

Office of the Provost & Senior Vice President for Academic Affairs

GENERAL FACULTY REPORT SPRING 2018

Spring 2018 has been intensely busy, with numerous initiatives in full swing - both our own and those prompted externally. Most are alluded to in the report below, but a few seem particularly worth singling out in this prologue:

- Final results of the searches conducted under the Departmental Affirmative Action Recruitment Plans required by CUNY this year are not in, but it appears that meaningful progress might be forthcoming in several academic departments.
- CUNY's "Momentum" initiative, which aims to improve student success as measured by graduation rates and time to degree, has focused on: improving pass rates in "gateway" courses in Math (MTH 1030) and English (ENG 2100); encouraging students to complete 30 credits per year (and facilitating that completion through course scheduling); and the creation and refinement of "degree maps" that help students understand which courses they need to take semester-by-semester as they progress toward the degree and major they seek.
- College-wide strategic planning, facilitated by several public events, has been a recurrent theme in AY 2017-18 and has been accompanied in many divisions, including ours, by ongoing discussions of more local plans; a completed 2018-2023 college-wide plan is expected by the end of the spring semester.
- As mentioned below, we (our division plus more than 60 colleagues drawn from faculty and staff) are already engaged in the re-accreditation process of Middle States Commission on Higher Education (MSCHE) that will culminate in Spring 2020 with a site visit.
- Ethics Week 2018 (March 19-23), which features classroom discussions and invited presentations, and, this year, will be preceded by a half-day conference on a topic of interest to many: Big Data and Ethics (March 15). As usual, the winners of the Abraham J. Briloff Prizes in Ethics will be announced during that week.

Finally, the members of our office and colleagues throughout the college would like to express their thanks to Dominic Esposito, who served as Baruch's Director of the Office of Sponsored Programs and Research (SPAR) since July 2015. Dominic has moved on to the College of New Rochelle and we wish him well.

Academic Assessment

Academic assessment continues to be directed within our three schools by Melissa Sultana (MSPIA), Thomas Teufel (WSAS), and Lisa Vaia (ZSB), who are supported by and who are collaborating with Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness, Rachél Fester. As part of the Baruch College Self-Study 2020 (see more details below under "Accreditation"), a Working Group for Standard 5: Educational Effectiveness, has

been appointed, and will be co-chaired by Professor Jennifer Mangels (Chair of the Psychology department), and Heather Samples (Director of the Bernard Schwartz Institute for Communication Studies). Other members of this Working Group are still in the process of being invited to participate. Like all Working Groups, this one will include three members of the faculty, and three administrators in addition to the co-chairs.

In Fall 2017, both the Marx School of Public and International Affairs, and the Weissman School of Arts and Sciences held meetings of their learning assessment committees. The Marx School made progress on reviewing and updating learning goals for both undergraduate and graduate programs.

During Spring 2018, assessment efforts in WSAS are focused on two related areas: reviewing and updating the departmental efforts for assessment of the majors, and reviewing, updating, and planning for an AY 2018-19 assessment of Pathways courses at Baruch College.

The Zicklin School of Business did not hold any assessment meetings in Fall 2017, but will hold a learning assessment committee meeting in Spring 2018.

Academic Personnel

Adjunct Multi-year Appointments – In Fall 2016, PSC and CUNY entered into a Memorandum of Understanding to create a five-year pilot program offering long-serving adjuncts either a one-year with guidance, a (one-time) two-year contract or a three-year contract. In our second year of this pilot program (January 10, 2018), adjuncts received official notification of eligibility for a three-year appointment, to be effective Fall 2018. Eligibility was determined by the Office of Academic Administration, Schools, and HR/Payroll. Adjuncts eligible for such appointments must submit to Comprehensive Review and a needs assessment in the Spring 2018 semester.

During this second year of this initiative, in addition to the adjunct faculty who are in the second year of a three-year appointment, we have 34 adjuncts now eligible in the following categories: 1) are newly eligible to be considered for three-year appointments; 2) currently hold special one-time two-year appointments; and 3) currently hold one year with guidance appointments:

Faculty Now Eligible for Three-Year Adjunct Appointments = 34

School	First Time Eligible	Two-Year Special Appt.	One Year Appt. w/Guidance	Total Faculty Eligible
ZBUS	7	8	0	15
WSAS	8	5	5	18
MSPIA	1	0	0	1
Totals	16	13	5	34

Faculty Searches – As of February 26, 2018, the Provost has authorized fifty-one (51) faculty searches in the following designations; forty-two (42) of these searches are for tenure bearing titles; additionally there are three searches underway for Endowed Chairs: the Austin W. Marx Chair International Economics and Governance, the Lawrence N. Field Family Chair in Entrepreneurship, and the Neuberger Berman Zicklin Family Chair in Data and Analytics. The

remaining faculty searches include four Distinguished Lecturers, one Lecturer, and one College Lab Technician.

The Austin W. Marx School of Public Affairs has three current searches: The Austin W. Marx Chair in International Economics and Governance and two at the level of tenure-track Assistant or Associate Professor.

The Weissman School of Arts and Sciences has 25 searches in the following departments: English (4), Fine and Performing Arts (3), History (3), Journalism (1), Mathematics (4), Natural Sciences (3), Political Science (1), Psychology (3), Sociology and Anthropology (2).

The Zicklin School of Business has 23 searches: the Stan Ross Department of Accountancy (5), the Narendra Paul Loomba Department of Management (4), the Allen Aronson Department Marketing and International Business (3), the Bert W. Wasserman Department of Economics and Finance (4), the William Newman Department of Real Estate (3), the Paul H. Chook Department of Information Systems and Statistics (3), and the Department of Law (1).

Faculty Search Process – The College continues to make adjustments to the CUNYfirst hiring process. The Office of Academic Administration attends monthly meetings with the Budget Office, Provost, and Dean's Office of each school to monitor and improve the faculty hiring practice.

Reappointment, Tenure, and Promotion – The College granted reappointment with tenure to three faculty members and reappointment with early tenure to five. Two lecturers were reappointed with Certificate of Continuous Employment (CCE). These actions will be effective in September 2018. Seven faculty members were recommended for promotion to Associate Professor, effective August 2018.

Full-Time Faculty Tenure & Early Tenure/CCE effective 9/18 & Promotion 8/18

	ZBUS	WSAS	Marxe	Library	Student Development	Grand Total
Full-time Faculty Reappointment with Tenure Effective 09/18	0	1	2	0	0	3
Full-time Faculty Reappointment with Early Tenure Effective 09/18	1	4	0	0	0	5
Full-time Faculty Reappointment with CCE Effective 09/18	0	2	0	0	0	2
Full-time Faculty Promotion to Professor Effective 09/18**	0	4	0	0	0	4
Full-time Faculty Promotion to Associate Professor with Tenure Effective 09/18	1	5	1	0	0	7
Full-time Faculty Promotion Effective 08/18	1	9	1	0	0	11
Notes: Reappointments w/ Tenure & Early Tenure, CCE, effective 9/18 and Promotions to Associate Prof effective 8/18 were processed in Fall 2017 (CP&B October 17, 2017) ** Promotions to Professor effective 8/18 will be processed in the April 10, 2018 CP&B						

Faculty Development – During Fall 2017, Academic Administration, under the direction of Associate Provost, Patricia Price, ran two workshops on the topic of Reappointment, Promotion, and Tenure for the cohort of faculty members approaching their pre-tenure review process. The first workshop focused on understanding the standard timeline for the years leading up to and including the Promotion and Tenure decisions, the preparation and maintenance of the Personal Personnel file (“the binder”), and what elements constitute a strong Personal Statement. Faculty in attendance were tasked with writing a draft of the Personal Statement in the time between the first and second workshops. The second workshop paired faculty in different departments with one another to read and peer review each other’s Personal Statement, and, subsequently to discuss as a group what the participants had learned, substantively and emotionally through the process. Beginning with the 2018-2019 Academic Year, these workshops will be opened to all tenure-earning faculty who wish to participate.

The first annual Spring Forum on Tenure and Promotion constitutes a significant addition to Baruch College’s evolving suite of faculty professional development opportunities around tenure and promotion, coordinated by the Office of Academic Affairs. The Forum provides a structure for a regular, College-wide dialogue on tenure and promotion. The panelists represent key roles in the tenure and promotion process: a recent faculty candidate, a department Chair, a Dean, a member of the College P&B Committee, and the Provost. Once each participant has spoken briefly about their experience and/or role in the process, the Forum will then be opened up for questions from the audience. The Forum is particularly informative for tenure-earning faculty. It is also an opportunity for tenured Associate and Full Professors to mentor junior colleagues and contribute insights from their own experiences. All professorial title faculty, regardless of rank, are encouraged to attend annually.

Faculty Recruitment Diversity Initiatives – In Fall 2017, CUNY required all hiring departments to craft outcomes-oriented Departmental Affirmative Action Recruitment Plans. These were compiled and submitted to the Central Office in November. A series of three Progress Reports will be submitted to the Central Office over the course of AY 2017-2018, providing data and analysis on our diversity recruitment efforts as the year’s faculty recruitment unfolds. At the time of this writing, the majority of the faculty recruitment for Fall 2018 has not been concluded, therefore our evidence is partial and anecdotal. That said, this year’s faculty hiring appears to be positively influenced by meaningful conversations, as well as actions, around diversity.

Accreditation/Reaccreditation

The Self-Study process in support of Baruch College's institutional reaccreditation by the Middle States Commission on Higher Education (MSCHE) began with preparatory work in Fall 2017 and kicks off to the broader Baruch College community in Spring 2018. The Self-Study work continues up through and including Spring 2020, when a group of peer Evaluators will make their site visit to the Baruch College campus. It is co-chaired by Assistant Provost Rachél Fester, Associate Provost Dennis Slavin, and Associate Professor Cheryl Smith of the English department.

The Zicklin School of Business is currently preparing for the next round of reaccreditation from its specialized accreditor, the Association to Advance Collegiate Schools of Business (AACSB), with a planned site visit for Fall 2019.

Bernard L. Schwartz Communication Institute

The Schwartz Institute continues to support the pedagogical development of our faculty in key curricular cornerstones. This semester, we facilitated a new faculty orientation for the Zicklin capstone, Business Policy (BPL 5100). We continue to underwrite the programming of faculty partners designing their own pedagogical development, including for instructors of first-year writing (ENG 2100 and 2150) and Great Works of Literature (2800 and 2850). We are also underwriting instructional design and rubric development, as well as grading support, for the capstone Management course, Management and Society (MGT 3800).

We have amplified the reach and scope of our faculty development programming on inclusive pedagogy. Our Inclusive Pedagogy Seminar, developed in close collaboration with the Marx School's diversity committee, is running for a second time this semester, and the spring will conclude with both cohorts convening to share experiences and identify next steps for their expanding community of practice. The seminar reinforced our appreciation of the intersection between inclusive pedagogy and communication-intensive teaching and learning, suggesting new opportunities for supporting the College more broadly in its mission to foster a culture of diversity and inclusion. In response, the directors attended the Faculty Resource Network's Symposium on "Engaging with Diversity in the College Classroom" in November and the Associate Director will attend the AAC&U's "Diversity, Equity, and Inclusive Democracy" conference in March.

We are pleased to report that our inaugural Assistant Director for Writing in Public and International Affairs is, in her second semester this Spring, offering a full and responsive slate of programming, including faculty development workshops on teaching writing in the discipline, course-embedded in-class workshops, and supplemental student support. We are also excited to participate in Marx's Public Affairs Week this semester by collaborating on their Deliberative Forums event.

Our commitment to communication-intensive teaching and learning across the College continues to include meaningful collaboration with members of the Zicklin Undergraduate Curriculum Committee as they consider significant revisions to the guidelines governing Communication-intensive Courses. The Institute serves as a thinking partner and resource, sharing best practices from the scholarship of communication across the curriculum and in the disciplines.

Finally, we are delighted to announce that we have a new website that showcases our programming, articulates our mission and values, and contains original resources for faculty and students.

Center for Teaching and Learning (CTL)

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

Pedagogy: Faculty Development Workshops and Events - Since August 2017, the CTL has offered over 36 opportunities for faculty development workshops and will offer 24 more in the spring.

From October 9-13 the CTL worked with the Office of the Provost to promote “Online Learning Week” in which faculty were encouraged to experiment with broadening their online teaching experience by converting (at least) one face-to-face class to an online format. In the weeks leading up to October 9, the CTL scheduled workshops and one-on-one consultations to help faculty discuss and test options that suit the individual goals of the course.

November programming encouraged faculty to reflect on how to be better teachers in light of the opportunities and complexities offered by Baruch’s rich diversity. As faculty, what can we do in our teaching to encourage our students to think critically? How do we promote opportunities for our students to listen to other points of view? What can we do to foster an environment where students can express themselves in a way that they don’t fear reprisal and don’t feel silenced? How might this lead our students to be better participants in our democracy? The spirit of these programs was to develop critical tools that enable discussion, listening, and a free and fair expression of ideas, not to foster a particular point of view.

In early February, the CTL began the Spring 2018 CTL Faculty Fellows Hybridization Seminar in which 15 faculty representing the three schools will work throughout the semester to adapt one or more of their courses to an online or hybrid format.

Also starting in February was the Baruch College Collaborative Online International Learning (COIL) Faculty Fellows, a new program offered in collaboration with the Office of Global Initiatives to provide faculty support in the development of COIL-type courses. The inaugural cohort is being led by Prof. Anna Boozer (HIS) and includes 7 faculty from all three schools. COIL is a term coined by the SUNY COIL Center to describe “the four essential dimensions of real virtual mobility: it is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process.” Faculty Fellows will learn about COIL, develop strategies for incorporating it into their courses and ensuring that students on campus can interact virtually with students and faculty overseas to gain cross-cultural skills and develop a more global outlook.

Research – During Fall 2017, the CTL has piloted a research and writing group to support the development and dissemination of Scholarship of Teaching and Learning (SoTL) projects. Thus far, 20 faculty and staff representing the three schools are participating in this monthly, interdisciplinary group. There is interest in growing this initiative in the next academic year. SoTL is the systematic, evidence-based study of classroom practices or curricular initiatives and their impact, along with the public sharing and review of such work through presentation or

publication. Commonly, SoTL researchers frame and investigate questions related to student learning: the conditions under which it occurs, what it looks like, how to deepen it, and so forth.

Grant-Funded Project: “Improving Student Success in Gateway Mathematics Courses at Baruch College” – In Spring 2017, the CTL and the Student Academic Consulting Center (SACC) received a \$40,000 Encouraging Academic Momentum Grant (EAM) from CUNY Central to improve student success in the gateway mathematics courses CSTM 0120 and MTH 1030, which have been significant obstacles to credit accumulation, retention, and timely graduation for too many students. The proposed activities were designed to improve both academic advisement and classroom pedagogy by building upon an existing collaboration between these two academic service units at Baruch College.

A key goal of the grant was to improve the experiences of students in the face-to-face portions of the course. Grant funding enabled a group of 6 experienced instructors who have taught the intensive format to update existing lesson plans to create a complete resource book of lesson plans that incorporate active learning classroom activities that are appropriate for specific CSTM 0120 and MTH 1030 topics and fit within the pacing of the course.

This resource, titled “*Active Learning in Algebra: A Resource for College Math Instructors*” can be found at: <https://blogs.baruch.cuny.edu/saccactivelearning/> and is publicly available and open through the creative commons license. In addition to the lesson plans, it also offers resources for faculty and students, including an introduction to active learning, research on active learning and suggested study skills.

On December 14, 2017 the CTL and SACC held a workshop to train instructors to use these lesson plans effectively in the classroom.

Grant-Funded Project: “2017-2018 Baruch OER Course Development Initiative” – The CTL, in partnership with the Information Services Division of the College, received a \$221,275 grant from CUNY Central to work with 21 faculty from across the three schools to 40 convert courses during the Fall ’17 - Fall ’18 period to a “zero-cost textbook” designation on CUNYFirst.

The Baruch OER Initiative is on track to meet our grant application projection of saving 2,585 students over \$240,000 in textbook costs. Projections for the grant’s overall impact as of December 15, 2017 are:

TIME PERIOD	COURSE SECTIONS	SEATS	TEXTBOOK SAVINGS
FALL 2017	15	567	\$60,720
WINTER/SPRING 2018	23	658	\$72,408
PROJECTED FALL 2018	19 courses	1,127	\$116,032
TOTAL FALL 2017- FALL 2018	57+ sections	2,352	\$249,160

The courses that have been converted during Fall 2017 focused on no-cost textbooks and relied heavily on Baruch library's e-reserve system. The other platforms where students currently access course materials include: <http://arthistoryteachingresources.org/>, Blackboard, Blogs@baruch, and GitHub. We anticipate additional platforms in the future will include: CUNY Academic Works, <http://teachoe.org/>, <http://open-nys.org/>, and Reclaim Hosting.

During Fall 2017 we continued to work with faculty planning to adopt in the Winter/Spring 2018 semesters. We created more OER resources for the CTL website and designed and conducted the first round of internal assessment. In November, we presented our program and select resources at the CUNY IT Conference on November 30, 2017 and held an OER showcase of faculty work at Baruch on December 6, 2017.

After reviewing how to better support the needs of faculty in the process, we developed an OER workshop format to be held in the spring semester. Funds are also being used to create original OER materials under the creative commons license including a logic proof grader for PHI 1600 and lab manuals for BIO 3015 and ENV 1003/ENV 1004.

Faculty participants are being invited to share these course materials, as appropriate, on CUNY Academic Works, <http://open-nys.org/>, and our own OER repository currently under development, <http://teachoe.org/>.

Educational Technology – The CTL continues to develop and support Baruch's home-grown educational technology platforms Vocat and Blogs@Baruch. Since the revamped version launched in 2014, Vocat has served more than 10,000 students and 300 faculty and staff members. During the 2016-17 academic year, 2,890 users uploaded more than 5,100 videos across 134 sections on Vocat. In addition, 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 30,000 students, faculty, and staff across on 5,900 sites. In the 2016-17 academic year, 3,583 users and 784 blogs were added and 2,452 users across 314 blogs have been added thus far in 2017-18.

College Now

During Spring 2018, College Now enrolled 318 students into 12 college-credit-bearing course sections and 24 students in a non-credit STEM course (DNA Detectives). New this spring are our two hybrid courses, which meet face-to-face once a week: HED 1191 and PSY 1001. In Summer 2018, we expect to enroll 125 in college-credit-bearing courses. In addition, 15 students from our non-credit STEM course will assist Baruch Faculty with research. Below is a table of our college-credit course offerings for AY 17-18:

Fall 2017	Spring 2018	Summer 2018
ANT 1001	ANT 1001	BUS 1000-Two Sections
BUS 1011-Three Sections	ENG 2100	JRN 3050
COM 1010	BUS 1000- Two Sections	HED 1911
JRN 3050	COM 1010	ANT 1001
MTH 2003	JRN 3050	
PSY 1001 –Three Sections	MTH 2610	
SOC 1005	PSY 1001-Three Sections	
	SOC 1005	
	HED 1191	

Continuing and Professional Studies (CAPS)

We are proud to announce the 40th anniversary of the division of Continuing and Professional Studies (CAPS). We will be celebrating with a variety of events beginning in Fall 2018. We are happy to celebrate the growth of our program from a few skills-based classes to over 40 professional certificates and 400 individual courses. CAPS is now the largest noncredit program within CUNY's senior colleges. We offer programs that help members of the community enter the workforce, climb their professional careers and become leaders in their fields. Our students and alums range from across the tristate area and now the globe.

We are quickly developing a CAPS brand across the globe. Along with the College, we have hosted and co-hosted alumni events in Istanbul, Paris, Berlin, Tokyo, and Seoul. We now boast nine university partners in offering undergraduate and graduate programs in business leadership. We hope to welcome several more from Germany and Russia later this year. CAPS now has over 65 international partners who assist in recruitment and marketing to students. It is through these combined efforts that we now welcome roughly 500 students annually from around the world. While we welcome students from all nations, we continue to target specific countries including Turkey, France, Germany, Russia, Saudi Arabia, Serbia, South Korea, Japan, and China. In the coming year, we are exploring several of the francophone nations in Africa and several Central and South American neighbors.

Our domestic programs continue to thrive. Once again, our HR program has been recognized as among *the top 10 programs in the country* by the Society of Human Resource Management (SHRM). We will be adding an extensive program in Hotel and Hospitality Management and

Luxury Management. CAPS will be significantly expanding its IT and Visual Arts program to become a premier provider in New York City. We will also be developing a Health and Wellness program beginning later this year.

After a very busy year, CAPS has completed an overhaul of all online systems including the installation of CampusCE (the non-credit version of CUNYFirst). We have a new website, new marketing systems targeting all social media options and an extensive data mining platform. Our new systems have significantly decreased costs and increased our operations. More importantly, we are now in a position to make stronger program and operational decisions based on live and historical data.

You should all hear more about our planned celebrations next fall. Additionally, please remember that CAPS courses are open and free to all Baruch staff. To learn more, please go to www.baruch.cuny.edu/caps.

Global Strategies

The Office of Global Initiatives (OGI) sponsored International Education Week 2017 (November 13–17). The week was filled with events created and implemented by our office, as well as joint efforts in conjunction with Student Life, the International Student Service Center, the Conversation Partners Program (CPP), the Weissman School, and one other CUNY sister college, the Borough of Manhattan Community College (BMCC).

Work on the Baruch Collaborative Online International Learning (COIL) Fellows Program is ongoing. OGI provided travel support for two faculty members to attend the COIL seminar in Chicago. In October 2017, OGI, together with the CTL and the Senior COIL Faculty Fellow, Professor Anna Boozer, launched the Baruch COIL Faculty Fellows program. Eight fellows were selected, representing all three Schools.

In December 2017, Baruch College received a delegation from Chonnam National University in South Korea. A general partnership agreement was signed.

In January 2018, Myung-Soo Lee traveled to Paris to sign an agreement with the University of Paris - Dauphine, and then in late January and early February he went to Israel with Dean Huss to visit The College of Management Academic Studies and Hebrew University. While there, they hosted two Baruch alumni events, one in Tel Aviv and another in Jerusalem. OGI also provided support to a group of Baruch students who had been chosen to participate in the McGill Model UN competition in Montreal.

China Cultural Exchange program – OGI continues supporting this second round of the China Cultural Exchange Program. This program, a joint initiative of Rosa Kelly (International Student Service Center) and Kristy Perez (SEEK), provides Baruch students—domestic and Chinese—with a unique opportunity to experience foreign cultures. This effort is one example of “globalization at home” initiatives at Baruch.

In February 2018, 40 students from Ghent University, along with three staff members, visited Baruch to participate in a demonstration on the Wasserman Trading Floor of the Subotnick Financial

Services Center. The session was curated by Professor Jarrod Pickens and was followed by a campus tour. Over the years, several students from Ghent University have joined the Baruch community as full-time students.

Also in February, OGI hosted a delegation from RIT-Kosovo (Rochester Institute of Technology and the American University of Kosovo—*Kosovo's only private, nonprofit higher education institution which teaches entirely in the English language*). President Sharon Hart attended a celebration of the anniversary of Kosovo's 10th Independence Day, organized by Baruch College's Albanian Student Association. She then visited our Study Abroad Fair.

Honors Program

Baruch has been recognized as a Fulbright U.S. Student Top Producing Institution for the 2017-18 year for our three Fulbright Student wins to the Netherlands, Mexico, and Malaysia. In addition, three students are Fulbright semi-finalists and two are finalists for the Critical Language Scholarship Program for 2018-2019.

This year, *The Office of National and Prestigious Fellowships Advising* has worked with 74 candidates for fellowships and is offering 12 events in 2017-2018, including general information sessions and workshops on specific opportunities, e.g., Fulbright; Truman; Jeannette K. Watson.

Creative Inquiry Day – Baruch's fifth annual Creative Inquiry Day, celebrating undergraduate research and creative endeavors, is Thursday, May 10, 2018. 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.



Human Research Protection Program (HRPP)

Mission – The CUNY HRPP is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff, and students. The program provides oversight, administrative support, and educational training to ensure that research at CUNY complies with federal and state regulations, university policies, and the highest ethical standards. The CUNY HRPP comprises three University Integrated (UI) Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

Federal Regulation Change – On January 17, 2018, it was announced by the U.S. Department of Health and Human Services (HHS) and fifteen other Federal Departments and Agencies that there would be a delay in the effective date of the changes to the Common Rule. The effective date has changed from January 19, 2018 to July 19, 2018. We are awaiting guidance from the CUNY Office of Research as to how these policy changes will affect our research program. Once these changes have been integrated into our policies and procedures, training sessions will be held in person and on-line.

New CUNY Research Policies – In August 2017, CUNY Central announced two new research policies. CUNY's Policy regarding FERPA (Family Education Rights and Protection Act) requires all CUNY Personnel conducting scholarly research utilizing educational records (e.g.,

student grades, transcripts, course materials, etc.) to obtain permission from either CUNY's Office of Institutional Research (OIR) or Baruch's Institutional Research Office prior to utilizing these records for research purposes. The Independent Researcher Agreement (IRA) is required for all research involving unaffiliated independent researchers conducting research activities with Baruch/CUNY personnel regardless of whether the research involves human subjects. This agreement must be signed by the Independent Researcher, Principal Investigator of Research, Chair of the Department in which the PI has primary Affiliation, and the Provost's Designee. To review these two policies please go to our website: <http://www.baruch.cuny.edu/hrpp/forms.htm>.

Research Outreach & Compliance Activities – We have continued our outreach activities with the Industrial Organizational (I/O) Psychology and Corporate Communication Masters Programs. We have also held our annual presentation to new full-time faculty. We will continue to build and improve relationships with various departments and programs to increase institutional compliance with federal and CUNY human subjects' research requirements.

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

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

HRPP Training & IDEATE Help Video Libraries: Researchers interested in learning about the IRB process should visit our HRPP Training Videos Library: <http://www.baruch.cuny.edu/hrpp/trainingvideos.htm>. The 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 2017-2018, July 1 to December 31, 2017, Baruch College Faculty members have submitted 45 proposals. The number of submissions represents an increase of 29% from the previous year. The funding requested in the submitted proposals totals \$9,552,857. The Weissman School of Arts and Sciences submitted the most proposals, followed by the Marx School of Public and International Affairs, the Zicklin School of Business and the other administrative units.

External Awards – Grants and contract awards from all units total \$3,061,561 for the first half of FY 2017-18. This is on track for the College to maintain at least \$6.4 million in funding for the fiscal year.

The Marx School of Public and International Affairs had one award totaling \$379,760, the Zicklin School of Business had three awards totaling \$264,376, the Weissman School of Arts and Sciences had seven awards totaling \$462,000, and the other divisions in the college combined earned seven awards totaling \$1,955,423.

PSC CUNY 49 Research Award Program – In December 2017, 132 PSC applications were submitted by Baruch faculty members. This is an increase of 13% compared to the previous year.

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

Joint Committee for Research – Members elected to the 2017-18 committee are as follows:

Lauren Block (Marketing), ZSB
Hector Cordero-Guzman, MSPIA
Melisa Mendez, *ex officio*
Jean Gaffney (Natural Science), WSAS
Naomi Gardberg (Management), ZSB
Stephanie Golob (Political Science), WSAS
Aditya Jain (Management), ZSB
Robert Wagner (Law), ZSB

Student Academic Consulting Center (SACC)

Immersion & ATB – The landscape of summer and winter immersion is changing. While demand for immersion in reading and writing continues to drop, demand for elementary and intermediate algebra increased sharply last year and remains high. In addition, demand for services for students who need to pass ATB (ability-to-benefit) tests in order to be eligible for state financial aid awards continues to grow. To serve the latter group, we offer 8-day workshops in reading and

sentence skills. In addition, for students with schedule conflicts or when there are not enough students to run a workshop, we have begun to offer a self-paced, asynchronous online prep course through Pearson's MyFoundationsLab (MFL). So far, 14 students have completed the online course. Although they appear to struggle to manage their time well enough to complete the required 20 hours of work without the imposed structure of a daily class meeting, for students who do complete the online course, retest pass rates exceed those of students in the workshops.

To address the increased demand for algebra immersion, we are experimenting with a new approach. The number of students placing into elementary algebra has grown significantly in the past year. However, pass rates for the elementary algebra immersion average 80% over the past few years, suggesting that with the proper support, many students with this placement could probably handle going directly into intermediate algebra. This approach is consistent with CUNY's push to address developmental needs with co-requisite instruction rather than multi-course sequences. We have obtained funding to replace two sections of elementary algebra in Summer 2018 with sections of intermediate algebra that feature more robust out-of-class support. Students who place into elementary algebra will have the option of going straight into intermediate algebra under the co-requisite model. Because they will need only one course instead of the usual two-course sequence, the overall demand for seats will be reduced.

Tutoring and Workshops – SACC currently employs 73 tutors. In Fall 2017, 2,918 students attended a total of 9,183 appointments, for a total of 11,258 hours of tutoring and workshops. The mean number of appointments attended per student is about three. We continue to look for ways to encourage more high-frequency attendance, such as the BAR Program, described below. To better serve our students, we have re-examined many of our scheduling and attendance policies this year, providing greater flexibility and more opportunities for walk-ins. Beginning in Spring 2018, tutoring in the natural sciences now takes place in SACC, and students looking for science tutoring now have the ability to schedule appointments in advance.

Academic Rebound Program – The Baruch Academic Rebound (BAR) Program provides a standing, weekly, one-on-one appointment to students repeating a math class to help them regain academic momentum. Our Fall 2017 pilot program targeted students repeating MTH 2003. Of the 82 students invited to participate, 20 signed BAR contracts. Although only nine of those completed the program (students are removed after their third miss), the pass rate for those nine was more than 29 percentage points higher than for nonparticipants. In Spring 2018, we have expanded the program to include CSTM 0120 to help as many repeaters as possible complete that course before it is discontinued. We have 33 participants.

SACC's Internationally Certified Tutor Training Program – Our biggest project so far this academic year has been to prepare our application for the recertification of our tutor training program through the College Reading and Learning Association. The CRLA International Tutor Training Program Certification (ITTPC) is considered the most rigorous among the available national and international certifications, and SACC holds this certification at all three available levels: Tutor, Advanced Tutor, and Master Tutor. We have been hard at work updating our training program and preparing the extensive documentation required for recertification. Changes include updated materials for training in sexual harassment prevention and intercultural communication; peer observations; an increased emphasis on Socratic tutoring; and new modules

on metacognition, scaffolding, non-cognitive obstacles to success, and the role of the learning center in achieving institutional goals. Tutors are also now required to repeat each level of training before moving on to the next one, which means each training class creates interaction between tutors reviewing the material and newer tutors learning it for the first time. The introduction of a team-based approach to training leverages the inherently competitive nature of our high-achieving tutors to keep them focused and engaged during a long day of training. In Fall 2017, SACC held its first Master Tutor training in almost four years. Our application for CRLA recertification was submitted at the beginning of March.

Tools for Clear Speech (TfCS)

Tools for Clear Speech offers instruction to all graduate and undergraduate English language learners and non-native English speakers at the college. Through small-group and one-to-one tutorials, a workshop series, a speaking ability assessment, conversation hours, and online instruction, TfCS guides participants toward clearer, more effective communication by helping them to improve their pronunciation, intelligibility, and pragmatic abilities. In Fall 2017, TfCS served 250 unique students in 1,500 hours of instruction across all offerings, down 16% and 12%, respectively, from the previous fall. While student need and demand has increased, the program's lack of physical spaces in which to serve students has meant a decline. Although the generosity of departments such as the Schwartz Communications Institute, the Subotnick Center, the Newman Library, and CAPS alleviates some physical space concerns, TfCS lacks dedicated multi-purpose spaces for running services, and cannot meet the current demand from its expanding student base.

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

COM 1010-T Course Support – In Fall 2017, TfCS provided direct support to 52 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-assessments to students, as well as exclusive access to small-group workshops and other services. In all, TfCS provided over 500 hours of supplemental support to 1010-T students throughout the semester. TfCS has assessed nearly 120 students interested in 1010-T since Summer 2017.

MFE Program Support – TfCS continued its support for Baruch's MFE program, offering 33 students pre- and post-assessments and weekly sessions with Speech Consultants. The semester once again culminated in an increase in those students' post-assessment scores and high student satisfaction ratings across the board.

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

Drown Foundation Support – In Fall 2017, TfCS was grateful to have been awarded funding by the Joseph Drown Foundation for AY 2017-18 in the amount of \$50,000 – matching the amount awarded in the previous year. This support has enabled continued development of *Tools To-Go* and FSS services and development of the TfCS podcast, “Just to be Clear,” among other student-centered, research-driven projects.

Podcast Development – Supported by funding from the Joseph Drown Foundation, TfCS continued work on an original podcast series, “Just to be Clear.” Researched, written, and produced by TfCS Speech Consultants, the series will discuss best instructional practices, relevant field research, and feature inspirational voices of Baruch students. Each episode will also include supplemental instructional materials housed on the “Just to be Clear” website, where students can view videos, download worksheets and transcripts, and take part in online practice exercises that link directly to *Tools To-Go*. Episodes 1 and 2 will be available in late spring 2018.

The Writing Center

The Baruch College Writing Center offers free, professional writing support for all undergraduate and graduate students through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. In Fall 2017, we met with students in 3,178 one-to-one consultations and filled 1,031 seats in small-group sessions (workshops and student writing groups). Within our center, we worked with 1,280 unique student users across all services, excluding in-class workshops.

In the fall, student demand again exceeded available appointments: at our main location, our utilization rate remained 98%, with 2,600 entries on our waitlist (indicating that a significant number of students could not find open appointments).

A few highlights of the Writing Center’s recent work include:

Expanded number of student hours – To work towards meeting student demand, we expanded our hours by 20% this spring, restructuring the workload of full-time staff to allocate money to hire new consultants.

New consultants – We hired an additional five part-time consultants this spring, bringing the total of new hires this academic year to twelve (comprising half the staff). These consultants bring a wealth of experience teaching college writing, and they hold graduate degrees in Applied Linguistics, History, Performance Studies, French, TESOL, Fiction, Poetry, Composition-Rhetoric, Socio-Cultural Anthropology, English, Theatre, and Translation. They also teach at a wide range of peer institutions, including NYU, John Jay, BMCC, Columbia, Princeton,

Fordham, FIT, Bronx CC, York, and many others.

Expanded SEEK collaboration – Building on the success of our recent partnership with the SEEK program, we expanded the number of designated weekly hours from eight to twelve.

Student satisfaction – Student responses to post-session surveys remain positive, with 96% of respondents agreeing with the statements “I felt confident in my consultant’s abilities” and “I think my writing project will improve as a result of this session.”

New student resources – We created new student-facing resources on article use, verb tenses, cover letters, case analyses, and more.

Scholarship – The directors continue to lead the center’s staff in researching and applying Writing Center strategies, drawing particularly on TESOL scholarship to better support English language learners. They presented this work at the International Writing Center Association in November, where Deepti Dhir (our associate director) spoke on “The Not-So-Secret Role of Writing Center Consultants as Language Teachers” and Diana Hamilton (our director) on “Reconsidering Writing Center Received Wisdom.”

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](#). In the fall, faculty members invited us to their classes for more than 60 in-class workshops and classroom visits.