

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR SPRING 2017**

November 2016 through January 2017 saw several significant personnel changes in the Provost's Office. Associate Provost Erec Koch left Baruch at the end of November to assume position of Dean of the Division of Humanities and the Arts at City College, and on December 1 the Provost's Chief of Staff, Linda M. Lemiesz, began a six month term as Acting Associate Provost for Academic Administration and Faculty Development. The search for a new Associate Provost began in February.

As the Provost announced to the faculty:

“While we are conducting a national search, I recognize that persons who have worked within CUNY and within Baruch may have special insight into our faculty culture, and how we can best support our faculty. I am encouraging interested persons to apply, and invite anyone with questions to contact Dennis Slavin, Linda Lemiesz, myself, or Erec Koch for that matter. The ideal candidate understands faculty priorities, creates opportunities for faculty to advance their teaching, research and service agendas, and is committed to assist faculty to meet the requirements of CUNY's system of faculty appointments and personnel processes.”

Also on December 1, our long-time Director of Academic Administration, Aurea (Abby) Santana, retired after 44 years at Baruch, almost 20 in the Provost's Office. Jennifer Fallon assumed the Director of Academic Administration position on January 9, 2017. Erika Stauffer began her employment as the Administrative Coordinator for Academic Administration on February 21, 2017.

The Provost presented the results of the Baruch Faculty Climate Survey to the Faculty Senate on October 13, 2016. On February 5, 2017, the meeting for departmental chair was devoted in its entirety to the topic of recruiting a diverse faculty. Each chair was given a copy of Edna Chun and Alvin Evans's book *The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education*, and six faculty members led guided discussions about the topics introduced by the book.

Academic Assessment

Baruch's effort on behalf of the assessment of student learning remains strong and ongoing, led within our three Schools by Lisa Vaia (ZSB), Melissa Sultana (MSPIA), and Prof. Thomas Teufel (WSAS). The college's Assessment Office supports the Schools with the help of college assistants Joseph Bendana (WSAS liaison) and Denis Dyshko (MSPIA liaison), who report to Associate Provost Dennis Slavin. Meanwhile, a description of a position with responsibilities that include assessment, accreditation, and institutional effectiveness is being finalized with the assistance of the HR offices at the college and the central office.

Academic Personnel

Adjunct Appointments – CUNY and the PSC entered into a Memorandum of Understanding to create a trial program offering long serving adjuncts either a two or three year contract. For the

two year contract, after a verification of eligibility, adjunct faculty members submitted an application to the Office of Human Resources, which, in turn, issued a letter notifying the department of the adjunct faculty's member application. For the three year contract, the Provost's Office notified eligible adjuncts and invited them to participate in a Comprehensive Review Process:

Two year contracts

School	# Submitted	# Eligible	# Ineligible
ZBUS	34	11	23
WSAS	23	10	13
MSPIA	1	1	
Totals	58	22	36

Three year contracts

School	# Submitted	# Eligible	# not eligible (due to jumbos)
ZBUS	32	15	17
WSAS	71	70	N/A
MSPIA	1	1	N/A
Totals	104	86	17

Faculty Searches – As of February 21, 2017, the Provost has authorized twenty-seven (27) faculty searches. Twenty-three (23) of these searches are for professorial faculty, four (4) for lecturers. These include searches for a distinguished professor of Mathematics and for two endowed chairs: the Austin W. Marxe Chair International Economics and Governance and the Austin W. Marxe Chair Western Hemispheric Affairs and Trade Policy.

In addition, there are searches in MSPIA for a lecturer and a tenure-track professor.

The Library has one search for a tenure-track assistant professor.

The Weissman School of Arts and Sciences has 12 searches, lectureships in Communication Studies, English, and Mathematics, and tenure-track professorships in Communication Studies (2), English (2), Natural Sciences (1), Political Science (2) and Psychology (2).

The Zicklin School of Business has nine searches: the Stan Ross Department of Accountancy (2); the Narendra Paul Loomba Department of Management (1); the Allen Aronson Department of Marketing and International Business (3); the William Newman Department of Real Estate (2); and the Paul H. Chook Department of Information Systems and Statistics (1). Eight faculty members have been recommended for promotion to full professor.

**Full-Time Faculty Tenure & Early
Tenure/CCE eff 9/17 & Promotion eff 8/17**

	ZBUS	WSAS	MSPIA	LIB	STDV	Grand Total
Full-Time Faculty Reappointment with Tenure effective 9/17	1	4	0	2	0	7
Full-Time Faculty Reappointment with Early Tenure effective 9/17	0	5	0	0	0	5
Full-Time Faculty Reappointment with CCE effective 9/17	0	1	0	0	0	1
Full Time Faculty Promotion to Professor effective 8/17**	2	6	0	0	0	8
Full Time Faculty Promotion to Associate Professor effective 8/17	1	10	0	2	0	13
Full Time Faculty Promotion effective 8/17	3	16	0	2	0	21

- Reappointments w/Tenure & Early Tenure, CCE, effective 9/17 and Promotions to Associate Professor effective 8/17 were processed in Fall 2016 (CP&B: October 18, 2016)
- Promotions to Professor effective 8/17 and one WSAS promotion to Associate Professor will be processed in the April 4, 2017 CP&B.

Faculty Search Process – The college continues to make adjustments to the CUNYfirst hiring process. In December, Assistant Vice President for Budget Mary Rivers streamlined the process whereby searches are authorized in the HCM module.

Reappointment, Tenure, and Promotion – The college granted reappointment with tenure to seven faculty members and reappointment with early tenure to five. One lecturer was reappointed with Certificate of Continuous Employment (CCE). These actions will be effective in September 2017. Eight faculty members have been recommended for promotion to Full Professor, and thirteen for promotion to Associate Professor, effective August 2017.

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Faculty Development – In addition to the faculty development projects administered for the Provost by the Office of Sponsored Programs and Research described elsewhere in this report, the Department of Academic Administration ran a workshop for faculty members on February 21, 2017 on the topic of Reappointment, Promotion, and Tenure.

Bernard L. Schwartz Communication Institute

The first half of 2017 sees the Bernard L. Schwartz Communication Institute continuing our strategic extension of communication-intensive teaching and learning support to the broadest college-wide reach possible.

The Institute launched a professional development seminar for faculty at the Marx School of Public and International Affairs during winter Intersession. Focused on Inclusive Pedagogy, the seminar explored teaching practices to embrace our students' cultural diversity and welcome them all into responsive, inclusive classrooms. Intensive January sessions, which addressed questions such as representation in instructional materials and facilitation of challenging classroom discussion, are followed this spring by monthly lunches in which faculty reflect and refine together as they implement new course materials. As the semester closes, the inaugural cohort will turn to developing a plan for expanding the seminar to new communities of faculty both at MSPIA and beyond.

In addition to such longitudinal programming, the Schwartz Institute continues to cultivate a diverse portfolio of faculty support in other forms. In January, we hosted an orientation for new teachers of the undergraduate Zicklin capstone, Business Policy (BPL 5100). This spring, we will again underwrite department-led faculty development, including workshops and semester-closing conferences for instructors of Great Works of Literature and the foundational Communication Studies course, Speech Communication (COM 1010). After months of collaborative content creation, we also turn to the final phase of development for a new website to launch with an exciting collection of teaching resources. Finally, our search for a full-time Assistant Director for Writing in Public and International Affairs, a unique partnership with MSPIA to support their writing-across-the-curriculum initiative, is well underway and we look forward to welcoming the inaugural incumbent this semester.

This spring, in partnership with faculty, the Institute's team of Communication Fellows continues to provide direct support for students as they practice and develop communication skills. In-class workshops, small-group presentation rehearsal sessions, and one-to-one writing consultations will serve more than 2,200 students enrolled in courses across the three Schools. We also eagerly await Creative Inquiry Day, a celebration of undergraduate research and creative endeavors co-sponsored with the Honors Program, to be held this year on May 18.

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.

Faculty Development for Online and Hybrid Courses - Twelve faculty from a range of disciplines began the Spring 2017 CTL Faculty Fellows Hybridization Seminar. Faculty were chosen after a competitive selection process and are working to adapt one or more of their courses to an online or hybrid format.

Other Faculty Development Workshops and Events - The number of workshops and events that are open to all faculty has been expanded and include several collaborations with other departments and centers. Future programming is under development to support faculty interested in the Collaborative Online International Learning (COIL) Initiative; the Scholarship of Teaching and Learning (SoTL); and Open Educational Resources (OERs).

Research: Grant-Funded Projects – The CTL continues to work on the Strategic Investment Initiative Grant (Title: Improving Learning Outcomes In Courses With Structured Knowledge Through Adaptive Learning Technologies). This grant funded resources that enable research on the impact of using adaptive learning technology and active learning techniques in the classroom.

As part of the SII Grant, in the Fall 2016 semester the CTL continued its pilot with faculty from the Math department and staff from SACC to create customized practice and support adapted to individual needs of students in the intensive-format sections of MTH 1030. Research found 59% of students in three classes found the practice and support to be beneficial. The pilot continues throughout Spring 2017 and looks at the impact of, and attitudes about, in-class active learning techniques through direct classroom observation and qualitative surveys.

In Fall 2016, there was a pilot in Professor Mingcherng Deng’s course, ACC 2101, using Wiley’s ORION adaptive learning platform to study using homework questions developed by Baruch Accounting faculty and funded by the SII Grant. Results of the pilot were positive; however, there were reliability issues with the platform. Plans are underway to deploy the same content using Blackboard in the upcoming Summer 2017, Fall 2017 and Spring 2018 semesters.

The SII Grant also funded the Tools for Clear Speech creation of “TfCS To-Go,” a program designed to improve the intelligibility of nonnative English speaking populations. It contains adaptive and active learning practice exercises on an online distance-learning platform. TfCS hired a Grant Writer which led to the procurement of \$50,000 in private foundations funding.

In addition to the research supported by the SII Grant, the CTL hosted a collaborative session among Baruch faculty and staff who are researching topics such as student technology use and access, and students’ experiences in an online/hybrid versus face-to-face course. Spring programming will include sharing the results of local research initiatives such as the findings of a study being conducted in Great Works. Looking to the future, the CTL is particularly interested in the scholarship of teaching and learning (SoTL) work that is being done in the Psychology Department and Zicklin Online Learning and Evaluation.

Policies – The CTL is in the process of compiling department practices within Baruch and among the other CUNY campuses in the areas of academic integrity (i.e., identity verification practices and proctoring) and faculty observations (particularly when it comes to the review of online/hybrid courses). The purpose of creating this archive of information is to share best practices and stimulate informed discussion.

Educational Technology – The CTL continues to develop and support Baruch’s home-grown educational technology platforms Vocat and Blogs@Baruch. Thus far in AY 2016-17, 2,020 users have uploaded more than 3,000 videos across 99 sections on Vocat. Since the revamped version launched in 2014, Vocat has served 8,723 students and 247 faculty members. Blogs@Baruch added 3,647 users and 805 blogs in the 2015-16 academic year, and has added 3,162 users across 541 blogs since the beginning of Fall 2016. Since launching in 2009, Blogs@Baruch has been used by more than 28,000 students, faculty, and staff.

The CTL is piloting the use of WebEx for virtual office hours and online review sessions with Professor Mehmet Ozbilgin in his fully online course (ACC 2203) that has 900 enrolled students.

Staff – This February we welcome Alfred Waller III as the new Administrative Coordinator.

College Now

During Fall 2016, College Now enrolled 250 students in 10 course sections. In Spring 2017, we have enrolled 304 students and for Summer 2017 we project to have 125 students enrolled. We additionally offered a non-credit STEM course this spring that focuses on preparing students for scientific research. Entitled DNA detectives, it has 24 students enrolled. Our goal is that 15 of them will return in Summer 2017 to assist members of the Baruch faculty with research and mentoring.

Below is table of our college credit course offerings for the FY16-17 academic year:

Fall 2016	Spring 2017	Summer 2017
ANT 1001	ANT 1001	BUS 1000 - Two Sections
BUS 1000 - Three Sections	BLS 1003	JRN 3050
COM 1010	BUS 1000 - Three 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	

Continuing and Professional Studies (CAPS)

The division of Continuing and Professional Studies has had a very busy year. Our newly acquired Real Estate program is growing in enrollment and in the number of certificates. We have added two to the already robust program. The first is the Property and Operations Management certificate and the second is the Construction Manager program. Both are strongly tied to industry and external requirements. We have also begun a speakers seminar series in which we link professionals to leaders in the field. The last series featured Robert Knakal-Chairman, New York Investment Sales at Cushman and Wakefield.

Enrollments remain strong in CAPS with a 17% increase last year, and we are on track for another year of expansion for domestic students. Our international program is experiencing some recent challenges and successes. Our ESL program has had a slight increase despite local and national programs trending down. We have heard more prospective students express concern regarding the USA and New York as the best place for study. . For the first time in some time, our International Business program experienced a decline. While we are not clear yet on the cause, we have conducted significant international outreach this year. We have recruited in

Turkey, Japan, South Korea, Columbia, Peru, and Mexico. We have received some push back from prospective students since the election. In conjunction with undergraduate recruitment, we have launched a “you are welcome campaign.” Our intent is to counteract recent events that have left some international students undecided as to whether New York is the best location at this time. However, we are happy to announce an expansion of our partnership in Paris. We will be welcoming 251 new students this spring.

The division has also upgraded its electronic systems entirely. We have adopted Salesforce for outreach and CampusCE for registrations and conferences. We have upgraded our Moodle LMS platform along with a new web site and marketing videos at www.baruch.cuny.edu/caps. The upgrades have enabled us to partner more strongly and efficiently with many parts of the college. We look forward to using the new technology to help our sister organizations within Baruch and across the university.

Our corporate contracts have expanded over the year due to strong outreach efforts of the division. In the past year we have hosted events with over 15 city agencies and work with a broad array of corporations.

We are also happy to announce our Marketing Strategy instructor Trish Rubin, co-author of *BrandEd: Tell Your Story, Build Relationships, and Empower Learning*.

Our courses and certificates remain open and free to all Baruch staff and faculty. Please go to our web site to review potential areas of interest or call 646-313-5000. Also please remember that the division is ready and willing to partner with the other sectors of the college to enable better services to the public.

Global Strategies

Since preparing the Global Strategies section of the Fall 2016 Gen Fac Report, Vice Provost Lee met with key administrators at UADE (Universidad Argentina de la Empresa) in Buenos Aires to discuss development of dual Master Degree programs while on a teaching assignment. (Sept 2016) In October 2016, VP Lee visited Shanghai, Beijing, and Shenzhen, China as part of a Baruch College delegation.. In addition to visiting several universities to establish degree programs, an agreement was signed with Hanban to establish a Confucius Institute at Baruch College.

Working with the International Cross Border Team members and the Weissman and Marx Schools, the OGI (Office of Global Initiatives) coordinated International Education Week 2017 activities during the week of November 14. Some of these events were organized specifically for International Education Week, while others were planned in advance by Baruch student clubs, departments and units, and happily coincided with International Education Week. OGI created a calendar of all “global” activities/events that week and worked with the Office of Communications and Marketing to disseminate the information.

<http://www.baruch.cuny.edu/globalinitiatives/BaruchInternationalEducationWeek2016.html>

In November 2016, Global Strategies coordinated (with the Zicklin School) the visit of Ms. Almudena Crespo Gil from our partner, Universidad Carlos III de Madrid (UC3M), as part of an

international administrator exchange. This was funded by a European Union Grant awarded to UC3M.

VP Lee visited COMAS in Israel, as part of a Baruch delegation, to sign a dual degree agreement in January 2017.

The OGI and other International CBT members have been working to finalize an “international” brochure that will be printed in March 2017.

The OGI hosted, with the Weissman Center for International Business and the Zicklin and Marxer Schools, a delegation from the Berlin School of Economics and Law. The purpose of the visit was an opportunity to provide updates and deepen existing ties. . Topics included expanding opportunities for student, faculty and staff exchanges, as well as preliminary discussions of possible dual degree programs. (February 2017)

In February 2017, the OGI launched the Baruch Global Micro-Grant Program. The Program aims to provide small, targeted amounts of funding to build on and expand student activities and events on campus. Global engagement opportunities on campus can take many forms, from interactions with international students and visiting scholars in classrooms and presentations to informal discussions about food, culture, traditions, development, cinema and many other topics. The goal is to enhance these existing global engagement opportunities and expand the spaces in which these global engagement opportunities take place. For more info:

<http://www.baruch.cuny.edu/globalinitiatives/BaruchGlobalMicroGrantProgram.html>

Peace Corps Day, March 1, 2017: OGI worked with the Office of Enrollment Management (International Admissions), with support from the Starr Career Development Center, to coordinate a Peace Corps Day panel discussion, featuring Baruch faculty and staff who served as Peace Corps Volunteers. The panel was moderated by Teresa Liu, Associate Director of Admissions, and featuring the following panelists: Anna D’Souza, PhD, Associate Professor at the Marxer School, Cheryl DeJong-Lambert, Director of Communications, and Brian Kane, Director of the Baruch College STEP Academy.

Listening Tour - Beginning in January 2017, as part of a “listening tour,” the Office of Global Initiatives began meeting with various college units to learn more about other units’ global efforts on campus and how our office can support and/or collaborate. Thus far, we’ve met with the Honors Program, Starr Career Development Center, CTL, and the Weissman School of Arts and Sciences Dean’s Office. This outreach effort will continue throughout the year.

Honors Program

Prestigious Scholarships and Fellowships –The Office of National and Prestigious Fellowships Advising offered 14 events in AY 2016-17, including general information sessions as well as focused sessions (e.g., language, study abroad, business, public service); and workshops on specific opportunities (e.g., Fulbright; UK and Ireland; Jeannette K. Watson). The Fellowships office worked with 75 Fellowship candidates this year; five students are Fulbright finalists. See Baruch’s searchable directory of undergraduate and graduate opportunities

<http://www.baruch.cuny.edu/fellowships/>.

Creative Inquiry Day – Baruch’s fourth annual Creative Inquiry Day, celebrating undergraduate research and creative endeavors, is May 18, 2017. 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.

Co-Curricular Programs – Honors will offer 49 events for AY 2016-17, including faculty-led forays and lunch discussions; academic workshops, and group advisement. In addition, Honors offered five Information Sessions on joining Honors for current Baruch students.

Human Research Protection Program (HRPP)

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

Federal Regulation Change – On January 19, 2017 the U.S. Department of Health and Human Services (HHS) and fifteen other Federal Departments and Agencies announced that revisions were being made to the federal policies regarding human subjects. 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, we will hold training sessions.

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 New Faculty Seminar presentation. Additional presentations will be held as requested.

HRPP Liaison –Priyanka Mitra-Hahn, a PhD student in the Department of Psychology, is the current HRPP Liaison. She is available to assist faculty and students with the development and submission of protocols and will make classroom presentations regarding the IRB process. To make an appointment, please email her at priyankamitra718@gmail.com.

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

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.

Orientations for New Faculty

New full-time members of the faculty were invited to a series of faculty development events to welcome them to our academic community and assist them in preparing to teach and to conduct research. These began with a full-day session in August, followed by four events during the Fall

2016 semester. The series concluded in February with a session devoted to discussion of issues related to reappointment, tenure, promotion, and certification.

Seminar for Third-Year Faculty

In Fall 2016, the Office of the Provost launched its second seminar specifically designed for third-year faculty. Led by Associate Provosts Koch and Slavin, this three-session seminar began with general discussions on the reappointment, tenure, promotion, and certification processes and on the preparation of reappointment binders. The second session explored creating a research plan and crafting a personal statement. The final session provided an opportunity for faculty to work in teams on each other's personal statements. This seminar is intended to supplement departmental mentorship of faculty and to contribute to our colleagues' successful preparation for the Dean's Review and future reappointments. Whereas the three comparable sessions in AY 2015-16 spanned the fall and spring, all three of this year's sessions were moved to the fall semester in response to feedback from last year's participants.

Sponsored Programs and Research (SPAR)

External Proposals – In the first half of FY2016-17, Baruch College faculty members submitted 35 proposals. Total funds requested from these proposals is \$7,338,507. 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 other administrative units.

External Awards – Grants and contract awards from all units total \$3,006,526, for the first half of FY2016-17. This suggests that the college can maintain at least \$6.2 million in funding for the fiscal year.

The Marx School of Public and International Affairs had five awards totaling \$581,170; the Zicklin School of Business had four awards totaling \$208,517; Weissman School of Arts and Sciences had six awards totaling \$385,961; and the other divisions in the college combined earned 10 awards totaling \$1,830,877.

PSC CUNY 48 Research Award Program – In December 2016, 116 PSC applications were submitted by Baruch faculty members. This is a slight decrease compared to the previous year but is reflective of the overall decrease in applications CUNY-wide. The total amount of funds requested was \$493,197, which is also slightly down.

Faculty Research Seminars – The Faculty Research Seminar (FRS) competition was introduced in Fall 2014. The seminars are sponsored by the Office of the Provost. They are intended to bring together Baruch College faculty, graduate students, advanced undergraduates, faculty from neighboring institutions, and visiting scholars in interdisciplinary or disciplinary groups for the purpose of exploring topics of common intellectual and scholarly concern. The seminars are intended to advance individual and collective research as well as generate new grants proposals by faculty. Four seminar proposals were submitted by distinct faculty teams: two new awards were made and one was renewed for 2017. These seminars will last for one year and are eligible for renewal as we move the FRS cycle from a calendar to academic year. The funded seminars are as follows:

Interdisciplinary Digital Scholarship – The purpose of this seminar is to bring together an interdisciplinary group of scholars at Baruch College interested in digital scholarship and pedagogy. As the academy continues to shift, adapt, and question technology's influence on higher education, all faculty and students have a stake in understanding how the digital world is and can change the nature of research and classroom practices.

Caryn Medved, Department of Communication Studies, WSAS
 Don Waisanen, Marxe School of Public and International Affairs
 Cheryl Smith, Department of English, WSAS
 Debra Caplan, Department of Fine and Performing Arts, WSAS
 Allison Hahn, Department of Communication Studies, WSAS
 Michael Kaplan, Department of Communication Studies, WSAS
 Lisa Blankenship, Department of English, WSAS
 John Maciuika, Department of Fine and Performing Arts, WSAS
 Sarah Bishop, Department of Communication Studies, WSAS
 Katherine Behar, Department of Fine and Performing Arts, WSAS

Baruch Climate Change Seminar (BCCS) – The BCCS research seminar brings together Baruch College faculty, graduate, undergraduate students, and scholars in related fields to explore issues related to climate change mitigation, adaptation and resiliency. This multidisciplinary effort will offer information to students regarding internships and career possibilities in climate change related fields. Additionally, the faculty team will develop a “Baruch Climate Fellows” program that will feature new educational and research opportunities for undergraduates.

Deborah Balk, Marxe School of Public and International Affairs
 Mindy Engle-Friedman, Department of Psychology, WSAS
 Christopher Hallowell, Department of Journalism and the Writing Professions, WSAS
 Kannan Mohan, Paul H. Cook Department of Information Systems and Statistics, ZSB
 Cynthia Thompson, Narendra Paul Loomba Department of Management, ZSB
 Steve Young, Department of Psychology, WSAS
 Chester Zarnoch, Department of Natural Science, WSAS

New York City: Models and Assets for Collaborative Research Analytics – As the global economy has been restructured over the past 30 years through flexible accumulation and the transition of old industrial cores from manufacturing to information and financial service industries, global cities like New York have emerged as both a leader in these transformations and as a laboratory for exploring the global economy's future directions. In globalization studies, attention has turned to the key role of cities in facilitating and managing these global flows and circulations, flows of money, goods, ideas and people. In any consideration of globalization, cities take a central role and New York City stands out for its diversity, scale and centrality. Support from the Provost's Office for a Faculty Research Seminar would be the starting point for exploring how the PIs could develop a more integrated curricular and research approach to our studies that could position our faculty to secure grants from external funders.

Nancy Aries, Marx School of Public and International Affairs
 Hilary Botein, Marx School of Public and International Affairs
 Kenneth J. Guest, Department of Sociology and Anthropology, WSAS

Baruch College Grant Development Program – The Office of the Provost announced the Baruch College Grant Development Program (BCGDP) in September 2015. This internal grant competition provided three faculty members with a 3-credit course release for the Fall 2016 or Spring 2017 semester. The objective of the course release is to give the recipients time to finalize a grant proposal that is in progress and that will be submitted in response to a funding opportunity from an external agency within one semester of the period of the course release (by the close of Spring 2017 or Fall 2017 semesters, respectively). The proposals selected for funding are as follows:

Edyta Greer, Associate Professor, Department of Natural Sciences, WSAS

- Proposal: “Determining Evidence for Heavy-atom Tunneling at Ordinary Reaction Temperatures” being submitted to the National Science Foundation in response to the Chemical Structure, Dynamics and Mechanisms program.
- Dr. Greer’s study will involve customized and available quantum calculation programs to examine tunneling contributions via predicting rate constants and kinetic isotope effects. Understanding contributions of Thermally-activated heavy-atom tunneling to reaction rates will advance scientific education and fundamental research. The proposal is pertinent to areas of astrochemistry, material science, combustion, physical, medicinal, and synthetic chemistry where heavy-atom tunneling effects are often neglected and could be accounted for a better understanding in how to produce fine chemicals.

Allison Hahn, Assistant Professor, Department of Communication Studies, WSAS

- Proposal: “Pastoral-Nomadic Community Use of Mobile Media for Civic Discourse” being submitted to the National Science Foundation in response to the Science Technology and Society (STS) CAREER program.
- Dr. Hahn’s research will study the ways that nomadic communities are utilizing mobile technology, such as cellular phones and social media platforms, to engage in civic discourse, trade, and educational opportunities.

Pablo Peixoto, Assistant Professor, Department of Natural Sciences, WSAS

- Proposal: “Mitochondrial dynamics and interactions with the pre-synaptic architecture during ALS” being submitted to the National Institutes of Health in response to Academic Research Enhancement Award program.
- Dr. Peixoto’s research is aimed at determining mechanisms that lead to denervation of muscles in Amyotrophic Lateral Sclerosis (ALS). Synaptic function at the neuromuscular junction requires unrelenting energy supply from cellular compartments called mitochondria. However, energy production comes at the cost of collateral emission of damaging free radicals. He hypothesizes that neurons have in place mechanisms to cope with unavoidable damage to mitochondria.

Student Academic Consulting Center (SACC)

SACC supports the academic success of undergraduates at Baruch College through peer tutorial services in a wide variety of subjects across the curriculum. SACC also coordinates other comprehensive services including the Immersion Program for incoming students and the Math Intensive course sequence. Fall Semester Academic Support: in Fall 2016, SACC tutors and workshop leaders assisted more than 1,619 students in 7,081 appointments.

Improved Customer Service – To improve the “front desk experience” for students using SACC services, we made some simple yet impactful changes. A card reader was installed at the front desk to make the appointment check-in process go faster, and a seating area was added for students waiting for their appointments to begin. In addition, shift changes for front desk staff now occur at the bottom of the hour when traffic is minimal, ensuring a fully staffed desk at peak times. Finally, because students often remember the faces of tutors they like even if they forget their names, an array of staff photos has been posted near the front entrance to enable students to identify tutors more easily.

Intermediate Algebra – SACC obtained CUNY Immersion Expansion funds to offer three additional sections of Intermediate Algebra (CSTM 0120) in the winter and spring to respond to increasing demand for this course. In January, we piloted a winter CSTM 0120 immersion for repeaters to enable students who did not pass the course in the fall semester to complete it before the spring, enabling them to move on to College Algebra on time and preserving spring semester seats for incoming students. Of the 16 students who enrolled, 63% passed. In addition, two new sections of CSTM 0120 were added in the spring to meet unusually high demand from incoming students.

Building New Summer Offerings – Work has begun to rebuild our Elementary Algebra immersion using all web-based OER materials. Course materials will comprise a combination of Khan Academy content and custom materials designed in-house by SACC staff using PowerPoint with OfficeMix, which enables the use of embedded assessment and branching logic for a customized, interactive experience. In addition, after a successful pilot of the Pre-Calculus Preview Program last summer, SACC has obtained CUNY Immersion Expansion funds to add a third section of Pre-Calculus Preview for incoming students and a pilot section of a Calculus Preview Program for continuing students who completed Pre-Calculus in a previous semester. Content development for the pilot is underway.

TAP Eligibility – Due to changes in eligibility requirements for New York’s Tuition Assistance Program, SACC has seen a marked increase in students requesting interventions to prepare to retake Ability-To-Benefit tests in reading, sentence structure, and mathematics. Of the 40 students who have completed interventions since the beginning of the summer, 23 were served in the winter session.

Tools for Clear Speech (TfCS)

TfCS offers instruction to all graduate and undergraduate English language learners and nonnative 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 2016, TfCS served 270 unique students in 1,500 hours of instruction across all offerings. Fall 2016 was a semester of continued programmatic development for TfCS, in which we revised and enriched many of our “Focused Skills Series” small-group workshops (now 19 unique workshops in total), continued development of online practice exercises in our distance learning platform, TfCS *To-Go*, and worked to provide direct support to various academic programs at the college, including SEEK, the MFE Program, and COM 1010-T. In collaboration with the Writing Center, TfCS co-sponsored a faculty development workshop on best practices for working with nonnative English speakers in the classroom. TfCS also cosponsored (and hosted) its second successful “Tech in Ten” event with the New York State TESOL organization; we welcomed more than 30 attendees and presenters on innovative uses of technology in the ESL classroom.

The generosity of departments such as the Schwartz Communication Institute, the Subotnick Center, and CAPS helps alleviate some physical space concerns, but TfCS lacks dedicated multi-purpose spaces for running services, and cannot meet the current demand from its student base: all services are at or near capacity throughout the semester, and although the program’s popularity grows among the populations it supports, TfCS is forced to turn students away.

COM 1010T Course Support – In Fall 2016, TfCS provided direct support to 49 students enrolled in three sections of COM 1010T, which were open to nonnative English speakers only. TfCS worked with the instructors of those sections to provide pre-and post-assessments to students, as well as access to Focused Skills Series small-group workshops and other services. TfCS will continue and refine this support throughout the Spring 2017 semester.

MFE Program Support – TfCS continued its support for Baruch’s MFE program, offering 28 students a speaking assessment and weekly sessions with speech consultants. The semester once again culminated in an increase in those students’ post-assessment scores and high student satisfaction across the board. TfCS and the MFE program will continue this collaboration through AY 2017-2018.

Drown Foundation Support – TfCS is grateful to have been awarded funding by the Joseph Drown Foundation for AY 2016-2017 in the amount of \$50,000 – double the amount awarded in the previous year. This support will enable continued development of TfCS *To-Go*, refinement of the TfCS Oral Communication Video Assessment (OCVA), and development of the TfCS podcast, “Just to be Clear.”

Podcast Development – Supported by funding from the Joseph Drown Foundation, TfCS began 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 TfCS *To-Go*.

The Writing Center

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

In Fall 2016, we met with students in 3,040 one-to-one consultations (50-minute, 25-minute drop-in, online chat, and written feedback), while 2,685 students registered on our waitlist. With a utilization rate of 98% at our main location, we cannot meet student demand for one-to-one support. We continue to expand our group instruction, though, offering an additional 1,663 student-hours through our standalone workshops, in-class workshops, and peer review groups. Within our Center, we worked with 1,262 unique student users across all services.

The center's Acting Director and Acting Associate Director, Diana Hamilton and Deepti Dhir, continue in their roles through the end of the academic year (Keri Bertino, the Director, remains on leave). The center's full-time staff comprises the Directors and an Administrative Coordinator, Paul Hiller, who are supported by the student workers who greet visitors and direct students to appropriate services. The center also employs [20 part-time adjunct consultants](#) who are graduate-trained, college-level teachers of writing and [professional writers, scholars, and editors](#).

Supporting Multilingual Writers – In November, the Writing Center collaborated with Tools for Clear Speech to lead a faculty workshop on “Working with ELLs in the Classroom”; we look forward to offering this workshop again in the coming year. Deepti Dhir continues her work as our Multilingual Writing Specialist, collaborating with writing consultants and faculty to support best practices in working with English language learners on campus. We have also been revising our [workshop materials](#) to ensure their accessibility to ELLs.

Assessment of Written Feedback Service – Last summer, the directors began an assessment of the Writing center's written feedback service (where students upload their papers and receive feedback from a professional consultant by email). In our fall orientation, we then led consultants in applying research from TESOL and composition studies to improve their written comments. This spring, the directors will collaborate to analyze the outcome of this training in a more formal assessment.

New Workshop Materials – To help students access our workshops as they write independently, we are collecting extractable [resources](#) from the lesson plans on our website, and we will be expanding these resources this spring. We are also in the process of developing new workshops on business communication and sentence-level concision, which we plan to launch next fall.

Lexington Review – We continue to publish new student work in [The Lexington Review](#), a journal of model curriculum-based writing by Baruch students. This journal celebrates our student writers and provides positive models for students hoping to better understand the expectations and forms of academic writing. We encourage faculty to nominate writing from their classes. It doesn't have to be perfect, and accepted students are invited into a supportive editorial process before publication.

Supporting Faculty – We support faculty in their work with student writers through detailed student session records, [referral forms](#), [class visits](#), [in-class workshops](#), [online writing guides](#), and all the [lesson plans and materials from our workshops](#). As always, we hope faculty will reach out to discuss student writing; assignment or rubric design; responding to student writing; or any other matters related to teaching writing.

Spring 2017 Highlights –

- **Designated hours for SEEK students.** This spring, we are piloting a collaboration with the SEEK program to offer exclusive weekly consulting hours dedicated to students in the program.
- **Peer review groups.** In the fall, we redesigned our peer review groups to be more flexible for students' schedules. Based on the success of this change, the directors continue to lead two open peer review sessions each week through the spring.
- **Writers Teaching Writers.** The center's staff journal, [Writers Teaching Writers](#), provides a forum for teachers to reflect on their experiences as professional writers and instructors, and on the productive overlap between the two experiences. We welcome contributions.