelmingly positive. 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 3,176 one-to-one sessions and ran 80 workshops, for a total of 4,763 instructional hours. Our utilization rate was high—97%—and we saw more than 2,000 entries on our waiting list.

### *New hires*

- To better address student demand, we hired four new professional writing consultants for the spring semester, increasing our overall available student hours by 20%.

- In December, the center welcomed a new Administrative Coordinator, Hannah Brenner-Leonard.

#### *Early alert support*

- We reached out to 131 first-year students identified by their English instructors as “at risk” of earning less than a C. Of these, 20% visited the center at least once.
- 78% of at-risk first-year students who visited the Writing Center passed their course; 55% of at-risk first-year students who did *not* visit the Writing Center passed.

#### *Fall 2019 outcomes for Writing Center visitors and non-visitors*

- We also analyzed grades, withdrawals, and pass rates for students in English and Communications courses college-wide. Preliminary results show that students who visit the center have a lower withdrawal rate and higher pass rate than the general student population. The results also show that an increased number of Writing Center sessions correlates to higher grades.

| ENG Courses                                 |       | COM Courses                                 |       |
|---------------------------------------------|-------|---------------------------------------------|-------|
| <b>All students in English Courses</b>      | 5,115 | <b>All students in COM Courses</b>          | 4,595 |
| Average course grade (4-point scale):       | 3.34  | Average course grade (4-point scale):       | 3.49  |
| Withdrawal rate:                            | 7.0%  | Withdrawal rate:                            | 4.2%  |
| Pass rate:                                  | 89.6% | Pass rate:                                  | 93.0% |
| <b>All ENG students who visited WC</b>      | 655   | <b>All COM students who visited WC</b>      | 334   |
| Average course grade:                       | 3.48  | Average course grade:                       | 3.65  |
| Withdrawal rate:                            | 2.3%  | Withdrawal rate:                            | 1.2%  |
| Pass rate:                                  | 96.3% | Pass rate:                                  | 98.2% |
| <b>ENG students who visited &gt;3 times</b> | 159   | <b>COM students who visited &gt;3 times</b> | 96    |
| Average course grade:                       | 3.58  | Average course grade:                       | 3.71  |
| Withdrawal rate:                            | 1.9%  | Withdrawal rate:                            | 1.0%  |
| Pass rate:                                  | 98.1% | Pass rate:                                  | 99%   |

The Writing Center continues 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](#).