

DIVISION OF ACADEMIC AFFAIRS

REPORT TO THE GENERAL FACULTY FALL 2026

The Division of Academic Affairs continues to lead organizational change to implement the Next Level Student Success Initiative and its constituent elements such as CUNY Beyond, while also managing the daily operations dedicated to faculty excellence, pedagogy, and assessment. Effective July 1, The Office of Career and Industry Partnerships was established thanks to funding from CUNY for its [CUNY Beyond](#) initiative. The Starr Career Development Center is now a permanent part of the Academic Affairs portfolio, in support of seamless integration between the academic and career preparation of Baruch students.

Led by the Provost, Academic Affairs plays a lead role in implementing the [Baruch College Strategic Plan 2023-2028: Together We Are Unstoppable](#) across all four College Focus Goal (CFG) areas. CFG 1, Maximize Every Student's Potential to Succeed, is the focus of the Learning and Student Success area in collaboration with Pedagogy and Online Programs. CFG 2, with its focus on faculty, is implemented by Faculty Affairs Research and Innovation (Support Excellence in Research) and by Pedagogy and Online Programs (...Excellence in...Impactful Teaching) with direct support by the Office of the Provost. The Office of the Provost, often in collaboration with the Office of Faculty Affairs, supports CFG 3, Strengthen our Collaborative and Engaged Community, through events like the redesigned coffee chat series open to all staff as well as faculty, and other events supporting faculty engagement. The Institutional Effectiveness and Accreditation area supports all CFGs through its support of assessment and accreditation activities, with special attention to the data infrastructure elements of CFG 4, Operations and Infrastructure.

Academic Affairs collaborates with the Office of the President on the developing Baruch AI Leadership Initiative and One Baruch.

As is usual practice, reports of the Academic Affairs subdivisions are presented in alphabetical order. The Division of Student Affairs, reporting to the Provost, files a separate divisional report.

Careers and Industry Partnerships (OCIP)

OCIP was established on July 1, 2026 through the CUNY Beyond program. The Starr Career Development Center (Starr) is now part of Academic Affairs, reporting to OCIP. Baruch is part of Wave 2 of CUNY Beyond, a CUNY Central initiative under the Vice Chancellor for Career Engagement and Industry Partnerships that "aims to reach 100% of undergraduates in realizing post-graduate success with 80% of graduates securing at least a year of consistent employment with a living wage," according to the [CUNY Beyond Website](#). Baruch was selected among four other community and senior colleges. Spring 2026 preparations to launch [CUNY Beyond at Baruch](#) included hiring an AVP of Career and Industry Partnerships, appointing Pillar Leads and two Faculty Fellows, and preparing to hire a Data Manager and a Career and Academic Integration Manager. Ellen Stein, PhD, was appointed AVP of Career and Industry Partnerships, prompting the search for an Interim Director of the Starr Career Development Center. Since July 1, 2026, the new [Office of Careers and Industry Partnerships](#) has overseen Starr and CUNY Beyond.

Starr Career Development Center

Student Career Engagement [*Maximize Students' Potential to Succeed*]

- Addressed 425 general inquiries from students and completed 334 walk-in sessions and 1,724 scheduled appointments (e.g., resume reviews, career advisement) for a total of **over 2,000 career advising appointments**.
- After completing career advising appointments, 91 students responded to a post-appointment survey. Scores were as follows: Concerns/questions addressed by career Advisor: 4.77/5.00; Likelihood of returning for additional services: 4.76/5.00; Next steps identified: 4.81/5.00; Feel more prepared to achieve goals: 4.85/5.00. **Overall satisfaction rating of 4.8 on a 5 point scale.**
- Hosted/facilitated **79 workshops/panels** on a variety of career development topics (e.g., financial literacy, job search strategies).
- [Post Graduate Outcomes - Student Affairs | Baruch College](#) - Starr's most recent post-graduate outcomes data highlights key student engagement activities (e.g., event attendance, career advisement).

Career-Connected Learning [Promote Excellence in Research & Impactful Teaching]

- Enrolled 60 faculty/staff into our [award-winning Career-Focused Pedagogy Brightspace site](#) which was designed to support faculty integrate career readiness into the curriculum. Total site enrollment was **193 faculty** by the end-of-the semester.
- **Published 5 faculty-written posts** on our [award-winning This is How I Embed Career Readiness faculty blog series](#). In each post, faculty shared how they embed career readiness into their courses. The **average number of views per post: 204**.
- Launched a Career-Focused Pedagogy Seminar in partnership with the CTL. **Twenty faculty across the three schools participated in the Career-Focused Pedagogy Seminar**. Participants developed actionable steps for embedding career readiness into courses. [Read their collective insights here](#).

Campus Outreach Efforts [Strengthen Our Collaborative & Engaged Community]

- Facilitated **42 Starr speaker presentations** including 34 in-class presentations and 8 new student orientations. Note, these presentations are in addition to our regular workshops and panels for students and are designed to help students to meet where they are at (e.g., in-class).

Faculty Affairs, Research, and Innovation

The Division of Faculty Affairs, Research, and Innovation encompasses four units: the Office of Academic Administration (OAA), the Office of Faculty Affairs (OFA), the Office of Research Compliance and Outreach (ORCO), and Sponsored Programs and Research (SPAR). Together, these offices provide support across the faculty career continuum, including personnel administration, professional development, research compliance, grant administration, and scholarly advancement.

The Associate Provost (FARI) supports the College's research enterprise by creating synergies among the College's structural units and roles, initiatives that support research productivity, events that showcase scholarly activity, and the systems infrastructure that enables research and creative work. Collectively, these pillars strengthen the College's research enterprise.

The Associate Provost also works closely with department chairs to support effective academic leadership. Key activities include orientation programs for new chairs and the development of annual departmental snapshots to support evidence-based decision-making.

Academic Administration

Multi-Year (two-year) Appointments for Teaching Adjuncts - PSC and CUNY entered into a new contract that includes a pilot program under which adjuncts who have taught a minimum of six contact hours within the same department, or credit-bearing courses in academic programs assigned by the same department, during the twelve most recent consecutive semesters are eligible for consideration for a two-year appointment. A total of 64 adjuncts (Weissman School of Arts and Sciences = 46; Zicklin School of Business = 18) received an initial two-year appointment for Fall 2026.

Faculty Searches – As of October 2, 2026, faculty searches for AY 2026-27 resulted in **30 full-time tenure track or CCE faculty hires**, two distinguished lecturer appointments, one visiting lecturer appointment, two visiting professor appointments, and seventeen substitute appointments.

Reappointment, Tenure, and Promotion – The College Personnel and Budget (P&B) Committee, with input from the Faculty Senate Executive Committee, revised the Guidelines for Faculty Evaluation to include the promotion of lecturers and lecturers (doctoral) to senior lecturer and senior lecturer (doctoral). Review of lecturers for promotion to senior lecturer will take place during the spring semester on the same timeline as promotions from associate to full professor. The guidelines also incorporate new CUNY language regarding the promotion of college laboratory technicians (CLTs). In preparation for the inaugural promotion cycle, Provost Linda Essig, Associate Provost Raquel Fich, the Office of Academic Administration, and the Office of Faculty Affairs hosted a Promotion to Senior Lecturer Information Session in September 2026. **Fourteen of the 24 eligible lecturers** attended the session. Lecturers pursuing promotion to Senior Lecturer will be evaluated through the established promotion review process and considered by the College P&B Committee at its March 9, 2027, meeting.

In AY 2026-2027, the College granted reappointment with tenure to eleven faculty members, reappointment with early tenure (pending approval by the CUNY Board of Trustees) to two faculty members, and promotion to associate professor to ten faculty members. In addition, fourteen recommendations for reappointment with Certificate of Continuous Employment (CCE) for lecturers and lecturers (doctoral schedule) will be reviewed by the College P&B Committee at its October 13, 2026 meeting. Eleven faculty will be considered for promotion to full professor, and four faculty will be considered for early promotion to associate professor at the College P&B on April 13, 2027, following review at the School P&B level.

Faculty Affairs

The Office of Faculty Affairs (FA) supports full-time and adjunct faculty across the College through resources, professional development opportunities, and faculty-focused services. Key projects and areas of responsibility include:

Signature Faculty Events. Faculty Affairs coordinated two signature events this fall: New Faculty Orientation (August 17-19), which welcomed more than 40 new full-time faculty members to the College, and the Annual Faculty Convocation (September 24), which brought together more than **130 faculty members** to celebrate career and service milestones and honor recipients of the Presidential Excellence Awards.

Faculty Development. Faculty Affairs continued to support faculty professional development, beyond the classroom, through targeted programming, including a redesigned Personal Statement Writing Workshop for lecturers eligible for Certificate of Continuous Employment (CCE), led by Professor Harold Ramdass (English). FA also strengthened engagement with NCFDD by promoting Baruch's institutional membership, expanding access to a dedicated resource hub featuring curated content for faculty at all ranks: <https://members.ncfdd.org/institutions/baruch-college-cuny/hub>, and hosting two campus workshops led by NCFDD Partnership Director Frank Sesso.

Faculty Mentoring Network. This academic year, the network is operating at full capacity, with 37 mentors and 43 mentees participating. Senior Mentor Professor Ann Brandwein, together with Norene Leddy, Director of Faculty Affairs, facilitated both in-person and virtual workshops for mentors and mentees.

Adjunct Faculty Services. Adjunct faculty are now supported through the Adjunct Faculty Commons, a redesigned Brightspace organization that provides streamlined access to adjunct faculty resources. FA also continues to offer monthly virtual open office hours via Zoom and introduced an additional August session specifically for new adjunct faculty.

Office of Research Compliance and Outreach (ORCO)

The Office of Research Compliance and Outreach (ORCO) oversees research compliance activities at Baruch, including human research protections, export controls, research agreements, and Institutional Animal Care and Use Committee (IACUC) responsibilities. Adel Yazdanmehr was appointed as the College's IRB/HRPP faculty liaison for AY 2026-27.

Prior to the College's adoption of Cayuse Human Ethics in Fall 2026, research protocol submissions were managed through IRBManager. For the 2025–2026 reporting period, extended through July 13, 2026, to capture final closeout activity in IRBManager, ORCO processed **466 protocol-related submissions**. These included 301 submissions from faculty principal investigators, 164 from student principal investigators, and one from a staff principal investigator. The submission portfolio comprised 93 initial submissions, 91 amendments, 170 annual check-ins, 87 final reports, 21 administrative closures, two continuing reviews, one migration check-in, and one reportable event. Annual check-ins remained the largest submission category, accounting for 36.5 percent of all protocol-related activity. Among records that entered the HRPP review phase, the **average HRPP Coordinator review time was 9.27 calendar days across 274 records**, with an average of 2.08 review cycles (or rounds). The average time in the researcher/data-entry stage was 15.03 calendar days. These stage-based averages use different record populations and should not be interpreted as a single end-to-end turnaround measure.

In addition to protocol-related submissions, ORCO processed 65 other compliance activities. These included 16 site-permission requests, 10 research determinations, 10 course-based activity disclosures, six data use agreements, five export control inquiries, three permissions to serve as principal investigator, three Independent Researcher Agreements, three export control screenings, and nine activities in other compliance categories.

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 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/.

Full Year Report FY 2025-2026 (July 1, 2025, to June 30, 2026) External Research Activity

SCHOOL	PROPOSALS		AWARDS	
	# SUBMITTED	AMT. REQUESTED	# OF AWARDS RECEIVED	AMT. RECEIVED

Weissman School of Arts and Sciences	41	\$ 13,557,943	10	\$ 2,747,818.45
Marxe School of Public and International Affairs	27	\$ 10,272,147	5	\$ 1,642,612.77
Zicklin School of Business	6	\$ 4,290,387	5	\$ 928,402.16
Other Divisions	1	\$ 2,570,058	4	\$ 2,034,242.16
TOTAL	75	\$30,690,535	24	\$7,353,075.54

Internal Research Activity. PSC CUNY Research Award Program Cycle 57: In December 2025, 159 PSC applications were submitted requesting \$1,086,890.90. 112 were awarded for a total of \$719,638.25.

Institutional Effectiveness and Assessment

Under the leadership of the Associate Provost for Institutional Effectiveness and Accreditation, Baruch College continues to strengthen coordination across assessment, institutional research, accreditation, and data governance to support strategic planning and evidence-based decision-making.

Middle States Self-Study. Baruch College has advanced its Middle States Commission on Higher Education (MSCHE) Self-Study for reaffirmation of accreditation in 2027–2028. Co-chaired by Stan Ross Professor Carol Marquardt and Associate Provost Tammie Cumming, the process has moved from design development to an evidence-based analysis. MSCHE approved the Self-Study Design in Spring 2026 and the College gathered supporting documentation and completed an evidence inventory audit. Working Groups developed chapter outlines and began reviewing them with the Self-Study Co-Chairs. This work also supports the midpoint review of the College’s Strategic Plan.

Data Governance Council. Co-chaired by the Vice President for Information Services and CIO and the Associate Provost for Institutional Effectiveness and Accreditation, the Data Governance Council advanced the BaruchHUB Data Catalog, drafted governance policies, guidelines, and data use agreements, and developed a technology inventory and evaluation framework. The Council will review these deliverables to strengthen the College’s data governance framework and clarify coordination with AI governance.

CUNY Office of Academic Affairs Artificial Intelligence Grant. Through a \$25,000 CUNY Office of Academic Affairs award received jointly with the New York City College of Technology, the colleges developed and tested AI-powered assistants for conversational access to approved institutional data. Baruch’s Enrollment Data Advisor prototype was developed to enable users to ask natural-language questions and receive aggregate enrollment results in alignment with CUNY data access policies. The project also produced reusable testing and implementation resources and strengthened staff capacity for responsible use of AI in institutional research.

Office of Institutional Assessment

Academic Assessment: The Office continued partnering with academic departments on program assessment and CUNY Board of Trustees and College-mandated Academic Program Review. The academic assessment process and Toolkit were revised, with updated reporting templates available to support documentation of learning outcomes and to track progress over time.

Pathways Assessment: The Office supported completion of the Pathways General Education assessment cycle that was underway in March. **The AY 2025–26 cycle assessed 849 students across 26 sections of 16 distinct courses in four Pathways categories:**

- Life and Physical Sciences: 3 courses, 96 students
- Scientific World: 4 courses, 107 students
- Creative Expression: 6 courses, 363 students
- Individual and Society: 3 courses, 283 students

Academic Program Reviews (APR): Comprehensive self-study evaluations were completed for Natural Sciences and Political Science. English, Public Affairs, International Affairs, and Higher Education Administration are finalizing their reports this semester.

Administrative, Educational, and Student Support Assessment: By the close of AY 2025–26, **83.3% of AES units reported active participation** in AES assessment. The Office continued to provide support in refining their assessment practices and using findings to inform unit/department improvement.

In addition, the Office Completed a Business Impact Analyses to document critical processes, supporting systems, dependencies, and tolerances for downtime and data loss for unit review.

Office of Institutional Research

The Office of Institutional Research continues to provide official data reporting and analysis to support federal reporting requirements, accreditation, planning, and evidence-based decision-making. Since the spring 2026 report, the IR team has advanced the following work:

- Completed IPEDS and the Common Data Set, along with reporting for U.S. News, Princeton Review, and Peterson's.
- Supported NASPAA accreditation reporting for the Marx School
- Provided support for Academic Program Reviews.
- Provided documentation and evidence for the MSCHE Evidence Inventory
- Collaborated with DataKind with an initial meeting to define goals and objectives for identifying students most in need of academic support
- Completed a Business Impact Analyses to document critical processes, supporting systems, dependencies, and tolerances for downtime and data loss for unit review

Learning and Student Success * Fall 2026

Learning and Student Success (LSS)

Learning and Student Success is partnering with faculty and staff across campus to implement the Next Level Student Success project. Current priorities include establishing undergraduate advising success teams; redesigning the Baruch One Stop Shop; expanding experiential learning and internships; analyzing curriculum bottlenecks; improving high-DFW gateway courses; and expanding the Navigate 360 student success platform. Roughly 80% of students have downloaded the Navigate 360 app, and access has expanded to 467 staff and faculty users.

Academic Advisement

From February through August 2026, the Office of Undergraduate Advisement provided targeted transition support to incoming transfer and first-year students. Transfer students received coaching on

onboarding, institutional navigation, college policies, and campus referrals. The Assistant Director of Transfer Operations met with **286 incoming transfer students** to provide supplemental academic advisement and additional support. From June through August 2026, **Peer Advisors conducted 833 advisement sessions with incoming first-year students**, assisting with concerns related to schedules, degree requirements, majors, transition needs, and referrals, including the Office of Student Life, Starr Career Development Center, and the Study Abroad Office. The Office provided accessible contacts that helped students understand requirements, navigate systems, identify resources, and begin at Baruch with greater clarity, preparation, and confidence.

Experiential and Community Engaged Learning (ExCEL)

In 2025-2026, ExCEL collaborated with Baruch College faculty to build **13 course- or program-aligned community engaged learning partnerships with NYC-based organizations**. These collaborations produced project-based learning experiences that reached **620 students**. In Fall 2026, ExCEL partnered with 6 new organizations while maintaining course-connected partnerships with 5 organizations in its network. ExCEL also **added 17 new undergraduate courses to Baruch's Community Engaged Learning inventory**. In student research, ExCEL produced the 2026 Research and Creative Inquiry Expo in May. The Expo hosted 406 Baruch community members, including **153 undergraduate researchers** who presented 120 individual and group projects supported by 35 faculty mentors. ExCEL also recruited 15 Baruch College undergraduate researchers who presented 12 faculty-mentored projects at the May 2026 CUNY Undergraduate Research Celebration at John Jay College.

Honors Program

First-year students in the Class of 2030 represent 67 high schools with a **mean GPA of 96**. Macaulay at Baruch was the first-choice campus for 1594 applicants. The Admissions Committee reviewed the top 900 applications and made 247 offers for a 15% acceptance rate. For Spring 2026, we accepted 17 new [Provost Scholars](#) with a mean GPA of 3.79. Over 100 Baruch candidates applied for nationally competitive fellowships in the 25/26 academic year. Among the 22 award winners were two Baruch candidates selected for Fulbright U.S. Student Awards, two Columbia-SPS CUNY Fellowship winners, one JK Watson Fellowship recipient, and 2 undergraduates selected for the Freeman-ASIA program to fund study abroad.

New Student Programs

The Office of New Student Programs continued to expand high-impact transition and leadership experiences for students with 207 students participating in paid, on-campus experiential learning and leadership development opportunities. This included **158 First Year Seminar (FYS) Peer Mentors, 35 Transfer Student Network (TSN) Peer Mentors, 30 Orientation Leaders, 3 Orientation Leader Managers, 8 Mentor Coaches, and 5 Executive Peer Mentors**. The redesigned First Year Seminar is now operating at full scale, pairing faculty-led lectures with peer mentor-led recitations to support academic and social transition. NSP piloted a Convocation Day model that shifted from a livestreamed ceremony to a classroom-based program focused on community building, reflection, and connection. The office also delivered **11 Orientation sessions serving 2,617 students**. After orientation, 82% of respondents felt more prepared for their first semester and 87% rated Orientation as good or excellent. TSN mentors also connected with 24% of the incoming Spring 2026 transfer student cohort.

Student Academic Consulting Center (SACC)

In Spring 2026, **1,227 unique students attended 5,525 appointments** for voluntary programs (tutoring and workshops), of which 42% were online and 58% were in person. In addition, 953 students in MTH 1023 and 2009 attended required support activities (PLTL and Recitation) 8,475 times, for 14,000 appointments attended and **17,343 hours of service** provided across all programs. Course repeaters

who completed the BAR Program earned passing grades at higher rates than other repeaters in the same courses: 25 percentage pts higher for non-MTH courses and 22 pts higher for MTH. In Summer 2026, 490 students attended 5,691 academic support sessions, totaling 6510 hours of service. In the summer math immersion program, 273 students participated across 14 sections. The pass rate was 61% for Intermediate Algebra and 67% for College Algebra. In the August Algebra Startup Program for MTH 1023 students, 41 students participated. For those who took both pre- and post-assessments, the average gain was 40 percentage points.

Tools for Clear Speech (TfCS)

In Spring 2026, Tools for Clear Speech (TfCS) continued supporting Baruch's multilingual students while designing the new **Certification in Professional English Communication**. Supported by \$120,000 in CUNY New Online Program Development funding, the fully asynchronous, non-credit program includes 12 courses in three units: Presentation Skills, Appropriate Communication, and High-Stakes Interactions. TfCS produced more than 40 instructional videos and recorded and uploaded more than 500 audio recordings. Staff also continued developing and refining interactive course content in Articulate 360. In collaboration with Baruch's Digital Learning Hub (DLH), TfCS advanced the technical and administrative infrastructure needed for delivery, registration, and launch. Additionally, **TfCS provided 600+ hours of instruction** to Baruch students across all services.

Writing Center

The Writing Center is experiencing a busy fall: in-person sessions increased 50% (258 vs. 176), and overall one-to-one sessions increased 20% (594 vs. 487) compared to September 2025. This year's outreach focuses on four messages: *The Writing Center is for everyone*. Last year, we saw **4600 students** including first-time freshmen, transfer students, graduate students, Fulbright scholars, struggling students, honors students, and more. We help with writing in any discipline. *The Writing Center supports reading*. Students seek help improving reading comprehension and taking notes on complicated texts. *The Writing Center helps students navigate AI*. In a small survey, 100% of respondents said the Writing Center helped them "understand when it is and isn't appropriate to use AI in the writing process." *Writing Center visitors excel at Baruch and beyond*. **Visiting the center correlates with higher grades and retention**, and students say sessions helped them land competitive jobs, internships, and fellowships.

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

Pedagogy and Online Programs

Pedagogy and Online Programs continues to advance teaching excellence by faculty and students' potential to succeed across all modalities and technology platforms. In 2025–2026, we met our College Focus Goals by launching Teaching Excellence Week, growing online programs and enrollments, and preparing faculty for new pedagogical opportunities aligned with CUNY Beyond and AI. In 2026–2027, we will continue collaborating with faculty and staff on AI and assessment, prepare to launch Baruch's 10th fully online degree program, and support the community through upcoming accessibility work and new Brightspace interfaces.

Center for Teaching and Learning

The Center for Teaching and Learning supports teaching excellence at Baruch College by facilitating a collaborative learning community in which faculty can explore student-centered pedagogies and develop and refine effective approaches to support deep and lasting learning for their students. Its work is guided by the [CTL Strategic Plan](#).

CFG 2: Promote Excellence in Research and Impactful Teaching

Highlights of our Fall programming include:

- *Hallmarks of Teaching Excellence.* The POP Division's [Faculty Advisory Committee](#) (FAC) completed this resource to elevate and support excellent teaching at Baruch. The Center for Teaching and Learning (CTL) will support the FAC by developing programming and resources aligned with the Hallmarks.
- *Teaching Excellence Week.* The CTL is delighted to support the POP Division's second annual Teaching Excellence Week (CTL SP Goal 1.2).
- *AI and Assessment Showcase and Reporting.* In Spring 2026, 22 faculty participated in the CTL's CUNY OAA grant-funded project to mount small, disciplinary working groups co-facilitated by a faculty member and a CTL staff person and responsive to the challenges related to AI and course-level grading and assessment. This Fall, we will publish our report (co-authored with faculty) and host a Showcase event (10/22). (CTL SP Goal 1.1.b.iv)
- *Teaching Today's Students.* The CTL developed a short asynchronous course for Baruch faculty interested in learning strategies for connecting with today's students and establishing classroom community conducive to learning. (CTL SP Goal 1.1.b.v)
- *Seminar on Career-Focused Pedagogy.* 13 faculty are participating in this Seminar, co-designed and delivered by CTL and Starr and in support of CUNY Beyond, to further Baruch's mission to offer transformational education. (CTL SP Goal 1.1.f)
- *Asynchronous Teaching Seminar.* 18 faculty are participating in this seminar to improve asynchronous course design and delivery. (CTL SP Goal 1.1.b.ii, 1.1.f)

CFG 1: Maximize Students' Potential to Succeed

BLSCI develops and supports communication-intensive curricula to ensure high-impact learning across majors and Schools, reaching almost 6K students/year. (CTL SP Goal 2.1.a) This August, we launched our first fully online asynchronous course to support graduate-level writing for Marxé's new Online EdD program. (CTL SP Goal 2.1.b)

CTL Strategic Plan Implementation

Finally, we're pleased to share our [annual report from AY25-26](#).

Digital Learning Hub

The Digital Learning Hub (DLH) continued to expand Baruch's capacity to develop, support, and deliver high-quality online programs through student support initiatives, faculty development, media production, instructional design, and marketing.

During FY25-26, the DLH completed several major initiatives, including:

- Reviewed the Online MPA in partnership with Marx faculty.
- Completed initial course development and launched the Online BA in Psychology and Online EdD programs.
- Launched the Baruch Online web portal.
- Supported the instructional design of the AI Commons.
- Revised asynchronous new student orientation programming.
- Established a multi-pronged communication structure in Slate which included the creation of a request for information form for online programs and coordination of email campaigns with Marx and Zicklin graduate admissions.
- Built out a recruitment event structure and developed promotional materials, which highlight student stories and program details.
- Ran a Spring 2026 paid advertising campaign which garnered 42.9K clicks, 629 conversions and 150 form submissions.

The DLH continued to develop online courses for the online program, expanded media production capacity through investments in staffing and equipment. The DLH is also enhancing media asset management, production workflows, and project management frameworks to ensure sustainable growth and continuous improvement of online learning at Baruch.

In FY26-27, the DLH is focusing on several strategic priorities that support Baruch's online students with the expansion of our online student support staffing. Current initiatives include expansion of online student community-building for graduate students through Microsoft Teams, development of program health reporting informed by student success indicators, and mapping of communication, intake, and triage processes for online student support services.

Academic quality and instructional excellence remain central to the DLH's mission. Ongoing work includes aligning course development work to the Center for Teaching and Learning's Hallmarks of Teaching Excellence, accessibility audits of online courses ahead of the January 2027 compliance deadline, development of a model for refreshing courses in the portfolio, implementation of course refresh processes, and development of new professional development resources for faculty, session instructors, and program leadership.

Educational Technology Office

The Educational Technology Office (Ed Tech) supports applications that enhance pedagogy across all learning modes. This includes supporting the Brightspace Learning Management System (LMS) and integrated third-party tools such as Poll Everywhere, Kaltura, Voice Thread, Akindi, and more. Guides for these tools and other features can be found on the [Brightspace Resource Hub on BaruchHUB](#), and we continue to host [weekly Brightspace drop-in support hours and workshops](#). Ed Tech also manages the development and support of Baruch's home-grown open educational platforms Blogs@Baruch, Vocat, and Baruch Domains. Blogs@Baruch, a Wordpress publishing platform, gained 2,566 new users and 606 new sites in the 2025-26 academic year. We also added an accessibility checker to every site and developed a feature to automatically mark sites that have not been updated for years as archived. The Blogs@Baruch team also supports Baruch Domains, which allows faculty, students, and staff to host self-designed web projects outside of the Blogs@Baruch system. Vocat, a multimedia hosting and annotation tool, was used by **1,539 students and 40 faculty across 67 course sections** in the 2025-26 academic year. We also redesigned Vocat's course dashboard in Summer 2026 to improve loading times and allow instructors to quickly evaluate student participation.