

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR
SPRING 2022**

It is an honor to report once again to the General Faculty on the operations and achievements of the Office of the Provost and Senior Vice President for Academic Affairs. We begin with updates from the Office of the Provost and then proceed to include brief reports from each of the offices in Academic Affairs.

General Updates:

- The Office of the Provost is pleased to have welcomed our new Associate Provost for Assessment, Accreditation, and Institutional Effectiveness, Dr. John Osaë-Kwapong.
- The Office of the Provost also welcomed two new administrative staff members: Amaranta (Amy Rendon) provides administrative support to the work of the new associate provost and also staffs the reception desk; College assistant Folsade Obujimi works as the half-time events coordinator for the office.
- The Office of Academic Administration has experienced two personnel changes since the last GenFac report: Minonska Castellanos has joined OAA as Administrative Coordinator, and Jennifer Fallon has resigned from her position as Director of Academic Administration. The search for the next Director of Academic Administration is underway.

Progress Toward Goals:

- *Goal 1: Launch multifaceted institutional transformation to elevate and enhance diversity, equity, and inclusion.* Working in collaboration with the Office of Equity, Diversity, and Compliance Initiatives, the Office of the Provost established guidelines for the recruitment of diverse candidate pools for full-time faculty searches through advertising in a broader group of journals. We also moved the required charge meeting to earlier in the process so that search committees be mindful of DEI issues in the recruitment process. The Office of the Provost is funding the additional advertising costs for this first year. We also received a small grant to develop a mentoring program for mid-career faculty to be administered by the Associate Provost for Academic Administration and Research.
- *Goal 2: Complete institutional structure and planning toward an integrated model for student success: increase student engagement, academic momentum, degree completion, and post-graduation success.* The Office of the Provost collaborated with Student Affairs and EMSAI on the establishment of the “Baruch One-Stop Shop” (B.O.S.S.) for student services. We continue to collaborate on long-term structural integration and look forward to a joint working session on March 28 that involves senior staff in Academic Affairs, Student Affairs, and EMSAI.
- *Goal 3: Promote faculty and staff innovation to fully leverage Baruch's intellectual horsepower and capacity as a learning organization.* The Office of the Provost established the Provost Innovation Fellows and Provost Innovation Seed Grant programs. It is hosting Baruch’s Inaugural Cross-College Research Symposium on May 13. Faculty expertise is being deployed in other strategic areas, including enrollment planning, and the revision of the college budget model.
- *Goal 4. Migrate from remote instruction to a mixture of in-person, hybrid, and Hyflex, as well synchronous and asynchronous online classes, all while facilitating and maximizing experiential learning.* Provost Essig convened the Hybrid and Online at Baruch Advisory Council and commissioned an outside consultant (Talent Development) both of which have delivered recommendations that lead to the launch of the Digital Learning Hub currently

underway as well as processes and structures for future development of online and hybrid teaching and learning.

- *Goal 5. Initiate a multi-year effort toward an incentive-based budget model: align institutional priorities and resource allocation; create incentive for collaboration and entrepreneurial program innovation.* In collaboration with the VP for Finance and Administration, AVP Mary Rivers, and others, Provost Essig has led a series of meetings explaining the vision of and goals for incentive based budgeting. The Division of Finance and Administration is leading this effort.
- *Goal 6: Expand visibility and philanthropy while strengthening and building external partnerships.* Provost Essig has been participating with OCMPA on its branding study and has articulated the special needs of academic affairs to OCMPA in its effort to redesign the College's web interface. This includes the necessity to have searchable faculty web pages.

Academic Assessment

Our office would like to welcome Dr. John Osae-Kwapong, the new Associate Provost of Assessment, Accreditation, and Institutional Effectiveness (OAAIE). Under Dr. Osae-Kwapong's leadership and guidance, OAAIE will continue to collaboratively advance the mission and goals of Baruch College and the City University of New York (CUNY) to enhance the student experience, quality of teaching and learning, and institutional effectiveness. Dr. John Osae-Kwapong began his role as Associate Provost on February 28, 2022. He has spent the first two weeks meeting with various key stakeholders and learning about their areas. More importantly, he has used these meetings to discuss areas of opportunity to ensure that the office is able to provide full support to the institution as well as its constituent parts. Over the next weeks, OAAIE will develop and present a work plan to the provost, which will lay out a guiding framework and the next steps in how OAAIE will plan to operationalize the charge of this office. Regular updates will be provided as work progresses.

The OAAIE also works across the College to ensure adherence to the accreditation standards of Middle States Commission on Higher Education (MSCHE) as well as the requirements of CUNY Central and the New York State Education Department (NYSED).

NYSED Program Change Applications – With a move to an increasingly virtual world, Zicklin and Marx are considering the distance-learning format for multiple academic programs. OAAIE is collaborating with the Schools and CUNY Central to provide support and guidance with the New York State Education Department (NYSED) applications and steps for approval.

Academic Assessment at the Marx School of Public and International Affairs

- **Program Assessment:** Multiple assessment initiatives at Marx are underway, concentrating on student proficiency related to Policy, Communications, Management, Public Service Perspectives, as well as a Pathways Flex Core course. In addition, implementation plans are being developed to ensure the effective application of the curriculum review recommendations approved in the spring, including a differentiated research methods core and a new core course on Race, Inequality, and Public Policies. These recommendations were informed, in part, by ongoing assessments.
- **NASPAA Reaccreditation:** The Marx School is undergoing NASPAA reaccreditation during AY 2021-22. OAAIE has played a significant role in preparing the Self-Study report, the response to the Interim Report, as well as preparing the faculty for the Site Evaluation Visit, which will occur March 15-17. In addition to ongoing meetings and presentations, OAAIE has developed tailored progress guides representing the work of each discipline. In

addition, a comprehensive repository for Standard 5 (Student Learning and Assessment) was completed.

- **Assessment Newsletter:** the OAAIE has developed an ongoing assessment newsletter for the faculty and staff of the Marxe School to keep the community abreast of assessment progress with interviews of prominent assessment figures both at Baruch and beyond.

Academic Assessment at the Zicklin School of Business

OAAIE continues to work with the Zicklin Office of Graduate Programs to examine students' college and program expectations as well as the perceived effectiveness of their experiences. This was achieved with the creation of in-depth entry and exit surveys. An additional exit survey was revised and distributed in December 2021. A second entry survey was administered to the part-time MBA students and MS students at the end of the Spring 2022 orientation week. We will continue to brainstorm promotion methods to address and increase student engagement.

Division of Student Affairs – OAAIE continues to provide support to Student Affairs and its departments working with such units as the Department of Athletics. A survey was launched (n=40) this spring to gauge perspectives regarding the Jingle Bell Run fundraising event. The results were tremendously favorable. In addition, the Office is also planning to work collaboratively with the Division to standardize assessment reporting.

New York Community Trust Leadership Program (NYCTLP) – OAAIE continues to work with NYCTLP to ensure that the mentorship component is comprehensive and beneficial to all participants. NYCTLP is designed to equip mid-career practitioners in New York City nonprofits with the competencies, skills, and talents to be effective managers and leaders. This spring a survey will be administered to 65 participants regarding their mentorship experience, support received, and the diversity of the program's offerings.

CUNY Assessment Council – Through OAAIE, Baruch continues to have a prominent role on CUNY's Assessment Council with Baruch's Associate Director named the Council's new co-chair. As a component of several initiatives, OAAIE is actively engaged in "The Assessment Review." This publication showcases articles that address: 1) teaching and learning; 2) administrative and support services; 3) theory and policies in higher education; and 4) accreditation. Relevant articles can be submitted to assess@cuny.edu. The launch of the Spring 2022 edition will be on April 18.

Academic Personnel

Faculty Searches – As of February 17, 2022, the Office of the Provost has authorized fifty-nine (59), full-time, tenure track or CCE faculty searches for the 2022-2023 academic year. Twenty-one (21) of these faculty searches are from the 2021-2022 CUNY Lecturer Hiring Initiative. CUNY has undertaken this new Lecturer hiring initiative to rebalance the proportion of instructional hours taught by full-time faculty in order to nurture and renew the academic core in support of being a student-centered, equity-driven university.

The *Weissman School of Arts and Sciences* has thirty four (34) authorized faculty searches: one (1) in Black & Latino Studies; six (6) in Communication Studies; nine (9) in English; one (1) in History; six (6) in Mathematics; two (2) in Modern Languages; four (4) in Natural Sciences; four (4) in Psychology; and one (1) in Political Science. Thirteen (13) of these authorized faculty searches are from the CUNY Lecturer Hiring Initiative.

The *Zicklin School of Business* has twenty-two (22) authorized faculty searches: four (4) in the Allen G. Aaronson Department of Marketing and International Business; five (5) in the Bert W.

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Wasserman Department of Economics and Finance; two (2) in the Narendra Paul Loomba Department of Management; five (5) in the Paul H. Chook Department of Information Systems and Statistics; and six (6) in the Stan Ross Department of Accountancy. Eight (8) of these authorized faculty searches are from the CUNY Lecturer Hiring Initiative.

The *Marxe School of Public and International Affairs* has three (3) authorized faculty searches.

Please see table below for approved, finalized and pending faculty searches thus far.

School	Department	Approved Searches				Finalized Searches				Pending Searches			
		Asst Prof	Lect	Lect Doc Sch	Coll. Lab Tech	Asst Prof	Lect	Lect Doc Sch	Coll. Lab Tech	Asst Prof	Lect	Lect Doc Sch	Coll. Lab Tech
WSAS	Black and Latino Studies	1				1							
WSAS	Communication Studies	2	4					1**					
WSAS	English	3	6			1							
WSAS	History	1											
WSAS	Mathematics	2		4		2							
WSAS	Modern Languages & Comp. Lit.	1		1									
WSAS	Natural Sciences	2	1		1								
WSAS	Psychology	4				2							
WSAS	Political Science	1											
ZSB	Stan Ross Dept. of Accountancy	2	4										
ZSB	Bert Wasserman Dept. of Eco & Fin	4	1							2			
ZSB	Paul H. Chook Dept. of Information Systems and Statistics	3	2			3							
ZSB	Narendra Paul Loomba Dept. of Management	1	1										
ZSB	Allen Aaronson Dept. of Mkt/IB	1	3										
Marxe	Public Affairs	3*								1			

* One of the positions is open rank

** Candidate was offered a Lecturer Doctoral Schedule position contingent upon completing PhD by 8/1/2022

Reappointment, Tenure, and Promotion - The college granted reappointment with tenure to eight (8) faculty, and reappointment with early tenure to two (2) faculty; eight (8) faculty received promotion to associate professor. The College reappointed six (6) lecturers with certificate of continuous employment (CCE). Twelve (12) faculty will be recommended for promotion to full professor at the School P&B level, and will be considered at the College P&B on April 12, 2022 (see notes below).

	ZBUS	WSAS	Marxe	Library	Student Development	Grand Total
Full-Time Faculty Reappointment with Tenure effective 9/22	4	2	1	1	0	8
Full-time Faculty Reappointment with Early Tenure effective 9/22	1	1	0	0	0	2
Full-time Faculty Reappointment with CCE effective 9/22	1	3	2	0	0	6
Full-time Faculty Promotion to Associate Professor without Tenure effective 8/22	3	3	1	1	0	8
Full-time Faculty Promotion to Professor effective 8/22*	4	5	3	0	0	12
Notes: Reappointments w/ Tenure, Early Tenure, & CCE effective 9/22 and Promotions to Associate Professor effective 8/22 were processed in Fall 2021 (CP&B: October 5, 2021) *Promotions to Professor effective 8/22 will be processed in the April 12, 2022 CP&B						

Adjunct Faculty Services

With limited presence of faculty on campus during the Delta surge of COVID, the most popular program sponsored by Adjunct Faculty Services in fall 2021 proved to be the book giveaway; after two years of the pandemic, the director, Dr. Linda Lemiesz offered to put the materials she had gathered for the 2020 Community of Scholars into circulation. Within minutes of posting the announcement on the Adjunct Faculty Orientation blackboard site, she found 41 adjuncts eager to acquire these materials. An additional 15 adjuncts claimed printed copies of Bernard L. Schwartz Institute's "Very Short Guides." By late October, any hopes of resuming live programs had faded, so Dr. Lemiesz turned her attention to revising her Blackboard site, removing more than 400 users who no longer taught at Baruch and adding 368 new names. She revised "Adjunct Essentials" to reflect the anticipated spring 2022 return to campus and designed a short Qualtrics survey for distribution in February 2022.

Although several adjunct faculty members had volunteered to organize live programs for adjuncts in spring 2022, the omicron surge meant an inevitable delay. Orientation programs for the spring semester of 2022 were conducted on ZOOM, with the popular "Teaching at Baruch" workshop by CTL Director Allison Lehr Samuels and "Introduction to Blackboard" workshop conducted by BCTC's Kevin Wolff and James Weinrich, each repeated twice. Catherine Kawalek's ZOOM advanced topics helped adjuncts transition to using the new CUNY login protocol. All 86 adjuncts identified as new employees were emailed the revised edition of the "Adjunct Essentials" brochure along with a welcoming email directing them to additional resources such as the Faculty Handbook, the Adjunct Faculty Orientation syllabus found on Blackboard, and the Center for Teaching and Learning website. Adjuncts had questions about topics as diverse as loading vaccination information into CUNYfirst to using the smart podiums. After a somewhat harried start, the semester seemed to be proceeding smoothly by mid-February.

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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.

AY 2021-22 sees our Sixth Cohort of Three-Year (Multi-Year) Appointments for Teaching Adjuncts (Fall 2022-Spring 2025). We currently have adjunct faculty who: 1) are newly eligible for three-year appointments; 2) constitute a second cohort of adjuncts who received initial three-year appointments for (Fall 2019-Spring 2022) and are eligible for a second three-year appointment; and 3) adjuncts who currently hold one-year with guidance appointments. The Spring 2022 Comprehensive Review process will be managed through Interfolio for the first two of the groups outlined above.

Three-year Adjunct Appointments: Total Faculty Eligible= 50

School	# of Adjuncts who Eligible for Comprehensive Review Spring 2022, Initial Three-Year Appointment eff. Fall 2022	# of Adjuncts who Eligible for Comprehensive Review Spring 2022, Second Three-Year Appointment eff. Fall 2022	# of Adjuncts with 1 yr w/Guidance for AY 2021-2022, Eligible for Comprehensive Review Spring 2022 (not included in initial 3 yr count)
Weissman School of Arts & Sciences	9	9	1
Zicklin School of Business	7	24	0
Marxe School of Public & International Affairs	0	0	0
Grand Total	16	33	1

Bernard L. Schwartz Communication Institute

Scaling up and Innovating Pedagogical Development for Faculty

- [Seminar on Supporting Communication-Skills in the Zicklin Majors](#) In support of the Zicklin Undergraduate Curriculum Committee's initiative to assure scaffolded communications-skills development for all BBA students, we are designing and facilitating this new Seminar. Approximately 50 faculty split across three cohorts will meet for three intensive working sessions, and then be paired with one of our Communication Fellows for ongoing tailored support.
- [Seminar on Inclusive Pedagogy](#) Following our successful fall pilot of a new faculty-facilitation model, this spring three cohorts of the seminar are currently running, for a total of approximately 60 participants for AY 2021-22.
 - For the first time, our Fellows are providing faculty alumni of the seminar with ongoing, one-to-one support toward their inclusive pedagogy goals on an opt-in basis.
- Our perennial faculty resources, including our [Very Short Guides](#) and materials from our [Seminar on Remote Communication-Intensive Teaching](#), continue to be utilized regularly from our website.

[Embedded Course Support](#) – We continue to provide tailored course-embedded communications-skills support in the form of in-class workshops and co-curricular consultations. This semester, we

are supporting approximately 2,540 students and 50 faculty members across 74 sections, through a mix of in-person and online modalities.

Supporting Curricular Innovation and Assessment

- Curriculum: We continue to support curricular revision at Zicklin, refining, in collaboration with each department, the teaching of communication across the majors.
- Assessment: In support of Zicklin's BBA Oral Communication Assessment, we are refining assessment instruments, conducting norming and scoring, and performing assessment of assessment.

Special Programs

- Writing Support at Marxe: Our comprehensive program supporting the teaching and learning of writing in the Marxe graduate programs, including resources for faculty and students, is back in full-swing. Read more about workshops, consultations, and more [on our website](#).
- Research and Creative Inquiry Expo: In May 2022, we'll co-sponsor with the Honors Program this week-long celebration of undergraduate research, formerly known as Creative Inquiry Day, with both in-person and online events.

Professional Growth and Development:

- Our monthly professional development for our staff of 18 Fellows will continue to include a focus on DEI, with sessions this semester on deepening our inclusive pedagogy practices and on engaging with equity and diversity initiatives across the College.

Center for Teaching and Learning (CTL)

The CTL works across Baruch College to foster teaching and learning that is engaging and meaningful to faculty and students. Over the Fall 2021 semester the CTL focused on helping faculty teach during COVID-19, whether online or transitioning back to campus. The CTL emphasizes incorporating student-centered pedagogical best practices in all modes of instruction.

Pedagogy – Faculty Development Workshops, Events, and Resources

- Between September 2021 – February 2022 developed and offered 60 [faculty development workshops](#)
- In Fall 2021, 23 faculty participated in the [CTL Student Engagement Seminar](#)
- Collaborated with BCTC to co-lead the [Baruch/CUNY HyFlex Seminar Pilot](#): 11 faculty participated and are teaching in this modality in Spring 2022.
- Since Spring 2020, CTL has administered the participation of 206 faculty (a mix of full- and part-time) in the CUNY School of Professional Studies ["Online Training Essentials Workshop"](#)
- The following openly licensed digital resources were updated and created:
 - [Moving Forward at Baruch and CUNY](#): to reflect Academic Policies for Fall 2021 and Spring 2022
 - [Teaching with Zoom @ Baruch College Guide](#)
 - [Student Guide to Online and Hybrid Learning](#)

Grant-Funded Project: "Baruch OER (Open Education Resources) Initiative" (\$173,700)

This [grant from CUNY Central](#) supported the conversion of courses through Spring 2022 to a "ZERO Textbook Cost" designation in CUNYFirst. In the AY 2021-22, 253 course sections were ZTC/LTC, impacting 6,538 student seats, and resulting in \$403,559 of textbook costs savings. Examples of how faculty use OER and zero cost materials can be found at [TeachOER.org](#).

Assessment Efforts – Each semester since Spring 2020 conducted the [COVID-19 Student Experience Survey](#) to learn about students taking online courses. Results inform our best practices and programming.

Educational Technology – The CTL supports its home-grown open educational technology platforms. [Blogs@Baruch](#) is an online publishing and academic networking platform for the Baruch community. Since 2009, over 44,400 users (students, faculty, and staff) have created more than 9,200 sites. Usage rates from August 2021 – February 2022 show 485 new *sites* were created and there were 2,684 new user accounts.

College Now

During Fall 2021, the College Now program offered ten online college credit courses in a variety of disciplines. All courses met targeted enrollment numbers with 250+ NYC Public High School students enrolled. In Spring 2022, College Now is offering 16 college-credit courses. This semester marks the return of some in-person programming for College Now, we currently have 9 hybrid course sections. College Now enrollment for Spring 2022 is 400+ students. CUNY Explorers continues to offer college readiness workshops online and, new for the spring, in-person workshops at DOE High Schools. The STEP Academy Program continues to offer its wide range of STEM related programming online. All programs within the department are slated to be in-person beginning Summer 2022.

Faculty Development

Beginning in the fall of 2021, the Office of Academic Administration launched Interfolio clinics held via Zoom. These are targeted to faculty coming up for specific personnel actions in the next semester, but open to any faculty member who would like attend. Two clinics will be held in each of the fall and spring semesters, as well as a clinic for School-based support staff in January. This will be an annual series going forward. Check the Provost’s website for upcoming dates and registration.

Baruch has purchased a second module from Interfolio, Faculty 180, which will replace our current Digital Measures platform near the end of Spring 2022. To ensure a robust and inclusive configuration, a faculty pilot group has been appointed to advise and to test the system in advance of its launch. Trainings will be held when the system goes live in late spring, and again prior to and across Fall 2022. Faculty will be prompted to validate their data that will be migrated from Digital Measures.

Baruch secured a small grant from the CUNY Office of Academic Affairs to pilot mid-career faculty supports. We will develop a survey for our mid-career faculty to assess needs, and hold a series of focus groups, in Spring 2022.

Honors Program,

Baruch College’s Honors Program includes Macaulay Honors College at Baruch and the National and Prestigious Fellowships Office.

Academics – For Spring 2022, Honors is offering 75 Honors (or cross-listed Honors) courses, in 91 sections and with 933 registrants (non-unique students). Overall modes of instruction, across schools, were 57% in-person, 32% hybrid, and 12% online. We are developing a partnership with

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the Zicklin Academy transfer program with BMCC to recruit transfer students into Honors and reduce the barriers to entry; we are beginning informally and are formulating ways to recruit and select a cohort of transfer students.

Advisement – Advisors hosted 837 scheduled one-on-one appointments for Fall 2021. In addition to traditional emails and drop-ins, advisors sent 2,894 emails and 1,935 text messages through Navigate. Students selected if they wanted a virtual or in-person advisement appointments; attendance rates were higher for Zoom appointments (91.7%) as compared to in-person advisement appointments (75.7%)

Admissions – Admission of the Class of 2026 is once again a faculty-driven, holistic review process without SAT or ACT scores. Approximately fifty-five faculty reviewers read approximately 950 applications, with reads by two reviewers for each application. Honors works with student Program Ambassadors and co-sponsors multiple Admissions, Open House, and yield events with Baruch and Macaulay Admissions Offices.

Experiential learning and community building– Spring Workshop topics include joining Honors, writing a thesis, applying for grant funding, and majors/minors. Honors continues to focus on diversity, equity, and inclusion, co-sponsoring and cross-promoting related events, such as ISLA’s Carnival/Carnaval. Planned spring community-building activities include the Honors Valedictory, finals week events, graduate school workshop, and visits to the Mishkin Gallery and the Madison Square Park installation.

Prestigious Scholarships and Fellowships Office – So far this year, 45 candidates from Baruch have applied for fellowships; three are Fulbright semi-finalists, one is a finalist for the Congress Bundestag Young Professionals Exchange Program to Germany, one is a finalist for the highly competitive Harry S. Truman Scholarship, and one has been awarded a Public Policy International Affairs Junior Summer Institute Fellowship. In Fall 2021, the office conducted online events, 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 assisting Fellowships, should contact Valeria (Valerie) Hymas, Valeria.Hymas@baruch.cuny.edu.

Faculty development – Honors collaborated with the Center for Teaching and Learning on a workshop to discuss ways to incorporate undergraduate research and creative inquiry opportunities into courses, such as creating new or adapting current assignments for the undergraduate Research and Creative Inquiry Expo.

Undergraduate Research/Creative Inquiry Initiative – The 2022 [Research and Creative Inquiry Expo](#) (née Creative Inquiry Day), will extend over a week online, beginning May. In addition, an in-person celebration of undergraduate research and creative inquiry will be presented on May 12, from 12:30 to 2:30 in Library 750, with a subset of student poster presentations. The event is co-sponsored with the Bernard L. Schwartz Communication Institute and in partnership with the Provost’s Innovation Fellow for Cross-College and Undergraduate Research, as part of Baruch’s Research and Creative Inquiry Week.

Office of Institutional Research (OIR)

Beginning February 28, the Office of Institutional Research reports to the Office of Assessment, Accreditation, and Institutional Effectiveness (OAAIE) under the direction of Dr. John Osae-Kwapong, Associate Provost for Assessment, Accreditation & Institutional Effectiveness. The

Office of Institutional Research (OIR) will support the Associate Provost in the areas of assessment, accreditation, and institutional effectiveness by providing data and analysis to inform operations, decision-making, and policy development College-Wide. Please copy Dr. Osa-Kwapong on all correspondence to the Office of Institutional Research. Over the next several weeks OIR will be working with Dr. Osa-Kwapong in planning the goals and objectives for OIR. OAAIE would like to thank Dr. Arthur Downing for his leadership and the support that he provided to OIR over the past several years. The Office made great strides in efficiency and accuracy in reporting data and analytics to the Baruch Community. One area of his support was in the development of a new dashboard system using Tableau, which we hope will make Institutional data much more accessible and user friendly than in the past.

This Spring OIR also lost our Associate Director, Andrew Wallace, who was selected by Hunter College to direct their Office of Institutional Research. During his tenure at Baruch, using R software, Andrew created a new Fact Sheet and Fact Book and translated them into a set of Tableau Dashboards. We are very grateful for the work that Andrew undertook in OIR and we wish him all the best in his new role as Director of Institutional Research at Hunter College.

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.

Export Control – CUNY's Office of Research will be holding two Export Control training workshops this spring. Researchers who may be doing work that export control laws may impact are required to attend the April 7th workshop.

The first workshop was held on Wednesday, March 9, and was geared toward Senior Research Officers, Grant Officers, and Export Control Administrators.

The second workshop will be held on Thursday, April 7 at 2 pm, and is targeted to researchers doing work that export control laws might impact. This includes any researcher who may be working with or developing Export Administration Regulations (EAR) or International Traffic in Arms Regulations (ITAR) controlled technologies but ***also any researcher involved in international collaborations***. Registration instructions will be provided.

IACUC Protocol Administration – IACUC meetings occur every 3rd Wednesday of the month. To place items on the monthly agenda, please submit for review no later than the 10th of the month. If you have questions regarding the IACUC review process, please contact Mrs. Lesley G. Piccoli, Animal Research Compliance Specialist, at lpiccoli@gc.cuny.edu.

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 Ms. Badillo at janet.badillo@baruch.cuny.edu.

IRB Manager – The transition from IDEATE to IRBManager occurred in August 2021. IRBManager is available for on-line submissions. Instructions regarding this system are available on the CUNY, ORCO, and IRBManager websites.

Human Subjects' Training & IRBManager Help Libraries – For researchers interested in learning about the IRB process please go to our [Human Subjects' Training Library](#). These videos cover a wide range of topics including assessing whether a project requires HRPP/IRB Review, assessing the level of review required for research, and creating a satisfactory application.

Instructional pdfs and videos for IRBManager are available in our [IRBManager Help Library](#).

Research Reopening

Research reopening has moved to Stage 3. Faculty and student researchers have returned to many of Baruch's wet and social & behavioral labs and have restarted their research activities.

Associate Provost Price launched a biweekly email, Focus on Funding, listing upcoming federal, local, and foundation grant opportunities for faculty.

CUNY has mandated that all centers, institutes, consortia and special initiatives undergo recertification. The process commenced in Fall 2021, when Baruch's 12 centers and institutes were identified as recertification candidates. Associate Provost Price is coordinating the effort at Baruch. The process will continue through August of 2023 when the Chancellor will make his final determination on recertification.

Sponsored Programs and Research (SPAR)

External Proposals – For the first half of FY 2021-2022, July 1, 2021 to December 31, 2021, Baruch College Faculty members submitted 29 proposals. The funding requested in the submitted proposals totaled \$6,355,734. There was a decrease of 17.14% in the number of proposals submitted and a decrease of 28.82% in the amount of funds requested for the same period last year. Faculty members from the Weissman School of Arts and Sciences submitted 15 proposals with a total funding request of \$3,803,412, followed by the Marx School of Public and International Affairs submitting 11 proposals with a total funding request of \$2,110,749. The Zicklin School of Business submitted 3 proposals with a total funding request of \$441,573.

PSC CUNY Research Award Program Cycle 53 – In December 2021, 116 PSC applications were submitted by Baruch faculty members. This is an increase of 17% compared to the previous year. The total PSC funding requested was \$506,081. Faculty members from the Weissman School of Arts and Sciences submitted 62 proposals with a total funding request of \$301,121, followed by the Zicklin School of Business, submitting 42 proposals with a total funding request of \$161,081, the Marx School of Public and International Affairs, submitting 11 proposals with a total funding request of \$40,455, and other units submitting 1 proposal with a total funding request of \$3,500.

External Awards – Grants, contracts, and awards from all units totaled \$3,162,197, for the first half of FY2021-2022. This is a promising start for the College to exceed \$7.5 million in funding for the fiscal year.

The number of awards decreased from 31 to 28 compared to the same period last year. Both Zicklin School of Business and the other divisions received six (6) awards totaling 361,458.62 and \$1,532,544 respectively. Marxe School of Public and International Affairs has five (5) awards totaling, \$402,381 and the Weissman School of Arts and Sciences has eleven (11) awards totaling \$865,813.

Office of Sponsored Programs and Research Website – The link to SPAR’s website has been moved to the “Academic Affairs” 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)

Attendance figures for SACC programs and summary metrics for the SACC service population for Fall 2021 appear in the tables below.

SACC Attendance, Fall 2021

SACC Program	On Campus	Online	Total Appts	Total Students Served
Baruch Academic Rebound (BAR) Program (weekly one-on-one tutoring for students repeating a course)	279	351	630	74
Individual Tutoring for students registered with Student Disability Services	13	78	91	15
PLTL (embedded support for MTH 1023)	425	1648	2073	211
Recitation (embedded support for MTH 2009)	782	1312	2094	199
Small Group Tutoring*	1090	2354	3444	1002
Workshops (selected courses in business and math)	0	2084	2084	736
Grand Total	2589	7827	10416	1830**
*This is SACC’s main tutoring program. We call it “small group” because tutors usually take students in groups of two. On-campus sessions in the “small group” tutoring program were one-on-one in the fall as a safety measure to reduce density in the tutoring rooms. Online tutors continue to take students in groups of two.				
**This number is smaller than the sum of students in each category because many students participate in more than one program				

The SACC Service Population: Summary Metrics, Fall 2021

Description	Value
Courses covered by SACC tutoring this semester	87
Subject areas represented (dept. codes)	25
Instructors teaching courses covered by SACC tutoring	392
Unique students taking at least one course covered by SACC tutoring	12,247
Average number of SACC-covered courses taken by students in that group	2.32
Total service population, non-unique students (students x covered courses taken)	28,450
Students taking one course covered by SACC tutoring	3,940
Students taking two courses covered by SACC tutoring	3,220
Students taking three courses covered by SACC tutoring	2,803
Students taking four or more courses covered by SACC tutoring	2,284
Of the 12,247 students taking at least one course covered by SACC tutoring, number of students who attended at least one tutoring session, workshop, or final exam review	1,520 (12.4%)

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.

TfCS Fall 2021 Participation	FA21	Change From FA20
Unique Students Served	185	+14%*
Hours of Instruction Delivered	1,079	-12%*
Faculty & Staff Participants	9	+7
Total Assessments Delivered	115	+52%
Annual Tools To-Go Distance Learning Webpage Clicks (Jan - Dec)	574,527	+37%
<p>*FA20 data includes student participation from three sections of COM 1010-T (42 students), a course supported by TfCS. Although COM 1010-T was not offered in FA21, TfCS managed to increase its number of unique students served by 14%. Lack of COM 1010-T participation did negatively impact overall hours of instruction for FA21 (-12%). However, non-1010-T student hours of participation actually increased by 29.5% from FA20 to FA21.</p>		

FALL 2021 Highlights:

- 99% of Fall 2021 students (69 students responded) submitting surveys agreed that they were satisfied with the quality of their sessions; 98% indicated they were very likely to attend again.
- Began migrating all audio files on our distance learning platform, *Tools To-Go* to new host server to improve user experience and meet demand; Continued development and refinement of online practice exercises and user interfaces.
- *COM 3021-T Development* – Work on this project has been funded by a grant from GraduateNYC’s College Completion and Innovation Fund, and began in late summer 2020. Led by TfCS Curriculum Specialist Kim Edmunds, the 3021-T committee made terrific progress in Fall 2021, including:
 - Completing all curriculum development and supplemental materials
 - Testing and refining course materials, in collaboration with current COM faculty
 - Hiring Web Designer and initiating planning and design for COM 3021-T distance-learning website
 - Receiving course approval from COM and WSAS Curriculum Committees
 COM 3021-T will be offered as an experiential course in Fall 2022, when we plan to pilot two sections.
- *MFE Program Support* – TfCS welcomed a new cohort of MFE students, offering 22 students weekly sessions with Speech Consultants. Surveys distributed to all students reported exceptional levels of satisfaction with instruction, TfCS staff, and overall quality of programming (100% extremely/very satisfied in all areas).
- *Zicklin PhD Program Support* – Building on prior partnerships with the Zicklin PhD program, TfCS supported a total of 14 PhD candidates with weekly or bi-weekly instructional sessions and preferred access to small group workshops. Pre- and post-

instruction assessments were delivered, and experience survey feedback was overwhelmingly positive (100% extremely/very satisfied in all areas).

- *Action Research Groups (ARG)* – Fall 2021 marked the launch of this year-long professional development project for TfCS staff. Through ARG, Speech Consultants have conducted original research and explored innovative methods for additional student support that will be piloted in AY 21-22.
- *Early Alert* – TfCS worked with Enrollment Management to continue conducting outreach to frosh/first-year students in need of oral communication support during the program’s second semester of participation in the initiative.
- *“Interviewing in the US with Confidence”* – In collaboration with the Graduate Career Management Center, TfCS staff presented professional communication strategies to international graduate students.
- *“The Case for Linguistic Support Programs within CUNY and Beyond”* – TfCS staff showcased the program as a replicable model for providing oral English support to ELLs at the New York State TESOL Conference on November 4, 2021.
- *“The Pragmatics of Giving Feedback”* – TfCS staff presented strategies for providing critical feedback to students in Management of Multinational Corporations (MGT 4880).
- *“Accentedness and the Ethics of Listening”* – TfCS staff were invited to present to faculty at the New School to facilitate an exploration of the overlooked yet vital role of the listener in linguistically diverse academic contexts. Presenters shared research-based insights that demonstrate how challenging underlying biases about non-native accents can enhance comprehension, encourage empathy, and foster meaningful intercultural communication.
- *TESOL International Convention* – Two presentation proposals were accepted for this internationally recognized conference to be held in Pittsburgh in Spring 2022.

The Writing Center

In Fall 2021, the Writing Center operated in a hybrid mode, offering in-person and online one-to-one sessions, online workshops, asynchronous feedback (video and text), online class visits, and accessible writing guides for students to consult independently.

Fall 2021 Writing Center Usage

Total hours of student services	5237
Total 1-to-1 sessions	2839
Synchronous, 50-min sessions	2191
<i>Online</i>	93%
<i>In-person</i>	7%
Asynchronous sessions	648
<i>Video feedback</i>	16%
<i>Written feedback</i>	84%
Workshop attendance	1918
Attendants: in-house workshops	907
Attendants: in-class workshops	1011

Trends

Since Fall 2019, the Writing Center has seen key changes in student use:

- A decrease in demand for one-to-one sessions (down 10% from Fall 2019)
- A dramatic increase in attendance at our workshops (up **500%** from Fall 2019)
- Some demographic shifts (20% more graduate student appointments than in Fall 2019)

Fall 2021 Early Alert Interventions

When faculty identify students at risk of earning less than a C, we invite those students to come in for tutoring. At the end of the semester, we compare the grades of visitors and non-visitors:

At-risk students who sought tutoring

# of students	34
Average grade	2.74
Pass rate:	92%
Withdrawal rate:	4 %
Fail rate:	4 %
Average # of visits:	2.41

At-risk students who did not seek tutoring

# of students	129
Average grade	2.16
Pass rate:	60.5%
Withdrawal rate:	14.5%
Fail rate:	25%

Student survey responses (341 responses in Fall 2021)

Student responses were the most positive they have been since the survey started (in 2012):

	<i>I felt confident in my consultant's abilities.</i>	<i>I think my long-term writing skills will improve as a result of this session.</i>	<i>This conference helped me feel more confident as a writer.</i>	<i>I found the Writing Center personnel friendly and inviting.</i>
Agree	99.7%	97.7%	94.1%	99.1%