

OFFICE OF THE PROVOST GENERAL FACULTY REPORT FOR SPRING 2021

Here we are, a year after this all began, wondering even now how many of us—staff, as well as faculty and students—will return to campus in six months and what the new normal will comprise. To review what appeared in this space last October 2020:

A few weeks before our last General Faculty Report appeared at the end of last March, we were faced with a great unknown, the dimensions and implications of which seemed to change every day or two. Finally, on March 11 we learned that we had until March 19 to move all of our classes online, basically one week to move from about 20% to 100% online instruction. In the event, teaching and student learning not only continued, but thanks to the dedication of our faculty, as well as to extensive and ongoing faculty support and training, we succeeded—according to surveys of students and faculty—at a very high level.

The members of the provost's office thank every member of the Baruch community for their continued energy, effort, and, yes, dedication to ensuring that teaching and learning at Baruch continue to succeed at a high level. Our divisions of academic administration and teaching and learning continue to work with you with appreciation and pleasure.

A year on, four personnel changes need citing here. Jim McCarthy, who first served as our provost from 2006-2012 and returned to that position on an interim basis in the summer of 2019, stepped down at the end of January 2021 after an inspiring 18 months that included a serious bout with the virus in March-April 2020. We wish him a healthy, happy, and fruitful retirement! Myung-Soo Lee, a member of the Allen G. Aaronson Department of Marketing and International Business, and no stranger to administrative ranks (having served as the vice provost for global affairs, and, successively, associate dean and interim dean of the Zicklin School), has taken on the mantle of interim provost and hit the ground running. In January 2021, Julia Goldstein, the associate director of the Bernard L. Schwartz Communication Institute, stepped in as its acting director; Meechal Hoffman, its director, is scheduled to return from family leave in April. On March 19, we will say farewell to Rachél Fester, assistant provost for assessment, accreditation, and institutional effectiveness, who will take on the position of interim dean of institutional effectiveness at Queens College. Hiring someone to take on the full range of her responsibilities will await the appointment of a new provost; in the meantime, Melissa Sultana, our associate director of assessment, will serve as interim director of assessment of AES units (administrative, educational support, and student support). For further information on assessment, accreditation, and institutional effectiveness, see below under those categories.

Academic Administration

March 2021 marks twelve months of fully remote work for the Academic Administration staff. While this is a largely unanticipated and unwelcome short-term reality, the fallout from the pandemic period will no doubt impact how we conduct our business long into the future. It is on us as a community to frame this in the most positive possible terms, and to leverage the lessons from this remote and uncertain year to our enduring collective advantage.

Note from Associate Provost Patricia Price

I would like to preface this portion of the Gen Fac Report by recognizing the creativity, resilience and hard work of the Office of Academic Administration staff, the staff in the Deans' offices and the

Office of the Provost who are our partners, and the Department Chairs who always carry their particular challenges closely because of where they are situated, organizationally and affectively. Without your dedication and hard work, the faculty-related College operations would have fallen to pieces. Thank you, from the bottom of my heart. I am humbled to be part of such a wonderful team. Baruch College found itself in the relatively advantageous position, vis-à-vis most of our CUNY counterparts, of having adopted—pre-pandemic—Interfolio as our system of record to manage faculty personnel actions. While we had planned for a longer ramp for transitioning our faculty-related processes into this environment, we quickly made the pivot such that today, all of our faculty-related personnel actions are now managed through Interfolio.

Also on the theme of pivoting our business practices to remote and paperless environments, it is worth noting that the Office of Academic Administration is now operating primarily through MS Teams. This software is licensed by CUNY Central and provides the closest replication of a face-to-face office environment as is currently possible via remote interface, allowing staff to speak by phone with our stakeholders without having to utilize their personal cell phones, to video-conference, chat, and share documents.

Unfortunately, some of our regularly-offered faculty development and recognition events fell victim to COVID cancellations, including the 2020 and 2021 Research and Creative Activities Reception jointly hosted by the Offices of the President and Provost, as well as the Spring Forum on Tenure and Promotion hosted by the Office of the Provost.

Other events were held fully online, via Zoom. These include the August 2020 New Faculty Orientation event jointly hosted by the Associate Provosts, and our third Faculty Convocation held in September. These events were well-attended and though nothing can replace the human connections made in a face-to-face environment, it is important that we continue to act as a community, to welcome our new members and to recognize our milestones. In that spirit, the Associate Provosts jointly hosted, along with Interim Provost Myung-Soo Lee, a spring Check-In for new faculty via Zoom, to discuss the particular opportunities and challenges afforded by the Fall 2020 Semester and to exchange best practices in the areas of teaching, scholarship, and community.

Academic Assessment

The Office of Assessment, Accreditation, and Institutional Effectiveness continues to recommend maintenance of traditional assessment of degree program learning objectives, while also providing additional frameworks for quality assurance for assessment of student learning and development by using such resources as the Online Learning Consortium Quality Scorecard. As Baruch prepares to move into a new phase of teaching and learning with a flexible mix of face-to-face, hybrid, and online courses, assessment of learning must continue alongside assessment of modality effectiveness.

The academic assessment team at Baruch College includes representatives from each of the three schools, reporting to their Associate Dean and working in collaboration with Assistant Provost Fester: Melissa Sultana, who, since September 2019, shifted to the new role of Associate Director of Assessment and also provides assessment of learning and NASPAA accreditation management, collaboration and support for the Marx School; Prof. Thomas Teufel (Philosophy), who provides assessment support (including majors, graduate programs, and Pathways General Education support) for the Weissman School; and Lisa Vaia, who, along with her team member data analyst Office of the Provost and Senior Vice President for Academic Affairs

Keitha Duhany, provides AACSB accreditation and Assurance of Learning management, collaboration and support in the Zicklin School. Moving forward after the March 2021 transition, this team will continue to collaborate, and to serve and support the faculty across all three Schools, to ensure ongoing compliance with expectations of CUNY, NYSED, and accreditation agencies.

Academic Integrity

Administrators who deal with academic integrity issues know that the number of cases of academic dishonesty reported to college offices usually represent the tip of the iceberg, that many more occur and are resolved between faculty and students than are brought to the attention of campus officials charged with resolving such issues—as they are supposed to be at Baruch. Dr. Annie Virkus-Estrada, associate dean of students and the college’s academic integrity officer is that official on our campus.

If the iceberg metaphor held in Fall 2020, then it had become very large indeed: approximately six times as many cases were brought to Dr. Virkus-Estrada as the year before. Clearly, the inability of faculty to proctor—to see students who were taking exams—meant that many more students cheated than in typical semesters; or that a much higher percentage of faculty, frustrated by the lack of proctoring, reported allegations of cheating than usual; or both. Given the high percentage of students found “responsible” by Dr. Virkus-Estrada (this is not a matter of “guilty” versus “innocent”; this procedure is part of students’ education; they are not on trial), “both” seems correct.

In late February 2021, CUNY announced that it had signed with Respondus, a provider of proctoring software, so that in Spring 2021 members of the CUNY faculty could make use of the Respondus LockDown Browser™. More information and faculty training in the use of that software is promised soon.

Academic Personnel

Multi-Year (three-year) Appointments for Teaching Adjuncts:

Faculty Searches – the Office of the Provost has authorized twenty-one (21), full-time, tenure track or CCE, faculty searches for AY21-22. Due to the impact of the COVID-19 pandemic on the CUNY budget, all faculty and staff hires for AY21-22 are subject to the vacancy review boards of both Baruch College and CUNY.

The *Weissman School of Arts and Sciences* has eight (8) authorized faculty searches:

Communication Studies (1); English (2); Political Science (1); Natural Sciences (1); Psychology (1), and Black & Latino Studies (2).

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

The *William and Anita Newman Library* has three (3) authorized faculty searches.

Reappointment, Tenure, and Promotion - The College granted reappointment with tenure to eleven (11) faculty members, two (2) lecturers reappointed with Certificate of Continuous Employment

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(CCE). One (1) faculty member was granted early tenure. These actions will be effective in August 2021. Nine (9) faculty members were recommended for promotion to Professor and twelve (12) recommended for promotion to Associate Professor*; these will be effective September 2021.

	ZBUS	WSAS	Marxe	Library	Student Development	Grand Total
Full-time Faculty Reappointment with Tenure Effective 08/21	3	8	0	0	0	11
Full-time Faculty Reappointment with Early Tenure Effective 08/21	0	1	0	0	0	1
Full-time Faculty Reappointment with CCE Effective 08/21	2	0	0	0	0	2
Full-time Faculty Promotion to Professor Effective 09/21**	3**	6	0	0	0	9
Full-time Faculty Promotion to Associate Professor with Tenure Effective 09/21	3	8	0	0	0	11
Full-time Faculty Promotion to Associate Professor without Tenure Effective 09/21	0	1***	0	0	0	1
Notes: Reappointments w/ Tenure & Early Tenure, CCE, effective 08/21 and Promotions to Associate Professor effective 9/21, were processed in the Fall 2020 (CP&B October 6, 2020) *Promotions to Professor effective 09/21 will be processed in the April 13, 2021 CP&B ** One Promotion retroactive to 9/20 processed at the October 6, 2020 CP&B ***One promotion to Associate Professor will be processed in the April 13, 2021 CP&B						

Accreditation

Baruch College will be submitting its Annual Institutional Update to the Middle States Commission during Spring 2021. This work is led by Cynthia Wach, Research Analyst in Baruch's Office of Institutional Research.

The mission and goals of Baruch combined with President Wu's college focus goals form the current framework for accreditation compliance, including assessment and planning at Baruch. It is important for the entire community to continue to document ongoing compliance with all Middle States Standards and Requirements, and to submit such documentation to college's Accreditation Liaison Officer for Middle States. In the meantime, please submit your assessment reports, evidence of integrated assessment, planning and resource allocation, and related documentation demonstrating accreditation compliance, to Melissa Sultana, Associate Director of Assessment, for inclusion in the Baruch College Repository of Institutional Knowledge.

Assistant Provost Rachél Fester has served as co-chair of the CUNY Middle States Council since June 2020 and will continue in this role after her transition to Queens College. This Council serves as a resource and support for all CUNY colleges, provides professional development and peer review, and collaborates with the CUNY Central office on ensuring accurate and updated MSCHE resources and support for the CUNY community.

Adjunct Faculty Services

Adjunct Faculty Services continues to experiment with ways to deliver training to new adjuncts and to continuing adjuncts who wish to improve their teaching skills or knowledge of Baruch. Compliance with the American with Disabilities act provided the impetus to revise the Adjunct Essentials brochure so that it was a fully accessible pdf and also reflected the new reality of work away from campus. The “COVID edition” of the document was distributed to departmental chairs in December and to new adjuncts as their names were entered into CUNYfirst. The Adjunct Faculty Orientation Blackboard site was revamped simultaneously. In January 2021, in addition to CTL’s invaluable series of ZOOM bootcamps led by Adjunct Instructor of Management Catherine Kavalier and the popular “New to Teaching” session held by CTL’s director Allison Lehr Samuels, Kevin Wolfe and James Weinrich of BTCT offered two Introduction to Blackboard Sessions on ZOOM and Interim Director of the Bernard L Schwarz Communications Institute Julia Goldstein introduced the “Very Short Guides” by offering a ZOOM session on the topic of “Syllabus.” Associate Provost Dennis Slavin and associate dean and academic integrity officer Annie Virkus-Estrada offered two sessions on the topic of Academic Integrity at Baruch. Most new adjunct faculty participated in at least one of the January sessions and, with the spring semester well underway, continue to join the workshops offered by the Center for Teaching and Learning, the Writing Center, and other units.

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.

Three-year Adjunct Appointments: Total Number of Faculty Eligible = 50

School	Number of Adjuncts Eligible for Comprehensive Review in Spring 2021, Initial Three-Year Appointment effective Fall 2021	Number of Adjuncts Eligible for Comprehensive Review in Spring 2021, Second Three-Year Appointment effective Fall 2021	# of Adjuncts with 1 yr w/Guidance for AY 2020-2021, Eligible for Comprehensive Review Spring 2021 (not included in initial 3-year count)
Weissman School of Arts & Sciences	18	10	4
Zicklin School of Business	7	10	1
Marxe School of Public & International Affairs	0	0	0
Grand Total	25	20	5

Per the table above, this academic year (2020-2021) of our *Fifth Cohort of Three-Year (Multi-Year) Appointments for Teaching Adjuncts* (Fall 2021-Spring 2024), we currently have adjunct faculty who: 1) are newly eligible for three-year appointments; 2) Second cohort of adjuncts who received initial three-year appointments for (Fall 2018-Spring 2021) eligible for a second three-year appointment; and 3) adjuncts who currently hold one-year with guidance appointments. The Spring 2021 Comprehensive Review process will be managed through Interfolio for the *Fifth Cohort of Three-Year (Multi-Year) Appointments for Teaching Adjuncts* eligible for either an initial or second three-year appointment, to be effective Fall 2021.

Bernard L. Schwartz Communication Institute

The Schwartz Communication Institute continues its focus on faculty pedagogical development in this time of high demand, through both new programming and tailoring existing programming for the online teaching context. In November, we ran our first [Seminar on Active Learning in Jumbo Courses](#) for Weissman faculty, planned in partnership with Interim Dean Lang. In an anonymous engagement survey, 100% of respondents reported being “very likely” to implement something they learned in the seminar in an upcoming course. This semester we are piloting a new model of continued pedagogical support, in which faculty participants of the seminar have been paired with the Institute’s Communication Fellows for ongoing, focused support in revising teaching materials for their particular course. We look forward to bringing tailored versions of this programming to the other Schools.

In December, we concluded our first [Inclusive Pedagogy Seminar](#) at Zicklin (our fourth such cohort at the college). For our closing session, ten participants in Inclusive Pedagogy seminars from previous cohorts at Weissman and Marxer joined the Zicklin cohort to share and reflect on inclusive teaching practices across disciplines and schools, and to brainstorm about collaborative next steps. We are now in conversation with the offices of the deans in each of the schools about further rounds of the seminar, and are exploring methods of expanding the seminar’s reach, such as through training faculty facilitators. The Institute’s perennial faculty resource, the [Very Short Guides](#), as well as materials from our asynchronous [Seminar on Remote Communication-Intensive Teaching](#), continue to be available on our website.

In its ongoing work supporting curricular innovation across campus, the Communication Institute continues its contributions to the Zicklin UCC’s mapping of communication-intensive learning opportunities across the BBA majors. This semester, we are supporting working groups from each of the Zicklin departments with resources and pedagogical co-thinking as they assemble proposals for ensuring that students have ample opportunity to practice critical, discipline-relevant communication skills throughout their major coursework.

Our regular slate of student-support programs, in the form of tailored, course-embedded communication skills curricula designed in collaboration with faculty partners across all three schools, continues as usual with all necessary updates for the online context. We continue to develop and support our staff in online-instruction skills for the course-support context. To prepare students for the unique demands of online oral presentations, we’ve developed a [Guide to Online Presentation Skills](#), available on our website for use in any course.

We are delighted to be launching a search for a new Assistant Director for Writing in Public and International Affairs and look forward to resuming our comprehensive support for writing in

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Marxe's graduate programs when we are again fully staffed. Finally, as mentioned above, in January 2021, Julia Goldstein, the associate director of the Institute, stepped in as its acting director; Meechal Hoffman, its director, is scheduled to return from family leave in April.

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.

Since March the CTL has focused on the transition to distance learning during COVID-19. Fall 2020 activities continued to help faculty adapt to teaching online while incorporating student-centered pedagogical best practices.

Pedagogy – Faculty Development Workshops, Events, and Resources

From September 2020 through February 2021 more than 70 faculty development workshops focusing on the transition to distance learning were developed and offered by the CTL. Recordings of select workshops can be found under "[Archived Events](#)" on the CTL website.

The "[CTL Fall Faculty Teaching Innovations Showcase](#)" held in December was a series of informal talks highlighting teaching innovations that have emerged or solidified in the transition to online teaching. A similar event is planned for the end of Spring 2021.

In March, the CTL will host "A Year of Teaching and Learning in the Time of COVID," a series of events to reflect on lessons learned, concerns, and accomplishments.

In addition to events, the following openly licensed digital resources were updated:

- [Teaching in the Time of COVID-19](#): Resources for Maintaining Instructional Continuity during COVID-19
- [Teaching Online Course Prep Guide](#): an asynchronous guide to developing an online course in 4-weeks
- [Zoom Guide](#): Teaching with Zoom @ Baruch College
- [Teach Hybrid](#)

The CTL administered the participation of an additional 33 faculty (a mix of full-time and part-time) in the School of Professional Studies' "Online Training Essentials Workshop (fall and January cohorts) and 11 faculty in "Helping Bring the Classroom to the Screen," both sponsored by CUNY Central.

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 \$132,500 grant from CUNY Central to continue working with Baruch faculty to convert courses through Spring 2021 to a "ZERO Textbook Cost" designation in CUNYFirst. Examples of how faculty teach with OER and zero cost materials can be found at [TeachOER.org](#).

Assessment Efforts – The CTL developed and deployed a survey to learn about the experience of students taking courses during the transition to distance learning in the Spring, Summer, and Fall 2020 semesters. Another survey is planned for Spring 2021. The results inform our evolving set of

best practices of teaching online during a pandemic at Baruch College. Key findings will be shared at an event in March 2021.

Educational Technology – The CTL continues to develop and support Baruch’s home-grown educational technology platforms [Blogs@Baruch](#) and [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 41,100 students, faculty, and staff to create more than 8,500 sites. Usage rates from September 26, 2020-February 25, 2021 show that 353 new sites were created (a 72% increase from the same period in 2019/2020) and that there were 1,372 new user accounts (a 21% increase from the same period in 2019/2020).

Since the revamped version launched in 2014, Vocat has served more than 24,400 students and 580 faculty and staff members across 1,375 course sections. Thus far in the 2020-21 academic year, Vocat has added 4,249 new student users and 33 new faculty and staff users across 228 course sections. Notably, Vocat has seen a large increase in adoption since the move to remote learning. In Spring 2020, the platform was used in three-and-a-half times as many course sections as in the previous Spring (a 248% increase). That trend continued into Fall 2020 with a 52% increase over Fall 2019.

College Now

In Fall 2020 semester, College Now offered nine online college-credit courses in a variety of disciplines. All courses met or exceeded targeted enrollment numbers. The program provided students with more asynchronous courses than in prior semesters. This proved to allow more flexibility for College Now Students who continue to balance both their high school course work and College Now. The department continues to monitor student progress and satisfaction, while also providing supportive resources to ensure success. To further engage students, the department has reintroduced multiple academic enrichment workshops in collaboration with the Starr Career Development Center, Blacks in I/O (the Society for Industrial and Organizational Psychology), and the New York State Society of CPAs.

For Spring 2021, College Now also has met or exceeded targeted enrollment numbers, offering eleven courses for college credit. We have begun early outreach and recruitment for Summer 2021. The Summer 2021 semester will take place in a distance learning format. Recruitment for all summer courses will be conducted online through various outreach methods, such as virtual open houses and high school-based town hall meetings. The deadline for the summer application is April 16, 2021.

Continuing and Professional Studies (CAPS)

As with all sectors of the College, the past year has been a challenging one for the division of Continuing and Professional Studies. We were able last March to shift to fully online for all courses and programs within 3 days. Our instructors and students responded exceptionally to the shift.

Unfortunately, it has forced a pause in many of international programs, but they have begun to return in hybrid mode for this Spring. We continue to work with our partners to assist our undergraduate and graduate students wherever possible. Our IBP programs have continued in hybrid format and will transition back when safely allowed.

In the meantime, we continue to work on new and creative programs. We have won the ACE Upskilling grant funded by the BNY Mellon Foundation for the Digital Court Reporting Certificate aimed at New York State residents who have been affected by the economic downturn and need employment. The award will enable us to offer 100 student scholarships for the full cost of tuition.

In the past year, we expanded our technology course offerings by adding over 15 new courses in the areas of web development, data analytics, and graphic design. We launched our Intensive Digital Marketing Strategy Certificate this year to much success. Student earn a certificate in one semester with work in eight intense modules. Additionally, we worked with our instructors to develop webinars in Leadership, Management, Customer Service, International Trade, Real Estate, Sustainability, and Construction, which could be offered as open webinars or closed programs for our corporate customers.

Our Tax Webinars continued in the Fall of 2020 in Partnership with Sid Kess, alum of Baruch. This was the first time in twenty years that the tax seminars were conducted online. CAPS and Sid Kess teamed with the CPA Academy, a national organization that runs tax seminars. With the help of the CPA Academy, we attracted participants across the U.S. The first two-hour webinar ran in October, was rebroadcast in November, and attracted more than two thousand participants. By providing the webinar, we were able to advertise Baruch programs nationally. We also conducted 11 additional seminars.

The shift to online also has enabled our team to conduct a live online Real Estate Salesperson program, which prepares students for the state exam. The class also includes our 75-question real estate salesperson test, also conducted online. Both the class and test were approved by NYS. Our passing rate is comparable to our classroom program.

Faculty – Will Fawcett, IB and Law instructor won “Best Business Case Study” by the North America Business Awards for his submission based, on our visit to the WTC and meeting with Larry Silverstein.

Trish Rubin, Marketing and Branding Instructor, launched her own podcast, Blur and Blend, a marketing and leadership podcast with guests from Google, Facebook, Twitter, and more.

We brought on new faculty members like: the Chief Learning Officer of Weill Cornell Medicine, the Executive Director of Marketing from Este Lauder, the Senior Recruiter at Hulu, and others.

We remain eager to return to campus, but have recognized the shift in our educational landscape. Going forward we will maintain both traditional brick and mortar options along with fully online and hybrid programming. Special thanks should be given to the CAPS team, our instructors, and our students in navigating this new landscape.

Honors Program

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

Academics – Honors is offering 49 Honors courses, or courses cross-listed as Honors, for Spring 2021. Ten students are working with faculty members on Honors theses this semester, as well.

Admissions – Honors is currently reviewing applications for the Class of 2025—an estimated 900 applications for first-year programs, a large increase in the number of applications read, owing to standardized test scores no longer being used for admissions purposes. A total of 52 faculty readers have read applications this year. Honors co-sponsors multiple admissions, open house, and yield events.

Co-Curricular Programs – Honors continues to offer opportunities to engage online, including workshops on writing a thesis, on internship and study abroad requirements for honors students, and on applying for fellowships.

Creative Inquiry Day –SAVE THE DATE The 8th Annual Creative Inquiry Day is scheduled for the week of May 9, 2021. See <http://www.baruch.cuny.edu/cid> for information on inviting your students to participate. Honors co-sponsors the day with the Schwartz Communication Institute.

Prestigious Scholarships and Fellowships –To date this year, over 65 candidates from Baruch have applied for fellowships. At the time of this writing, two students are Fulbright semi-finalists, three are finalists for the Critical Language Scholarship Program, and one has been awarded the prestigious Rangel Graduate Fellowship. The office offered five events in Fall 2020, including general information sessions, focused sessions (e.g., language, study abroad, public service), and workshops on specific opportunities (e.g., Truman; Jeannette K. Watson). Faculty interested in nominating students or supporting student fellowships should contact Valeria (Valerie) Hymas, Valeria.Hymas@baruch.cuny.edu.

Institutional Effectiveness

During Fall 2020, Assistant Provost Rachél Fester continued her work with the senior leadership team as well as their School or Division team on assessment of administrative and operational effectiveness, including review of current processes, engagement in research, and integration of efforts. She was engaged in supporting the Task Force for the Future as well as the President's Advisory Council on Diversity, Equity, and Inclusion. Collaboration and support were also provided to the Office of the President on the PMP forecasting for the coming year. This work is to ensure that Baruch College remains in compliance not only with federal, state, and accreditation regulations, but also with CUNY's expectations for assessment and institutional effectiveness, issues that are everyone's responsibility.

Office of Research Compliance and Outreach (ORCO)

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

ORCO provides oversight, administrative support, and compliance education to promote the understanding of compliance throughout the Baruch community.

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Research Compliance Specialist – Research Compliance Specialist Janet Badillo (MPA '13) manages human subjects' research operations. Ms. Badillo has experience in research development and support, specifically within CUNY. She previously served as HRPP analyst at Queens College and as Institutional Research Board (IRB) specialist and grants assistant at Hunter College. If researchers have questions regarding the IRB review process, please contact Mrs. Badillo at janet.badillo@baruch.cuny.edu.

In-Person Human Subjects Research: In accordance with CUNY COVID policy, new and existing in-person research activities are suspended until further notice. This includes research conducted off-site and internationally. Please note, IRB approval is contingent upon approval of Baruch College's Human Subjects Research reopening plan, which will include review and approval of research with in-person procedures by Baruch's Research Reopening Committee. The committee will determine whether the research follows all required safety guidelines. There will be an announcement once Baruch's HSR Reopening plan has been approved. Continue to visit CUNY's COVID-19 webpage for the latest up-to-date information regarding reopening research: <https://www.cuny.edu/research/>

IRB Manager Transition Update: Currently, IRB Staff are building forms, checklists, etc. for the implementation of IRB Manager an on-line IRB submission system. Currently, IRB Manager is scheduled to be rolled-out in summer 2021. Implementation plans, timelines, milestones and FAQs regarding CUNY's transition from Ideate to IRB Manager are currently under development. A detailed timeline is forthcoming.

IACUC Protocol Administration: The use of vertebrate animals for biomedical research, training, or teaching purposes must be reviewed by an Institutional Animal Care and Use Committee (IACUC) before work can begin. Please contact [the Director of Research Compliance and Outreach](#) for assistance with obtaining IACUC review and approval. ASRC IACUC meetings occur every 3rd Wednesday of the month. To be placed on the monthly agenda, applications must be submitted for review no later than the 10th of the month. If there are questions regarding the IACUC review process please contact Mrs. Lesley G. Piccoli, Animal Research Compliance Specialist, at lpiccoli@gc.cuny.edu.

Export Control: Export Control Compliance is administered by the Office of Research Compliance and Outreach (ORCO). Faculty and students travelling internationally under the auspices of CUNY, collaborating with foreign nationals or institutions for research purposes must contact Keisha Peterson, Export Control Administrator, to inquire as to whether export control regulations apply. Research involving export-controlled items, technology licensing, international shipping, international financial transactions, hiring of foreign nationals, or hosting foreign visitors might also trigger export control concerns.

Research Agreements Point Person: Keisha Peterson, Director of Research Compliance and Outreach, is the Research Agreements Point Person (RAPP). If Baruch faculty/staff are entering into an agreement with another person or data holder to receive or share data, leaving CUNY for another institution and taking their data, or transferring CUNY research data to non-CUNY individuals or organizations, [please contact the Director of Research Compliance and Outreach](#) as these types of agreements may require an institutional signature. **Only CUNY Central officials can provide an institutional signature.** Baruch Researchers, Chairs, Officials, et al. cannot sign these agreements on behalf of CUNY. Agreements requiring an institutional signature will be forwarded to CUNY Central and signed by either the General Counsel or a designated signatory. Office of the Provost and Senior Vice President for Academic Affairs

Research Compliance & Outreach Activities: We continue to build and improve relationships with various departments and programs to increase institutional compliance with federal and CUNY requirements. Implementation plans for the roll-out of IRB Manager to the Baruch Research Community are forthcoming.

Research Compliance and Outreach Website: In January 2021, we were moved to WordPress. We continually make changes to the following compliance areas on our website: Human Subjects, IACUC Administration, Research Agreements, and Export Control. Our website address is <https://baruch.cuny.edu/orco/index.htm>.

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: <https://orco.baruch.cuny.edu/training-videos/>. 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: <https://orco.baruch.cuny.edu/training-videos/ideate>. These videos cover various IDEATE functions and common system issues that research.

Research Development and Support Areas

The College Research Enterprise showed some encouraging progress in Fiscal Year 2020-2021, with the Research Foundation's First Quarter report putting us in seventh place among the twelve CUNY senior colleges as measured by expenditures from external funding sources. After several years at the back of the pack, we believe that we can leverage this momentum to keep Baruch pointed in the right direction.

While the efforts of individual faculty grant submissions were doubtlessly the driver in our recent gains, we must think holistically about cultivating the building blocks of a healthy research enterprise. At any institution, externally-faculty research is one of these; the others are institutional grants awarded by government and private entities to support institution-building and student-focused projects, and the external funding efforts of our centers and institutes. It is my sincere hope that the stakeholders at Baruch, with the leadership of our new President and Provost, can jointly craft an ambitious yet realistic vision for research at Baruch and chart a course toward its fulfillment.

Research Reopening has consumed much effort this past year. Our Research Reopening Plan, which is part of our Campus Reopening Plan, was approved by our Central Office in September of 2020. Because of Baruch's facilities—we conduct our on-site research in high rise buildings with ventilation limitations, small lab spaces, and elevators as our main conveyances—we have been slower to reopen than some of our more spread-out counterparts and are taking a relatively conservative approach to further reopening. To-date, several of our Natural Sciences labs have reopened, as has one of our Centers. Our approved College Reopening Plan, and any communications from the Provost on further developments on the Research Reopening front, can be found on the Baruch College website.

The entities comprising the Research Development and Support functions of Baruch College's Research Enterprise—SPAR (Sponsored Programs and Research), ORCO (Office of Research Office of the Provost and Senior Vice President for Academic Affairs

Compliance and Outreach), and the Office of the RIO (Research Integrity Officer)—continue their efforts to collaborate more-closely with one another, in order to provide the most accurate, comprehensive and up-to-date guidance for Baruch Researchers in a timely and professional manner.

Note from Associate Provost Patricia Price

I want to take a moment to personally thank each one of the directors in these areas, respectively, Zolicia Abotsi, Keisha Peterson, and Kristin Sommer, for their professionalism and resilience, particularly in the remote work environment that we have all inhabited for the past year. Thanks to you, and to your staff, for the support of our faculty, staff, and student researchers. Without it, we could not have made the strides we have, and we will as a collective continue to rely on your leadership as we chart the next chapter in Baruch’s Research Enterprise.

SPAR provided early leadership in the transition of their day-to-day business operations to a remote environment using MS Teams. This software is licensed by CUNY Central and provides the closest replication of a face-to-face office environment as is currently possible via remote interface, allowing staff to speak by phone with our stakeholders without having to utilize their personal cell phones, to videoconference, chat, and share documents. SPAR’s efforts were a model for ORCO and Academic Administration’s transitions to the Teams environment.

On a personal note, Research Compliance Specialist Janet Badillo welcomed daughter Francesca Eleanor Badillo on October 20, 2020. Congratulations, Janet and family!

Sponsored Programs and Research (SPAR)

External Proposals – For the first half of FY 2020-2021, July 1, 2020 to December 31, 2020, Baruch College Faculty members submitted 35 proposals. The funding requested in the submitted proposals totals \$8,930,312. There was a decrease of 40% in the number of proposals submitted but an increase of 37% in the amount of funds requested, up from \$6,534,967, for the same period last year. Faculty from The Weissman School of Arts and Sciences submitted the most proposals, followed by The Marxe School of Public and International Affairs and The Zicklin School of Business.

PSC CUNY Research Award Program Cycle 52 – in December 2020, 99 PSC applications were submitted by Baruch faculty members. This is a decrease of 29% compared to the previous year.

External Awards – Grants, contracts and awards from all units total \$4,514,893.63, for the first half of FY2020-2021. This is on track for the College to exceed \$7 million in funding for the fiscal year.

The number of awards increased to 31 versus 21 awards over the same period last year. The Marxe School and other divisions each had eight (8) awards totaling \$642,960 and \$1,600,428 respectively. The Weissman School won eleven (11) awards totaling \$1,595,156.59, and the Zicklin School received four (4) awards totaling 676,348.84.

Office of Sponsored Programs and Research Website – The link to SPAR’s website has moved to the Provost’s page under “Research.” The SPAR website is an important resource for faculty researchers seeking to apply for and manage research funding. It is continually updated to reflect policy and process changes: <https://spar.baruch.cuny.edu/>

Student Academic Consulting Center (SACC)

SACC saw major shifts in attendance patterns for tutoring and workshops during the Fall 2020 semester that are consistent with what learning center directors are reporting throughout CUNY and nationwide. Comparing the month of October to the same month in 2019, the number of appointments per student increased 19%, but the number of unique students coming for tutoring dropped by 31%. In other words, many fewer students are coming for tutoring during the pandemic, but those who are coming are making more appointments than usual. The pattern for workshop attendance is similar.

In addition to tutoring and workshops, for which participation is voluntary, SACC also provides embedded support for the alternative algebra-precalculus sequence (MTH 1023 & 2009) for students who enter Baruch with a math placement below College Algebra. For MTH 1023, the support component is Peer-Led Team Learning (PLTL), which provides students with collaborative practice in small groups once a week under the guidance of a SACC tutor trained for this role. Attendance at PLTL has held steady during the pandemic, and Fall 2020 data show that frequent attendance at PLTL continues to be associated with higher course grades, just as it was when groups met in person. At the end of the Fall 2020 semester, we administered a set of online surveys to gather feedback from students and PLTL leaders about their experience with PLTL. Comparing survey responses for Fall 2020 (online) with responses to the same survey in Fall 2019 (in person), a few findings stand out: in Fall 2020, many fewer students report that they formed lasting friendships with groupmates. Moreover, many fewer reported that all groupmates contributed during PLTL and that they often used their groupmates as a resource. It's clear that preserving the highly collaborative nature of PLTL is challenging when sessions are held remotely. However, compared with in-person PLTL, nearly as many say the group was able to set and achieve goals together, and nearly as many gained or maintained a positive view of group study. In addition, and most importantly, nearly as many indicated in 2020 as in 2019 that they understood course material better, earned higher grades on assignments, and predicted earning a higher final grade in the course because of PLTL. Thus, while PLTL is less interactive online than it was in person (comments in the free response section point to groupmates with cameras off and microphones muted as major factors here), they still found it nearly as beneficial as in-person PLTL in a number of important ways.

In both the student and leader surveys, we incorporated new items that correspond to the career competencies of the National Association of Colleges and Employers (NACE) to ascertain the extent to which respondents believe their experience with PLTL contributes to their development in these areas. The leader survey included items for all eight areas. All or nearly all PLTL leaders agreed that serving in this role helped them to develop every competency except digital technology, with which 80% of leaders agreed. All leaders indicated that in future job/internship interviews, they will be able to describe how skills and abilities they have developed as PLTL leaders add value to their candidacy. The student survey included items that touched on the four competencies. A majority of students indicated that being part of a PLTL group improved their problem-solving skills (82%), their communication skills (64%), their ability to work as part of a team (71%), and their ability to work well with diverse others (73%).

SACC's tutor training program is certified by the College Reading and Learning Association (CRLA) at all three available levels. In addition to asynchronous training activities, each level includes a substantial in-person component: seven hours for Level One (Certified Tutor, required), six for Level Two (Certified Advanced Tutor, required), and twelve for Level Three (Certified Office of the Provost and Senior Vice President for Academic Affairs

Master Tutor, optional). CRLA certification requirements call for these training activities to be highly interactive, and the in-person portion includes a variety of team-based activities that often include the use of manipulatives or the creation of deliverables including role-plays and group presentations. SACC tutors serving as PLTL leaders complete an additional three hours of in-person training which is also highly interactive. Adapting all of these activities to be achievable and effective online was a significant undertaking. Using Zoom, Office 365, Qualtrics, and free resources available online, we converted all of our in-person training to a synchronous, remote experience. In addition to all of the tutors who completed the mandatory lower levels of training, SACC certified a class of ten new Master Tutors in January—our largest Master Tutor class in three years.

Tools for Clear Speech (TfCS)

The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and non-native English speakers (NNES) at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. TfCS also enriches the diversity of the College by providing opportunities to foster intercultural communication, inclusion, and global awareness among its multicultural and multilingual community.

In Fall 2020, TfCS served over 162 unique participants (including several members of the faculty and staff) in more than 1,200 hours of instruction across all offerings. Though the program continues its outreach to attract and serve a more substantial portion of the College's vast NNES population, these numbers reflect a more focused effort to underscore consistent participation and work toward more demonstrable learning outcomes in our video assessments. Therefore, although the number of unique students served by the program has slightly decreased in recent years, hours of participation remain steady.

In response to the COVID-19 pandemic, TfCS continued to administer all services online through Zoom. This format works quite well for the nature of linguistic support offered by the program, and TfCS plans to continue use of Zoom and distanced instruction throughout all phases of the College's reopening. Furthermore, TfCS will incorporate this service into the program's offerings even beyond the full resumption of in-person learning.

TfCS also continued to fortify and scale its unique program offerings (particularly those which utilize online learning formats). In Fall 2020, we continued development of online practice exercises and user interfaces in our distance learning platform, Tools *To-Go*, and continued to provide direct support to various academic programs at the College, including the MFE Program, students from the Zicklin PhD Program, and COM 1010-T. Furthermore, TfCS made significant progress on a host of projects and cohort supports.

COM 1010-T Course Support – In Fall 2020, TfCS provided direct support to 42 students enrolled in three sections of COM 1010-T, exclusively available to non-native English speakers. TfCS collaborated with COM faculty to align support with the course curriculum, and provided individualized instruction plans and exclusive access to specific TfCS services. In all, TfCS provided approximately 447 hours of supplemental support to 1010-T students throughout the semester. Student participation rates and feedback indicate high levels of satisfaction and engagement. Results of the pre- and post-instruction assessments will inform revision of future participation requirements in TfCS services.

Just to Be Clear Podcast – In December 2020, TfCS released “Are You What You Speak?,” episode 4 of *Just to Be Clear*. The episode highlights multilingual identity and inclusion on college campuses, and features an interview with Dr. Eva Fernández, Associate Provost for Innovation and Student Success at Queens College. *JTBC* explores the learning and teaching of spoken language; accompanying each episode are online learning materials for learners to build fluency, vocabulary, and listening skills.

GCMC Collaboration – In Fall 2020, as a part of the “Culture and Career” workshop series of Zicklin’s Graduate Career Management Center (GCMC), TfCS co-hosted and facilitated two online workshops for Chinese International Students: The Art of Small Talk; and Interviewing in the US with Confidence. Both workshops were well attended, and we expect to continue this and other such collaborations in the coming AY.

GraduateNYC’s *College Completion and Innovation Fund* Grant – In Spring 2020, TfCS received a grant of \$200K to support the development and piloting of COM 3021-T sections over the next two academic years. The grant is provided by [Graduate NYC’s College Completion and Innovation Fund \(CCIF\)](#), which seeks to improve completion outcomes among low-income, first-generation, and traditionally underrepresented students in higher education. Work on this project began in late summer 2020 with curriculum and supplemental materials development, led by TfCS Curriculum Specialist, Kim Edmunds. Development will continue through spring and summer, and TfCS plans to pilot assignments and supplemental support with students enrolled in COM 1010-T for Fall 2021.

Assessment – Building on the recommendations of the team’s Assessment Analyst, in Summer 2020 all assessment sets and procedures were updated to ensure validity and reliability of the assessment role-play tasks. This led to the collection of a wealth of scoring data that are now being analyzed, and will inform future revision.

MFE Program Support – TfCS continued its support for Baruch’s MFE program, offering 28 students pre- and post-instruction assessments and weekly sessions with Speech Consultants in Summer and Fall 2020. In line with the Fall 2019 results, Fall 2020 culminated in statistically significant increases in all three areas of speaking ability (phonological, grammatical, and pragmatic), in addition to the anticipated high student satisfaction ratings across the board.

The Writing Center

Operating remotely, the Baruch College Writing Center continues to offer free, professional writing support to all undergraduate and graduate students through synchronous one-to-one consultations, workshops, asynchronous feedback, and writing guides.

In Fall 2020, we held over 3,000 one-to-one, 50-minute sessions, and 1,400 students attended our online workshops. Across all services, we held **4,800 hours of student support**. Our waiting list—a strong indicator of student demand—saw over 1,000 entries.

Online Workshops

We adapted ten of our skill-focused workshops to run via Zoom, and we lead them as both standalone events and as in-class sessions.

- The slides—with built-in lesson plans in the notes—are [publicly available for faculty to lead in their own classes](#).

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- For in-house workshops, student attendance increased dramatically, with an average of 45 students attending each (as opposed to about 6 students/workshop in Fall 2019).
- We led 29 in-class workshops, reaching over 1,000 students.
- Each Tuesday, we also ran a brief “Virtual Orientation” for students who had newly registered for our online schedule. 126 students attended.

Grade Analysis

Looking at the final grades for all students in English courses last fall, we analyzed the correlation between visiting the center and student success:

<i>Across all students in ENG courses</i>		<i>Students in ENG who visited the Writing Center</i>	
# of Students	5015	# of Students	424
Average grade:	3.59	Average grade:	3.77
Withdrawal rate:	6.24%	Withdrawal rate:	2.36%

We also looked more narrowly at the grades for first-semester students whom faculty flagged as “at-risk” for failing in the early alert process. Among at-risk students who visited the center, 86.7% successfully completed the course, with an average grade of 3.16; among at-risk students who did *not* visit, only 45.9% successfully completed the course, and those who passed averaged a 2.24.

Of course, we cannot assume a causal relationship between tutoring and academic success. It makes sense, for example, that students who plan to withdraw would skip tutoring, just as it makes sense that students who have time and are motivated to seek supplemental support are more likely to do well in their classes. Even if this correlation merely suggests that the most successful students are those who currently visit, it motivates us to work to reach more students who are struggling.

Asynchronous Video Feedback

In response to student demand, we successfully piloted a new service: when students request “Video Feedback,” they receive a short walkthrough of a consultant’s written response to their draft. Scholars have noted the benefits of video feedback for English Language Learners, arguing that access to multimodal feedback and paratextual information like tone and body language help to facilitate language acquisition.

All consultants received training in offering asynchronous video feedback, and we completed more than 80 video feedback requests in the pilot.

Student Responses

- Post-session survey results remain very positive:

Questions	Agree	Disagree
I felt confident in my consultant's abilities.	97.8%	1.3%
I think my writing project will improve as a result of this Writing Center session.	96.9%	1.5%
I think my long-term writing skills will improve as a result of this Writing Center session.	96.3%	1.1%
I found the Writing Center personnel friendly and inviting.	98.0%	0.9%

- At the end of each group workshop, we ask students to reflect briefly on what they learned. Responses show students actively thinking about how to apply the skills to their future writing:
 - *I really liked how engaging the workshop was and how we were allowed to talk in our breakout room and then join back with all other participants.*
 - *We learned how to establish good thesis statements by making them specific, arguable, manageable and interesting.*
 - *I learned that much of plagiarism is by accident, so I really need to be careful when taking notes which are directly taken from text and which are my own thoughts.*
 - *This workshop will definitely help me draft emails to future teachers and employers. I learned to be more professional in choosing my words and how to convey my message effectively.*
 - *As a finance major, I can use what I learned to analyze data in a meaningful way that would contribute to the claims of my fellow analysts.*

Supporting graduate students

Since moving online, graduate students have booked 25% of all one-to-one sessions (up from 12-17% in prior years). With this in mind, we are designing new resources for graduate student writers, and hope to partner with faculty to identify gaps in our services.