

**General Faculty Report
Division of Student Affairs
Fall 2020**

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Athletics & Recreation

Academics: During this period, 215 student-athletes participated in thirteen sports during an unprecedented year when all seasons of sports were cancelled due to the COVID-19 pandemic. Of those student athletes, 143 were male and 72 were female; 58% of the fall student-athletes were named to the Athletic Director’s Honor Roll (with cumulative GPAs of 3.4 or higher). Of the 215 student-athletes, two graduated and 35 have applied for graduation in SP21. One of the graduates was a first-year team member and the other used 2 years of eligibility. Also during this period of pre-advisement, 94% of student-athletes met with and were advised by an academic advisor.

Facilities: Locker clean-outs were coordinated to allow student-athletes or members to retrieve belongings left in lockers due to immediate departure from campus due to the pandemic. A new ice machine was purchased and will be installed in the Athletic Training Room. The previously approved bleacher replacement has been delayed due to lack of funding. The main gymnasium was utilized throughout the fall semester for classes to provide adequate social distancing for larger in-person classes. The main gym floor sustained water damage due to plaza construction and is currently being prepared for repair. Athletics has worked with Building & Grounds (B&G) to both survey the initial damage and initiate the repairs. The leased treadmills in the fitness center were renewed for continued use, and new basketballs were purchased for student use during open gym hours. Further, all rentals and events scheduled in the ARC for FA20 were cancelled due to the COVID-19 outbreak.

The pool and pool chemistry continued to be maintained during the Baruch College shutdown. In so doing and when the ARC is ready to resume daily operations, the process will be less taxing and stressful for patrons. Aquatics has also been working with its American Red Cross Certifier on new procedures to accommodate COVID-19 guidelines and to ensure the safety and well-being of staff, students, and paid members. Aquatics has also been in contact with rental groups to keep them updated with its reopening plans. This includes pool capacity, sanitizing procedures, and new protocols in keeping with campus protocols. The athletics department continued to work with B&G and the pool technician to maintain the upkeep of the pool and to ensure everything is running smoothly.

Sports Information: With a minimum cumulative GPA of 3.4, the Bearcats had a total of 124 student-athletes named to the Fall Athletic Director's Honor Roll. Overall, student-athletes posted a combined 3.46 GPA for FA20. The women's tennis team was tops with a team GPA of 3.67. Despite the COVID-19 pause, the Bearcats stayed busy with over 25 student-athletes participating in a weekly fun Q&A called *Bearcat Bites* posted every Friday afternoon since September 2020. In addition, the Bearcats were busy with the Student-Athlete Advisory Committee (SAAC) creating an anti-bullying video. Athletics also created its own podcast, which serves to interview our prominent athletic alumni, as well as create engagement with our campus community regarding topics such as leadership, sports nutrition, and positive inspiration.

SAAC (Baruch Athletic Council): SAAC, composed of 3 or more team leaders from each of the 13 varsity sports teams, unfortunately, was unable to plan or attend in-person events during the shutdown, but maintained engagement via Zoom, planning monthly meetings. Further, SAAC voted in its 2020-21 Executive Board, which meets once a month prior to the full committee meetings. The group also hosted the *National Girls and Women in Sports Day* honoring female athletes.

Administration and Finance: The vendors procured by the Athletics department were reviewed in the CUNYfirst electronic payment system to update all vendors' profiles so that they receive e-pay payments instead of live checks. Vendors not in the CUNYfirst system were contacted with the documentation necessary to update their accounts/profiles. Members of the athletics staff attended CUNYfirst requisition data entry, retrieval of reports, and E-paf training sessions. The Diamond Mind application for E-checks, as an additional payment implementation, has been delayed due to closure of the ARC to rentals. A detailed summary of all rentals for the ARC – the main gymnasium, auxiliary gymnasium, paid memberships, and pool rentals – is continually being assessed. The department has experienced significant revenue loss due to the closure of the facility.

Sports Medicine: This unit also transitioned to online-based services that focused on preparing for the eventual return-to-sports with new COVID-19 guidelines. There have been continued negotiations with the department's secondary insurance carrier regarding coverage rates and premium adjustments due to the pandemic. All sports medicine paperwork (required for medical clearance to play) for 210 student-athletes, was collected 100% online for the first time via the SportsWare Online platform. Staff have been participating in ongoing education for both general sports medicine topics as well as COVID specific issues. The head athletic trainer attended the NATA virtual convention during late SU20 and has been staying up-to-date with best practices via the NCAA Sports Science Institute. Both the head athletic trainer and the college's two team physicians worked collaboratively within the CUNYAC Medical Advisory Committee that met throughout the course of the semester developing return-to-sport COVID policy recommendations for the conference. Baruch specific COVID-19 policies are continuously being developed and updated to reflect current CDC and NCAA guidelines. In order to keep to these recommendations and to ensure social distancing, relocation of the Athletic Training Room to one of the racquetball courts is being explored.

Aside from COVID return-to-sports policy development, the Baruch Athletics Concussion policy was updated to ensure compliance with the *NCAA Arrington Settlement*. The Head Athletic Trainer has been a part of the ongoing CUNY-wide Concussion Protocol Team, working to develop recommendations and best practices for all CUNY campuses. A Mental Health Policy and a Pregnancy & Parenting Policy were also developed during this period and can be found on the department's webpage. Virtual programming

has been ongoing throughout the semester. A *Fall Fitness Challenge* was developed in coordination with Intramurals; as well, a Sports Nutritionist was secured to present to student-athletes.

Intramurals and Recreation: The department was able to successfully run its first-ever E-Sports FIFA20 Tournament. The tournament had eight competitors compete over a 2-week period. The games were streamed live on Twitch, where the public was able to observe the games. Intramural's was also able to sponsor virtual fitness programming. *Baruch Fitness Challenge*, *Bearcats Run NYC Virtual 5K* and *Bearcats Jingle Bell Run/Walk/Wheel* were all successful; they engaged people to be active during the challenging pandemic period, and attracted over 70 participants. *Jingle Bell Run/Walk/Wheel* was administered as a fundraiser event, and it engaged the greater community of students, faculty, alumni, and friends. The program raised \$840 to support the College's food pantry program and athletics.

Assessment #1: During this period, Athletics assessed its Student Athlete Engagement Plan (SAEP), designed to provide support to student-athletes during the COVID-19 campus closure; the aim was to support student athletes in academic, athletic, and professional endeavors through a creative virtual experience. This initiative is in keeping with the College's Strategic Plan 4.2 *Ensure all Baruch students have access to the personal academic and professional support services they need to thrive and be successful*. From a satisfaction survey administered to 215 student-athletes, 50% found the academic support in the SAEP to be helpful and 27.5% found it to be extremely helpful. 33.3% found tutoring support to be extremely helpful and 44.4% said it was helpful. 49% of responders found professional development resources provided by the department to be helpful and 38% found it to be extremely helpful. The department will continue to support student-athletes in the SP21 semester through virtual engagement by delivering services required for their academic and professional success.

Starr Career Development Center

Recruiting Activities by the Numbers

Career Development Activity	FA20
Career Consultations	1,313
Vocational Tests	241
Resume Reviews	894
Mock Interviews	98
Unique Student Visits	1,100
Student Office Visits	2,214
Unique Student/Employer Career Fair Chats	887
Events Posted	321
Students Signed up for Events	5,028
Walk-ins	454
Unique Student Walk-ins	335

Online Recruiting Activity	FA20
New Employer Accounts	252
Internships Posted Online	1,314
Jobs Posted Online	1,507
Student Logins	186,212
Discrete Student Users Who Logged In	8,376
Applications Submitted Online	28,595
On-Campus Interviews	424

Employer Relations and Recruiting: Despite the pandemic, the Starr Career Development Center continued to provide extensive recruiting programming including Job and Internship Fairs and Career Expos, a variety of Employer engagement activities, several career related campus collaborations, Virtual On-Campus Recruiting, Information Sessions and Job Postings. For the first time ever, Starr hosted a

virtual Job and Internship Fair. This fair combined the usual accounting firms along with an array of employers from diverse industries. In total, 78 employers, 800+ students (undergraduates of all majors and Zicklin graduates in Accounting) attended. In addition to the fair, Starr hosted the 4th Annual Marketing Career Expo with 108 students, 22 company reps from 17 different organizations and two Marketing faculty speakers attending.

A trend that continued and accelerated was one of offering diversity-related programming and DEI initiatives. Specifically, Starr hosted the annual Virtual Diversity Pipeline Career Programs Panel and Networking Event which was co-sponsored by four offices and nine clubs/organizations and attracted 250 students. New DEI initiatives included building new diversity pipelines for Career Pipe and Ladders for Leaders. At the same time, Starr continued to host the Multicultural Advertising Intern Program Panel (MAIP) which attracted 74 students. This fall, Starr partnered with Out for Undergrads Business Conference to support LGBTQIA+ students and co-sponsored three professional development events for Black, Latinx and LGBTQIA+ heritage months. In light of increased DEI initiatives, Starr has also begun to collect data on minority and women-owned businesses recruiting undergraduates as well as to track data on diversity specific recruitment initiatives.

A critical, but ever-changing, part of Starr's services is its On-Campus Recruiting Program. Due to the COVID-19 pandemic, this program was entirely virtual. The pandemic's devastating impact on the economy likely impacted the number of unique companies recruiting at Starr, with 40 recruiting this year as opposed to 48 companies last year. However, the total number of positions was actually up from 155 last year to 164 in FA20. Yet, the number of student applications was down from 3,773 last year to 3,603 in the fall, with fewer unique students applying for jobs and or internships (734 down from 859 students). The number of virtual on-campus interviews also declined to about 84% of what they were at the same time last year. Related to Starr's Virtual On-Campus Recruiting are the many internal and external corporate presentations and information sessions. For the first time, Starr hosted and or featured these sessions in the summer. Altogether Starr planned 71 information sessions (up from 50 the previous fall) and promoted 50 external information sessions for 39 unique companies (up from 18 last fall). Between the poor job market and the fact that more and more organizations began reaching out to students directly through information sessions, club activities, LinkedIn and other means, it has become increasingly hard to accurately track the total number of interviews, applications and outcomes.

Starr continued to spearhead experiential learning initiatives with our biannual Faculty Internship Coffee Chats and conversations with all three academic deans. Four students participated in Zero Credit Internships Courses run by Center staff. Starr provided faculty responsible for internships with updates on relevant legislation, best practices, and the latest CUNY-wide regulations on virtual internships. In collaboration with Baruch's legal counsel, Starr created an Internship Liability Waiver required of any student involved in in-person or hybrid internships for credit regardless of whether they are paid or unpaid. Starr also revamped the employer job/internship posting process to require COVID risk mitigation documentation before approving new or active postings.

Career Development Activities: A total of 1,100 unique students visited the Center 2,214 times. Starr career counselors conducted 1,313 career consultations including resume reviews, mock interviews, career exploration, internship/job searching and more. During open walk-in hours, Starr conducted 486 sessions. To assist students interested in creating an ad hoc major, staff conducted 75 individual appointments. These meetings resulted in 12 ad hoc majors approved in fall. Over 185 alumni visited Starr for appointments, walk-ins and/or one of Starr's three alumni workshops this semester.

Starr hosted a total of 121 workshops, 58 hosted by Starr, and 63 promoted by Starr. These workshops attracted over 2,153 students. To help students from the class of 2020, Starr hosted a Job Search Bootcamp Series (four virtual workshops) geared toward overcoming the challenges of job search during the COVID-19 pandemic. Collectively 290+ students attended one or more Bootcamp workshops. In an effort to reach students who might not otherwise visit Starr, the Center offered 32 online, in-class presentations. This includes 61 sections of First Year Seminar, which were combined to introduce 1,735 first year students to the services and resources of the Center.

To provide students with exposure to employer and alumni professionals while leveraging Starr's resources, the Center hosts a Professional Volunteer Program. Due to the pandemic, it changed its focus from 1:1 work to offering three alumni/employer-based panels. The first was entitled *Women in Finance: The New Hire Experience*, with 31 students attending. The second was *A Conversation with C.S. Venkatakrishnan, Barclays Global Head of Markets and Co-President of Barclays Bank PLC*, which featured an introduction by President Wu and attracted over 90 students, faculty, and deans. The third was the *Muslim Women in the Workforce Panel*, featuring four Muslim professionals and 22 students.

Starr's Professional Development Programs: Project Starr: Get Hired (PSGH): Given the challenging economy and job market that students from the class of 2020 and 2021 have been facing, Starr was fortunate to receive a grant targeted at helping them find employment. In the fall, Starr hired a job developer, career advisor and graduate assistant to begin providing outreach, walk-ins and targeted job opportunities for this population of recent graduates and graduating seniors. PSGH launched an Instagram Live series featuring recent alumni who found meaningful employment amidst the pandemic. The first session was recorded and has already had 354 views. The PSGH team planned the launch of a series of job search groups in spring 2021 to ensure students have the skills needed to find work to help this population. So far, the group has averaged 48 people in the first three sessions.

Technology Leadership Development Program (TLDP): Through the generosity of the Shulman Family Foundation, Starr launched the TLDP's first cohort of 19 students in FA20. Students came from various academic levels and majored in Computer Information Systems, Finance, Accounting, Marketing and Economics. Students participated in 18 sessions in FA20 ranging from career workshops to technical workshops (GitHub, Big Data, Velocity Control System, Looker, and Microsoft Power BI) to hearing from tech professionals on their own professional career paths. In particular, students worked in teams of four and presented in front of corporate executives from Accenture a short-term tech project on How to Elevate a Rider's Experience in a Metropolitan Transit System using Technology. With the MTA, they worked on two tech projects: on cloud computing and on "bring your own device."

Rising Starr Sophomore Program (RSSP)/Passport to Partnership Program (P2P): In Fall 2020, RSSP and P2P programs included 23 and 4 students respectively. Students received both individual advisement and 20 group sessions including interviewing, resume writing, networking, LinkedIn and dining etiquette workshops. All students took Focus 2 career assessments. Students participated in a case competition, funded and judged by Target. In addition, RSSP and P2P featured employer involvement from HSBC, EY, and Wix. Students also received advanced Excel training. Other perks included the chance to meet one-on-one with a former PwC partner, who served as a virtual Partner-In-Residence at Starr over the course of the semester, as well as the opportunity to be matched with a mentor. In an effort to incorporate career readiness into all Starr initiatives, RSSP and P2P students completed the "Are You Career Ready? Professional Competency Self-Assessment Tool" courtesy of Virginia Tech and will be assessed at the completion of the program in SP21.

Bridge to Baruch (B2B): B2B was designed to give transfer students a jumpstart on their career readiness before the start of classes to ensure they are ready for early recruiting deadlines. For the first time, B2B was held entirely virtually. Invitations to participate in B2B went out to 2310 students, 548 students enrolled and 12% (276) of the students attended from the incoming cohorts of transfer students at Baruch. B2B held its first Ambassador Panel which featured five former B2B students and an admissions counselor. It drew current B2B participants and prospective Baruch students from across CUNY. A highlight was the first ever B2B/Bloomberg Case Competition judged by Bloomberg professionals. B2B students also attended a presentation by Professor Denise Patrick on developing career skills and leadership potential. Students who successfully complete B2B this year and obtain an internship can apply for a \$500 stipend.

Peers for Careers: After successfully completing a 10-week training program in the spring, 16 Peers worked virtually in the fall and made presentations at 55 events, up from 10 the previous semester. Peers facilitated 268 resume reviews and hosted a mock interview workshop for 25 students. They created a Peer Alumni Directory comprised of 15 former Peers willing to do informational interviews, mentoring and more. Of the 15 Peer Alumni, two served on a Fall Peer Alumni Panel. Another Peer success was the recording and circulating of the first in a series of “Ask a Peer” videos. As of December, nearly 81% of Peers secured an internship, 87.5% held leadership positions and two studied abroad.

Financial Leadership Program (FLP): This year’s cohort was the first group to have met only once in person last spring and to have accepted a few sophomores given the earlier timetables of some Wall Street firms. The FLP program manager conducted 17 training sessions ranging from soft skills and success training to financial modeling, corporate valuation and investment banking simulations. All participants benefited from six company information sessions facilitated by FLP alumni, three trainings offered by Baruch faculty and staff, six trainings offered by corporate executives and six trainings offered by alumni advisors. Thus far, students received summer internships in Sales and Trading (at BMO Capital Markets Corp., Bream Capital, CIBC and Nomura), Investment Banking (at BMO Capital Markets Corp., Deutsche Bank, and Mizuho Bank), Compliance (at Barclays), Consumer Research (at The New York Federal Bank), and Finance Analysis (at The New York State Comptroller’s Office), with more offers expected throughout the spring.

Max Berger Pre-Law Program (MBPLP): This fall, a record high of 30 Pre-Law Fellows were matched to attorney mentors, up from 19 last year, which is a 40% increase. The pre-law program offered 10 Pre-Law Society events which boasted 300 students attending, and continues to rise in attendance since 2018 with a 5% increase over last year. One highlight, was a college-wide event called *You Don’t Look Like a Lawyer: Black Women and Systemic Gendered Racism*, featuring CUNY professor and author, Dr. Tsedale M. Melaku. The MBPLP provided five internship stipends (three for summer and two for FA20) for \$2,500 each for unpaid internships in law and approved six LSAT course reimbursement applications for students achieving high scores on the LSAT. The MBPLP is pleased to have had students admitted to T14 Law Schools at Columbia, Cornell, Georgetown, Northwestern, NYU, and University of Virginia. Lastly, Tina Coco, MBPLP Manager, was elected to the Northeast Association of Pre-Law Advisors Board of Directors.

CUNY EDGE: This program helps students on public assistance gain the career readiness skills they need to have successful careers and to become economically independent. This fall, Starr hired a CUNY EDGE Program Coordinator, Tuba Habib, to assist EDGE Director, Naeema Hernandez in running the program. Among the 108 students eligible for CUNY EDGE support, at least 62 students had one or more points of

contact with EDGE staff. Eight CUNY EDGE students received Intersession Tuition Funds. Two students participated in Remote HRA Fellowships and eight CUNY EDGE students graduated in the fall.

Marketing and Operations: Over the fall, Starr recruited 15 Federal Work Study Interns to support the Center's marketing and operations. The interns created and transcribed 27 videos for the Center's YouTube channel. They strengthened our marketing effort through social media, which increased student and employer engagement on all three channels: Facebook, Twitter, and Instagram. *The Starr Blog* was revamped to be the primary source of information regarding virtual career services, tips, virtual fairs, and networking events. As a result, there was a 36.5% increase in new users over SP20, and page views were up 113% over spring.

Select Starr Achievements, Grants and News: Bank of America Grant: Starr collaborated with Development Office, Dean of Students Office and Enrollment Management to write a proposal to support Black and LatinX students in their personal, academic and career development throughout their years at Baruch. **Baruch was awarded one million dollars to be spread across four years for the Black and LatinX Success Amplified initiative.** Starr will expand the Rising Starr Sophomore Program to include Black and LatinX Success Amplified students.

28 CEOs Jobs Council: The Starr Career Development Center was selected by CUNY representatives to 28 CEOs Jobs Council to provide seven career-focused orientations to 300+ students from across CUNY participating in their micro credential program.

Starr received grant to help graduates from 2020 and 2021 find employment. In fall 2020, hired one career counselor (Hope Winters), one job developer (Tali Finkelstein) and one graduate assistant (Ashley Marchica) to work on this initiative entitled, *Project Starr: Get Hired*. Also received Grant from Carroll and Milton Petrie Foundation for Bridge to Baruch which enabled the program to continue after the two-year grant from CUNY Career Success Initiative ended. Further, *Sidney and Laura Gilbert Internship Awards* were granted to seven students over the summer with stipends ranging from \$350-560. Two students received awards of \$1,000 each during FA20.

Counseling Center

During this period, the Counseling Center helped students achieve their academic and personal goals through trauma-informed and culturally-responsive psychological services.

Counseling Center by the Numbers:

- 2,417 appointments were attended, including:
 - 1,813 individual therapy appointments
 - 288 triage appointments
 - 152 group therapy appointments
 - 83 case management/consultation appointments
 - 56 psychiatrist appointments
 - 9 crisis appointments
 - 16 psychological testing appointments
- 71 outreach events were provided to 1,250 students and 82 faculty/staff

Demographics of Students receiving Counseling Services:

- The ages of the students served ranged from 17 to 52 years old.

- 78% of students seen for individual or group services were students of color (36% Asian/Pacific Islander, 21% Hispanic/Latino, 22% White, 14% Black/African American, 3.5% Middle-Eastern/North-African, and 3.5% Multiracial).
- 69% of the students seen for individual or group services identified as women, 30% as men and 1% as gender non-conforming/transgender.
- 79% of the students identified as straight, 20% as non-heterosexual (e.g., gay, lesbian, queer, bisexual, pansexual, questioning), 1% as asexual.
- 25% were graduate students, 24% were seniors, 22% were juniors, 13% were sophomores, and 16% were first years.
- 58% of the students were from Zicklin, 32% from Weissman, and 10% from Public Affairs.

Trauma Grant: The trauma screen was fully utilized for the SP20 semester. Of the students seen for services during this period, 84% reported a history of trauma:

- 42% reported childhood emotional abuse
- 27% reported childhood sexual abuse
- 19% reported childhood neglect
- 19% reported childhood physical abuse
- 1% reported being the perpetrator of violence
- 52% reported other traumatic experiences, such as witnessing violence/homicide, traumatic loss, immigration trauma
- 39% reported adulthood emotional abuse
- 24% reported adulthood sexual abuse/assault
- 9% reported adulthood physical abuse/interpersonal violence

Depression Screen: All students seeking services at the Center complete the Patient health Questionnaire - 9th edition (PHQ-9), which is a reliable and valid measure of depression severity. Based on the PHQ-9 data during this period, the Center learned that 63 percent of the students seeking services at the Center suffered from moderate to severe depression and an additional 27 percent suffered from mild depression. The data also revealed that 32 percent of the students triaged during this period reported having suicidal ideation at least several days over the previous two weeks.

Outreach Services and Staff Training: Trainings provided by the Counseling Center staff included: 1) Suicide Risk Assessment and Safety Planning, 2) Psychopharmacology and Its Use in the College Counseling Setting, 3) Cultural Responsiveness, 4) LGBTQIA+ Competence, 5) Boundary Setting and Work/Life Balance, 6) Wellness and Stress Management, 7) Depression Awareness, and 8) Layers of the Personality and an Introduction to a Creative Arts Therapy Process. Counseling Center staff partnered with departments across the campus to deliver 71 outreach events reaching 1,250 students and 82 faculty/staff. The presentations, panels, and workshops targeted groups, such as:

- International students
- Student struggling with the impact of the COVID-19 pandemic
- Black, African American, and LatinX students facing racial violence and stigma in their communities
- Female students in the Women of Color Leadership Program
- Honors students
- First year students
- New student athletes
- LGBTQIA+ students
- New faculty

Accomplishments: In October, the Counseling Center submitted a self-study as part of the American Psychological Association’s 10 year reaccreditation process for the Center’s internship training program. A follow up site visit will take place in SP20.

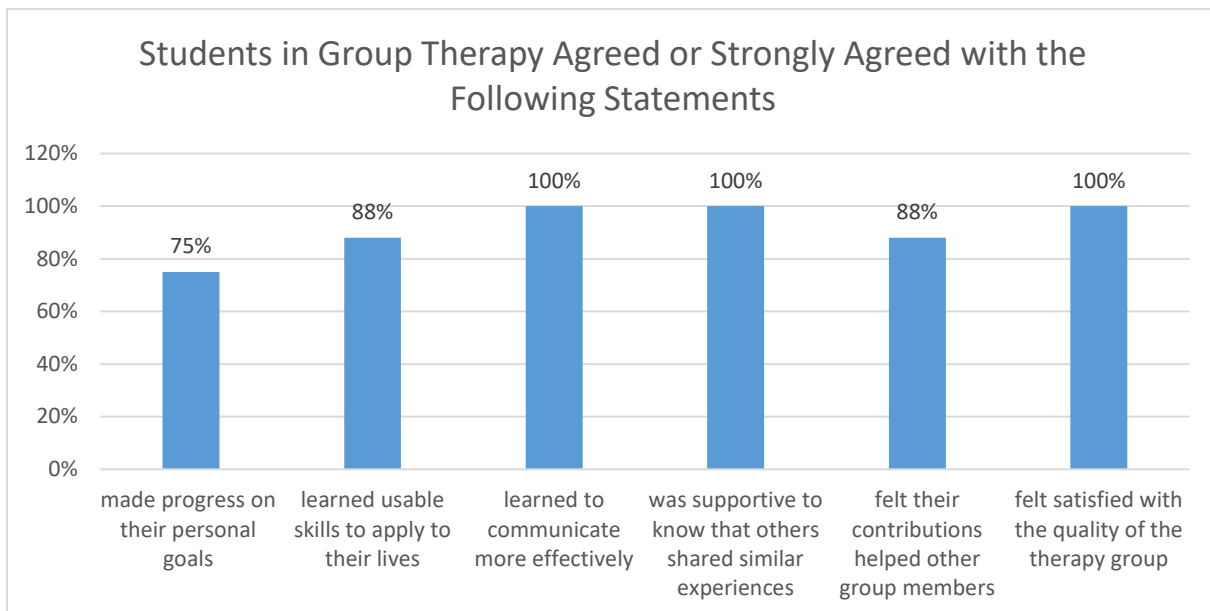
Dr. Gary Dillon, a supervising psychologist, who serves on the CUNY LGBTQI+ Council, presented in a panel entitled, “LGBTQ+ Affirmative Therapy.” The panel was geared towards all faculty and staff across CUNY to raise awareness about LGBTQ+ Affirmative therapy and the difficulties that LGBTQ+ students commonly face, while providing best practices and resources to support this at-risk population. The panel had over 70 attendees.

Throughout FA20, five staff members of the Counseling Center took an active role in the Coalition for Undoing Racism at Baruch (CURB), including leading and/or participating in several CURB events, including “Having Difficult Race-Based Conversations with Friends and Family”, the “So You Want to Talk about Race” Book Club, and “Coffee with CURB”.

Challenges and Opportunities: During this period, at least 43 students were referred out after triage intake due to staffing shortages following several grants ending. The Counseling Center staff are partnering with the College Advancement Team to pursue funding opportunities.

Other Staffing Announcements: Through CARES Act funding, the Counseling Center was able to hire three temporary positions to support students impacted by the COVID-19 pandemic: a suicide prevention counselor, a trauma specialist, and a part-time mental health counselor. These positions were not hired until the end of the fall semester, but will continue providing services to students through most of the SP20 semester.

Baruch College Counseling Center Assessment Results: Students participating in Group Therapy in FA20 were asked to provide feedback through an anonymous survey. Forty-four percent of students (8 out of 18) completed the survey. The anticipated learning outcome were to help students learn: 1) how to communicate more effectively, 2) interpersonal skills that could be applied to life outside of group, and 3) how to be receptive to support from others going through similar experiences.



Based on student feedback, the therapy groups are effectively meeting the goals and objectives of the program (see table below), and we will continue to offer at least two weekly therapy groups to students. To illustrate this success, when asked through the survey “What were the most valuable aspects or meaningful moments of the therapy group?” students shared responses such as “The most meaningful moments were having heartfelt conversations about vulnerability, struggles and knowing that other people struggle with mental health as well. It was nice knowing I can have a safe space to share my feelings” and “The most valuable aspect of group therapy was feeling less alone in my experiences. The isolating effect of the coronavirus has been very difficult for me and I felt supported by the group”.

Office of Dean of Students

Student Conduct: In FA20, there were 25 reports of alleged violations submitted to the Office of the Dean of Students (DoS). Thirteen (13) of the 25 occurred in the residence hall, while the remaining 11 occurred on campus. For the FA20, there were no suspensions related to conduct. However, due to the severe COVID-19 pandemic protocol violations, there were 3 students removed from the residence hall. Two incidents were referred to the Title IX Coordinator for investigation. Of the 25 reported incidents, after the meeting to address the incident and after the completion of educational sanctions, three of 41 students involved in these incidents had a second incident indicating a 93% success rate in addressing policy violations with students.

Campus Intervention Team: In FA20, 91 students were reported to the Campus Intervention Team (CIT) as experiencing some difficulty as defined by the person making the report, whether that be danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempts, and other mental health issues. The efforts of the CIT have provided 63, or 69%, of the students reported with services that have helped to resolve the issues. Twenty-five of the remaining 28 students were either nonresponsive to outreach or withdrew from the College, but were minimally provided a personalized list of resources to address the situation. The last three students were involved in a Title IX matter and were referred accordingly.

Student Emergency Fund: The DoS administers the Student Emergency Fund (SEF), which consists of 5 separate grants including the Carroll & Milton Petrie Foundation Grant and the Robinhood Fund. The SEF was created to provide quick response emergency financial support to students in good academic standing, who experience short-term financial emergencies. The SEF enables students to remain in school, rather than being forced to take a leave of absence or drop out. DoS received 193 applications in FA20 - a decrease of 72% from SP20. Of those received, 139 students were approved and self-identified as veteran, parent, undocumented, DACA, transfer, or first-generation. Food remains the greatest need for our students this cycle, as \$41,650 was allocated to food. Food Insecurity: Starting in 2019 and continuing into 2020, there was the addition of *Grab & Go* emergency food packs. These packs contain a day's worth of food & snacks for students in need of food. About 200 packs were made available for SP20, with the last 50 packs placed for distribution in the Student Health Care Center (SHCC), since this was one of the few essential service offices that physically remained open to students in mid-March when campus was closed due to the pandemic. Along with the *Grab & Go*'s, the DoS staff started a bi-weekly Hot Lunch / Pop-up Pantry, where past applicants of the emergency fund were invited for a hot lunch. Due to COVID-19, DoS was unable to provide the pop-up pantry or hot lunches. However, the advent of the COVID-19 Revitalization Project Fund, sponsored by the Lawrence N. Field Center for Entrepreneurship (through a grant from the Mitsubishi Financial Group) provided \$3,600 in e-gift cards

to students for FA20. This grant provided financial support in the form of gift card purchases to NYC-based, minority-owned, small businesses providing essential goods and services; these businesses experienced lost revenues due to COVID-19.

Eugene Lang Immigration Grant: There were 13 applications for the Eugene Lang Immigration grant. Of those application, 10 were approved. Those approved needed assistance with rent, but also under the *Other* category, students requested assistance with attorney fees, application fees for naturalization, work permit renewals, or other citizenship processes. The majority of the funds, \$18,170, were allocated for attorney and legal fees including DACA renewal application fees. Rent, food, textbooks, and other living expenses were additional needs considered.

Medical Withdrawals: The DoS responds to requests for emergency withdrawals from students via walk-in appointments or through referrals from on- and off-campus partners. Several students may choose to drop their classes before consulting with the DoS; many other students work with the DoS to coordinate their medical of emergency withdrawals. A number of students may select to do partial withdrawals – dropping some of their classes and staying in others – through guidance by staff members in the DoS. For FA20, there were 13 emergency withdrawal requests submitted through the DoS; one request was denied, three students rescinded their requests and managed to stay enrolled. The majority of these were for either hospitalization or mental health reasons. Approximately 71% of withdrawal requests were from male-identified students. Surgeries were listed among the second and third most common reasons for the withdrawals.

Academic Integrity: In the FA20 semester, there were 431 reports of academic integrity violations. This is a 683% increase in cases reported from FA19 and a 272% increase in cases reported in SP20. All but 57 cases, or 13% have been heard. This is due to student non-responsiveness. Assessment of the increased knowledge of campus policies around academic integrity for accused offenders was conducted using an online survey.

Student Grievances: Students are able to formally report grievances and complaints using an electronic form found the DoS's website, a system was created in FA19. In the FA20 semester, 62 grievances were reported, addressed, and closed. This represents a 66% increase in cases from SP20 and a 326% increase from the FA19 semester.

Student Veteran Support: During this period, the search for a new Assistant Director of Student Veteran Support/CUNY LEADS Job Developer was frozen. While the search is on hold, student veterans were supported by personnel in DoS. Student veterans were sent electronic newsletters that covered important and timely information; they were encouraged to contact DoS with additional needs.

Office of Health & Wellness: Also during the period FA20, 49 health and wellness programs and presentations were offered. This represents 21 more programs and presentation offered from SP20, when 28 programs were offered. An estimated 1,900 students participated in the programs and presentations offered. Many of the outreach offerings were done at various departmental student orientations, First Year Seminar (FYS 1000), Black Male Initiative, SEEK Transfer Program, and co-sponsorships with student organizations. These all contributed to the increase and success of program offerings and student participation. There continued to be a demand for student presentations, resources, and services that assist in managing emotions and other concerns during the pandemic. Students also requested programs to connect them live virtually with their peers/each other.

All programs and presentations were held live virtually due to school closure, and some programs and class presentations were offered in pre-recorded format. The programs created healthy boundaries in shared living spaces, and chair yoga. Additional new program offerings included diabetes awareness, tackling social justice issues, body positivity, reiki, and the inaugural virtual student health and wellness festival. Many referrals were offered for social services. One early challenge/disruption encountered and resolved was zoom bombing and internet connection reliability for staff and students. Further, services from the health care navigator were offered to assist students in enrolling for health insurance.

Student Health Care Center: During the pandemic, SHCC remained physically opened and provided free and highly subsidized services to 173 student patrons. These services included: testing and treatment for sexually transmitted illnesses, women's health comprehensive, physical exams, flu and immunization vaccines, and phlebotomy. In addition, 85 laboratory tests were provided at a reduced student fee, and 6 students were referred for specialty off site-care. Some services were provided as in-person medical visits and others were as telehealth medical visits. Further, students visited the center from all 5 boroughs, Long Island, and New Jersey to receive medical follow-up visits and new appointments. Added to that, SHCC staff participated in a combination of 7 virtual presentations, which included health presentations to SEEK Transfer students, Athletes Orientation, and the Health & Wellness "Bring the Balance" monthly podcast. SHCC also assisted students with information for research papers and presented health topics to student organizations – to increase awareness and education on various health topics. Also during this period, the SHCC welcomed a new staff member – Denae Ellis-Byrd joined the department as its new administrative coordinator.

Residence Life: The Residence Life program opened the FA20 semester with two senior Resident Assistants (SRAs). Both SRAs were returners and took part in a four-day refresher training provided by the Baruch Residence Life Coordinator (RLC), as well as a one-day CUNY-wide RA training. These trainings focused on COVID-19 safety protocols, Title IX, student engagement, and program planning and execution. The semester opened with 69 residents in the 1760 Residence Hall each with their own room to guard against the spread of COVID-19 and to maintain social distancing safety protocols. Of those residents referred to above, 36 were male and 33 were female. Each RA oversees a floor and a half with an average of 35 residents. During this semester, the Residence Life staff facilitated over 20 programs. The majority, over 75% of those programs, were educational. There was 200 total attendees that participated in Residence Life programs throughout the semester. In regards to conduct within the residence halls, during SP20 there were nine incidents reported that resulted in one sanction. Of those incidents, they included 10 unique residents and one resident who was involved in two or more incidents. Out of the entire residential community, about 14% of residents were involved in some type of documented incident. Starting in November, CUNY Central provided in-hall bi-weekly COVID-19 testing conducted by Bio-Reference Laboratories for Baruch residents.

Substance Abuse Prevention: This program addresses and prevents problematic substance misuse through diverse outreach, screenings, referrals and education. This period, 677 students were screened for alcohol, 665 students were screened for cannabis use, 25 students received in person brief interventions, and 100 were screened at the SHCC. All 1,738 incoming students were educated on misuse and responsible use through the FYS 1000 course. In upcoming semesters, athletes will be screened for use and all students will be screened for tobacco use (this is a CUNY-wide initiative).

Early Learning Center

For FA20, 12 families expressed interest in returning to the center for in-person childcare. However due to pandemic related uncertainties about our viability of in-person childcare, several families opted to enroll in neighborhood child care centers although they continued to participate in our virtual program. Three families enrolled for in-person child care services. In total for the fall semester, ELC had 10 children who participated in either in-person and/or virtual programming.

In August, the center held two parent orientations to accommodate parents who preferred to attend virtually and those who preferred in-person orientation. In total, six families participated in either virtual or in-person orientation. Three children attended our onsite children's orientation, which we conducted with full safety protocols and Department of Health recommended guidelines.

Weekly *Family Zoom* meetings for children continued for the duration of the semester with curricula activities designed to support the student-parents by giving them tools to work with their children at home. 7-9 children participated in the *Family Zoom* meetings regularly.

ELC's social worker, Anna Velychko, conducted the workshop, *Nourishing Emotional Intelligence: Creating Skills in Emotional Expression and Communication*. Four student-parents attended. In addition, Velychko maintained communication with parents to share resources and routinely met with individual parents to offer additional support.

Monthly family newsletters, including activities to do with children and links to pandemic-related support services (mental health, food, housing, financial and medical resources) were offered. Individual family check-ins continued, as needed, and the fall parent-teacher conferences were held via zoom. Six student-parents with seven children graduated at the end of the FA20 semester.

New Student & Family Programs

First Year Seminar (FYS 1000) and Transfer Seminar (TRA 2000): The *FYS 1000* Seminar is a mandatory course for all incoming first-year students. The class meets once a week for 75 minutes and for the first 10 weeks of the semester. On the other hand, transfer students elect to enroll in the *TRA 2000* that meets once a week for 75 minutes and runs for the first 8 weeks of the semester. A peer mentor is selected and trained to co-lead a section of the *FYS* seminar alongside an instructor; the peer mentor serves as a role model to students taking the course. Both *FYS 1000* and *TRA 2000* continued to be offered through distance learning due to the global pandemic. This period, 1,738 new students enrolled in 61 sections of *FYS 1000* and two sections of *TRA 2000*. *TRA* students were also engaged outside of the class through newsletters and additional student support services.

Of the 1,738 first-year students who entered the College in FA20 and participated in regular sections of *FYS 1000*, 90% returned to the College in SP21 – an increase of 3% over the last period.

New curricular topics were introduced in *FYS 1000* with an emphasis on life skills and community involvement. Topics included: climate change, social justice, racial justice, substance abuse awareness and prevention, and techniques for working and schooling remotely.

Instructors and Peer Mentors: This period, 53 peer mentors and 56 *FYS* faculty co-led 61 *FYS* sections. 8 peer mentors co-led two *FYS* sections. 6 *FYS* faculty co-lead more than one *FYS* section. There were two *TRA 2000* sections offered. An orientation was provided for new and returning *FYS* faculty; some topics for the orientation included overview of the instructor and student manuals/course material, campus services available to students, and ideas to implement in the NSFP AY20-21 theme of "Creating a Culture

of Helping, Caring, and Connecting,” aimed to assist first-year students on how to best navigate distance learning. Throughout the semester, trainings were offered on various distance learning platforms (Blackboard, Zoom, WebEx, etc.) and 3 group meetings were held with the FYS faculty. The majority of instructors for FYS this period were drawn from Student Affairs, Enrollment Management, and Academic Affairs; 5 adjunct faculty members taught in the program this period. The 53 peer mentors recruited and selected this period underwent 5 days of training in preparation for their duties.

First Year Text: The First Year Text (FYT) selected for AY20-21 was Bridgett Davis's *The World According to Fannie Davis: My Mother's Life in the Detroit Numbers*. This memoir, set in the 1960s during the time of race riots, recounts the story of how Bridgett's mother, Fannie Mae, played the numbers to support the middle class lifestyle she carved out for her family. The FYT committee, chaired by Dr. Lisa Blankenship, Assistant Professor and Director of the Writing Program, shortlisted over 30 books nominated by faculty and staff; Davis's novel emerged the book chosen in the final selection.

Virtual Student Convocation: The pandemic forced the College to host its annual Fall Student Convocation online. NSFP worked alongside campus partners to stage the successful event. Author Bridgett Davis, mentioned above, served as the keynote speaker. Other activities during the *Days of Welcome* and following Convocation included a live virtual Q&A with Davis about her memoir. Immediately after that, students had their questions answered by campus representatives from Academic Advising, Financial Aid, the Office of the Bursar, and other key offices in Student Affairs. Over 300 first-year students attended the virtual *Pop Up*.

Office of Student Disability Services

Improvements to Distance Learning Services:

- Updated all Student Disability Services (SDS) website content to better support students accessing services remotely
- The SDS Interview Page and Student Interview Form were made fillable and 100% accessible. Students and their Providers may now type responses directly on the forms, save, and email SDS
- Updated our interview process to gather all documents online prior to the interview
- A *How to Caption with YouTube* step-by-step guide was created and posted on SDS website
- Added AT return instructions to our website following Library protocol and guidelines

Outreach:

- SDS presented at Faculty Senate
- Director of Student Disability Services continued in her role as member of the *Presidential Advisory Council on Diversity, Equity, and Inclusion*. The Accessible Education Working Group of that Council wrote *Suggested Guidelines for Faculty* which promotes Universal Design in Learning, the CUNY IT Accessibility Statement, and accessibility best practices
- *CUNY Disability Services Bootcamp* was designed to introduce those newer to the field of higher education disability services to core concepts, best practices, and key resources in ensuring equal access and promoting success for CUNY students with disabilities. SDS Director was invited to teach Session #8: *Data Collection & Data Driven Program Decisions: Using CUNYfirst for Case Management*
- Hosted a Trivia Event to welcome students back
- Hosted a Meet & Greet for new students

- Collaborated with CTL to present this workshop: *Online Learning and Student Perspectives*
- Two trainings for SACC tutors to teach best practices in working with students with disabilities
- Presentation to Student Life on the accessibility of PP, flyers, newsletters and social media
- SDS staff offered live study support in virtual study sessions during finals week
- Went to campus four times to meet with students to address AT concerns
- Faculty consulted with SDS on captioning to accommodate deaf and hard-of-hearing students who use Zoom and Blackboard Collaborate Ultra
- Faculty consulted with SDS to make their course content accessible to blind students
- Two SDS Team members taught FYS

FA20 conducted three assessments:

Focus Group to better understand the experiences of deaf students as they transitioned to Distance Learning. As a result of Distance Learning the students reported being more comfortable using technology and were more open to enroll in Online or Hybrid classes in the future!

Students who use assistive technology (AT): 90% reported their academic performance improved as a result of using AT, 90% reported the AT was easy to use, 100% said it was effective and worked well.

Student Satisfaction rate with SDS response time during Distance Learning:

83% reported “Extremely satisfied” and 14% reported “Satisfied” with our response rate

CUNY LEADS (Linking Employment, Academics, and Disability Services) is a unique individualized career development program which empowers students with disabilities to acquire skills and confidence to define their path and launch successful, fulfilling careers. In FA20 there were 126 LEADS students. 38 SDS students graduated. Of these graduates, three were LEADS students and were employed at the time of graduation. One student started a fulltime position with Morgan Stanley. One student obtained a virtual SP21 internship with the Federal Aviation Administration. LEAD Students attended the Federal Reserve Bank of NY virtual disability mentoring day and monthly CUNY LEADS Online Learning Workshops.

In honor of the 30th anniversary of the ADA, the CUNY Brief reported, *“Students with disabilities are succeeding at CUNY and thriving after they graduate...Allow us to introduce a few of those superstars...”*

Two of those superstars were Baruch students!

Assistive Technology (AT):

- The AT Manager researched the accessibility of proctoring solution Respondus Lockdown Browser & Monitor. Findings were shared with CUNY Central and CUNY Assistive Technology Services (CATS). Proctortrack was also researched for accessibility.
- Collaborated with BCTC and HR to accommodate faculty and staff with Dragon Naturally Speaking, Kurzweil 3000, and an amplified telephone.
- Assessed and recommended the use of integrated assistive technologies on the MAC platform.
- Provided resources to CTL on enabling subtitles and captions in PowerPoint for Office 365 to accommodate students with learning and hearing disabilities.

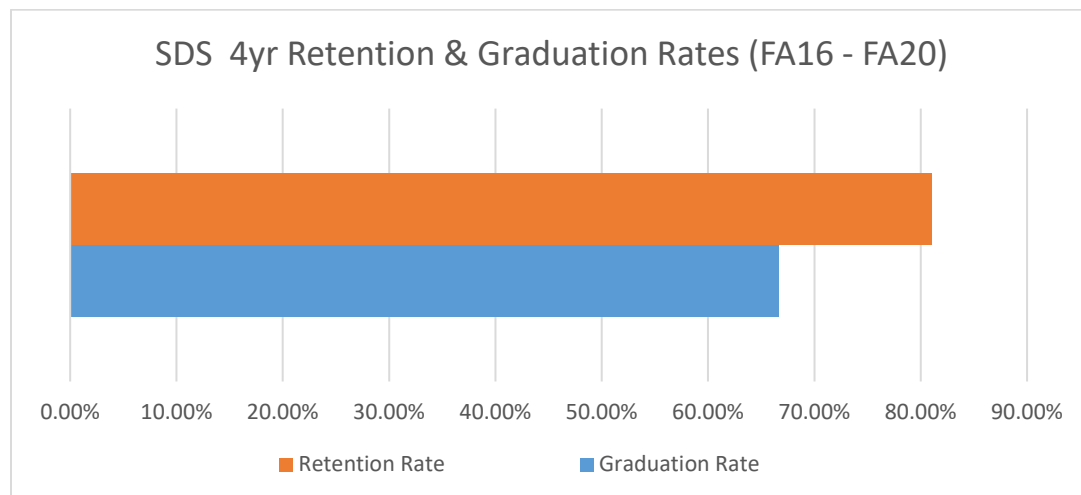
- A Qualtrics survey that was distributed campus-wide was reviewed by SDS for accessibility. SDS provided survey accessibility recommendations. Our feedback to the Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness was welcomed and appreciated.
- We consulted with QCC on how content in their nursing program modules could be accessed by a student who depended on text-to-speech.
- We researched *Otter for Education* and recommended to BCTC that it be used with Zoom for institution-wide captioning. Communicated with Zoom Video Communications on the importance of adding Sign Language Interpreting features to their platform.

Other Services

- 111 new students registered with SDS FA20. This was a 24% increase over last semester (SP20).
- SDS consulted on 527 separate occasions with students and staff, for a multitude of reasons. We serve as a resource for all registered students and work with them to resolve academic and CF issues and to connect them with Baruch resources.
- 18 students reached out to SDS for guidance related specifically to their academics.
- 124 faculty members (up from 74 in FA20) reached out to SDS to discuss specific issues related to students registered with SDS and/or to discuss accommodations in general.
- SDS filed for and received \$12,000 from the NYS Reader’s Aid Program sponsorship for low hearing and visually impaired students. This year, due to COVID, NYS withheld 20% of our request (\$15,000).
- One blind graduate student works with a Reader because of the inaccessibility of a textbook.
- All current students use Assistive Technology to take notes, no human notetakers were required.
- Sign language interpreters continued to provide services remotely to Baruch’s deaf students.
- 15 SDS students requested tutoring and were paired with a tutor at SACC.

Students registered with Student Disability Services had a four-year graduation rate of 66.6%

Students registered with Student Disability Services have a four-year retention rate of 81%



Office of Student Life

During the F20 semester, the Office of Student Life (OSL) was composed of 12 full-time staff members, 2 part-time staff members, and one graduate assistant. Due to the continuation of remote-learning, OSL did not hire any student assistants to assist in the front desk operations and event support. OSL continued programming, operations and leadership development in a virtual platform. Further, OSL did not hold its Annual Leadership Weekend, monthly civic engagement opportunities and in-person events and instead focused on the development and implementation of cohort-model leadership development programs. This was due to the decline of OSL sponsored event participation in the SP20 semester and the increased interest and attendance in leadership and professional development workshops.

Student Activities

- 103 active student organizations
 - 90 undergraduate organizations
 - 13 graduate organizations
- 11 programs across 2 Heritage Month celebrations.
 - 6 Latinx Heritage Month programs
 - 5 LGBTQ History Month programs
- 4 media groups

The Student Activity team registered 103 clubs and organizations and trained over 216 student leaders. The mandatory Baruch Officers Leadership Training (B.O.L.T) was adjusted to support student leaders club and fiscal management in a virtual environment. This training included the transition of the management of the Student Activity Fee spending to CUNYFirst. Due to this transition and changes to process, clubs and organizations and were not able to spend their allocated funding until the end of the F20 semester.

OSL worked with the LGBTQ+ and Latinx Heritage Month to host 11 virtual events and robust social media campaigns to educate and engage the campus community. In addition, in collaboration with the USG, OSL hosted Welcome Week events in conjunction with First Year Convocation. These events included 4 virtual club fairs that focused on graduate and undergraduate clubs and had over 901 students in attendance.

Leadership Development

- 10 students participated in civic engagement
- 10 T.E.A.M. Baruch information sessions
- 181 T.E.A.M. Baruch interest and applications
- 56 T.E.A.M. Baruch acceptances

Additionally in FA20, Leadership Development had to revise the monthly community service opportunities held in partnership with the Bowery Mission, due to remote-learning. Instead, Baruch worked with the Bowery mission to provide an opportunity for students to serve as virtual tutors for elementary school students at various public schools in Harlem and the Bronx. 10 students attended information sessions and 5 trained to become tutors with the program.

In addition, the T.E.A.M. Baruch application process was moved online and included virtual information sessions. OSL, also offered Bearcat Bootcamp in the fall semester for the first time due to an increased student concern regarding their physical health while being quarantined.

Also this period, OSL piloted the *Women of Color Coalition Leadership* program, geared toward students who identify as women of color. Through an application process, 17 students were chosen to participate in the cohort where they attended leadership workshops presented by College leadership who also identifies as women of color. As an outgrowth of the LGBTQI+ Heritage month committee, an advisory board was created to identify ways to support and develop students within this population, acknowledging and addressing the safety issues that the political climate and the pandemic have escalated.

Operations: OSL has collaborated with other departments to offer safe study spaces to students during the fall semester. Further, OSL is continuing to work with B&G to finalize the approval for the new Aaronson Student Center, expected to officially open upon students' return to campus – with the management of the pandemic behind us.

This document was composed by department/program leads within the division and compiled by Art King, Vice President for Student Affairs & Dean of Students

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