

**DIVISION OF ACADEMIC AFFAIRS
GENERAL FACULTY REPORT FOR
SPRING 2024**

Reporting to the Office of the Provost, the Division of Academic Affairs encompasses 14 units across four subdivisions as well as the William and Anita Newman Library, all of which are devoted to serving and supporting the teaching, learning, and research missions of the College. Our work is incentivized and directed by the College's Strategic Plan 2023-2028. Reports of the individual units are in alphabetic order following an overview of progress toward strategic goals undertaken within the division during the current academic year. The library report appears separately.

1. Maximize Students' Potential to Succeed

- Provide learning opportunities that are flexible, dynamic, experiential, and connected to NYC.
 - Capacity being built through hiring of Director of Experiential and Community Engaged Learning
 - Initiated an Experiential Learning cross-college working group
- Optimize student success infrastructure to be nimble and more effective though integrated, streamlined advising and peer mentoring.
 - Collaborated with Academic Advisement on initiation of department liaison advisors
 - Collaboration with Student Affairs and EMSAI on design of peer mentor academy
- Create structures for cross-campus collaboration on student supports
 - Charged six cross-college working groups to implement strategic initiatives; these meet monthly
- Close equity gaps for students both in-person and online.
 - Cohort study underway to identify gaps
 - Expansion of Inclusive Pedagogy seminar
 - OER program
 - Equity gap mitigation now a required part of academic program review
- Develop a culture of student success as everyone's responsibility.
 - Professional development programming for faculty and administrative leaders focused on student success

2. Promote Excellence in Research and Impactful Teaching

- Support excellent, innovative, and high-impact research, scholarship, and creative work
 - Refined the research reassigned time application process
 - Administrative and financial support for interdisciplinary faculty research clusters
 - Provided grant-writing workshops and grant coaching
- Elevate our reputation for research and scholarship nationally and internationally
 - Collaborate with OCMPA and BCTC to improve visibility of faculty research
- Recognize, support, and incentivize excellent, accessible, and inclusive pedagogy.
 - Added professional development opportunities for new and continuing faculty
 - Revision of faculty evaluation criteria underway to clarify expectations
 - Review of the student evaluation of teaching (SET) form was launched
- Significantly increase undergraduate and graduate student involvement in research.
 - Capacity building underway with hire of Ex-CEL Director and initiation of CUNY CIRE program
- Provide opportunities to integrate sustainability and social justice across teaching and research.
 - Inventory of curricular engagement with these issues is underway.
 - Charge to the Climate Studies Strategic Cluster to include both teaching and research in its mission
- Deliver high-quality online programs.
 - Launched the online MBA and online MPA
 - Online MSM, MSDA, and BSPA degree completion program in development
 - Instructional design staff added to support these endeavors

3. Strengthen Our Collaborative and Engaged Community

- Cultivate a respectful and collaborative campus culture that embraces wellness and growth so that students, faculty, and staff can thrive
 - In collaborations with Faculty Senate Executive Committee, analyzed COACHE survey results to develop action plan; also collaborated across College on addressing NSSE survey results
 - Continued the Mental Health Awareness Week program in collaboration with Counseling Center and HR.
 - Offered new and enhanced professional development opportunities for adjunct faculty
- Create vibrant community-building events and opportunities to foster a sense of belonging and connectedness.
 - Initiated Coffee Chat/Tea Talk Series
 - Support occasional series “Civil Discourse in Times of Conflict”

4. Optimize Operations and Infrastructure

- Strengthen data transparency and understanding of budget and planning processes
 - Launched Data Governance Council

DEPARTMENTAL REPORTS:

Academic Personnel

Multi-Year (three-year) Appointments for Teaching Adjuncts – CUNY has allowed the Multi-Year Appointment for Teaching Adjuncts pilot program to sunset as of the end of AY 2023-24. However, there are several teaching adjuncts who will be eligible for three-year appointments, effective Fall 2024: adjuncts who currently hold one-year with guidance appointments and one adjunct who has a special two-year appointment per settlement agreement.

Faculty Searches – As of February 2024, the Office of the Provost has authorized 22 full-time, tenure- or CCE-eligible faculty searches for the 2024-25 academic year. This includes the last two of the faculty searches from the CUNY Lecturer Hiring Initiative, undertaken by CUNY 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.” One is part of the CUNY Cluster Hiring Initiative. The remaining faculty searches are allocated across the three schools and the library.

Reappointment, Tenure, and Promotion - The college granted reappointment with tenure to thirteen faculty, and reappointment with early tenure to three faculty; 12 faculty received promotion to associate professor. Promotions to full professor will be considered at the College P&B on April 16, 2024, following review at the School level.

Assessment, Accreditation and Institutional Effectiveness (OAAIE)

The Office is leading a search for a new Data Analyst who will work directly with the Chief of Staff to the President and the Provost to track and report on the key performance indicators of the strategic plan. The Analyst also will work under the Director of IR to address the data needs of the College community, including program review.

Accreditation – In light of the recent revision of the Middle States Accreditation Standards, the Commission’s Liaison [was interviewed to inform the Baruch Community of current accreditation expectations.](#)

Assessment – Assessment of degree programs and majors continues across all three Schools. A plan to revisit the process of general education assessment is also underway. Academic Program Reviews (APR) are currently being conducted for Mathematics, History, Natural Sciences, and Modern Languages and Comparative Literature. For further information on academic program review at Baruch College, please visit the following link -<https://provost.baruch.cuny.edu/academic-affairs/assessment-accreditation-institutionaleffectiveness/program-review/>.

Institutional Research – The annual Graduate Student Survey (GSS) data requested by the NSF was completed and submitted before the deadline. The Common Data Set (CDS) that is used by several publications, such as *US New and World Report*, *Princeton Review*, *Peterson's* and *The College Board*, is underway.

The OAAIE office has implemented a ticketing system for requesting data from the office. The link to the data request is via: <https://ir.baruch.cuny.edu/data-request-form/>.

Bernard L. Schwartz Communication Institute (BLSCI)

Developing and Supporting Communication-intensive Curricula – “Develop a culture where student success is everyone’s responsibility;” “Close equity gaps for all students both in-person and online.” BLSCI supports these goals by developing and supporting communication-intensive curricula to ensure high-impact learning across majors and Schools. Spring 2024 highlights include:

- Ongoing support for Zicklin faculty Communication-in-the-Majors working groups, preparing for upcoming ZUCC progress presentations;
- Refined course-support curricula for new partnerships with Law and Marketing courses;
- Ongoing comprehensive support for writing in the Marx graduate programs, with new resource development on academic reading strategies and avoiding academic plagiarism;
- Continued course-embedded curricula reaching 3,150 students across the three Schools.

Supporting Pedagogical Development – “Develop a culture where student success is everyone’s responsibility;” “Close equity gaps for all students both in-person and online;” “Recognize, support, and incentivize excellent, accessible, and inclusive pedagogy.” BLSCI supports these goals by equipping faculty with resources and strategies for facilitating student success and delivering excellent, accessible, inclusive pedagogy. Spring 2024 highlights include:

- 15 participants in the current cohorts of our Inclusive Pedagogy Seminar, which underwent a new round of curricular updates to reflect the evolving field;
- Pilot of new one-day Inclusive Pedagogy Workshop, in collaboration with SEEK and the Zicklin Dean’s Office;
- Relaunching our successful Supporting Communication-skills in the Zicklin Majors Seminar to support ZSB faculty in creating active learning environments regardless of class size or modality.

Center for Teaching and Learning (CTL)

The CTL supports innovative teaching and learning in all modes of instruction: in-person, hybrid, and online, informed by student-centered and evidence-based pedagogical practices. In support of the College’s Strategic Plan, highlights of our work in AY 2023-24 include:

- Programming on **generative AI** with a [series of conversations events](#) for faculty, supported this year by a research project involving undergraduate student fellows focused on learning how students across the college are using generative AI in their classes.
- Collaboration with the Digital Learning Hub to **develop high quality online programs**, working with faculty on a weekly basis in a one-on-one course design model, and in spring 2024 piloting a seminar model with small faculty cohorts.
- Programming to **support student and faculty mental health**, working with the Baruch Counseling Center, including two events in spring 2024: Building Classroom Community and Trauma-Informed Pedagogy.
- Support for [two, home-grown, open-source platforms](#) to support innovative pedagogy: Blogs@Baruch, a Wordpress platform, and Vocat, a video annotation tool.
- Collaboration with faculty across departments to develop zero and low textbook cost courses for students through the **Open Educational Resources (OER)** Grant. Last year this work resulted in a total of 119 individual ZTC/LTC sections, representing more than 2,800 seats and \$200,000 in textbook cost savings. Innovative faculty and CTL OER work can be found at <https://teachoe.org/> and [CUNY 1969 Project](#).

Digital Learning and the Digital Learning Hub (DLH)

Two Online Programs Launched, Three to Follow – The Digital Learning Hub has supported the launch of two fully online degree programs, the MBA and the MPA in collaboration with faculty, program leadership, CTL, CUNY Online, and many other faculty and student serving offices. In Fall 2024, Baruch will launch three additional degree programs – MS Marketing, MS Business Analytics, and BS Public Affairs. Design of these programs strives to embody the College’s strategic work in maximizing students’ potential to succeed and providing impactful teaching regardless of instructional modality.

Collaborating Across the College – In February 2024, DLH hosted the third Digital Learning Roundtable where staff representatives from academic departments and student support offices come together to discuss online learning across Baruch. Subcommittees are forming to discuss building online student community and digital badging.

Supporting Accessible and Dynamic Instruction – The DLH Media Production Studio has produced over 300+ instructional videos or podcasts. On February 29th, Janine Agarwal will join the team as our first full time instructional designer. Finally, DLH has collaborated with the CTL on an Asynchronous Online Teaching Seminar that is being piloted this semester.

LMS Transition. Assistant Vice President Jenny Provo Quarles is the campus lead for the transition from Blackboard to Brightspace as Baruch’s Learning Management System (LMS). To facilitate this work, the LMS support unit now reports to Dr. Provo Quarles.

Faculty Affairs, Research, and Innovation

The functions of the division of Faculty Affairs, Research, and Innovation encompass faculty personnel actions, faculty development, research support and compliance, and sponsored research. Taken together, the four departments in this division – Office of Academic Administration (OAA), Faculty Affairs, Office of Research Compliance and Outreach (ORCO), and Sponsored Programs and Research (SPAR) – seek to improve the faculty experience at Baruch, in direct alignment with the

strategic goal of supporting impactful teaching and research excellence. Impactful teaching is promoted through the onboarding and professional development of talented faculty. Research excellence is promoted by facilitating the meetings of the three strategic research clusters (Data Science, Climate Studies, and Entrepreneurship and Innovation). These gatherings provide a venue for scholars to share their research findings and engage in discussions on the latest developments in their respective fields. Beyond these clusters, faculty can network with each other and discover common interests via the Faculty Profile Pages, which showcase faculty expertise, recent publications, and research and creative achievements. The two major college-wide events organized by this division in the Spring semester are the Tenure and Promotion Workshop, and the Cross-College Faculty Research Symposium. To promote research excellence, this division aims to connect Baruch researchers with resources such as potential collaborators, sources of funding, and intellectually stimulating research-oriented events.

Faculty Affairs

The office of Faculty Affairs supports both full-time and adjunct faculty across the college with resources and professional development opportunities throughout the year. Faculty Affairs welcomed a new Director, Norene Leddy, in late August. Since then, Faculty Affairs has launched professional development programming for full-time faculty including NCFDD (National Center for Faculty Development and Diversity) and Interfolio workshops, and a statement writing workshop for faculty going up for tenure and/or promotion. In collaboration with the CTL and the Schwartz Institute, Faculty Affairs is leading a series of cohort-building opportunities for new faculty. Faculty Affairs is also the lead on two signature faculty events this spring, the annual Tenure and Promotion Workshop, and the Cross-College Faculty Research Symposium. A college-wide mentoring program is also in development, informed by research and input from faculty focus groups. Adjunct faculty are being supported through bi-weekly online open office hours, where they can meet with Ms. Leddy, and through a series of online and on campus Lunch and Learn sessions with key areas of the college. Faculty Affairs is also working with the Digital Learning Hub to support faculty during the Brightspace LMS transition, and to build a new online asynchronous adjunct faculty orientation that will launch in Fall 2024.

Honors Program

College Goal: Maximize Students' Potential to Succeed – Baruch students continue to achieve success in earning prestigious awards. With the support of the Prestigious Scholarships and Fellowships Office: One student has been named a 2024 Schwarzman Scholar, three students won a Fulbright award, earning Baruch the distinction of a Top Producing Fulbright institution for a second year in a row, and nine students were awarded a Benjamin A. Gilman International Scholarship to study abroad in Winter 2024 or Spring 2024. The [redesigned fellowships advising website](#) now has a faculty resources page to guide faculty in supporting students through the application process.

Honors recently completed reviewing applications for the Class of 2028, which involved a faculty-driven, holistic process without review of SAT or ACT scores. We received 1,771 applications, a 5.5% increase over the previous year. A total of 38 faculty and staff reviewers read 750 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. A new collaboration with the Youth Leadership Council/NYC Service (division of the Office of the Mayor) has provided the opportunity to promote Honors to High School students who are working on solving the challenges of NYC.

A key component of the Honors program is to connect students to experiential learning opportunities that support their personal, academic, and professional growth. In Fall 2023, we hosted an information session for the CUNY Honors Business Hub, a program that supports diversifying the pipeline of students that enter the business world, and includes career preparation and financial support. We also offered an information session on applying to the Jeanette K. Watson Fellowship, providing an overview of the program and successful strategies on how to prepare a competitive application, and a session on different scholarship opportunities for foreign language learning abroad.

Office of Research Compliance and Outreach (ORCO)

The mission of [the Office of Research Compliance and Outreach \(ORCO\)](#) is to support the scholarly research pursuits of Baruch College. ORCO supports research excellence by ensuring compliance with federal regulations, state laws, and CUNY’s policies and procedures. ORCO is responsible for overseeing the compliance areas of human subjects (HRPP), export control, research agreements, and Institutional Animal Care and Use Committee (IACUC) administration.

IRB Submissions – During the period of 7/1/2023 through 12/31/2023 (Quarters 3 and 4), 75 applications were received, of which 35 were from student researchers and 40 from faculty. Students submitted 35 applications; faculty submitted 40 applications. Of these, Marxe submitted 6 applications, Weissman submitted 48 applications, and Zicklin submitted 21 applications.

Faculty IRB/HRPP Liaison – As part of establishing a culture of research excellence, the Provost appointed a faculty IRB/HRPP Liaison. The liaison, Prof. [Christopher Stults](#), visits research methods classes, reviews draft proposals, and liaises with the [Office of Research Compliance and Outreach \(ORCO\)](#). Faculty may contact Prof. Stults to schedule an in-class workshop or to assist in the development of research proposals.

Sponsored Programs and Research (SPAR)

SPAR’s role is to facilitate and enhance the acquisition of external funding by Baruch faculty, staff, and administrators to support the College’s missions of research, teaching, and public service. For proposal preparation, inquiries contact us at sparproposalinquiry@baruch.cuny.edu, and at SPAR@baruch.cuny.edu for all other inquiries. The SPAR website is an important resource; it is continually updated to reflect policy and process changes: spar.baruch.cuny.edu/.

External Research Activity –

Proposals

SCHOOL	# OF PROPOSALS SUBMITTED	AMT. REQUESTED
Weissman School of Arts and Sciences	15	\$3,968,908
Marxe School of Public and International Affairs	8	\$972,295
Zicklin School of Business	6	758,436
Other Divisions	2	350,970
TOTAL	31	\$6,050,609

Awards

SCHOOL	# OF AWARDS RECEIVED	AMT. RECEIVED
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Marx School of Public and International Affairs	13	\$2,829,671
Weissman School of Arts and Sciences	8	\$1,010,010
Other Divisions	6	\$1,527,364
Zicklin School of Business	3	\$153,746
TOTAL	30	\$5,520,792

Internal Research Activity – PSC CUNY Research Award Program Cycle 55: In December 2023, 167 PSC applications were submitted for a total of \$793,970.

Student Academic Consulting Center (SACC)

“Maximize Students’ Potential to Succeed: Close equity gaps for students both in-person and online.”

In Fall 2023, SACC provided 3,257 online appointments for voluntary services and 11,442 on-campus appointments for voluntary and mandatory services. This includes tutoring for 413 students who received early alerts from their instructors.

“Maximize Students’ Potential to Succeed: Develop and implement additional levels of academic and social supports in gateway courses.” – In Fall 2023, 444 students in MTH 1023 participated in mandatory, weekly Peer-Led Team Learning (PLTL), and 345 students in MTH 2009 participated in mandatory weekly recitations. In addition, we provided 3,078 appointments for small group tutoring, the Baruch Academic Rebound Program (BAR) for students who have previously failed the course, and final exam reviews for 710 students enrolled in MTH courses, mostly algebra and precalculus.

“Maximize Students’ Potential to Succeed: Design and implement professional and leadership development programs for faculty and staff toward an innovative, coordinated, and holistic approach for student success.” In January, we trained our largest cohort of Master Tutors (CRLA Certified Level Three) in quite a few years. Tutors who complete this training go on to fill a meaningful leadership role at SACC. They assist with screening, training, and supervising newer tutors; help to administer the BAR Program; coordinate classroom visits; and plan and run the SACC Spring Ceremony. By adding additional options to complete lower levels of training and meet the eligibility requirements for Level Three, we enabled many of our tutors to meet them faster. The result of this change is a larger cohort of prospective Master Tutors, many of whom will be available to serve in this role for longer.

Teaching and Learning

The Office of the Associate Provost for Teaching and Learning includes six of Baruch’s academic support services. The responsibilities of the Associate Provost for T&L include working with each of the Schools’ curriculum committees as well as the Joint Curriculum Committee. Last semester’s discussions in those committees about modifying the college’s F-replacement policy were taken to the Faculty Senate in December. That conversation has moved to a discussion of whether Baruch should ask CUNY to institute the XF grade which would mean an F that was awarded as a sanction for academic dishonesty. Issues such as how long the XF would remain on a transcript and whether it would automatically be removed also will be discussed in the Senate.

The Joint Committee on Student Evaluation of Courses and Teaching has been meeting this academic year to investigate and discuss the issue of bias in student evaluations. Research suggests that many evaluation “instruments” encourage responses based on biases regarding gender, race, age, etc. Research also suggests that instruments can be designed to lessen bias. A sub-group of the committee will be examining whether the results of Baruch’s evaluations point to such bias, and the committee as a whole has been discussing changes in the current evaluation instrument, which has been in use at Baruch for almost 20 years.

Tools for Clear Speech (TfCS)

Fall 2023 was again a semester of growth and expansion for TfCS, as the program continues to see increases in most participation metrics. TfCS co-coordinated and supported two sections of COM 3021-T (31 students), providing assessment and supplemental instruction to support the success of non-native English-speaking/multilingual students in this rigorous curriculum. TfCS continued its partnership with WSAS MFE and ZSB PhD Programs. Surveys reported 100% extremely/very satisfied in all areas: instruction, staff, and quality of programming. TfCS delivered workshops that complement course and career goals to support student success, linguistic diversity, belonging, and inclusion in courses across the curriculum. TfCS also began a new collaboration with SEEK to deliver our *Belonging at Baruch: Accent, Identity, & Ethical Listening* workshop to all SEEK FYS sections (170 students). TfCS continued to improve its online and distance-learning offerings. The program’s supplemental site for COM 3021-T was completed and launched in Spring ’24, and the new TfCS website is set to launch in Fall 2024. Tools *To-Go*, the TfCS online distance-learning website, continues to see substantial growth. In Fall 2023, Tools *To-Go* attracted more than 418,000 “clicks” (interactions with website resources) from over 150,000 users in in more than 200 countries and territories around the world. The year-end total for 2023 was 846,000+ clicks from 290,000+ users, far surpassing our projections.

TfCS Fall 2023 Participation	Fall '23	Change From Fall '22
Unique Students Served	254	+20%
Additional Unique Students Served Through In-Class Workshops & Special Events	310	+520%*
Total Hours of Services Received	2,799	+52%
Faculty & Staff Participants	6	+3
Total Assessments Delivered	231	+34%
Total Tools To-Go Distance Learning Webpage Views Jan - Jun 2023	418,000	+10%

*Unusually large increase in Unique Students Served correlates to new collaboration with SEEK FYS

Writing Center

At the Writing Center, professional consultants work collaboratively with students to deepen their writing and English language skills.

<i>Student Use of Writing Center Services, Fall 2023*</i>		Hours of services	Unique students
All programs	Total	4,673	2,450

	Mode	Appts	% change from last year
1-to-1 sessions	Total	2,350	-9%
Synchronous 1-to-1 sessions	Total	1,898	-5%
	Online	1,127	-5%
	Campus	771	-5%
Workshops	Total	1,945	+35%

**The Writing Center operated remotely (and then on campus without computers) during the network outage last fall, which reduced our utilization rate. Complete data can be found [on the center's website](#).*

For a look at more detailed materials from Academic Affairs, please visit <https://provost.baruch.cuny.edu/general-faculty-report-supplementary-materials/>.