

**OFFICE OF THE PROVOST
GENERAL FACULTY REPORT FOR
SPRING 2023**

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. The Office of the Provost works to create a dynamic intellectual environment across our three schools and the library where students can succeed and learn from an outstanding faculty, and these faculty can thrive as educators and thought leaders in their respective fields. Our work is animated by the [annual college focus goals](#). The office leads or co-leads initiatives related to goals 2, 4, and 5. Also this year, the provost is chairing, along with co-chair Dr. Kenya Lee, the Baruch College Community Strategic Planning Committee. The plan that results will drive the annual college focus goals for the next five years. Reports from the Associate Provosts follow after a brief summary of progress toward these goals, followed next by reports of individual academic affairs departments.

Goal Two focuses on holistic student success. In collaboration with Student Affairs, Enrollment Management, and the academic schools, the Office of the Provost has:

- Initiated a year-long engagement with the American Council on Education to produce a self study and recommendations for revising the organizational infrastructure for student success. The draft report and recommendations is due mid-March for inclusion in the campus planning process.
- Co-led the Enrollment Strategy Working Group
- Supported the CUNY Inclusive Economy program, which has embedded advisors and career specialists into two departments
- Identified equity gaps in lower division math courses and provided funding for mitigation efforts
- Initiated efforts to secure funding through federal DOE Title III or Title V grants

Goal Four focuses on the promotion of faculty research and a stimulating intellectual environment. The Office of the Provost works closely with the academic schools and on the advice of the Baruch Faculty Senate to realize this goal, including, but not limited to:

- Appointment of Dr. Raquel Fich as Interim Associate Provost for Faculty Affairs, Research, and Innovation
- Pilot for a research reassigned time program launched
- 42 faculty received research travel mini-grants
- Secured grant from CUNY for faculty research awards in conjunction with the Second Annual Cross-College Faculty Research Symposium
- Secured grants consultant to write or coach large faculty research grants and institutional grants
- Created IRB Liaison Program, which has reduced review time considerably (see following)
- Produce Faculty Convocation and the Presidential Awards for Faculty Excellence

Goal Five focuses on pedagogic innovation.

- Hired the inaugural AVP of the Digital Learning Hub, Jenny Provo Quarles and launched the hub – please see details in the DLH section following.

- Coordinate with CUNY central and the schools on the launch of the Online MBA and additional masters and undergraduate degree completion programs
- Study underway on feasibility of infrastructure for community-engaged and experiential learning

Goal six focuses on the redesign of the College budget model. The Office of the Provost has worked closely with the Budget Office on the development of revenue models.

In addition to work focused on the annual goals, the Office of the Provost also provides guidance and support on course scheduling, exam policies, faculty workload, establishment of programs or departments, professional development for department chairs, and so on.

The Office of the Provost sponsored its first Baruch Academic Council professional development retreat in December, with a focus on “reframing.”

Office of the Associate Provost of Teaching and Learning

Curriculum

The curriculum committees of the three schools are occupied with new courses, revisions to established courses, and new and revised programs to consider every semester (not to mention initiatives—such as enhanced attention to students’ communication skills—undergoing implementation in Zicklin’s undergraduate curriculum). Following are descriptions of two of the most significant changes recently ratified (or proposed for ratification) this semester, one at the graduate level in Zicklin, one undergraduate, affecting all three schools.

MBA Refresh – Approved by the Zicklin faculty in February, three MBA programs were refreshed “to facilitate students’ pursuit of a STEM-designated course of study”: the Master of Business Administration (Traditional/General), the Master of Business Administration in Accountancy (CPA Program), and the Master of Business Administration (Online MBA). The “refresh” includes (among others) elimination of most 1.5 credit courses, several courses from the category of “Foundational skills courses” replaced by required courses that include Business Analytics and Financial Reporting, and fewer electives. (For more information, see the report from the Zicklin School.)

New Public Service Liberal Arts Minor – Currently up for curriculum committee votes, this new undergraduate minor, if ratified, would be a rare example of a College Option minor comprising courses from all three schools. From the proposal itself:

“The Marx School is proposing a new cross-School, Public Service Liberal Arts Minor to be included as part of Baruch’s Pathway College Option. The minor will be coordinated by the Marx School of Public and International Affairs but will include courses offered by the Weissman School of Arts and Sciences and the Zicklin School of Business.

The minor is designed to introduce students to the concept of public service and the complex relations that exist among government, nonprofit and business sectors, as well as social movements, in advancing what is loosely defined as the public good. We will provide students with three ways to approach this larger notion of civic engagement and change. The first is conceptual, the second examines distinct aspects of public service, and the third is problem-based... Students who take these classes will be well prepared for public service internships, volunteer work, and careers that take into account social well-being.”

Departments that have recommended courses for inclusion in the Public Service minor submitted a sample course syllabus and a brief statement explaining how the courses’ learning goals aligned with at least three of the program’s learning goals to the Marx Curriculum Committee. In addition to several courses in Public Affairs, those departments include: Black and Latino Studies, Journalism, Law, Philosophy, and Political Science.

First year seminar

The report from the working group of faculty, administrators, and students that last year took a close look at the college’s seminar for first-year students and at similar seminars on other campuses, recommended that Baruch’s seminar be revised to include greater emphasis on academic skills and that it eventually include many more full-time faculty among its instructors. Some members of the working group were particularly inspired by the assertions of George D. Kuh, one of the nation’s leading advocates of “High Impact Practices,” that “The highest quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.”

In Fall 2022, another, smaller working group took up the task of revising Baruch’s seminar in the direction suggested by Kuh, with four sections of the seminar following a pilot syllabus designed to address five learning goals that have been chosen with close reference to the results of a survey completed in the fall. Outreach to members of the faculty interested in piloting additional approaches to a seminar for first-year students—one emphasis will be flexible approaches designed by the instructors—will begin very soon.

Transfer initiatives

In 2017, CUNY began an “Academic Momentum Campaign” focused on the progress of first-year students throughout the university. Notable achievements associated with the campaign include: creating widely available “degree maps” (that clearly and realistically convey the sequence of courses necessary to achieve specific majors and degrees); combining credit-bearing “co-requisite courses” that incorporate the material of remedial courses with that of a credit-bearing course; and consistently communicating to students regarding the number of credits needed each semester to graduate in a timely manner.

By 2021, as the approach to first-year students was beginning to bear fruit, attention shifted to transfer students, with special attention to transfers from one CUNY campus to another. The

2022-2023 year focuses both on Academic Momentum 2.0 (AcMo2.0), and on a new UNY-wide approach in development to address “Students continue to lose credits upon transfer in the same major, delaying academic progression and resulting in frustration and lost resources.” (Message from EVC Hensel)

Approximately 50% of our undergraduates have transferred into the college, most from other CUNY campuses. (Note that this number is down from about 65% transfers about ten years ago.) Three local initiatives at Baruch are designed to address transfer issues:

- 1) *Academies* – For the last two years, members of the Zicklin School of Business have been working with administrators and students at the Borough of Manhattan Community College (BMCC, our largest source of transfer students), to create a program that would ensure that successful student members of the “Baruch Business Academy” at BMCC will be able to transfer to Baruch seamlessly as business majors. The students are advised and guided to ensure that they have taken the courses that will fulfill the necessary requirements of our business school and will be guaranteed admission. Last year, the “Baruch Business Academy” was expanded to include Queensborough Community College. We are in the process of expanding this program to LaGuardia Community College and others. Students that are part of this program receive various benefits including peer mentoring support, smooth transfer without the need to complete a transfer application, and connections with professional and faculty mentors.
- 2) *Transfer Explorer (AKA T-Rex or TREX)* – TREX is a system to facilitate comparisons of courses across CUNY to make the process of transferring credit less time-consuming and far more transparent for faculty and students. “CUNY Transfer Explorer (TREX) offers students, faculty, and staff an opportunity to learn how courses transfer in all directions across the CUNY system as well as how CUNY awards credits for courses taken outside of CUNY and from prior learning experiences (such as AP, IB, CLEP exams). TREX also shows how courses fit into majors and minors across campuses... TREX is updated every day with comprehensive information from CUNY's official source systems (CUNYfirst and Degreeworks).”

Associate Provost Slavin recently reached out to the deans and chairs for assistance in making this system work: every department needs one or more *trained* representatives, generally whoever serves as the department’s transfer course evaluator(s) to review and enter the appropriate information about the department’s courses. The training process, led by Ms. Alexandra Surillo, Baruch’s Assistant Director of Admissions for Transfer Services and Evaluation, takes about an hour and is straightforward. She is available to answer questions: Alexandra.Surillo@baruch.cuny.edu.

- 3) *Transfer mentors* The Student Affairs Office piloted a peer-mentor program for about 100 transfer students in Fall 2021. The success of the pilot was marked: transfer student mentees enrolled in Spring 2022 courses at higher rates, earned higher GPAs, earned more credits, and registered for more credits than students who had not applied for but

had not been able to participate in the program owing to its small numbers. In subsequent semesters, the program has been able to grow owing to funding from the Office of the Provost and Office of the President.

Office of the Associate Provost for Faculty Affairs, Research, and Innovation

Faculty Affairs

The Office of Faculty Affairs manages all the key stages of the Baruch faculty professional lifecycle, including hiring, reappointment, tenure, promotion, leaves, and retirement. These actions are initiated or approved by other academic units (schools, departments, or committees), and coordinated by this office. A key component of most personnel actions is the availability of systems to document faculty activities. Last fall, Baruch College completed the adoption of the new faculty activity reporting system (Interfolio 180) and the data migration from the previous system. One of the current initiatives consists of generating faculty profile pages populated with data from Interfolio, CUNYFirst, and other systems. A volunteer faculty group is beta-testing their pages, while the development team is implementing fixes and enhancements to the pages. The next phase of this project is an internal rollout to enable faculty to verify the content of their pages before these pages become publicly available. Any faculty interested in previewing their own page should contact Interim Associate Provost Raquel Fich via email.

Faculty Development

The Spring Tenure and Promotion Workshop was held on February 28, 2023. The purpose of this annual workshop is to provide an overview of the tenure and promotion processes for professorial faculty and lecturers and assist candidates who are preparing their cases for consideration. This year's workshop included a panel of faculty from each of the three schools at the Associate, Full, and Lecturer CCE levels. The panelists shared their experiences and tips with the audience. The workshop emphasized the importance of keeping faculty activities up to date in Interfolio 180, and the use Interfolio templates to put together the cases.

Research: Research Reassigned Time

Support for faculty research is a high priority. To this end, a Research Reassigned Time (RRT) pilot program is being tested. Due to current budget constraints, this is a pilot program that may serve as a proof of concept for future years. The RRT program will allow eligible professional full-time faculty who have a full 18-unit instructional load to apply for 3 units of reassigned time during the next academic year (AY23-24). More information about this program is posted on this [page](#).

Research: Cross-College Faculty Research Symposium

The second annual Cross-College Faculty Research Symposium will take place on Friday, March 24, 2023. At this event, a college-wide group of faculty will present their research in an in-person PechaKucha format. Five full-time faculty presenters will be selected by the Joint Committee on Research to receive research awards. This day-long celebration of research will also feature guest speakers and additional presentations from faculty who received Provost

innovation seed grants. More information about the Faculty Research Symposium is posted at this [page](#).

Innovation: Interdisciplinary Research Clusters

The College was granted authority to hire into three strategic research clusters: (1) Entrepreneurship and Innovation; (2) Data Science, Technology, Cybersecurity, and Informatics; and (3) Environment and Climate Crisis. Twelve new tenure-track faculty members across the three schools in three clusters will join Baruch in the fall. The clusters will be convened this Spring: The Inaugural Baruch Climate conference that will be held on March 10 all day and will serve as the venue to convene the Environment and Climate research cluster. The Entrepreneurship and Innovation cluster will have its first meeting at the end of March. More information will be available soon.

Innovation: Federal Grants

Working in conjunction with grant consultant McAllister and Quinn, the College is preparing applications for three federal grants. The first is an NSF-Scholarships in STEM (S-STEM) grant, whose purpose is to enable low-income students to pursue careers in STEM fields. Baruch's grant application seeks to increase retention of STEM students in mathematics and computer science courses offered in the Weissman School's department of Math. The second grant, offered by the US Department of Education, is a Title V grant that seeks to strengthen Hispanic Serving Institutions and expand their capacity to support student success for all students. The third grant, NSF's Improving Undergraduate Science, Technology, Engineering, and Mathematics Education (IUSE) for Hispanic Serving Institutions (HIS), is also geared towards STEM education but focused on students pursuing technology-related concentrations in the Zicklin School. The preparation of these grant applications requires internal data collection and analysis. If awarded, funding from these federal grants will enable the College to better serve our students and improve student success.

Undergraduate Student Research

Baruch undergraduates in all fields will have two exciting opportunities to display their original research this spring and apply for an additional opportunity in the fall. Baruch's annual Research & Creative Inquiry Expo will feature undergraduate research posters on view in person on May 11 from 12:20-2:00 in the Baruch gym. The posters will also be available in an online exhibition. There will be prizes for the best posters in various fields. Students may submit posters for this event until May 2. In addition, some Baruch students will have the chance to participate in the first ever CUNY-wide Undergraduate Research Celebration on May 31 at BMCC, sponsored by the CUNY Office of Research. This interdisciplinary event will also feature poster presentations by select students from across all CUNY campuses.

Office of the Associate Provost for Assessment, Accreditation, and Institutional Effectiveness (AAIE)

The Office represented the college at the December 2022 Middle States Commission on Higher Education conference. A briefing report on the conference was presented to the Baruch College

Academic Council on December 15, 2022. Two key take aways from the conference – a) A review of commission’s commission standards, requirements of affiliation, and policies which has been underway since November 2020 will be completed by the end of this month (March 2023). A critical change in the standards, if approved, will require institutions to demonstrate through each standard how it addresses diversity, equity, and inclusion; and b) after a review by the commission, the Mid-Point Peer Review (MPPR) is no longer required.

The Office has been working to regularize the academic program review process. Our goals are to a) strategically streamline the process; b) provide support to programs during reviews; and c) adopt a common framework for undertaking reviews across all programs. The Office has begun a process of engagement with the key stakeholders involved in program review, and the goal is to roll out an acceptable common framework and a schedule for academic program review soon for implementation beginning Fall 2023.

The Office is putting in place a data-request protocol. The goal of the protocol is to ensure the accuracy and timeliness in meeting the data and analysis needs of the Baruch College community. Additionally, the protocol will allow the office to take note of information regularly requested and convert those into standard reports. AAIE respectfully asks that all requests be submitted online via a survey. The link will be made available on the office’s website as well. If you have any questions, please do not hesitate to reach out to the office via email at aaie@baruch.cuny.edu.

The Office recently (January 2023), added a new staff member, Ms. Hsueh Leung, who is serving as the Associate Director for Institutional Research. She brings to the office, a strong technical expertise in business intelligence and will be critical to our efforts to make data readily and easily accessible to the college community.

AVP for Digital Learning: Digital Learning Hub (DLH)

The Digital Learning Hub has been working closely with all three schools and the newly formed central office, CUNY Online, to identify high-need programs for online development.

Wave One Online Program Development – The DLH is collaborating with Zicklin on launching the Online MBA for Fall 2023. Staff from the Center for Teaching and Learning (CTL) and DLH have been supporting the faculty through an online course development process and Zicklin staff have been preparing for opening the admission process in March.

Wave Two Online Program Development – In addition to the MBA, CUNY Online asked us to provide a readiness assessment for four additional fully online programs: Master of Science in Business Analytics, Master of Science in Marketing, Master of Public Administration (MPA), and the Bachelor of Science in Public Affairs (BSPA). Additionally, Baruch is interested in developing a Bachelor degree completion pathway and a post-Bachelor certificate in Psychology.

Online Program Manager Request for Proposals – The DLH is leading the effort to identify an online program manager (OPM) partner to support the development lift of online programs. An OPM would assist with web portal development, marketing and advertising, student

recruitment, instructional design, and online student success. Representatives from around Baruch will participate in the vendor selection process. The purpose of this vendor is to scale our ability to launch programs quickly and successfully and to help us to develop the infrastructure and skills to eventually continue this work within Baruch.

New Hires – The DLH welcomed two new staff members in March 2023.

- **Online Program Manager:** Jeff Bennett is joining the DLH after serving as a Course Operations Leader at the University of Michigan for the past three years. Jeff has an extensive project management and course development background. His core responsibility will be supporting the development and launch of fully online programs.
- **Instructional Media Specialist:** Tom Morgan is joining the DLH with over ten years of experience in media production. In addition to commercial and film projects, Tom has extensive educational media production experience at Columbia University and for an instructional technology company, Allseated. Tom's main responsibility will be creating, editing, and curating media for fully online programs and courses.

Media Production Studio – The new media production studio is tentatively slated to open in April 2023. Faculty instructing fully online courses will have priority access to create instructional media in collaboration with the DLH team. Look forward to an open house where faculty can visit the studio and learn more about media production capabilities.

New Continuing Education Registration Platform – DLH and BCTC will be collaborating with the three Schools on implementing a new continuing education registration platform called Xenegrade. Xenegrade will be replacing Campus CE (formerly administered by CAPS). We are currently in the early stages of implementation and hope for a Fall 2023 launch date.

INDIVIDUAL DEPARTMENTS

Academic Personnel

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

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.

During this academic year (2022-2023) of our *Seventh Cohort of Three-Year (Multi-Year) Appointments for Teaching Adjuncts* (Fall 2023-Spring 2026), we currently have adjunct faculty who: 1) are newly eligible for three-year appointments; 2) belong to the third cohort of adjuncts who received initial three-year appointments (for Fall 2020-Spring 2023) and are eligible for a second three-year appointment; 3) belong to the first cohort of adjuncts who received initial three-year appointments (for Fall 2017-Spring 2020) and now are eligible for a third three-year appointment; and 4) currently hold one-year with guidance appointments. The Spring 2023 Comprehensive Review process will be managed through Interfolio for the *Seventh*

Cohort of Three-Year (Multi-Year) Appointments for Teaching Adjuncts eligible for either an initial, second, or third three-year appointment, to be effective Fall 2023.

Three-year Adjunct Appointments: Total Faculty Eligible = 79

School	Number of adjuncts eligible for Comprehensive Review in Spring 2023 for an initial 3-year appointment in effect starting Fall 2023	Number of adjuncts eligible for Comprehensive Review in Spring 2023 for second 3-Year appointment in effect starting Fall 2023	Number of adjuncts eligible for Comprehensive Review in Spring 2023 for third 3-Year Appointment in effect starting Fall 2023	Number of adjuncts with one year w/guidance for AY 2022-23; eligible for Comprehensive Review in Spring 2023 (not included in the initial count of 3-year appointments)
WSAS	8	15	31	0
ZSB	6	9	6	3
MSPIA	0	0	1	0
Total	14	24	38	3

Faculty Searches

As of February 3, 2023, the Office of the Provost has authorized sixty-nine (69), full-time, tenure track or CCE faculty searches for AY 2023-24. Seven of these are carryovers from last year's influx of lecturer hires that are now filled by substitutes; sixty-two are new. Of those, two have been put on hold due to the CUNY-wide hiring freeze. Twenty-one (21) of these faculty searches are from the 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. Twelve (12) of these tenure track faculty searches across Weissman, Zicklin, and Marxe are from the CUNY Cluster Hiring Initiative.

Please see table below for approved and finalized faculty searches thus far (total=50). The remaining searches are subject to VRB (Vacancy Review Board) approval given the current budget constraints and the hiring freeze instituted by CUNY in early February. Two were frozen as a result.

		Approved Searches				Finalized Searches			
School	Department	Assoc Prof	Asst Prof	Lect	Lect Doc Sch	Assoc Prof	Asst Prof	Lect	Lect Doc Sch
WSAS	Black and Latino Studies		1	1					
WSAS	Communication Studies		2	2					
WSAS	English		2	1					
WSAS	Fine & Performing Arts		2	1	1				
WSAS	Journalism		1				1		
WSAS	Mathematics		3		1		1		1
WSAS	Modern Languages & Comp. Lit.		1		2				2
WSAS	Natural Sciences		1	1	1		1		
WSAS	Philosophy		2						
WSAS	Psychology		4	3	1		2		
ZSB	Allen Aaronson Dept. of Mkt/IB		3	3			3		
ZSB	Bert Wasserman Dept. of Eco & Fin		3						
ZSB	Law		2				1		
ZSB	Narendra Paul Loomba Dept. of Management		7	2			3		

ZSB	Paul H. Chook Dept. of Information Systems and Statistics		3	1					
ZSB	Stan Ross Dept. of Accountancy	1							
ZSB	William Newman Dept. of Real Estate		1	1					
Marxe	Public Affairs		5						
IND	Library		1						

Reappointment, Tenure, and Promotion

The college granted reappointment with tenure to six (6) faculty, and reappointment with early tenure to two (2) faculty; five (5) faculty received promotion to associate professor and one (1) member of the faculty received promotion to senior college laboratory technician. Eleven (11) 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 18, 2023 (see notes below).

	ZSB	WSAS	Marxe	Library	Student Development	Grand Total
Full-Time Faculty Reappointment with Tenure effective 9/1/23	2	4	0	0	0	6
Full-time Faculty Reappointment with Early Tenure effective 9/1/23	0	1	1	0	0	2
Full-time Faculty Reappointment with CCE effective 9/1/23	0	0	0	0	0	0
Full-time Faculty Promotion to Associate Professor effective 8/25/23	1	3	1	0	0	5

Full-time Faculty Promotion to Senior College Laboratory Technician effective 8/25/23	0	1	0	0	0	1
Full-time Faculty Promotion to Professor effective 8/25/23*	2	8	1	0	0	11
Notes: Reappointments w/Tenure or Early Tenure effective 9/1/23 and Promotions to Associate Professor effective 8/25/23 were processed in Fall 2022 (CP&B: October 4, 2022 & December 6, 2022). *Promotions to Professor effective 8/25/23 will be processed in the April 18, 2023 CP&B.						

Adjunct Faculty Services

Spring 2023 Orientation programming for adjuncts remained on ZOOM. A team from BCTC twice offered their Introduction to Blackboard workshop. The grading function in Blackboard was highlighted in these sessions, and a new instruction document was created on this subject. The CTL's "Teaching at Baruch workshop" was offered twice the following week. Other CTL programming, such as the introduction to ZOOM introduction, was eagerly awaited, and repeated frequently. New adjuncts were also sent the January 2023 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 Blackboard course, and the Center for Teaching and Learning website.

Brown Bag lunches continue to be popular, and many adjuncts were eager to attend the CTL's sessions on DEI and Chat GPT. A session on the PSC Professional Development Fund is planned for later in the semester.

Bernard L. Schwartz Communication Institute

Designing and Supporting Innovative New Curricula

- Communication skills in the Zicklin majors: We're supporting working groups from all ZSB departments as they complete plans for assuring scaffolded communication-skills development for all BBA students, building on the new required Business Communication courses.
- New Zicklin course support partnerships: We invited Zicklin departments with completed communication-in-the-majors plans to apply for new Schwartz Institute course support partnerships. In February, we launched new support for LAW 1101, and are developing instructional materials for new Marketing course partnerships, to be launched in Fall 23.

- Expanding writing support at Marx: Through our partnership with the Marx School, our Assistant Director for Writing at Marx has launched new [student resources](#) (Engaging With Sources, Annotated Evidence Section, and Quantitative Writing) and new [workshops](#) on the literature review and engaging with sources, in addition to the existing curriculum of workshops and writing consultations.

Designing, Facilitating, and Revising Pedagogical Faculty Development, with Focus on Inclusion and Antiracism: We continue to ensure that faculty have the support, tools, and community necessary to meaningfully uphold values of antiracism and DEI in their teaching.

- Talking About Race: Together with Dr. Kristy Perez (SEEK) and Prof. Sonia Jarvis (Marx), we are developing a new, BRESI-funded faculty workshop series on antiracist approaches to facilitating productive and safe dialogue about race and inequality in the classroom. 13 faculty have registered for the series, which will run in late March and early April.
- Scaling DEI faculty development at Zicklin: In collaboration with Kannan Mohan and Paquita Davis-Friday, we are preparing to scale Inclusive Pedagogy offerings by designing and facilitating some shorter, more targeted programming for specific faculty cohorts.
- Updated [Inclusive Pedagogy Seminar](#): This semester, we are running two cohorts of our Inclusive Pedagogy Seminar. The Seminar reflects our updated curriculum, with revisions to more directly support antiracism and to better support faculty teaching large and/or technical courses. We are finalizing our extensive new Inclusive Pedagogy Appendix, a product of months of research and development.
- Seminar on [Supporting Communication-Skills in the Zicklin Majors](#). After a successful run in Spring 22, we plan to offer this seminar again in either Summer or Fall 2023.

Student and Faculty Support in Communication-intensive Teaching and Learning

- Ongoing course support partnerships: In Spring 2023 we're supporting approximately 2,600 students and 49 faculty members through embedded course partnerships at all three schools.
- New Weissman course partnership: For the first time, we are partnering with the Black and Latino Studies Capstone Seminar BLS 4900 to support student research.

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. Emphasizing student-centered and evidence-based pedagogical practices, the CTL helps faculty navigate the complexities of teaching in all modes of instruction.

Pedagogy

Faculty Development Workshops, Events, and Resources

- From September 2022 – February 1, 2023, the CTL developed and offered 43 faculty development workshops

- Co-led Baruch HyFlex Pilot with BCTC: in Fall 2022 there were 19 HyFlex course sections and 15 in Spring 2023
- Since Spring 2020, administered the participation of 238 faculty (a mix of full-time and part-time) in the CUNY School of Professional Studies "Online Training Essentials Workshop."
- Wrote "ChatGPT & Its Impact On Teaching In Spring 2023" a resource that makes targeted suggestions to faculty and includes contributions from Baruch faculty and staff.
- In Spring 2023, the CTL is launching two cohorts of "Infusing DEI Pedagogy Community of Practice" with the Provost Innovation Fellow for Inclusive Teaching Anna D'Souza.
- Collaborating with the Digital Learning Hub to develop and launch Zicklin's Online MBA.
- Grant-Funded Project: "Baruch OER (Open Education Resources) Initiative" (\$173,700) This grant from CUNY Central supports the conversion of courses through Spring 2023 to a "ZERO Textbook Cost" designation in CUNYFirst. In Fall 2022, 129 course sections were ZTC/LTC, impacting 3,335 student seats, and resulting in \$197,956 of textbook cost savings. Examples of how faculty use OER and zero cost materials can be found at TeachOER.org.

Assessment Efforts

- Collaborated with Weissman Dean's office to create a school wide "Student Learning Struggles" survey sent to all faculty late Fall 2022. The CTL is currently analyzing the results.
- Each semester since Spring 2020, the CTL has 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 47,200 users (students, faculty, and staff) have created more than 9,800 sites. Usage rates from August 2022-February 2023 show 370 new sites and 2,476 new user accounts. In 2024 WordPress will cease support for the "Classic Editor," the default editor since the launch of B@B. The CTL created a new default theme that leverages the strengths of the new Block Editor, and began the transition to the visual Block Editor as the default Blogs@Baruch editor, and the eventual removal of the Classic Editor.
- Vocat has been used in 239 course sections thus far in the 2022-23 academic year, with 82 faculty and staff members using it for courses and other projects. This is up from the 229 sections that used Vocat in the 2021-22 academic year. Since the current version of Vocat was launched in 2014, more than 32,200 students and 690 faculty and staff have used the application, with 4,050 of those users being added in the past year alone.

Leadership Update

After leading the CTL for seven years, Allison Lehr Samuels, has decided to take a one-year break from her director position to re-engage with students in the classroom. Allison led the CTL during the pivot to fully remote instruction in March 2020, providing resources and support for faculty across the College. We are pleased to share that Lisa Blankenship, Associate Professor of English, has agreed to assume the position of Interim Director of the CTL beginning

July 1. Lisa is well-known to the campus community as an expert in instruction and pedagogy, having served as Director of the First-Year Writing Program since her appointment at Baruch in 2014.

Honors Program

The search for a permanent program director for Honors is currently underway and Harmony D. Osei continues to serve as the Interim Honors Program Director.

Academics – For Spring 2023, Honors is offering 50 honors courses, spread across 72 different sections.

Advisors – Our program serves approximately 450 scholars, a majority of whom are Macaulay students. Currently, Academic Advisors utilize various platforms to advise students including Degreeworks, Navigate, Schedule Builder, and the Baruch Academic Planner. Advisors provide both in-person and online appointments (via Zoom), and take advantage of features in Navigate, such as text messaging, to maintain ongoing communication with their students.

Admissions – Honors recently completed reviewing applications for the Class of 2027, which involved a faculty-driven, holistic process without review of SAT or ACT scores. A total of 46 faculty and staff reviewers read a total of 819 applications, with reads by two reviewers for each applicant. Honors co-sponsors multiple Admissions, Open House, and yield events with the Baruch and Macaulay Admissions Offices.

Experiential learning and community building – Honors offers extensive programming for our scholars to encourage community building and academic success. On January 26, we hosted an in-person orientation to welcome nine new Provost Scholars into our program and our Honors Student Council hosted a Trivia & Ice Cream Social to welcome all of the scholars back to campus. Honors also coordinated an Info Session for the Macaulay Opportunities Fund and a Valentine's Day event in which students were able to customize cards and goodie bags. Honors co-sponsors events at the Mishkin Gallery, visits to exhibits in Madison Square Park with students, and plans to sponsor a bike ride throughout NYC. Additionally, with the support of funding from Macaulay, Honors will coordinate a week of activities for graduating seniors and host DEI-focused programming to enhance the cultural climate within the honors program. The annual Honors Valedictory Celebration will be held on Thursday, May 25, 2023 from 1-3PM.

Faculty outreach and faculty development – The Honors program conducts ongoing outreach to faculty to expand the number of honors courses offered each semester.

Prestigious Scholarships and Fellowships – Baruch students continue to achieve success for a variety of prestigious awards. Four Baruch students are currently semi-finalists for the Fulbright U.S. Student Program, and Baruch was recently given the distinction of being a Top Producing Institution for the Fulbright Program. Other awards that Baruch students have recently won include the Pickering Fellowship, the PPIA JSI Fellowship, and the Obama-Chesky Voyager Scholarship. Baruch's Fellowship office offered 5 events in the Fall 2022 semester, including

general information sessions as well as focused sessions (e.g., language, study abroad, public service); and workshops on specific opportunities (e.g., Truman; Boren Awards). Faculty interested in nominating students or assisting the Fellowships Office, should contact Valeria (Valerie) Hrimnak, Valeria.Hrimnak@baruch.cuny.edu.

Technology/Communication – The Honors Program revamped its newsletter and now uses MailChimp to distribute the weekly “Honors Connect” to all scholars. The program is also currently working on developing a new website that we intend to launch by the end of the current academic year. The program utilizes social media extensively, posting daily to LinkedIn, and has grown our following to over 900 users on Instagram. Honors has also purchased access to the online ePortfolio system Digication. The platform was piloted with first-year Baruch Scholars, who have created portfolios to highlight academic, student-life, and career related activities, such as college narratives and group service projects. We intend to eventually expand the use of Digication to all scholar groups and use the site to document and approve co-curricular requirements.

Office of Research Compliance and Outreach (ORCO)

The mission of [the Office of Research Compliance and Outreach](#) 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 Institutional Animal Care and Use Committee (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.

HRPP Metrics for Summer/Fall Semesters – Baruch currently has 402 approved and active human subjects’ projects. The adoption of the IRBManager system in Fall 2021, allows ORCO to report quarterly statistics about the number of submissions and processing times. The following are metrics for the Summer and Fall 2022 semesters (Quarters 3 and 4):

HRPP Metrics		Q3 7/1/22 – 9/30/22	Q4 10/1/22 – 12/30/22
Submission Totals	Marxe	2	3
	Weissman	13	32
	Zicklin	18	9
	Total	33	44
Number of Faculty Submissions		16	22
Number of Student Submissions		17	22

Average Days Project was with HRPP Office (Also Average Days for Exempt Review)		9.04	4.26
Average Number of HRPP Review Cycles		2.15	1.84
Average Days Project was with Researcher		16.43	19.65
Average Days Project was with Advisor		4.18	3.51
Total Average Days for IRB Review (HRPP Coordinator/IRB Review)		13.52	4.31

Faculty IRB/HRPP Liaisons – The Office of the Provost appointed two faculty IRB/HRPP liaisons. The liaisons can visit research methods classes, review draft proposals, and liaise with the [Office of Research Compliance and Outreach](#) (ORCO). Weissman faculty may contact [Dr. Zhiqing “Albert” Zhou](#) while Marxe and Zicklin faculty may contact [Dr. Raquel Fich](#) for liaison services or to schedule an in-class workshop.

Export Control – Export control regulations govern laboratory instruments, equipment, materials, software, technology, and technical data that can be transferred out of the country by any means (e.g., cargo shipment, hand-carried laptop content, courier, e-mail, and spoken communication), as well as those that can be accessed by foreign nationals present at our laboratories for whom certain export restrictions apply. Please contact Keisha Peterson, Director of Research Compliance and Outreach if you have any export control questions.

IACUC Protocol Administration – 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 you have questions regarding the IACUC review process please contact Mrs. Lesley G. Piccoli, Animal Research Compliance Specialist, at lpiccoli@gc.cuny.edu.

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 Integrity Officer (RIO) – Baruch has a designated Research Integrity Officer who receives allegations of research misconduct involving faculty, staff, post-doctoral associates, or students at the college. Prof. Kristin Sommer has been serving in this capacity since Fall 2014. In addition to the responsibilities related to receiving, evaluating, and investigating allegations of misconduct, the RIO provides training to faculty, research administrators, post-doctoral associates, and students at the college to foster a research environment that adheres to highest ethical and moral standards. More information about this function and upcoming workshops are posted on the [RIO page](#).

Student Academic Consulting Center (SACC)

SACC Attendance, Fall 2022

SACC Program	Mode	Appts Attended	Hours of Service Received	Unique Students
Baruch Academic Rebound (BAR) Program (weekly one-on-one tutoring for students repeating a course; voluntary)	Online	416	416	46
	Campus	998	998	112
	Total	1414	1414	158
Individual Tutoring for students registered with Student Disability Services (voluntary)	Online	58	58	6
	Campus	41	41	9
	Total	99	99	15
Small Group Tutoring (voluntary)	Online	532	532	275
	Campus	2786	2786	870
	Total	3318	3318	1145
Weekly Workshops & Final Exam Reviews (voluntary)	Online	1102	2131	487
	Campus	0	0	0
	Total	1102	2131	487
PLTL (embedded support for MTH 1023)	Online	0	0	0
	Campus	1755	2193.75	183
	Total	1755	2193.75	183
Recitation (embedded support for MTH 2009)	Online	0	0	0
	Campus	559	698.75	63
	Total	559	698.75	63
Total Across All Programs	Online	2108	3137	729
	Campus	6139	6717.5	1156
	Total	8247	9854.5	1638*
<i>*This number is smaller than the sum of students in each category because many students participate in more than one program</i>				

The SACC Service Population: Summary Metrics, Fall 2022

Description	Value
Courses covered by SACC tutoring this semester	92
Subject areas represented (dept. codes)	26
Instructors teaching courses covered by SACC tutoring	412
Unique students taking at least one course covered by SACC tutoring	13,380
Average number SACC-covered courses taken by students in that group	2.20
Total service population, non-unique students (students x covered courses taken)	29,481
Students taking one course covered by SACC tutoring	4479
Students taking two courses covered by SACC tutoring	3933
Students taking three courses covered by SACC tutoring	3086

Students taking four or more courses covered by SACC tutoring	1882
Of the 13,380 students taking at least one course covered by SACC tutoring, number of students who participated in at least one voluntary service (workshops, final exam reviews, and all forms of tutoring)	1,467 (11%)*
<i>*This percent varies significantly by subject. For example, 22% of students taking algebra or precalculus participate in voluntary services, but only 8% of students taking ACC 2101/2203 and 9% of students taking ECO 1001/1002 participate.</i>	

Early Alerts, Fall 2022

The Early Alerts initiative solicits alerts from faculty for students in their classes who are in their first or second semester at Baruch. SACC received 803 alerts in Fall 2022. Of those, 113 were for students in courses not actually covered by SACC tutoring, and 51 were for students already participating in tutoring at SACC. Phone calls were placed to the remaining 637 students to schedule them for tutoring.

Outcome of telephone outreach	Count	Percent
Left message. No response.	396	62%
Phone number incorrect, not in service, or had no voicemail box	17	3%
Student declined support services	78	12%
Student made an appointment as a result of outreach	146	23%
Grand Total	637	100%

For the foregoing 637 students, we looked for tutoring attendance on or after the date they received their alert. Among those who attended tutoring, mean appointments attended is two and median is one. However, as expected, grade data seem to show that students who attended more often benefitted more.

Course Success (C- or better)	1 appts		2 appts		3 appts		4 appts		5 or more appts	
Algebra or Precalc										
NoTutoring										
Successful	31	20%	31	20%	31	20%	31	20%	31	20%
Unsuccessful	122	80%	122	80%	122	80%	122	80%	122	80%
Received Tutoring										
Successful	17	21%	9	33%	3	21%	3	50%	3	60%
Unsuccessful	63	79%	18	67%	11	79%	3	50%	2	40%
All Other Courses										
NoTutoring										
Successful	153	45%	153	45%	153	45%	153	45%	153	45%
Unsuccessful	189	55%	189	55%	189	55%	189	55%	189	55%
Received Tutoring										
Successful	24	39%	10	43%	7	50%	6	60%	5	56%

Unsuccessful	38	61%	13	57%	7	50%	4	40%	4	44%
Grand Total	637		545		523		511		509	

Passing (D or better)	1 appts		2 appts		3 appts		4 appts		5 or more appts	
Algebra or Precalc										
No Tutoring										
Not Passing	112	73%	112	73%	112	73%	112	73%	112	73%
Passing	41	27%	41	27%	41	27%	41	27%	41	27%
Received Tutoring										
NotPassing	57	71%	17	63%	10	71%	3	50%	2	40%
Passing	23	29%	10	37%	4	29%	3	50%	3	60%
All Other Courses										
NoTutoring										
NotPassing	126	37%	126	37%	126	37%	126	37%	126	37%
Passing	216	63%	216	63%	216	63%	216	63%	216	63%
ReceivedTutoring										
NotPassing	24	39%	8	35%	5	36%	2	20%	2	22%
Passing	38	61%	15	65%	9	64%	8	80%	7	78%
Grand Total	637		545		523		511		509	

Sponsored Programs and Research (SPAR)

SPAR's role is to facilitate and enhance the acquisition of external funding by Baruch College faculty, staff, and administrators to support the College's missions of research, teaching, and public service. SPAR works closely with the Research Foundation CUNY, the Baruch College Fund, and other College fiscal agents to ensure that awardees have ample administrative support during the funding period. The three main areas of service are pre-application planning, proposal preparation and submission, and post-award administration.

Faculty, staff, and administrators may contact the SPAR team with proposal preparation inquiries sent to SPARProposalInquiry@baruch.cuny.edu.

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/>

External Research Activity

Proposals

From July 1, 2022, to December 31, 2022, Baruch College Faculty members submitted 34 proposals requesting funding of \$11,707,440:

- WSAS: 18 proposals submitted (\$5,641,789)
- MSPIA: 10 proposals submitted (\$3,303,799)
- ZSB: 5 proposals submitted (\$365,124)
- Other College Operating Units: 1 proposal submitted (\$2,396,728)

This represents a decrease of 17% in the number of proposals submitted for the same period last year.

Awards

Grants, contracts, and awards from all units totaled \$3,285,806.11 for the first half of FY 2022-23. This is an encouraging start in light of our goal of \$7.5 million for the complete fiscal year:

- “Other division”: 6 awards (\$1,234,264.46)
- WSAS: 11 awards (\$1,131,388.62)
- MSPIA: 7 awards (\$594,984.37)
- ZSB: 4 awards (\$325,168.66)

The total number of awards (28) is the same as FY 2022-23

Internal Research Activity

Proposals

PSC CUNY Research Award Program Cycle 54

In December 2022, 118 PSC applications were submitted by Baruch faculty members, an increase of 2% compared to the previous year. Requested funding was \$554,596.29.

Submissions were as follows:

- ZSB: 57 proposals (\$243,225.88)
- WSAS: 52 proposals (\$243,821.58)
- MSPIA: 9 proposals (\$67,548.83)

Other Proposals

In addition to the external and the regular PSC CUNY proposal submissions, Baruch College faculty and staff submitted fifty-six (56) proposals with funding requests totaling \$943,815:

- WSAS: 29 submissions (\$410,914)
- MSPIA: 17 submissions (\$337,888)
- “Other internal proposals”: 7 submissions (\$158,070)*
- ZSB: 3 submissions (\$36,943).

* Other internal proposals included: The Black Race and Ethnic Studies Initiative (BRESI) program; CUNY Planning Grant; and CUNY Interdisciplinary Research Grant.

Other Awards

In addition to the external and the regular PSC CUNY awards, Baruch College faculty and staff received internal funding totaling \$1,251,751.80.

- WSAS: 9 awards totaling (\$636,250.26)
- “Other divisions”: 7 awards (\$563,501.54)
- ZSB: 2 awards (\$27,000)
- MSPIA: 2 awards (\$25,000)

PSC CUNY Research Chairs’ Account

As of 2020, the PSC CUNY union granted chairs of each academic department funds to facilitate their research. The Baruch chairs’ account received a total of \$63,000:

WSAS: 13 awards (\$39,000)

ZSB: 7 awards (\$21,000)

MSPIA: 1 award (\$3,000)

Tools for Clear Speech (TfCS) SP23

The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of non-native English speakers (NNES) and the multilingual community of 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 community.

Fall 2022 was a semester of growth for TfCS, and in many ways a return to pre-pandemic form. Through enhanced focus on student engagement and curricular support, the program saw increases in most participation metrics including unique participants, hours of services received, and formal assessments delivered. With a current staff of only six part-time Speech Consultants, TfCS has made these gains while maximizing workload efficiency and continuing to offer innovative, outcomes-driven services not found elsewhere in higher education. Other highlights of Fall 2022 include the significant increase in traffic to the TfCS distance learning site, successful COM 3021-T piloting, and contributions to the unparalleled success of Baruch’s MFE Program. TfCS’s momentum remains strong in Spring 2023, and we anticipate reporting the highest student engagement since AY 2015-16, in spite of reduced budget allocation.

TfCS Fall 2022 Participation	Fall 2022	Change from Fall 2021
Unique Students Served	209	+17%
Estimated Unique Students Served Through In-Class Workshops & Special Events	50	+32%

Total Hours of Services Received	1,844	+12%
Faculty & Staff Participants	3	-5
Total Assessments Delivered	172	+50%
Total Tools To-Go Distance Learning Webpage clicks, January - June 2022	401,587	+26%

COM 3021-T – In Fall 2022, TfCS coordinated and supported two pilot sections of COM 3021-T (32 students), providing individualized assessment and course-focused supplemental instruction to help students raise oral communication skills.

WSAS MFE Program & Zicklin PhD Program Support – TfCS continued its partnership with the MFE and PhD programs, offering 20 MFE students and 11 PhD students weekly or biweekly instructional sessions and preferred access to small group workshops. 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).

Additional Curricular Support & Engagement – TfCS continued to deliver workshops that align with course and career goals to support student success, linguistic diversity, and inclusion. In Fall 2022, TfCS delivered in-class workshops to an estimated 50 unique students in courses such as MGT 4800 and BUS 80200, as well as to students from the ZSB Graduate Career Management Center.

Tools To-Go – The TfCS online distance-learning website continues to see substantial growth in its annual traffic and usage. In Fall 2022 alone, *Tools To-Go* attracted over 400,000 ‘clicks’ (interactions with website resources) from over 158,000 users in 215 countries around the world. The year-end total for 2022 was 750,000+ clicks from 290,000+ users, far surpassing our engagement projection. Due to this high traffic and demand, TfCS will continue to upgrade and maintain the site for increased usage, and will work with the Digital Learning Hub director to align its resources with College and DLH goals and explore scaling opportunities.

Writing Center

At the Writing Center, professional consultants work collaboratively with students to deepen their writing and English language skills. We support undergraduate and graduate students across the disciplines, helping them to understand their audience’s expectations, to see writing as a process, to develop their own voices, to organize and communicate their ideas, and to advocate for the support they need. We also collaborate with faculty and program directors to develop teaching resources that facilitate active learning and promote inclusive pedagogy.

This fall, we focused on building community and student engagement. In workshops like “Demystifying College Writing,” “How to Be Creative,” and “Writing about Where We Belong,” we encouraged new students to engage with the Writing Center and with each other. We also increased our on-campus presence—though student demand for online tutoring remains quite high—such that 40% of synchronous, one-to-one sessions met in-person (vs. 7% in Fall 2021).

Use of Writing Center Services, Fall 2022

	Mode	Appointments	Hours of services*	Unique students
All programs	Total		4395	2305
1-to-1 sessions	Total	2597	2597	1107
Synchronous 1-to-1 sessions	Total	1989	1989	939
	Online	1181		
	Campus	808		
Asynchronous 1-to-1 sessions	Online	608	608	364
Video feedback		92		
Written feedback		516		
Workshops	Total	76	1798	1408
In-house workshops		33		488
In-class workshops		43		920
Writing Accountability Hours	Total	8	74	33
Classroom visits	Total	23		700

* “Hours of Services” is the length of the service (for example, a 75-minute workshop) multiplied by the number of participants.

Student visitor information:

- 80% of sessions were with undergraduate students, 20% with graduate students.
- 46% of sessions were with students who identified English as their first language.
- Most students sought help with organization (40%) or sentence-level clarity (30%)

Fall 2022 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:

All at-risk students

who sought tutoring:

Number of students	23
Average grade	2.5 (C+)
Withdrawal rate:	8.7%
Fail rate:	4.3 %

who did not seek tutoring

Number of students	86
Average grade	2.34 (C+)
Withdrawal rate:	31%
Fail rate:	8%

Students who visit the Writing Center pass their classes at much higher proportions than those who do not. Note that in past years, the average grade for Writing Center visitors was much higher than the average grade of those who did not visit—this changed with the different effects of WU grades (which used to result in a 0, or the equivalent of an F, but now has no effect on GPA). Still, of the 23 students who visited the Writing Center after receiving an early alert, 20 (87%) finished the course with a passing grade—versus only 52 of the 86 (60%) students who received the alerts and did not visit the Center.