

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

In August 2019, Baruch College welcomed James (Jim) McCarthy back as our Interim Provost and Senior Vice President for Academic Affairs. Jim held those positions from 2007-2012, before serving as president at Suffolk University in Boston. Since returning to the greater New York area and consulting for a number of colleges and universities around the country, he has not been a stranger to Baruch: he taught the introductory course in the Marxe School's Graduate Program in Higher Education Administration several times and in Spring 2019 was appointed academic director of that program. Jim's term as Interim Provost runs through May 2021.

Dave Christy retired as Provost and Senior Vice President for Academic Affairs at the end of June 2019, having served in that role since July 2013. As he wrote last February in the announcement of his impending departure, Dave listed as significant accomplishments working with President Wallerstein on the recruitment of two new deans, making strategic amplifications to the mission of the Austin W. Marxe School of Public and International Affairs, and navigating the shifting waters of CUNY's budget, policies, and initiatives. Typical of his creative thinking and sensitivity to Baruch's strategic needs, Dave assigned Dr. Linda Lemiesz the task of building an infrastructure for Adjunct Faculty Services (as elaborated below) and found appropriately generous and flexible new space for our Center for Teaching and Learning as two of his final acts as our provost.

Academic Assessment

In September 2019, the Office of Assessment, Accreditation, and Institutional Effectiveness benefitted from a transfer and reorganization that involved the arrival of Melissa Sultana, former Deputy Director of Academic Programs in the Marxe School, to fill a new role of Associate Director of Assessment. In related news, during this academic year, we welcome Eric Gander, Associate Professor of Communications, as the new assessment lead in the Weissman School. The assessment lead in the Zicklin School continues to be Lisa Vaia. Eric and Lisa report to their respective Associate Deans, and while Melissa will continue to be the assessment lead at the Marxe School, she is now reporting to with the Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness, Rachél Fester.

The Marxe School Learning Assessment Committee (LAC) is scheduled to hold its first meeting of the semester in October 2019. The Committee will be electing a faculty Chair. Administrative management of assessment at Marxe, including the work of the LAC, will continue to be supported by Melissa Sultana. The Marxe School Learning Assessment Committee and the Marxe School faculty are scheduled to engage in a broad range of assessment work this year, including but not limited to Quantitative Literacy assessment, MPA capstone assessment, Management assessment; assessment of MPA competency #3 (analysis); revision of learning goals for the MSED in Higher Education; finalizing the learning goals for the Masters in International Affairs; and beginning to explore collaborative assessment between the faculty teaching Research Methods and the faculty teaching Capstone.

The Weissman School Assessment Committee held its first meeting of the semester in September 2019, and discussed a successful Spring 2019 cycle of General Education assessment. General Education is assessed at Baruch College on a three year cycle. With the exception of a few departments, all General Education Assessment Reports for this cycle have been submitted to Eric Gander. Assessment of Weissman majors also took place during Spring 2019.

The Zicklin School has spent the past several months preparing for their November 2019 AACSB site visit. The ZSB Continuous Improvement Committee is scheduled to meet in October 2019.

Academic Personnel

As we continue to modernize our workplace, Baruch has adopted Interfolio to electronically manage our faculty personnel actions. We will roll action categories into the Interfolio environment across the next two years, beginning with academic leave applications in Fall 2019.

In recognition of the reality that chairing a department constitutes a vital collegial as well as administrative task for which there is never enough support, Associate Provosts from several CUNY senior colleges – Baruch, College of Staten Island, John Jay, and Queens – collaborated with the Central Office to develop and deliver a full day of programming to support Department Chairs in their core duties. This was held at John Jay College in June 2019, and attended by 26 Department Chairs from the participating pilot institutions. Subsequently, we proposed a recurring annual suite of Department Chair development programming to be offered across all CUNY colleges, beginning in January 2020. This initiative was funded by the Central Office.

All web pages under the Provost's area have been or are in the process of being redeveloped. In mid-October, the web pages for the Provost's Office, Teaching and Learning, Academic Administration, and Assessment, Institutional Effectiveness, and Reaccreditation will go live. A second phase will include web pages for Research Development and Support, and the Office of Adjunct Services.

On April 11, 2019, Baruch's faculty recognition events were supplemented by the Research and Creative Activities Reception. This reception recognized faculty who had a scholarly accomplishment in the prior calendar year. It was attended by nearly 100 Baruch faculty.

Faculty Searches – As of September 24, 2019, faculty searches for the 19-20 academic year resulted in the following faculty hires:

9 appointments to Zicklin School of Business:

- 1 Assistant Professor, Stan Ross Department of Accountancy
- 3 Assistant Professor, Paul H. Chook Department of Information Systems
- 1 Lecturer, Stan Ross Department of Accountancy
- 1 Lecturer, Allen Aaronson Department of Marketing and International Business
- 1 Lecturer Doctoral Schedule, Narendra P. Loomba Department of Management
- 2 Substitute Appointments
 - 1 Assistant Professor, Stan Ross Department of Accountancy
 - 1 Lecturer, Paul H. Chook Department of Information Systems

2 appointments to The Austin W. Marx School of Public Affairs

- 1 Professor, Chair of International Affairs
- 1 Substitute, Assistant Professor

10 appointments to Weissman School of Arts & Sciences

- 1 Sidney Harmon Visiting Professor, Journalism & Writing Profession
- 1 Visiting Lecturer Doctoral Schedule, History
- 8 Substitute Appointments
 - 1 Assistant Professor, Communication Studies
 - 1 Assistant Professor, Political Science
 - 2 Assistant Professors, Psychology
 - 1 Lecturer, Doctoral Schedule, English
 - 2 Lecturer, Mathematics
 - 1 Lecturer, Philosophy

Full-Time Faculty Tenure & Early Tenure/CCE effective 9/19; Promotion effective 8/19; and New Hires for AY 19-20	ZBUS	WSAS	MSPIA	Library	Total
Full-Time Faculty Reappointment with Tenure effective 9/19	3	2	1	0	6
Full-Time Faculty Reappointment with Early Tenure effective 9/19	1	1	1	0	3
Full-Time Faculty Reappointment with CCE effective 9/19	0	1	0	0	1
Full Time Faculty Promotion effective 08/19	4	5	0	0	9
Full Time Faculty Promotion to Professor effective 08/19	0	3	0	0	3
Full Time Faculty Promotion to Associate Professor eff. 8/19	4	2	0	0	6
New Hired & Appointed (Professorial) Faculty for AY 19-20	7	2	1	0	10
New Hired & Appointed (Lecturers) Faculty for AY 19-20	3	0	0	0	3
New Hired @ Appointed (Distinguished Lecturers) Faculty for AY 19-20	0	0	0	0	0
New Hired & Appointed (Visiting) Faculty for AY 19-20* <i>(This includes the Fall 2019 Sidney Harmon Visiting Professor & WSAS Endowment "Visiting Lecturer Doctoral Schedule" a position that rotates within the WSAS school. For the 19-20AY the hire is in the History department.)</i>	0	2*	0	0	2
New Hired & Appointed (Substitutes) Faculty for AY 19-20	2	8	1	0	11
Total Full-Time Faculty Tenure & Early Tenure/CCE effective, Promotion and New Hires for AY 19-20	24	26	4	0	54
Reappointments w/Tenure & Early Tenure, CCE, effective 9/19 and Promotions to Associate Professor effective 8/19 were processed in Fall 2018 (CP&B: October 08, 2018) Promotions to Professor effective 8/19 were processed in the Spring 2019(CP&B: April 09, 2019)					

In AY 2018-19, the Office of Academic Administration (OAA) worked in collaboration with budget and deans' offices to streamline the annual faculty hiring practice. As part of the continued evolution of the process, a comprehensive spreadsheet was developed to provide current data on the status of a search/hire. The spreadsheet is maintained by OAA and updated to allow real-time access for each Dean's Office, and the offices of Budget, Human Resources and the Office of Diversity.

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. This year we will have our fourth cohort of multi-year (three-year) appointments for teaching adjuncts (Fall 2020-Spring 2023). In addition, our first cohort of adjuncts who received three-year appointments for Fall 2017-Spring 2020 may be considered for a second three-year appointment if they have taught at least six classroom contact hours per semester within the same department, at the same college, for the ten most recent consecutive fall and spring semesters from Fall 2015 through Spring 2020 preceding the effective date of the three-year appointment. In January 2020, the Office of Academic Administration will notify adjuncts of their eligibility and academic departments and chairs will be notified of what is required to undertake comprehensive review of all eligible adjunct candidates for multi-year (three-year) appointments.

Accreditation/Reaccreditation

The Division of Academic Affairs appreciates the engagement of faculty, staff, and students in the Middle States Self-Study process, which began in November 2017 and which will wrap up in March 2020.

The Middle States Self-Study process in support of Baruch College's institutional reaccreditation by the Middle States Commission on Higher Education (MSCHE) is on schedule. The Self-Study is co-chaired by Assistant Provost Rachél Fester (who is also Baruch College's Accreditation Liaison Officer to MSCHE), Associate Provost Dennis Slavin, and Associate Professor Cheryl Smith of the English Department. Over the summer, the Co-chairs worked on continued revisions to the Self-Study. A draft was released for community review, to all full time and part time faculty and staff, on August 1, 2019. Colleagues were asked to review the draft and submit feedback by September

30, 2019. The Self-Study Co-chairs sincerely appreciate the engagement of all individuals who participated in Self-Study draft review. The Assistant Provost continues to incorporate all community feedback into the ongoing revision of the draft and all Co-chairs will review the final draft again in October. A final draft (that is understood to still be a draft) will be sent to the Chair of the Evaluation Team in mid-October 2019.

On November 13, 2019, the Chair of our Evaluation Team, Dr. Christopher Fiorentino (President of West Chester University, in PA) will visit Baruch College. He will meet several members of the faculty and administration on that day, and will provide verbal feedback on the draft Self-Study. The Co-chairs will finalize the draft based on his feedback, and the final Self-Study will be submitted to Middle States in December, in preparation for the March 2020 site visit.

The Middle States Evaluation Team (the composition of which is not yet known) will be visiting Baruch from March 1 through March 4, 2020. The Office of the President is working with the Assistant Provost and other colleagues on planning for the site visit.

Compliance with the entire set of [Middle States Standards for Accreditation and Requirements of Affiliation](#) is the responsibility of every member of the faculty and staff at Baruch College. Any member of the faculty or staff, or any student, who has questions about Baruch's Middle States accreditation, should contact Baruch's official Accreditation Liaison Officer to the Middle States Commission, Assistant Provost Rachél Fester.

Adjunct Faculty Services

Shortly before he retired in June 2019, Provost Christy assigned Dr. Linda M. Lemiesz the task of building an infrastructure for Adjunct Faculty Services. She has, in that short time, drafted a mission statement and service goals for this new project. She has also created two orientation brochures for adjunct faculty, "Adjunct Essentials" and "Adjunct Employee" (now under review) and posted a website on Blogs at Baruch: <https://blogs.baruch.cuny.edu/adjfac/>. Linda has surveyed the more than 60 faculty members who attended Fall 2019 orientation sessions for their preferences for professional development opportunities. These programs, to be run in conjunction with the Center for Teaching and Learning, include a Community of Scholars and a brown bag lunch. With the advice of BCTC, she is now developing an on-line orientation course to be run on Blackboard.

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute commenced this academic year with continued focus on faculty development programming. We facilitated, along with our partners in the Division for Academic Affairs, an Orientation for new Full-time Faculty. Using the Institute's Very Short Guides (VSGs), now in their Second Edition, as a foundation, we led small groups of new faculty in working with various active learning strategies to identify opportunities to support student learning across the disciplines. We also facilitated a brief session at the New Adjunct Orientations to share our collection of VSGs and look closely at one core pedagogical practice: scaffolding student learning. For future instructors in the new cohort of Zicklin PhD students, we provided a short introduction to our Inclusive Pedagogy programming, preparing them to engage inclusively as both students and as instructors. And finally, for full- and part-time faculty teaching Introduction to the Theater Arts (THE 1041), we designed and facilitated a new workshop on Generating Student Engagement in Large Courses.

In addition to developing resources, such as the VSGs, to support our faculty's communication-intensive teaching and learning, the Institute also develops resources to directly support students' learning. Among these are a compilation of Model Student Speeches, and a brand new compilation

of Model Student Slides. Both are annotated to guide students toward reflection and growth as communicators across the disciplines. We encourage faculty to share these resources with their students, or use them in class to support oral and visual communication assignments.

Our Assistant Director for Writing in Public and International Affairs, Dr. Julia Goldstein, continues to provide responsive pedagogical development programming for Marxe faculty. This semester, she'll be leading workshops on Facilitating Meaningful Peer Review and on Supporting Sentence-level Clarity and Professionalism. For Marxe graduate students, Dr. Goldstein piloted a new series of co-curricular learning opportunities this summer: for new students, a workshop entitled "Introduction to Writing in the Marxe Graduate Programs," designed to articulate the importance of writing in public affairs fields, overview common genres in the disciplines, and reflect on opportunities for development as writers; for returning students, a workshop entitled "Editing Strategies for Clarity, Style, and Professionalism" that included breakout modules on "Increasing Precision and Readability;" "Controlling Sentence-Level Boundaries;" and "Achieving 'Flow' with Connectives." The pilot went extraordinarily well, with high student turnout and satisfaction, and will be offered again in the near future.

As always, we continue to provide tailored course-embedded support to faculty and students in a range of courses across the curriculum. This Fall, we initiated two new course-support partnerships: Public Campaigns and Advocacy (PAF 3108) at the undergraduate level, and the Public Affairs Capstone (PAF 9190) at the graduate level.

Finally, Dr. Meechal Hoffman has been named the Institute's Director. She will soon be welcoming a new Administrative Coordinator to her team, and will also soon initiate a search for a new Associate Director.

Center for Teaching and Learning (CTL)

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

Pedagogy – Faculty Development Workshops and Events

Over the summer, nine part-time faculty participated in the Hybrid Seminar and there will be a fall cohort of 13 full-time faculty. The Hybrid Seminar curriculum will be made available under a creative commons license at a newly developed resource, Teach Hybrid.

Research – To continue support of the development and dissemination of Scholarship of Teaching and Learning (SoTL) projects, the CTL held a Quantitative Research Brown Bag workshop in March, and a two-day Writing Retreat in June. The Writing Retreat will be offered again in January 2020.

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. The Baruch OER Initiative met second year projections working with more than 80 unique members of the faculty to save 5,967 students more than \$770,000 in textbook costs in 297 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 Fall 2019 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 14,600 students and 400 faculty and staff members. During the 2018-19 academic year, 3,125 users uploaded more than 4,900 videos across 148 sections on Vocat.

Blogs@Baruch is an online publishing and academic networking platform for the Baruch College community. Since launching in 2009, Blogs@Baruch has been used by more than 34,000 students, faculty, and staff across on 7,400 sites. In the 2018-19 academic year, 2,462 users and 876 blogs were added.

News – We are pleased to announce the CTL has moved to the 6th floor in the Newman Library building (151 East 25th Street), rooms 647, 648, 649, and 655. The new location makes us neighbors to the BCTC Help Desk, Labs, and staff.

College Now

During Summer 2019, College Now enrolled 145 students into six credit-bearing course sections and one non-credit course. College Now also had 16 students participate in our summer STEM Research Academy. Those 16 students participated in a paid summer internship in which they conducted research with Baruch faculty. Faculty mentors came from the Natural Sciences and Psychology departments. Most notably, two STEM Research Academy students received paid extensions from CUNY Central to continue their research with Baruch faculty into the fall semester. New for Fall 2019 was the successful rollout of the new College Now online application, which yielded a record 600+ student applicants. New for Spring 2020 will be 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 Information Systems and Technologies (CIS 2200).

Below is a table of our college-credit course offerings for the FY 2019-2020 academic year.

Summer 2019	Fall 2019	Spring 2020
BUS 1011	COM 1010	COM 1010
JRN 3050	PSY 1001 (Two Sections)	PSY 1001- Two Sections
HED 1911	JRN 3050	PSY 3181
ANT 1001	BUS 1011 (Two Sections)	JRN 3050
FIN 1601	ANT 1001	BUS 1011- Two Sections
PSY 1001	SOC 1005	ANT 1011
STEM Research (Non Credit)	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)

Assessment Initiatives – Each semester our department heads review assessment initiatives from several perspectives. We review each student course evaluation prior to the selection of instructors for the new semester. If a course evaluation contains negative feedback, we call random samples of

students in the course in an attempt to elicit further feedback. If the feedback is severe, all students are contacted. If the comments are positive, we submit the instructor for award consideration, which takes place at graduation.

Additionally, the CAPS teams convene regular student focus groups for both domestic and international student bodies. Course content reviewed, instructional quality and the overall student experience are discussed.

CAPS makes special efforts to convene area-specific meetings with our instructional teams. The intent of the meetings is to discuss overall satisfaction, challenges faced in the classroom, instructional approaches, and to map certificate curriculum when needed. The instructional meetings are used to elicit feedback on industry trends, new course ideas, and comments on areas that are proving less relevant in the field.

For all courses, a syllabus is submitted for approval each semester. The syllabus must include all features within the template that we provide. Additional content is more than welcome, but at a minimum, all features requested by the CAPS office are required. The syllabus must then be uploaded and made available to students in our online learning management system, Moodle. Any shift in the curriculum from the posted syllabus must be reported to and approved by the CAPS team prior to implementation in the classroom.

Instructors are observed per the following policy:

- all new instructors,
- instructors that have received credible complaints, and
- a random sampling of existing instructional staff.

Findings and Changes – In Fall 2019, we removed 17 instructors out of over 200 based on feedback and replaced each with new, qualified subject matter experts. In all cases, applicants must submit to an interview and teach a demo class for our hiring teams. The next step is the creation of a syllabus that must be accepted prior to officially being hired. We seek experienced instructors who are active in their fields. Each instructor must have a compelling presence in the classroom, have excellent teaching skills and have active connections to the content they are teaching. Many provide expert guest lectures, site visits, or links to jobs.

Based on feedback from both students and instructors, we are instituting significant changes as shown below:

1. Our international programs have added several content areas, including Real Estate, Luxury, and Music and Entertainment.
2. We are opening our international programs to allow students to take 1, 2 or 3-semester formats. The decision was made based on the requests of our international academic partners and our 65 + international recruiters across the globe.
3. To better serve the needs of our external academic partners, we created the role of Client Managers to better address communication and operational needs. The new roles are essential to ensure client satisfaction and immediate responses to inquiries and overall project management.
4. The final major initiative is the potential partnership we are entering for our IT programming. We have discovered that to attract the right instructors and students, we need greater integration with the community. This level of integration would be challenging with existing staff, so we decided to partner with two tech companies. We will provide

instructors and labs for use in our program. CAPS will vet both, but provide operational support.

Our Music and Entertainment program was released only one week ago for initial soft launch. We are already receiving exceptional interest in the program. We saw our its second-highest acceptance rate (yield rate) this fall among our international applications and we expect that rate to continue to rise based on the changes mentioned above.

Honors Program

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

Admissions – Honors welcomes a record-breaking Class of 2023 with 124 new Macaulay Scholars, 17 Baruch Scholars, and 14 new Provost Scholars for Fall 2019. In partnership with Enrollment Management, Honors successfully increased diversity of the class. The average SAT of accepted students was 1416. Faculty interested in reviewing applications for the Class of 2024 should contact Jody Clark Vaisman: jody.vaisman@baruch.cuny.edu.

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 – Last year over 110 Baruch students applied for prestigious fellowships and 36 won; students were successful at receiving a Schwarzman Scholar Award, a PPIA Junior Summer Institute Award, and a Fulbright Award to Hungary, among others. Fellowships offers information sessions on general and specific opportunities, such as awards for public service, funding graduate school through prestigious scholarships, and funding for study abroad. See Baruch’s searchable directory of undergraduate and graduate opportunities to help students match to opportunities <http://www.baruch.cuny.edu/fellowships/>. Faculty interested in nominating students or assisting the Fellowships Office, should contact Valeria (Valerie) Hymas: Valeria.Hymas@baruch.cuny.edu.

Assessment – In our survey of students graduating in the 2018-2019 academic year, most seniors reported that they would choose Baruch Honors again. Because seniors gave high ratings to the usefulness of the laptop, we are attempting to raise funds to give laptops to incoming Baruch Scholars this year. Based on the value ascribed to the Honors study spaces, we provided alternative study spaces and reopened quickly during construction in the 17 Lex building.

Institutional Effectiveness

Over the Summer and into Fall 2019, the Assistant Provost continues her work with the Division of Academic Affairs, the Division of Enrollment Management & Strategic Academic Initiatives, and the Division of Student Affairs on assessment of administrative, educational, and student support (AES) units of Baruch College.

Assistant Provost Fester continues to support the Strategic Planning Implementation process by partnering with the Office of the President and colleagues on the Implementation Committee for the Strategic Plan. During the 2018-2019 academic year, the Implementation Committee gathered information from Deans and Vice Presidents as well as their direct reports, and created a large-scale dataset of implementation actions and priorities. Each Dean and Vice President will now work with their Schools and Divisions on a year-to-year implementation process, which will be reviewed

annually.

Baruch College deployed one of its key institutional effectiveness assessment tools during Spring 2019: the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey. During Summer 2019, the Assistant Provost attended a CUNY training on the COACHE survey, along with the Associate Provost for Teaching and Learning, the Chair of the Faculty Senate, and the Director of Institutional Research. Data were released to the Colleges at the end of the summer, and the Chair of the Faculty Senate will be reporting on results to the faculty in October. After the Chair of the Faculty Senate presents initial findings, the Office of Institutional Research and the Office of Assessment, Accreditation, and Institutional Effectiveness in collaboration are available to provide support on understanding and using the COACHE data.

Baruch College has also registered to deploy another of its key institutional effectiveness assessment tools, the National Survey of Student Engagement, during Spring 2020. Baruch College deploys NSSE on a three-year cycle. Results are used to inform and make improvements in a range of administrative, educational, and student support service units. Assistant Provost Fester will work with colleagues on understanding and using the NSSE data when they become available, late in 2020.

Office of Research Compliance and Outreach (ORCO)

Mission – The Office of Research Compliance and Outreach (ORCO) was created partly in response to the University-wide reorganization in the research area. ORCO provides forward-thinking oversight and leadership around how research data are handled. Data mobility and security, intellectual property, and compliance with emerging regulations around the gathering and sharing of research data are evolving areas that our faculty, student, and staff researchers need support and guidance in managing. ORCO continues to oversee the protection of the rights and welfare of human subjects in research conducted at Baruch or by Baruch/CUNY faculty, staff, and students. This office also oversees other compliance areas such as export control, research agreements, data transfer, and animal research protocol administration. ORCO provides oversight, administrative support, and educational training to ensure that research at Baruch complies with federal and state regulations, university policies, and the highest ethical standards.

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

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

Research Compliance & Outreach Activities – We held our annual seminar for new faculty and presented to faculty advisors in the Communication Studies Department. We will continue to build and improve relationships with various departments and programs to increase institutional compliance with federal and CUNY research requirements. With the hiring a full-time staff member we hope to expand our outreach activities to include additional compliance areas under our purview to provide our research community with a more comprehensive understanding of research compliance.

Research Compliance and Outreach Website – We are working with BCTC on substantial changes to our website. Website changes will be announced when completed.

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.

Orientations for New and Adjunct Faculty

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

Sixty-six members of the adjunct faculty attended one or another of two orientation sessions in September organized jointly by our chapter leadership of the Professional Staff Congress (PSC) and members of the Provost's Office. Attendees were treated to meals provided by the union and presentations by chapter leaders, as well as a full smorgasbord of presentations by leaders of student and faculty support services, both academic and non-academic.

Sponsored Programs and Research (SPAR)

External Proposals - During FY 2018-2019, Baruch College faculty members submitted 62 proposals—a 3.2% decrease in submissions from the previous year. Funding requested in the submitted proposals totaled \$15,159,300: the Weissman School of Arts and Sciences led submissions with 38 proposals; followed by the Marxe School of Public and International Affairs with 12 proposals; the Zicklin School of Business with 7 proposals; and other administrative units with 5 proposals.

External Awards – Grants and contracts awards from all units totaled \$5,666,776. The number of awards received was 45: the Weissman School of Arts and Sciences led with 21 awards totaling \$1,615,936; followed by The Marxe School of Public and International Affairs with 6 awards totaling \$1,368,975; and the Zicklin School of Business with 8 awards totaling \$689,431. The other divisions in the college, combined, earned 10 awards for \$1,992,433.

PSC CUNY 50 Research Award Program – 144 PSC applications were submitted, and 106 awards were achieved, for a success rate of 74%. Funds awarded came to \$457,192.

Strategic Implementation

Goal 1.1.1 of Baruch's 2018-23 Strategic Plan reads "Provide opportunities for engaging

pedagogical development for all faculty.” Under that heading, the associate provost of Teaching and Learning and the directors of the Center for Teaching and Learning and the Schwartz Communication Institute surveyed the college’s coordinators of multi-section courses in Winter 2019 and met with about 20 of them in May 2019 to learn more about their and their faculties’ pedagogical and administrative needs and to introduce some resources to help meet them. Several follow-up meetings are planned for AY 2019-20.

Student Academic Consulting Center (SACC)

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

Academic Rebound Program – Now in its fifth semester, the Baruch Academic Rebound (BAR) Program, 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 Spring 2019, SACC partnered with Baruch’s Black Male Initiative to more than double our capacity and make BAR available to students in a wider range of courses. In the Fall 2019 semester, a \$10K grant from the National Grid Foundation has enabled us to serve 58 students taking pre-business and business core courses. Data from Fall 2017 to Spring 2019 indicate that repeaters who complete the BAR program pass their courses at a rate 22 percentage points higher than repeaters in the same courses who did not participate in BAR. Survey data confirm the benefits of BAR for participating students.

Peer-Led Team Learning (PLTL) – Beginning in the Fall 2018 semester, 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. Fall 2018 and Spring 2019 data show a moderate positive correlation (0.3) between PLTL attendance and final course grade. Survey data confirm the benefits of PLTL. The model is producing good results: 56% of students who placed into MTH 1023 passed in their first semester, enabling them to move on to precalculus by their second semester. In contrast, under the old model, only 35% of students who took Intermediate Algebra had passed both Intermediate Algebra and College Algebra within two semesters.

Immersion Program – To bring us into compliance with CUNY policy, beginning in Summer 2019, we no longer require students who place into Elementary Algebra to take a stand-alone immersion course in that subject. Instead, they enrolled directly either in FSPM 0121 in the summer immersion (Intermediate Algebra), or MTH 1023 during the fall semester (Intermediate & College Algebra). Sections of FSPM 0121 for these students featured enhanced corequisite support with more opportunities for small group interaction and individual attention. Also during the 2019 summer immersion program, we expanded our “Three M’s” wrap-around co-curriculum to include all levels of immersion. The Three M’s co-curriculum, originally piloted in January only for the lowest level of algebra, enables students to explore the concepts of mindset, motivation, and metacognition within the context of their math class.

Master Tutors – During the spring semester, 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.

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. Through collaboration with its peer support units in the Division of Teaching and Learning, TfCS enriches the diversity of the College by providing opportunities to foster intercultural communication, inclusion, and global awareness among the College's multicultural and multilingual community.

In Spring 2019, TfCS served 156 unique participants (including several faculty and staff members) in over 1,000 hours of instruction across all offerings. Though far from optimal, these numbers are a significant achievement considering the program's fiscal resources and staffing. With the acquisition of new permanent space in 17 Lexington (Fall 18), and a recent gift from BCF board member Sandra Wasserman, we project increased availability and participation in all services for AY 2019-20.

TfCS continues to fortify and scale its unique program offerings. In Spring 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 Zicklin PhD Program and COM 1010-T. To streamline recruitment for COM 1010-T, TfCS staff revised its assessment and enrollment processes by offering remote student access. In summer 2019, TfCS appointed staff member Tristan Thorne as Interim Associate Director; a national search for that position is imminent.

Presentations and Projects:

Tech in Ten – TfCS cosponsored and hosted its seventh 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.

“Pronunciation Beyond the Classroom” – 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 American Language Program's Winter Conference at Columbia University.

Just to Be Clear Podcast – TfCS staff completed post-production on 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 various aspects of 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 December 2018, Episode 2 has been played over 450 times. JTBC can be found at jtbc.baruch.cuny.edu and in the iTunes store.

Assessment

Pre- and post-instruction video assessments – Assessment results, along with satisfaction survey feedback, were analyzed and compiled into separate reports.

COM 1010-T Course Support – In Spring 2019, TfCS provided direct support to 17 students enrolled in two sections of COM 1010-T, which were open to non-native English speakers

only. TfCS collaborated with COM faculty to align support more closely with the course curriculum, and to provide pre-and post-instruction assessments to students, as well as exclusive access to small-group workshops and other services. In all, TfCS provided over 225 hours of supplemental support to 1010-T students throughout the semester. Results of previous semesters' pre- and post-assessments were analyzed to inform revision of FA19 participation requirements in TfCS services.

Zicklin PhD Program Support – Building on prior partnerships with the Zicklin PhD program, TfCS supported a total of 12 PhD candidates with weekly/biweekly instructional sessions and preferred access to small group workshops. Post-instruction assessments and survey feedback provided insights into the creation of our handbook for working with PhD students, which is in the early stages of development.

The Writing Center

The Baruch College Writing Center offers free, professional writing support for all undergraduate and graduate students through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing.

Last academic year, we met with students in 6,946 one-to-one sessions and filled 3,140 seats in small-group sessions, offering a total of more than 10,000 hours of student instruction.

Staff changes – This summer, the center welcomed a new Assistant Director, Rachel Rys. Dr. Rys joins us from UC Santa Barbara, where she received her Ph.D. in Feminist Studies with an interdisciplinary emphasis in Writing Studies and a Certificate in College and University Teaching. We are currently reviewing applications for a new Administrative Coordinator.

Meeting student demand – The Writing Center's utilization rate ranged from 93-99% last year, and there were over 2,500 student entries on our waiting list. The Center lacks the resources to serve all Baruch students effectively, but we actively explore additional ways of meeting their needs, such as offering 25-minute walk-in sessions at the Newman Library.

Early alert support – Last spring, we reached out to all first-year students whose English instructors identified them as “at risk” of failure; 30% of these students visited the center. Among at-risk students: those who visited the center were 20% more likely to pass than those who did not. By comparison: 16% of *all* students enrolled in English classes visited the center last spring. Those who visited were 6.5% more likely to pass than those who did not.

Online chat assessment – A team led by Writing Center consultants assessed the effectiveness of our “Online Chat” service. They analyzed sessions where the same student visited at least three times, looking for evidence of learning.

After repeated sessions, students show increased ability to assess their own writing. They also learned a range of key skills, including writing thesis statements, controlling grammar and punctuation, understanding audience, and organization. From there, the team identified the teaching strategies that most frequently led to student learning and successful revision. This work will become a training guide for new consultants.

We continue to support faculty in their work with student writers through session records, in-class workshops, class visits, online writing guides, and all the lesson plans and materials from our workshops. Last year, faculty members invited us to their classes for more than 125 in-class workshops and classroom visits.

