Office of the Provost
General Faculty Report for Fall 2015

The Office of the Provost comprises two divisions: Academic Affairs and Student Affairs. Reports from Academic Affairs appear below.

Division of Academic Affairs

The Division of Academic Affairs has made several significant new appointments since our report of spring 2015. In July 2015, Mr. Dominic Esposito joined us as our new Director of Sponsored Programs and Research (SPAR). Mr. Esposito has previously served as inaugural Director of Grants Administration at Manhattan College, where, under his capable leadership, the National Science Foundation issued that college grants through the Robert Noyce Scholarship and Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) programs, and New York State awarded Manhattan funds to serve underrepresented students in the School of Science through the Collegiate Technology Science Program (CSTEP). Our new colleague has also served as Director of Operations and Research at the CUNY Institute for Demographic Research (CIDR), housed at Baruch, and as Associate Director at the Office of Sponsored Programs at Lehman College. Dominic brings to Baruch his impressive record of success in his 18 years in research administration. He is realizing a compelling vision for the growth of sponsored research at the College.

Two other appointments should be mentioned: Professor Kannan Mohan of the Department of Statistics and Computer Information Systems has been named Interim Director of the Center for Teaching and Learning (CTL); Nadzaida (Nicy) Garcia, has been named Acting Director of the Student Academic Consulting Center (SACC), where she has long served as the Assistant Director. Over the summer, Luke Waltzer, the former director of our CTL, left for a similar position at the CUNY Grad Center, and Carol Morgan, Director of SACC for almost 14 years, retired.

In concert with the CUNY Central Office and in response to a mandate from New York State, this fall the Provost’s Office is working with departments, academic support units, and the Faculty Senate’s new curriculum committee to complete an inventory of existing “experiential learning opportunities” (ELO’s) for our undergraduates. Such opportunities include internships, service learning, tutoring, clinical preparation and professional practica, research and field study, and international applied learning opportunities, among others.

Academic Assessment

Assessment of General Education – Faculty from the Weissman School of Arts and Sciences are working with the Director of Academic Assessment to revise our general education assessment processes to better align with the College’s own goals. Additionally, the college’s Assessment Committee is beginning to refine institutional learning outcomes that would apply to all Baruch College undergraduates.
Co-curricular assessment – Due to changes in accreditation standards by the Middle States Commission on Higher Education, assessment efforts in co-curricular areas (e.g., academic support services, Student Affairs) are being established and revised throughout the College.

Workshops and Website – The Office of Academic Assessment continues to hold workshops and forums dedicated to helping faculty and staff better understand and perform assessments of student learning. All are invited to the Baruch College Assessment website (http://www.baruch.cuny.edu/assessment/) to view learning goals and completed reports from departments and programs across the College.

Academic Personnel

Faculty Searches – The College appointed 21 new full-time faculty for AY 15-16: 13 professorial faculty, 3 lecturers, 2 visiting faculty, and 3 substitute faculty.

For the first time this past academic year, faculty searches were conducted from the CUNYfirst Talent Acquisition Management (TAM) module. TAM regularized the application and submission processes for all candidates, ensured the compilation of data on applicants, and facilitated the review of all candidacies. The deployment of the TAM module was coupled with increased training and preparation of faculty search committees. Both efforts helped us to fulfill our twofold commitment to both equity and excellence in identifying and appointing new faculty.

The search process was not without “bumps” in its inaugural year. The Office of the Provost concluded the academic year with a debriefing of departments that had participated in searches, deans’ offices, the Office of Human Resources, and the Office of Diversity, Compliance, and Equity Initiatives. The Office of the Provost, working with those administrative offices, has resolved all issues that could be addressed at this time.

Reappointment, Tenure, and Promotion – The College granted reappointment with tenure to 15 members of the faculty, reappointment with early tenure to three, and promotion to associate professor to 16. Ten members of the faculty were promoted from associate professor to full professor. Finally, the College reappointed five lecturers with certificate of continuous employment (CCE).

The distribution of those personnel actions among the schools is detailed in the following table:

<table>
<thead>
<tr>
<th>Faculty Reappointments with Tenure, Promotions, and New Hires for AY 2015-16</th>
<th>Zicklin</th>
<th>Weissman</th>
<th>SPA</th>
<th>Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty Reappointment with Tenure effective 9/15</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Full-time Faculty Reappointment with Early Tenure effective 9/15</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Full-time Faculty Reappointment with CCE effective 9/15</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Full-time Faculty Promotion effective 8/15</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Full-time Faculty Promotion to Professor eff 8/15</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
Baruch College Honors Program

Student Enrollment – The Honors Program welcomed an incoming first-year cohort of 118 students to the Macaulay Honors Program (98 students) and the Baruch Scholars Program (20 students).

Baruch College Honors Admissions: Entering Class Fall 2014 and Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th></th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Average CAA</td>
<td>Average SAT</td>
<td>Number</td>
<td>Average CAA</td>
<td>Average SAT</td>
</tr>
<tr>
<td>Number applied</td>
<td>3665</td>
<td>91.2</td>
<td>1271</td>
<td>3727</td>
<td>91.6</td>
<td>1279</td>
</tr>
<tr>
<td>Number ranked Baruch 1st</td>
<td>1268</td>
<td>90.9</td>
<td>1283</td>
<td>1213</td>
<td>91.3</td>
<td>1289</td>
</tr>
<tr>
<td>Number accepted into MHC</td>
<td>236</td>
<td>93.9</td>
<td>1411</td>
<td>255</td>
<td>93.9</td>
<td>1411</td>
</tr>
<tr>
<td>MHC Number Enrolled</td>
<td>97²</td>
<td>93.7</td>
<td>1370</td>
<td>98</td>
<td>93.7</td>
<td>1383</td>
</tr>
<tr>
<td>Number accepted into BS</td>
<td>50</td>
<td>93.8</td>
<td>1383</td>
<td>57</td>
<td>93.7</td>
<td>1409</td>
</tr>
<tr>
<td>BS Number Enrolled</td>
<td>18</td>
<td>93.7</td>
<td>1350</td>
<td>20</td>
<td>93.6</td>
<td>1402</td>
</tr>
</tbody>
</table>

¹Includes students who had deferred

Exit Survey – The Honors Program conducted its third exit survey of graduating seniors. Responses suggest that students feel a stronger sense of community; these affirm the efforts that have gone into Honors communication and programming.

Prestigious Scholarships and Fellowships – Eighty-one Baruch students and recent alumni applied for competitive national scholarships and fellowships and 14 were awarded in the last academic year. These included: two U.S. Dept. of State Critical Language Scholarships, one U.S. Student Fulbright Fellowship, four Gilman Scholarships for International Study, one Jeannette K. Watson Fellowship, two NYC Urban Fellowships, one White House Internship, two JP Morgan Launching Leaders Awards and one Teach for America Fellowship.

Creative Inquiry Day – Last May the Honors Program with support from many individuals and the Schwartz Communication Center and SPAR organized Baruch’s second Creative Inquiry Day to celebrate undergraduate research and creative endeavors. Over 100 students participated with more than 90 projects submitted by individuals, teams, and classes. Next year’s event is scheduled for May 19, 2016.

Bernard L. Schwartz Communication Institute
Following a year of internal stabilizing under new leadership, this academic year the Bernard L. Schwartz Institute focuses on building our faculty relationships to ensure all our activities and programming are guided by faculty expertise, experience, and need.

Annual Symposium – Just after the spring 2015 semester ended, we hosted the 15th annual Symposium on Communication-Intensive Teaching and Learning. For the first time, the Symposium was designed primarily for Baruch instructors, with all full- and part-time faculty invited; 76 faculty members, representing 14 of the College’s academic departments, convened to reflect on Design Thinking and its implications for preparing students for real-world problem-solving and critical thinking.

Associate Director – In July, we concluded the search for a permanent Associate Director by welcoming longtime English department instructor Meechal Hoffman. This Fall, responding to School of Public Affairs faculty seeking structural support for the teaching and learning of writing, we will launch an unprecedented collaboration—the co-funding of a permanent, full-time Assistant Director for Writing in Public Affairs. Committed exclusively to the support and development of SPA faculty and students, the Assistant Director will be able to coordinate new and expanded initiatives with an eye toward the entire arc of the School’s degree programs.

COM 1010 Seminar – A new partnership with the Department of Communication Studies also launches this fall, in the form of a semester-long seminar on the foundational course Speech Communication (COM 1010). Thirteen COM 1010 faculty participants will work alongside one another to design thematic sections of their spring 2016 courses, enriching student community, shared inquiry, and disciplinary rigor. We look forward to continuing the seminar in the spring, both with the fall cohort as they instantiate their plans, and a new group.

Faculty Advisory Council – The Institute’s Faculty Advisory Council, formed last year, has already begun to work in earnest on a major project to revisit the Communication-Intensive Course (CIC) guidelines and related curriculum articulation issues. We hope to spend the coming months listening to Baruch faculty concerns, researching best national practices, and developing new guidelines to evolve the CIC designation so that our communication-across-the-curriculum program fully meets the needs of both faculty and students.

Creative Inquiry Day – Finally, we’re excited to have joined the Honors Program as co-hosts of Creative Inquiry Day 2016, to be held May 19 in the Gymnasium. This semester, CID planning and development will include outreach to potential faculty mentors and researchers, and the creation of a new website to house information on the day’s events and resources for anyone wishing to promote inquiry-driven student scholarship and creative production.

Center for Teaching and Learning
Change of Leadership – During the summer, Prof. Kannan Mohan of the Department of Statistics/Computer Information Systems took the reins of the CTL as its interim director. Prof. Mohan succeeds the Center’s founding director, Luke Waltzer, who assumed similar responsibilities at the CUNY Grad Center.
Faculty seminars – The CTL has published a new CFP inviting faculty members to submit proposals for developing online/hybrid teaching models. Seminar meetings will start this fall and continue during the spring 2016 semester. The CTL is also continuing to work with the faculty members that participated in the previous round of our seminar series. Many of those faculty members are currently delivering their courses using the models they had worked on during the last two semesters.

Educational technology – The CTL is also working with BCTC in setting up access to Cisco Webex, a web conferencing platform. We are working closely with faculty members who are interested in testing the use of Webex in their courses. Our hybrid coordinator, Ms. Tamara Gubernat, is taking the lead in training faculty members in using Webex and in participating in test sessions that faculty members hold with students. The CTL continues to support faculty members and academic units using Blogs@Baruch and Vocat. Recently, we released a Vocat iPhone app that allows students and instructors to record and upload videos directly from their phone. We have also expanded Vocat’s media manager to include audio and photo uploads, and we’ve revamped the annotation feature to allow drawings along with text.

CTL Great Works Hybridization Seminar – Throughout June and July 2015, the CTL led a condensed hybrid seminar for faculty preparing to teach hybrid versions of the introductory course on Great Works of Literature. The summer seminar was co-facilitated by two graduates of past CTL seminars who had hybridized their own Great Works courses. Eight English faculty members participated in the CTL Summer 2015 Hybridization seminar. The seminar focused on opportunities and risks of hybridization, assignment design in a hybrid course, and the creation of a deliverable that could be used when implementing the course.

College Now
Over the past year we have offered the following courses to high school students:

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 1001</td>
<td>ANT 1001</td>
<td>BUS 1000 (2 sections)</td>
<td>ANT 1001</td>
</tr>
<tr>
<td>BUS 1000</td>
<td>BLS 1003</td>
<td>JRN 3050</td>
<td>BUS 1000 (2 sections)</td>
</tr>
<tr>
<td>COM 1010</td>
<td>BUS 1000</td>
<td>HED 1911</td>
<td>JRN 3050</td>
</tr>
<tr>
<td>ENG 2100</td>
<td>COM 1010</td>
<td>ANT 1001</td>
<td>MTH 2003</td>
</tr>
<tr>
<td>MTH 2003</td>
<td>JRN 3050</td>
<td></td>
<td>PSY 1001 (3 sections)</td>
</tr>
<tr>
<td>PAF 1250</td>
<td>MTH 2610</td>
<td></td>
<td>SOC 1005</td>
</tr>
<tr>
<td>PSY 1001 (2 sections)</td>
<td>PHI 1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 1005</td>
<td>PSY 1001 (2 sections)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 1005</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the Fall 2014 semester we had 228 students participate in college credit courses: 90.9% were successful in earning a C or higher. In spring 2015, 221 students participated in college credit courses and 88.4% were successful in earning a C or higher.

For our summer program each section had a corresponding workshop that complemented the college credit course. For BUS 1000 we held two complementary workshops that focused on entrepreneurship and marketing; for JRN 3050, students created an online newspaper; for ANT 1001, students did research and surveying on gentrification in New York City; and for HED 1911 students explored comprehensive adolescent sexual health education.
We held a culminating Project Fair on the final day of the program. Students highlighted the various projects that they worked on during the summer; Baruch faculty and staff were invited to celebrate this end-of-the-summer event.

**Continuing and Professional Studies (CAPS)**

*Overall growth* – The Continuing and Professional Studies (CAPS) program has grown once again this year. Our international programming has expanded to approximately 700 students from across the globe. We are welcoming an additional 150 students from our new French partners for undergraduate, master’s and doctorate level business programs. In the past year, we have had 12 students in the Intensive English Program and 34 students in the undergraduate program of the Brazil Scientific Mobility Program (BSMP) sponsored by the Brazilian government and managed by IIE. Our BSMP students participated in the “Brazil at Baruch” event in February 2015. Our international recruiters continue to bring in a steady stream of qualified students and have enabled much of our growth.

*Test preparation programming* – We have focused more strongly on test preparation programming. We have seen an increase from 25-100% in enrollments for the different testing areas. We expect this trend to continue in large part due to a successful collaboration with the Zicklin Office of Graduate Admissions and Baruch’s Office of Communications and Marketing.

*Using social media* – CAPS has ventured more aggressively into social media and has hosted several international on site/online events using Twitter, Instagram, Facebook, and many other systems. We had new and existing students, along with alums from over 50 countries at an event earlier this year. We hosted a reception for existing students, local alumni, and potential students. We then invited alums and interested students from around the world to share their experiences in the program and update us on their progress in the field.

*Honors to us!* – CAPS has again been recognized as among the top 10 programs in the country by SHRM (Society of Human Resource Management) this year. Evangelina Ocasio, our Associate Director of Professional Programs, was appointed as a Board Member of New York City SHRM, the largest Human Resources Professionals chapter in the United States. Evangelina also serves as a board member and Co-Chairs the SHRM Foundation, produces its Speaker Select Series, and serves as secretary to the Executive Board.

*More honors* – Jason Ioffe, a CAPS IT instructor, received the Michael D. Solomon Scholarship in May 2015 from CUNY as recognition of academic achievement in the face of adversity. Robert Kline, a CAPS Marketing Instructor, has received eight awards for design and communication over the last year. Arleen Newman, Human Resources Instructor, was elected President of NYC SHRM, the Human Resources Association of New York, one of the largest chapters of the international association, Society for Human Resources (SHRM). Denise Patrick, Management instructor received an Award for Teaching and Service to the Baruch Community and was featured in the Alumni Spotlight by the Baruch College Alumni Association, and was inducted into the Phi Eta Sigma Honor Society. Janet Riesel, Human Resources Instructor, was elected Vice President of Programming for NYC-SHRM formerly known as HR NY. Trish Rubin, a Management instructor, has been offered a contract by Wylie Books to publish a
"business style” book for educational managers worldwide that shows them how to use the power of Marketing and Brand to improve school culture, student achievement and School tech and community Resources.

The division continues to offer courses for free to all Baruch employees when space is available. Go to www.baruch.cuny.edu/caps to learn more.

Global Strategies
Key achievements of the Office of the Vice Provost for Global Strategies since the previous General Faculty Report include:

- Professor Myung-Soo Lee was appointed as the Vice Provost for Global Strategies, with the departure of Dean Jeffrey Peck, A new position of Assistant Director for Global Initiatives was created and search process is under way.
- We have continued to implement the Global Strategic Plan in all five priority areas through committees and cross border teams.
- Supported by the Baruch Faculty Collaborative Grants Program, six Global Research Faculty Fellows visited Koc University and Bilkent University in Turkey for research meetings with their partner faculty collaborators in May.
- Four Baruch faculty members and four Baruch students—along with College administrators—participated in the WC2 (World Cities World Class Universities) Network Summer Symposium in London in August.
- The College received delegations from top universities from all over the world for potential collaborations in student and faculty exchanges as well as degree and non-degree program development. The countries represented were Argentina, Brazil, Chile, China, Egypt, England, France, Hong Kong, Italy, Korea, Morocco, Singapore, Switzerland, Taiwan, and Thailand.

Human Research Protection Program (HRPP)
Mission – The CUNY HRPP is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff, and students. The program provides oversight, administrative support, and educational training to ensure that research at CUNY complies with federal and state regulations, university policies, and the highest ethical standards. The CUNY HRPP comprises four University Integrated Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

Research Outreach & Compliance Activities – As part of our Research Outreach & Compliance activities, we have updated the Baruch HRPP Website simplifying the home page so that researchers can navigate and find resources more easily. Due to the low turnout for many of our training and orientation events last year, we are investigating new ways of conducting training to communicate effectively with the Baruch Research Community. Additionally we will be seeking feedback from the human subject research community to improve our Human Research Protection Program. We will be conducting the following activities over the next academic year:
• We are preparing to introduce on-line training videos that will cover such issues as submitting satisfactory applications and determining what type of review(s) are required for projects.
• For program evaluation and assessment purposes and to better meet researchers’ needs, we will be sending out a survey to members of the Baruch Human Subject Research faculty in October 2015.

**HRPP Liaisons** – Elliott Larson and Priyanka Mitra-Hahn, Ph.D students in the Psychology Department, are the current HRPP Liaisons. They are available to assist faculty and students with the development and submission of protocols and will make classroom presentations regarding the IRB process. To make an appointment, please email them at elliott.c.larson@gmail.com or priyankamitra718@gmail.com.

**Website** – The Baruch HRPP Website is an important resource for investigators wishing to conduct human subjects’ research. It is continually updated to reflect organizational/policy changes: [www.baruch.cuny.edu/hrpp/index.htm](http://www.baruch.cuny.edu/hrpp/index.htm).

**Orientation for New Faculty**
New full-time members of the faculty, including substitutes, were invited to a series of faculty development events to welcome them and help them adjust to our community. A full day of activities took place on August 17, beginning with welcoming remarks from colleagues and administrators from across the college and followed by extensive discussion about faculty life at Baruch, with a special focus on teaching. Since then, Associate Provosts Koch and Slavin, aided by faculty and administrative colleagues, have held several follow-up events, focusing on research and pedagogy. Of particular note is a return visit to Baruch on November 3 of Ken Bain, author of *What the Best College Teachers Do* (Harvard, 2004). In spring 2016, this extended orientation will conclude with a session on reappointment, tenure, promotion, and certification.

**Seminar for Third-Year Faculty**
This fall and spring, the Office of the Provost will launch its first seminar specifically designed for third-year faculty. This three-session seminar begins in fall with discussions on the reappointment, tenure, promotion, and certification processes and on the preparation of reappointment binders. The second session, which will be held in the spring, will explore creating a research plan and crafting a personal statement. The final session will provide an opportunity for faculty to workshop in teams each other’s personal statements. This seminar is intended to supplement departmental mentorship of faculty and to contribute to our colleagues’ successful preparation for the Dean’s Review and future reappointments.

**Sponsored Programs and Research (SPAR)**
*External Proposals* – In FY 2014-15, Baruch College faculty members submitted 64 proposals, up from 60 in 2013-2014. Total funds requested in these proposals are $10,743,790 down from $17,256,146, last year. The Weissman School of Arts and Sciences submitted the most proposals, followed by the School of Public Affairs, the Zicklin School of Business, and other administrative units.
External Awards – For FY 2014-15, grants and contracts awards from all units totaled $7,517,590. In FY 2013-14 the total was $6,149,298.14. The number of awards received in FY 2014-15 was 72, slightly down from 80 in FY 2013-2014, with an average award amount of $104,411. The School of Public Affairs led with 23 awards totaling $2,847,043; the Weissman School of Arts and Sciences followed with 16 awards totaling $672,689; followed by the Zicklin School of Business with 15 awards totaling $1,084,374; the other divisions in the college combined, earned 5 awards for $2,913,484.

PSC CUNY 45 Research Award Program – In FY 2014-15, 134 PSC applications were submitted by Baruch faculty members and a total of 98 applications were awarded for a success rate of 72%. The total amount awarded was $394,775.

Provost’s Initiative for Undergraduate Creative Inquiry and Research (UCIR) – Baruch undergraduates participated on Tuesday, September 28 – Wednesday September 29, 2015, in an International Conference on Undergraduate Research, organized through an alliance of Monash University in Australia and the University of Warwick in the UK. The program was expanded from a single day of events the previous year. Students presented their own original research papers to audiences around the globe linked up via teleconferencing. The other participating universities are Nanyang Technological University, Singapore Management University, the University of Washington, and the University of Western Australia. The College’s second “Creative Inquiry” day was held on May 14, 2015 and the third annual Creative Inquiry Day is scheduled for May 19, 2015.

LSAMP – The Louis Stokes Alliance for Minority Participation in Science, Technology, Engineering, and Mathematics, a program supported by the National Science Foundation, provides funded research opportunities for undergraduates and graduate students from underrepresented groups. Baruch’s LS-AMP coordinator is Guerry Perez. Interested faculty may contact her at 646-312-2203 or via email at guerry.perez@baruch.cuny.edu. Guerry has taken on new initiatives this year which will include presentation skills training for LS-AMP students, outreach and recruiting of freshman and sophomores, and biweekly meetings with LS-AMP students, faculty, and staff.

Joint Committee for Research – Members elected to the 2015-16 committee are: Professors Hector Cordero-Guzman (SPA; currently on leave), Vincent DiGirolamo (History), Stephanie Golob (Political Science), Guillaume Haeringer (Economics/Finance), Jennifer Mangels (Psychology), Prakash Sethi (Management), and Robert Wagner (Law). Dominic Esposito (Sponsored Programs) serves ex officio.

Student Academic Consulting Center (SACC)
Mission – SACC supports the academic success of students at Baruch College through peer tutorial services in a wide variety of subjects across the curriculum. In spring 2015, SACC served 3,056 unique students for a combined total of 11,870 hours, an increase of 5% in students served over the previous spring.
Change of Leadership – After almost 14 years as the SACC director, Carol Morgan retired in summer 2015. Nidzaida (Nicy) Garcia, the center’s longtime assistant director, has taken on the leadership role as acting director for this academic year.

New and Recent Offerings – We continue to work closely with Professor Ted Joyce and the Zicklin School’s Skills Assessment Manager Project (SAM): five tutors are currently on hand to assist more than 1,500 students with Excel spreadsheet projects. Three of these tutors provided SAM Software helpdesk support throughout the semester. SACC has also increased the number of business course workshops available to students, specifically adding weekly review sessions for ACC 3100 and FIN 3000.

Support for graduate students – In collaboration with the Zicklin Graduate Program, SACC offers tutoring for ACC 9110/9112, FIN 9770 and STA 9708 courses. In spring 2015, we served 43 students for a total of 129 hours. We also offered Zicklin MBA students a three day Microsoft Excel workshop series to prepare them with the necessary skills for internships and job opportunities.

Math Study Skills Workshop Series – SACC piloted a Math Study Skills workshop series, facilitated by an adjunct lecturer in Mathematics, for students enrolled in CSTM 0120, MTH 1030, MTH 2003, and MTH 2205. This series was designed to help students manage the rigors of their comprehensive coursework by providing strategies to improve: time management, critical thinking, and self-efficacy. In spring 2015, a total of 45 students attended the workshops for a total of 122 hours. SACC will continue to develop the workshop during the Fall 2015 semester. We will conduct a more in depth assessment of this workshop during the Spring 2016 semester.

Intermediate Algebra (CSTM 0120) – SACC redesigned our CSTM 0120 sections to improve student outcomes in developmental mathematics based on the results of a longitudinal study, completed in conjunction with the Office of Academic Assessment. Of the 169 students who enrolled in a SACC section of CSTM 0120, 113 (67%) attained a passing grade. In addition, Quantitative Research Fellows from the CUNY Graduate Center and SACC mathematics personnel commenced development of online resources to enhance independent student learning and, possibly, supplement online instruction for foundational math courses in future semesters.

Tools for Clear Speech Program (TfCS) – Spring 2015 meant continued growth for TfCS, as it saw a significant increase in participation in each of its core services: one-to-one speech tutorials (912 sessions, up 66% from spring 2014), clear speech workshops (440 hours of instruction, up 11%), Conversation Hour (200 instructional hours, up 25%), and VOCAT (165 students assessed in its inaugural year). In an attempt to meet the overwhelming (and expanding) demand of nonnative English speakers at the College, TfCS also made significant progress on its development of a “TfCS To-Go” distance-learning initiative, an online module designed to provide practice exercises and helpful links for off-campus study. TfCS also began development of content-specific instructional modules that will facilitate groups with up to a 5-1 student/consultant ratio. Representatives from the program plan to present on the progress of these initiatives and more at the 2015 NYS TESOL Conference and the 2015 TESOL
International Conference. TfCS also expanded its collaboration with the MFE graduate program, supporting students through VOCAT and weekly tutorial sessions throughout the semester, and was a repeat participant in orientations for SEEK, the International Student Services Center, Executives on Campus, and the Department of English. TfCS continues to struggle with physical space constraints, although the generosity of departments such as SACC (its umbrella unit), the Bernard L. Schwartz Communications Institute, and the Zicklin School of Graduate Studies alleviate some of those concerns. Currently, all services, including workshops, are at capacity.

The Writing Center
The Baruch College Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, writing groups, written feedback, online resources, and a journal of outstanding student writing. In AY 2014-15, the Center offered 7,111 one-to-one appointments (including walk-ins, online consultations, and written feedback) to 2,207 unique student users.

A few programming highlights of fall 2015 include:

- **A renewed focus on our support of multilingual writers** (sometimes referred to as ELL or ESL writers) through intensive, progressive, on-going all-staff training in supporting language acquisition. We also offer innovative programming, like our Translanguaging workshop, which invites students to use all of their language resources as they brainstorm and draft, and thus acknowledges and values the linguistic diversity of the majority of our students.

- **We offer 22 rigorous, interdisciplinary workshops** on the writing, reading, interpretation, analysis, research, and argumentation skills essential for student success across the curriculum. This fall, we’re also running a pilot program to offer workshops in instructors’ classrooms.

- **We’re excited to launch Writing Groups** this fall. In Writing Groups, students meet regularly and work collaboratively in a community of interested peers, with a Writing Center consultant acting as a facilitator. Students can sign up as a cohort from a particular course, join a group based on a specific interest or concern, or sign up for an open-topic group. This resource can be particularly useful for students with intensive language support needs.

- **We publish The Lexington Review**, a journal of curriculum-based writing by Baruch students, to celebrate our student writers and to provide positive models for students hoping to better understand the expectations and forms of academic writing. We encourage faculty to nominate writing from their classes. It doesn’t have to be perfect, and accepted students are invited into a supportive editorial process before publication.

- **We support faculty** in their work with student writers through detailed student session records, referral forms, class visits, online writing guides, and all the lesson plans and materials from our workshops. As always, we hope faculty will reach out to discuss student writing; assignment or rubric design; responding to student writing; or any other matters related to teaching writing.

The Center employs 23 part-time adjunct consultants who are graduate-trained, college-level teachers of writing and professional writers, scholars, and editors. The Center’s full-time staff also includes a Director (Keri Bertino), Associate Director (Diana Hamilton) and Administrative
Coordinator (Paul Hiller), who are supported by student workers who greet visitors and direct students to appropriate services.