

**Spring 2022 General Faculty Report
Division of Student Affairs
Reporting on Fall 2021 data**

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Athletics and Recreation

Academics: During the Fall 2021 semester, 69 student-athletes participated in five sports. Of those student athletes, 35 were male and 34 were female. Sixty-two percent of the fall student-athletes were named to the Athletic Director’s Honor Roll (with cumulative GPAs of 3.4 or higher). Of the 69 student-athletes, three graduated after the fall semester. Eight of these student-athletes exhausted their four years of eligibility. Also during the period of pre-advisement, 95% of student-athletes met with and were advised by an academic advisor.

Facilities:

- Spectators were welcomed back for home athletic events beginning in early November. Limited capacity numbers were set and all spectators were required to adhere to campus visitor policies.
- Cleaning and disinfecting of locker rooms and fitness center was completed by an outside cleaning service.
- All rentals and events remained postponed during the fall semester however Baruch College Campus HS was permitted to resume using the gym for their basketball teams.
- Fitness center remained closed to students and ARC members however limited hours were made available to student-athletes.
- Physical Education classes resumed in person for the general student population.
- Replacement of Main Gym bleachers was put to bid via DASNY and is expected to begin construction in Spring 2022.

After a year and a half hiatus, the pool has finally opened to the Baruch College Swim Team for their 2021-2022 season on Monday, October 11th, 2021. The pool and pool chemistry have been continued to be maintained and monitored. Aquatics has also been working with our American Red Cross Certifier on

new procedures to accommodate COVID-19 guidelines and to ensure the safety and well-being of our patrons. The pool has successfully accommodated the Winter 2022 college course, PED 1316 – Swimming for Beginners and is currently hosting the Spring 2022 PED 1316 – Swimming for Beginners course. The athletics department has continued to work with the buildings and grounds department and the pool technician to maintain the upkeep of the pool and to make sure everything is running smoothly. The Baruch College Swim Team finished up their regular season, capping it off with a CUNYAC Championship win for the Men and a second place finish for the women. The Men's and Women's teams are set to return to competition for the Metropolitan Swimming and Diving Championships at Rutgers University and the ECAC Open Championships at the United States Naval Academy to wrap up their 2021-2022 season.

Sports Information: The Baruch College Bearcats came back strong after an 18 month hiatus with two impressive championships and a number of individual accomplishments during the fall sports season. Women's tennis and men's soccer each won CUNY Athletic Conference (CUNYAC) Championships, while men's cross country recorded their best-ever second place finish at the CUNYAC 8K Finals. Women's volleyball reached the semifinals of the CUNYAC Championships as well.

Individually, a number of Bearcats won top honors athletically. Two freshmen Sarah Chung (women's volleyball) and Riley Walz (men's cross country) were each named the best first-year players in their sport with the honor of CUNYAC Rookie of the Year. Senior goalkeeper Kellen Sela (men's soccer) and freshman #1 singles player Ava Deguzman (women's tennis) were each named the Most Valuable Player in winning their championship tournaments. The Bearcats stood out even more academically this past fall semester. With a minimum cumulative GPA of 3.391, the Bearcats had 111 student-athletes named to the Fall Athletic Director's Honor Roll. Women's cross country runner Karina Chiqui was voted the CUNYAC Scholar-Athlete of the Month for October with a 3.7 GPA majoring in Marketing Management with a minor in New York City Studies & Political Science.

SAAC (Baruch Athletic Council): SAAC (Student Athlete Advisory Committee): SAAC, composed of three or more team leaders from each of the 13 varsity sports teams, unfortunately, was unable to plan or attend in-person events during the Fall semester. SAAC's biggest event of the semester was having players from each team create holiday cards for the children at St. Jude's hospital.

Administration and Finance: Through CUNYfirst verification, new suppliers used by the Athletics department were introduced to the CUNYfirst electronic payment system. Existing merchants were contacted and asked to alter their profiles to accept e-pay payments rather than live checks. A training session for the upgraded CUNYfirst data system with updates to the requisition data entry, report retrieval, and E-paf training sessions was attended by members of the athletics staff. The Diamond Mind application for E-checks as an additional payment method has been granted, and it will be included in the payment process whenever the ARC resumes renting. To assess the revenue loss due to the facility's closure, a full summary report of all rentals for the ARC areas of the main gymnasium, auxiliary gymnasium, memberships, and pool rentals is regularly generated. Through the e-PAF system and use of Dropbox to exchange confidential materials with Baruch employees, new hire protocols were revised.

Sports Medicine: The Sports Medicine Department was responsible for the safe athletics participation of 125 student-athletes across 9 different fall and winter season sports. Eleven different per diem certified athletic trainers were used to cover 122 practice and competition days. A partnership with Professional PT was developed to outsource any long-term rehabilitation needs for the student-athletes.

All paperwork required for medical clearance to play was collected 100% online through the SportsWare Online platform. To complete the pre-participation clearance process, SWAY Medical concussion platform was successfully implemented for the first time, meeting all NCAA standards and adhering to Arrington Settlement requirements. This app based software was, and still is, used to aid in the baseline concussion assessment and any subsequent post-injury assessments. For the Fall '21 semester, 222 baseline evaluations were performed to include the entirety of the student-athlete population. A total of 1068 individual testing parameters were evaluated during the semester.

With the return of CUNY Athletics, the Baruch Athletics COVID Return to Sport was reviewed and updated consistently to maintain continuity with both College, CUNYAC, NCAA, New York State, and National guidelines. All student-athlete COVID vaccination records were maintained and any positive cases or exposures were managed through the Sports Medicine Department.

Intramurals and Recreation: Intramural and Recreation continued its virtual programming during the Fall 2021 semester. Programming was focused on physical and mental health during the campus reopening. We administered our 2nd Annual Bearcat Jingle Bell Run/Walk/Wheel 5k/1k. The event engaged over 40+ students, faculty and staff and alumni and was done in partnership with USG. It also served as a fundraiser for the Student Emergency Fund to benefit the Food Pantry Program at Baruch College. For the Spring 2022 semester, Intramurals will shift its focus to in-person events. We are going to offer Basketball League and Badminton open gym. We will also continue our signature program Bearcat Bootcamp that we run in partnership with Student Life. Intramurals will continue to expand our programs to the same level that we were offering before the facility closure.

Assessment#1: We assessed our Bearcats Jingle Bell Run/Walk/Wheel. This was a virtual program, which has been the best way to engage the community during the challenging time. Sixty-seven percent of participants found the fundraising aspect of the event as a motivating reason for their participation. 61% of participants stated they invited others to join. 61% stated that they would participate in future fundraising events, while 39% responded as "maybe". 71% stated that they would participate in more virtual events if Intramural will still be impacted by the pandemic environment. We know right now virtual events are a popular and safe way to engage in physical exercise. We would need to monitor current trends of engagement to see if virtual events are still in demand and are viable options for further offerings.

Locker Rentals and Memberships: After assessing our locker rental protocols, the Athletics Department was ready to implement our new strategies by allowing students to rent lockers in the Library Building (located in the I.D Center hallway). We were able to successfully allow students to use the lockers while upholding our plan to social distance in a more compact space. We are currently not accepting any of our A.R.C members to have access to the facility. This is due to the implementation of our strategy to reopen at a slow and steady pace. Our current plan of practicing social distancing is by allowing each team to have their own allotted time to train. Our coaches supervised their student-athletes to examine how well they were able to social distance while still being able to have an effective training session that is not compromised. As we continue to assess the protocols we have put into place, we are able to continuously make changes and improvements to our facility.

Counseling Center

During the period from July 1, 2021 through December 31, 2021, the Counseling Center helped students achieve their academic and personal goals through trauma-informed and culturally-responsive psychological services.

Counseling Center by the Numbers:

- 2,916 appointments were attended, including:
 - 2,062 individual therapy appointments
 - 328 triage appointments
 - 297 group therapy appointments
 - 97 case management/consultation appointments
 - 73 psychiatrist appointments
 - 13 crisis appointments
 - 43 psychological testing appointments
 - 3 hospitalizations
- 75 outreach events were provided to 1,890 students and 535 faculty/staff targeting groups such as:
 - International students
 - LGBTQI+ students
 - Students transitioning from remote to in-person courses
 - Blacks students impacted by ongoing systemic racism and race-based violence
 - Female students in the Women of Color Leadership Program

Demographics of Students Receiving Counseling Services:

- The ages of the students served ranged from 17 to 52 years old.
- 76% of students seen for individual or group services were students of color (32% Asian/Pacific Islander, 24% White, 23% Hispanic/Latino, 15% Black/African American/Caribbean, 1% Middle-Eastern/North-African, and 4% Multiracial).
- 68% of the students seen for individual or group services identified as women, 28% as men, and 4% as non-binary/gender non-conforming/transgender/other.
- 74% of the students identified as straight, 25% as non-heterosexual (e.g., gay, lesbian, queer, bisexual, pansexual, questioning), 1% as asexual.
- 19% were graduate students, 30% were seniors, 24% were juniors, 13% were sophomores, and 13% were first years.
- 56% of the students were from Zicklin, 38% from Weissman, and 6% from Public Affairs.

Trauma Grant: The trauma screen was conducted with all students seeking services at the Counseling Center and 80% reported a history of trauma:

- 44% reported childhood emotional abuse
- 19% reported childhood sexual abuse
- 17% reported childhood neglect
- 16% reported childhood physical abuse
- 47% reported other traumatic experiences, such as witnessing violence/homicide, traumatic loss, immigration trauma
- 39% reported adulthood emotional abuse
- 26% reported adulthood sexual abuse/assault
- 11% 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 62 percent of the students seeking services at the Center suffered from moderate to severe depression and an additional 25 percent suffered from mild depression. The data also revealed that 29 percent of the students triaged during this

period reported having thoughts that they would be better off dead or of hurting themselves at least several days over the previous two weeks.

Outreach Services and Staff Training: Trainings and workshops provided by the Counseling Center staff included, but were not limited to: 1) Coping with Mental Health in a Digital Age, 2) Suicide Risk Assessment and Safety Planning, 3) Culturally-Responsive Mental Health Care, 4) Trauma and Resilience, 5) LGBTQI+ Competence, 6) Psychopharmacology and Its Use in the College Counseling Setting, 7) Creative Arts Therapy, 8) Imposter Phenomenon, 9) Body Positivity, 10) Black Mental Health Matters, and 11) Rejoining the World After Social Distancing during a Pandemic.

Accomplishments: In October of 2021, the Counseling Center partnered with USG to host Baruch's first in-person Depression Screening Day and it was a success. Around 100 students were screened and around 30 students were connected to counseling services as a result.

During that same month, the Counseling Center staff partnered with the Student Affairs Professional Development Council to provide a workshop to 64 Baruch Student Affairs staff on Supporting Students in Distress and Integrating the Kognito Mental Health Training. The Counseling Center staff also partnered with Professor Glenn Albright to introduce the Kognito training to over 250 faculty members during various faculty department and faculty senate meetings.

During this time period, the Counseling Center applied for and was awarded \$30,000 from the CUNY LGBTQI+ Consortium to host a series of events and trainings aimed at students, faculty, and staff to support Baruch's LGBTQIA+ community.

The Counseling Center was awarded \$50,000 from the GS Humane Corporation in response to the Covid-19 global pandemic. This funding allowed the Center to expand their capacity to support the psychological needs of students impacted by the mental health crisis related to the pandemic.

The Counseling Center partnered with the JED Foundation to host several feedback sessions on Baruch's baseline assessment and Healthy Minds Study results (based on 1,278 respondents). Key findings revealed that 45% of surveyed students scored positive for moderate or major depression and 37% scored positive for anxiety, both strong indicators of a significant need for mental health services across the Baruch student body.

Baruch College Counseling Center Assessment Results: Students participating in Group Therapy in the fall of 2021 were asked to provide feedback through an anonymous survey. The anticipated learning outcomes 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. Fifteen of the eighteen students who responded to the survey stated that they "agree" or "strongly agree" that they were able to make progress on the personal goals they had set for the group. When asked "What were the most valuable aspects or meaningful moments of the therapy group?" students shared responses such as "Having a safe space to share my emotions and to reach out for help" and "Feeling less alone in relationship and attachment struggles".

Dean of Students

Student Conduct: In FA21, there were 82 reports of alleged violations submitted to the Office of the Dean of Students. 75 of the 82 occurred in the residence hall, while the remaining 7 occurred on

campus. For the FA21, there was only one suspension related to conduct. There were no students removed from the residence hall during the FA21 semester. Of the 7 reported on-campus incidents, after the meeting to address the incident and after the completion of educational sanctions, there were no second incidents indicating a 100% success rate in addressing policy violations with students. In the residence hall, of the 75 incidents, only 23 students had second policy violations, for a 70% success rate in addressing policy violations with students.

Campus Intervention Team: In FA21, 77 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 75, or 97%, of the students reported with services that have helped to resolve the issues. The remaining 2 students were either nonresponsive to outreach or withdrew, but were minimally provided a personalized list of resources to address the situation.

Student Emergency Fund: The Office of the Dean of Students (DOS) administers the Carroll and Milton Petrie Student Emergency Grant. It was created to provide quick response emergency financial support to students in good academic standing, who experience short-term financial emergencies. The grant enables students to remain in school, rather than being forced to take a leave of absence or drop out. We received 243 applications in FA21 – a 29% increase from SP21. Of the 243, 149 were approved (61%). This was our first semester returning to campus on a hybrid schedule after 2 years remote. The 149 student recipients listed themselves as either, parents, undocumented, international, transfer, or first-generation. Housing assistance was the greatest need for our students this cycle, as \$40,650 was allocated. **Food Insecurity:** Grab & Go emergency food packs contain a day's worth of food & snacks for any students who are food insecure or facing food a shortage. About 150 packs were made for fall 2021. The college is working to open an on-campus pantry in 2022.

Eugene Lang Immigration Grant: There were 6 applications for our Eugene Lang Immigration grant during the FA21 semester. All were approved. The students needed assistance with rent but also under the 'Other' category, students requested assistance with attorney fees or application fees for naturalization or other citizenship processes. The majority of the funds, \$16,500, were allocated towards attorney and legal fees including DACA renewal application fees.

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 or 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. In FA21, there were 18 medical withdrawal requests and 15 were approved, the remaining 3 students never responded. Medical withdrawals happen for a variety of reasons, such as medical or mental health reasons, a medical emergency, and surgery.

Academic Integrity: In the Fall 2021 semester, a total of 281 cases of academic integrity violations were reported. Of those reported, 218 or 77.6% were allegations of cheating, 58 or 20.6% were allegations of plagiarism, and 3 or 1.1% were for obtaining an unfair advantage. Less than one percent were cases of fraud or falsification of documents.

Out of these 281 cases, 245 (87.2%) were found to be responsible and 11 (3.9%) were found not responsible. Twenty-five cases (8.9%) have not yet been heard due to students' failure to respond. Of those students who are found responsible, the sanctions assigned may include admonition, warning, probation, suspension and expulsion. The vast majority of sanctions are a warning (94.7%), though 2 students were suspended (.8%). Once a student has been found responsible for violating academic integrity policies, a faculty member is able to determine the sanction within the classroom and/or the student's grade. These sanctions have ranged from loss of points, failure on an assignment/exam, failure in a class or receiving a D in class.

Office of Health & Wellness

During the period FA21, 54 health and wellness programs and presentations were offered. This represented 11 more programs and presentations offered from SP21, when 43 programs were offered. This was also a transition period with staggered movement back to campus during a pandemic. Many of the programs were offered in partnership with various departments which included New Student and Family Programs, Residential Life, the Student Health Care Center as well as The Counseling Center and co-sponsorships with student organizations which included Initiative for the Study of Latin America (ISLA) and Undergraduate Student Government (USG). As a result, these partnerships continued to contribute to the stability and continuity of program offerings and student participation. During the transition to in-person and distance learning, there was continued support to students on this transition with presentations, resources, and services which assisted in supporting and managing the challenges faced by the students such as balanced nutrition, stress and time management and dealing with emotions and other COVID related concerns.

Students continued to request programs to connect them live virtually with their peers and each other. All programs and presentations were held live virtually due to continued COVID restriction, and some programs and class presentations were offered in pre-recorded format such as the Bring the Virtual Balance podcast. The programs, such as chair yoga, continued to instill healthy boundaries in shared living spaces and promote mind-body connection. Additional new program offerings included Radical Health, an interactive virtual program which linked students to campus health resources and Immune Boosting Cooking. Referrals continued to be offered for social services. A continued challenge presented was participation in programs due to zoom fatigue. Another continued challenge was internet connection reliability for staff and students. Furthermore, services from the health care navigator were continued to be offered to assist students in enrolling for health insurance.

Student Health Care Center: During the period FA21, at the time of the pandemic and due to COVID regulations there was a reduced number of students on campus hence the Student Health Care Center (SHCC) experienced a decrease in student visits. The (SHCC) continued to remain physically open and provided free and highly subsidized services to 231 student patrons. These services included:

- Women's health comprehensive exams and focus visits
- Testing and treatment for sexually transmitted illnesses
- Physical Exams
- Flu and immunization vaccines
- Phlebotomy

In addition, laboratory tests were provided at a reduced student fee, and student patrons were referred for specialty off site-care. Some services were provided as in-person medical visits and others were executed as telehealth medical visits. The Student Health Care Center was visited by student patrons from all of the five boroughs of New York City, including Long Island, and New Jersey, to receive medical follow-up visits and new appointments.

The SHCC staff also participated in a combination of virtual presentations, which included the Bring the Virtual Balance podcast. SHCC also assisted students with information for research articles and presented health topics to student organizations in order to increase awareness and education on various health topics such as nutrition and sleep hygiene.

Personnel- During this period, Alise Eramian served as the Interim Associate Director.

Residence Life

The Residence Life began the FA21 semester with seven Resident Assistants (RA) in total with two being Senior Resident Assistants (SRAs). Five of the RAs were new and all seven took part in a week long training provided by the Baruch Residence Life Coordinator (RLC) as well as a one day CUNY-wide RA training. These trainings focused on Title IX, student engagement, program planning and execution and crisis response.

The semester opened with 221 residents in the 1760 Residence Hall. There were 103 males and 114 females. Each RA oversees a floor an average of 32 residents. The residential population included 63 international students. During this semester the Residence Life staff facilitated over 36 programs. The majority, over 75% of those programs, were educational. There were 791 total attendees that participated in Residence Life programs throughout the semester. During FA21 there were 21 conduct incidents reported that resulted in a sanction.

Substance Abuse Prevention

This program helps address and prevent problematic substance misuse through diverse outreach, screenings, referrals and education. Sarah Redfield the Prevention Coordinator who spearheads this initiative. This fall, 1,000 students were screened in alcohol and drug behaviors. Further, 2,000 students were educated on substance misuse through classes, workshops and programs. Screenings take place through conduct, resident life, first year student seminar, and the health care center. 3,000 students participated in two separate surveys that will help us understand the needs of our students. This program operates as part of a grant from the NYS Office of Substance Abuse and Alcoholism Services which concludes with the Spring 2022 semester.

Early Learning Center

Fall 2021, the ELC transitioned from a combination of in-person, hybrid and virtual programming to in-person only Monday through Friday. A total of 9 children of 8 parents were enrolled, with 6 returning and 3 newly registered children. The week before the semester began, a virtual parent orientation was held informing parents of the plans for the new semester and guidance on mask wearing and social distancing. During the week prior to the first day of classes, the new children had the opportunity to be gradually introduced into the program while the returning children were reacquainted with friends and teachers during these orientations days.

At the start of the semester, parents were invited to a “Welcome to Fall” breakfast with their children before going off to their classes. For the breakfast, the classroom was set-up with individual tables labeled with children’s names to maintain social distancing and parents were asked to sign-up for one of three time slots to minimize the number of families at a given time. All 8 parents attended during their scheduled times and had breakfast with their children.

The curriculum showcase, held during the month of October, was a month’s long series of events to showcase the exciting work happening at the center. Each Thursday, the parents were given an opportunity to participate sign-up and participate in a snippet of the day to learn more about the curriculum goals for the semester and observe the ways in which their children were engaged in learning at the ELC. Traditional classroom and seasonal activities were planned including pumpkin carving, apple tasting and documenting, apple cider making and tasting were a few activities included during the month. Having multiple events making the showcase a month-long series of events, allowed for maximum parent participation while keeping consistent with minimizing number of families participating on each day. 7 of the 8 families participated in one or more showcase events.

Monthly newsletters to inform the parents about the events taking place at the center continued throughout the semester. Included in the newsletters were links to family resources, curriculum highlights, songs, poems and chants that the children have been singing.

Virtual parent-teacher conferences were held in November with 100% parent participation. Each parent met individually with the teachers to discuss their child’s progress. Parents were appreciative about speaking with the teachers about their children’s development, concerns and ease their fears of returning to the in-person learning in the midst of a global pandemic.

The “Holiday grab and Go Breakfast” was the culminating event of the fall semester. During finals week, the children and teachers prepared and packed individual to-go breakfasts for parents. To support the parents as they were writing papers, studying, and taking exams, a bulletin board was created with words of encouragement and support to carry them through final’s week. Upon arrival, each child children presented their parent with a complete breakfast package topped with and a personalized note, of best wishes during finals. Parents commented that these statements gave them some joy during this stressful time.

New Student & Family Programs

First Year Seminar: In Fall of 2021, FYS 1000 introduced a hybrid approach to the seminar. There were 74 sections of FYS, 57 were hybrid, 5 were online and 12 were taught in-person. The team hired 53 Co-Lead instructors, which included professionals from both within and out of Baruch. Four Co-Leads taught more than one section. The office also brought back the executive peer mentor model, where a seasoned peer mentor worked with another peer mentor in the classroom. Ten executive peer mentors were hired and trained and three executive peer mentors taught more than one section. Recruitment for FYS peer mentors included TEAM Baruch, Starr Search, OSL Newsletter and a campus wide email. Sixty-six peer mentors were hired and nine peer mentors facilitated two sections.

FYS Co-Lead, Diana Merenda, held two Financial Literacy workshops to compliment the FYS 1000 curriculum. Over 100 students attended each workshop.

An assessment was given to the peer mentors to evaluate their experience. Respondents reported how FYS allowed them to break out of their comfort zone and improve their facilitation and leadership skills. They emphasized how they would like to see more in-person activities and an update to the manual for future semesters.

In total, 2,199 first-year students registered for FYS 1000 in Fall 2021 and 89% (N=1,947) of registrants passed the course. Of those who passed, 1,838 or 94% registered for Spring 2022.

For Spring 2022, eight sections of FYS 1000 are running with 221 students led by eight co-Leads and eight peer mentors.

Family Engagement: In Fall of 2021, the Office of New Student & Family Programs had 393 families sign up to be a part of our Family Network. During the semester, the letter of encouragement activity continued, with 39 families participating. Family members were also invited to a workshop on the Family Educational Rights and Privacy Act (FERPA) facilitated by the Registrar. In addition, NSFP created a PowerPoint for tips for taking final examinations and shared resources on supporting college students through mental health challenges. The goal moving forward is to create more engagement opportunities for family members to participate in and to disseminate information to families regularly.

Transfer Student Engagement: In Fall of 2021, NSFP introduced the Transfer Student Network. Under this program, a transfer peer mentor is paired with a transfer peer mentee to help and assist them in their transition to Baruch College. Twenty transfer peer mentors were matched with five mentees each bringing program enrollment to 100 students. The office received over 300 applications to become a transfer peer mentor and over 200 applications to become a mentee. Four workshops were held to engage students in the network: a meet and greet, a trivia game, a self-care event facilitated by the Counseling Center and a tips for taking finals event facilitated by the Writing Center.

An assessment was sent to the transfer peer mentors and peer mentees to evaluate their experience in the program. Transfer peer mentors reported that they felt more comfortable with their communication skills. Transfer peer mentees talked about how this program helped them break out of their comfort zone by allowing opportunities to meet different people. Both mentors and mentees emphasized how they would like to see more networking opportunities in the future. The goal moving forward is to have more mentees and mentors join the program and increase the number of workshops offered.

Digital Media: In Fall 2021, two College Assistants were hired to create and disseminate information on social media as well as publish regular newsletters for new students. Since actively using Instagram in Fall 2021, the NSFP page currently has 20 posts and 258 followers. The content produced reached 160 accounts through stories highlights and posts. Those team members that launched the initiative have moved on but the office is exploring hiring work-study students to relaunch the digital engagement strategies.

Leadership Update: In mid-January 2022, the Office of New Student Family Programs welcomed a new Director, Robert Kunicki. Rob joined the team after seven years working in the Office of the Vice President for Enrollment Management & Strategic Academic Initiatives at Baruch.

Starr Career Development Center

This past fall, the Starr Career Development Center provided student services both onsite and virtually for the first time since the start of the pandemic in compliance with the College and University's plan to

have a 50% on campus presence. Due to the ‘Great Resignation’ Starr started the Fall semester down five full time staff, including multiple staff transitions in the CUNY EDGE program as well. Most of our remaining full-time staff had to assume several additional responsibilities to keep Starr running smoothly after the unexpected staffing shortage. While this posed challenges, especially having to offer both online and in-person services while our staff was cut in half, this same phenomenon has created an excellent job market for our current students and graduating students. In fact, the number of job postings from 2020-2021 has more than doubled. The Center’s extensive searches resulted in hiring five outstanding staff who joined our team in Spring 2022. It is with through this lens of both staffing shortages, and increased demand for workers that the accomplishments of the Starr Career Development Center in fall 2021 should be viewed.

By the Numbers - Starr Activity July 1 2021- December 31 2021

Career Development Activity	Count
Career Consultations	1213
Resume Reviews	899
Mock Interviews	129
Law School Advising	69
CUNY EDGE Advising	180
Unique Student Visits	938
Student Virtual Office Visits	1759
Virtual Career Fair 1 on 1 chats*	2583
Virtual Career Fair group chats*	782
Events Posted	307
Students Signed up for Events	5367
Virtual Walkins	188
Unique Student Walkins	149

Online Recruiting Activity	Count
New Employer Accounts	444
Internships Posted Online	3229
Jobs Posted Online	3645
Student Logins	126914
Discrete Student Users Who Logged In	7760
Applications Submitted Online	18799
On-Campus Interviews	218

Ethnicity	Baruch Population	Virtual Front Desk		Starr Search Logins		Workshop Attendance	
	% Total	Students	% Total	Students	% Total	Students	% Total
Asian	41.00%	419	42.20%	2316	49.07%	531	47.16%
Black	11.20%	119	11.98%	496	10.51%	142	12.61%
White	29.50%	181	18.23%	810	17.16%	166	14.74%
Hispanic	18.10%	222	22.36%	955	20.23%	247	21.94%
Native American	0.10%	0	0.00%	4	0.08%	1	0.09%

Employer Relations and Recruiting Initiatives: Starr hosted two large-scale virtual career fairs. The Fall 2021 Accounting Fair featured 34 employers and attracted 123 undergraduate students, and 80 graduate students. Attendees of the Accounting Fair participated in 941 individual chats and 28 group chats with employers. The Fall 2021 Virtual Job and Internship Fair featured 72 employers and attracted 419 undergraduate students allowing for 1,428 student chats with companies’ representatives. While these fairs were smaller than past years’ in-person events, they were well attended for virtual fairs.

Despite the pandemic, Starr's Virtual On-Campus Recruiting (OCR) Program provided 120 unique opportunities for our students to apply to, a 27% decrease from the previous fall. The number of Virtual OCR Interviews was 218, down 48% from the prior fall and provided by 32 unique companies, down 20%. It is critical to note that the apparent decreases may not accurately portray the total level of student involvement in recruiting activity. Given that more and more employers began utilizing their own recruiting platforms for interviews during the pandemic and that neither students or employers reliably report back the number of interviews, offers and/or hires, the actual numbers are likely to be much higher. While it may have deceptively appeared that there were fewer opportunities, the number of jobs posted was actually up 135% at 6,735 this past fall (July 1st to December 31st 2021). In fact, 796 employers were vetted and approved which represents a 44% increase over last fall.

Another measure of student and employer engagement was the number of Information sessions hosted. Starr hosted 70 Baruch-specific virtual information sessions in the fall with 55 unique organizations ranging from fortune 500 companies, to government agencies and non-for profits. Due to COVID and the virtual landscape, many employers opted to host external company-sponsored information sessions open to many schools in place of campus-specific events. In fact, Starr promoted 135 external company sponsored information sessions, which is a 107% increase over last fall. A total of 448 students attended all events promoted (internal and external). While it appears that student attendance in fall was down 15%, it is important to consider that this number represents only a portion of the events where attendance could be captured. In total, Starr promoted 205 employer events.

Starr hosted the Diversity Pipeline Career Programs Panel and Networking Event which attracted 293 students, up 18% from 249 attendees the previous fall. This program featured six diversity-focused organizations including America Needs You, Sponsors for Educational Opportunity (SEO), INROADS, Management Leadership for Tomorrow (MLT), T-Howard and Modern Guild. This success of this program was based in part to the extensive collaborations with SEEK, Success Network, and Urban Male Leadership Academy and nine club co-sponsors. Starr also co-sponsored professional development activities for Baruch's fall LGBTQ+ Heritage Month.

Starr hosted and/or collaborated on several additional employer and or alumni engagements. For each Career Fair, we hosted a Career Fair Prep Workshop featuring Starr Employers or donors, in this case, PwC and BNP Paribas. Together we had almost 200 attendees. Starr also cosponsored a program with Undergraduate Student Government to prepare students for the Fairs and recruiting season. Starr co-sponsored the Baruch and Beyond Media Roundtable with Alumni Relations and Volunteer engagement, which featured alumni from 10 companies. Starr, also collaborated with Professor Ken Abbott and Graduate Career Management Center to offer a panel on Audit in Financial Services, which resulted in 57 and undergraduates and 14 graduate students in attendance. Starr Staff were integrally involved in producing data for and attending the Alumni and Employer Engagement Initiative. Starr staff participated in seven virtual Employer and Alumni events including Baruch@: UBS, Citi, KPMG, Deloitte, EY, Eisner Amper, and Google.

Career Development Initiatives: Individual and group career development services continued virtually in the fall including career counseling, resume/cover letter and LinkedIn reviews, and video mock interview, which grew in relevance as employers everywhere resorted to video interviews. Starr Staff and Peers for Careers offered 129 virtual mock interviews to prepare students for their mostly virtual interviews. Starr offered walk-in services three days a week, resulting in approximately 188 individual sessions. As reported above, staff provided 1,213 individual advisement sessions and 1,759 student virtual office visits with 913 unique students. In terms of group career advisement, Starr

promoted 101 workshops and 206 information sessions. A total of 1,616 students attended these fall workshops.

Marketing Initiatives: One critical component in Starr's strategy to reach students during the pandemic was to enhance Starr's marketing initiatives. Through Summer 2021 and Fall 2021, Starr recruited 7 Work Study interns to support the Center's marketing and operations. These interns created and transcribed three videos for the Center's YouTube channel, and strengthened our marketing effort through various social media platforms, which increased student and employer engagement on all three channels including Facebook, Twitter and Instagram. A total of 7,006 users were reached through Starr's Facebook page, an uptick of 53% from the previous semester, with an average of 107 new people engaged daily. Facebook also added 2,009 new 'followers' on the page. Starr's Instagram page welcomed 407 new 'followers', 539.5% higher than the previous semester. In addition, Starr's blog continues to be a resource for career development tips including regularly updated content about virtual events, fellowship opportunities, and more. Starr also sent a weekly e-newsletter to 35,707 active recipients including 1,990 new recipients, and had a 21% open rate.

Starr's New Professional Development Initiatives and Accomplishments

Success Amplified sponsored by Bank of America: In fall 2021, Starr Staff collaborated with staff from Success Network, Enrollment Management, New Student and Family Programs, Dean of Students Office, and Development Office to launch the four-year partnership with Bank of America called Success Amplified. This initiative is designed to help move the needle on the retention and ultimate employment of Black and Latinx students into living wage positions. Jennifer Rodgers, Program manager for the Success in Your Career (targeting sophomores), hired a Graduate Assistant, Career Advisor and seven Peer Coaches. Together, this team facilitated nine different mandatory workshops at least twice, to accommodate all 50 students in the program. Participants were also required to select at least one professional development event per month and meet with Peer coaches on a monthly basis. Students' career outcomes are being tracked to measure outcomes and to fine tune additional support needed. Starr staff and Baruch Success Amplified team participated in 11 national dialogues on diversity equity and inclusion and made two presentations to colleagues from across the country.

Project Starr: Get Hired (PSGH): The Starr team hosted three PSGH series over five months, each with 4-5 sessions providing tools to address job searching during a pandemic and incorporating National Association of Colleges and Employers (NACE) Career Readiness Competencies. Collectively, approximately 136 seniors and recent graduates attended one or more PSGH workshops. A new initiative, The Resume Kick-Off, addressed the issue of lower student engagement in zooms during the pandemic by offering 125 virtual resume critiques for over a two-day period. This innovative email feedback initiative resulted in these students signing up for appointments and increased participation in PSGH. In the series of three PSGH sessions before and after assessments, 100% of students stated they learned how to reach out to Baruch Alumni on LinkedIn vs. 29% of students before PSGH. In addition, students' confidence in networking increased from 26% before to 88% after PSGH. Furthermore, 95% participants learned to create at least one interview success story, before 17% of participants prior to PSGH. Starr is still collecting data on the total numbers of Jobs and Internships that resulted from students' participation in this program but learning outcomes data supports continuing this program in the spring for graduating students.

Technology Leadership Development Program (TLDP): The 2021-2022 Technology Leadership Development Program (TLDP) increased student admission in the program by 31% and admitted 21

students from various academic levels majoring in CIS, Finance, Marketing, Accounting and Economics. Involvement of tech professionals and company collaborations also increased by 45% from 11 to 20 in the fall. Companies included: Facebook, Google, Goldman Sachs, Colgate-Palmolive, JPMorgan Chase, Bloomberg, Accenture, Kraft Kennedy, and Wells Fargo to name a few. For the first time, TLDP hosted a panel on LGBTQIA+ in Tech, with panelists from Credit Suisse, Bloomberg and Infor and 30 students in attendance. TLDP staff collaborated with Professor Marios Koufaris on an SBS/CUNY Tech Talent Pipeline grant, which resulted in funds to sponsor the Spring 2022 Tech Expo, a program designed to serve TLDP and Baruch students interested in IT.

Funding for Unpaid or Underfunded internships: Thanks to the generosity of donors, Starr offered five Sydney and Laura Gilbert Internship awards ranging from \$600-\$810 per award to students doing underfunded or unpaid internships in Summer 2021. Since the program's inception two years ago, 44 students received Gilbert Internship Awards. Two students received the Wendy Heyman Public Interest Fellowship \$3,000 for completing an unpaid internship in a non-profit serving the public good. Starr also helped establish process for awarding Saw Mill Internship Stipend Award. Starr also offered a stipend in the amount of \$2,500 for an Unpaid Pre-Law Summer Internship, funded by the Max Berger Pre-Law Program.

Starr's Professional Development Programs

Peers for Careers: The Fall 2021 cohort consisted of 13 active peers who for the first time served both in person and online. Peers were an integral part of the center, participating in 49 Starr and departmental events, including the Virtual Accounting Fair, First Year Seminar Sessions, Corporate Information Sessions, and TEAM Baruch Information Sessions. This number is up 53% from 17 events last spring. Peers played a major role in providing direct service: 460 resume reviews in the fall up from 167 in the spring, and 66 mock interviews up from 40. They continued to serve other clubs and organizations providing 20 mock Interviews for 20 Rising Starr Sophomore/Passport to Partnership Program Participants. Peers hosted a panel on making the transition from High School to College for College Now. In addition to direct service roles, Peers also collaborated with staff on creation of a Career Newsletter to clubs, Starr Speaker programming, and workshops. In terms of Peer outcomes for fall, 77% of peers secured an internship after becoming a Peer, 77% took on a leadership role at Baruch or in their community, four earned fellowships.

Bridge to Baruch Program (B2B) and BMCC/Baruch Academy: The award-winning Bridge to Baruch Program (B2B) made it possible for transfer students to understand critical recruitment timelines, create professional career documents, and increase engagement with Starr through pre-semester career development workshops. The Fall 2021 semester was the third time Starr offered B2B in a virtual format. There was a 26% enrollment rate which is consistent with the main enrollment rate in past cohorts. At least 185 B2B transfer students participated in at least one session and 119 attended through the 3rd week's session, resulting in a 64% retention rate, which is slightly greater than the past year. Week one, the B2B program featured a recruiter from Bloomberg LLC who presented on various career paths at the company, and introduced the opportunity to participate in a Bloomberg-sponsored Case Competition later in the semester. In addition to the pre-semester three session intensive, B2B hosted a special LinkedIn Guys Workshops that attracted 40 B2B students and prospective transfer students. Other programming during the semester included an Interview Skills Workshop hosted by Bloomberg with 69 students, a Bloomberg Case Competition with 23 participants, and a faculty led event: Exploring Adaptive leadership with 14 participants. Three B2B Transfer Student Ambassadors shared their experience of both Baruch College and the B2B program at a panel discussion for

prospective transfers students, many of whom were from BMCC. B2B students were invited to apply for a \$500 stipend if they obtained an internship or part-time job after attending the B2B workshops. Stipends will be awarded in Spring 2022.

Financial Leadership Program: The 2021-2022 Financial Leadership Program (FLP) cohort is composed of nine sophomores and 10 juniors. The cohort celebrated the fact that they could attend 11 of the 30 workshops and professional presentations in person. None of the students had been on campus before and found FLP to be vital to their team building and leadership development. While unfortunately, four students left the program to transfer to private colleges, the remaining students immersed themselves in experiential learning such as the two-day Corporate Evaluation and Financial Modeling training. They also received training in PowerPoint for Effective Business Presentations, How Markets Move, Effective Corporate Communication, The Nexus of Real Estate and Finance, and Annual Macroeconomic Update and more. Participants also published a weekly FLP newsletter. Senior alumni 15-20+ years out of Baruch participated in panel discussions, served as jurors in FLP's Stock Pitch Competition, and made themselves available as resources to FLP students. By the end of fall, FLP students received internships from: Ascend Capital, Bank of America, BMO Capital Markets, Bank Santander, Deutsche Bank, Canadian Imperial Bank of Commerce (CIBC), Citi, Maven Securities, and Hunter Point Capital. Since 2018, FLP has boasted a 100% placement in front office positions upon graduation. FLP is grateful for financial support from MUFG, the Shulman Family Foundation, and FLP Alumni.

Max Berger Pre-Law Program (MBPLP): In fall, 50 students came for individual pre-law advisement. Thirty-three students were selected to become Pre-Law fellows, all of whom were assigned mentors, most of whom were alumni. The MBPLP planned and hosted 11 events in the fall with over 314 students in participating, representing a 57% increase in student participation. Programs ranged from New York State and T14 Law School Admissions Panels, to Family Law Panels, Immigration Law Panels, to Careers in Theater, Fashion and Entertainment Law. The programs with the greatest attendance were the Going from Good to Great LSAT Prep Webinar which was open to all CUNY students with 50 attendees and How to Finance your Law School Education with 39 students in attendance. In Fall, the MBPLP approved 10 LSAT reimbursement Applications, totaling \$16,872.82.

Rising Starr Sophomore and Passport to Partnership Programs (RSSP and P2P): The 2021-2022 cohort of RSSP is comprised of 20 students, 13 RSSP and 7 P2P participants. Of the 20 students, 10 have Executives on Campus Mentors and two have mentors through other sources. RSSP and P2P students participated in 16 programs ranging from Resume Intensives, to a workshop on Analyzing a Case sessions led by the Writing Center, to Target Case Competition, Excel Training, and a program on maximizing your internship to your advantage led by PwC Partner in Residence, John Mattie. P2P students were invited to meet individually with John Mattie. All program participants were also required to attend three professional development activities per month and write about how their experiences relate to the NACE Career Readiness competencies. Students completed FOCUS2 Assessments and made PowerPoint Presentations on impact of assessment on their interests, goals and career readiness. P2P students were invited to meet individually with John Mattie during spring.

CUNY EDGE: The CUNY EDGE Team served 88 unique Baruch students across 403 different advisement sessions between July 1, 2021, and December 31, 2021. Of the 129 students eligible to receive CUNY EDGE support during Fall 2021 81 registered for Spring. While the CUNY EDGE team outreached to the 47 students that did not register, many had not engaged with EDGE in the fall. Thirty-two students earned an incentive based on their Fall 2021 academic outcomes and received a \$75 Amazon gift card. They either met the 3.0 GPA requirement and or increased their GPA by .5 to a minimum of 2.5 AND

came to at least 3 CUNY EDGE meetings in the fall. In addition, CUNY EDGE supported five students by paying for Winter 2022 intersession tuition and fees totaling \$5,635.10. The CUNY EDGE program hosted three workshops and helped six students participate in HRA fellowships throughout Baruch and CUNY. CUNY EDGE Staff managed to do all this despite the fact that the recently hired Program Coordinator resigned to take a full-time position. As a result of a series of recent staff changes, the Program Director, Naeema Hernandez and Director, Ellen Stein successfully advocated to CUNY EDGE Central Office for a new full-time replacement. In December 2021, Enza Lopez was hired as full time Program Coordinator.

Additional Information: For more information about Starr and our annual [career outcomes](#) visit our [website](#).

Student Disability Services

Outreach:

- SDS started off FA21 on the Plaza, greeting students and distributing Baruch ID's
- 129 faculty members reached out to SDS with general accommodation questions
- Worked with BCTC to create an online Exam Proctor Request option for students
- Shared needs, challenges and opportunities around accessibility for online and hybrid classes with HOBAC.
- SDS participated in the 2021 Fall Bearcat Fair
- SDS met with the Counseling Center team
- Four of the seven SDS team members taught FYS
- Reported to IR on number of students with Print Disabilities (94), and SDS Staffing
- Worked with Enrollment Management to reach incoming transfer students; 32 students were registered through this effort (twice the number from SP21).
- Director of Student Disability Services continued as a member of the *Presidential Advisory Council on Diversity, Equity, and Inclusion (PADEI)*.

Professional Development:

- Landmark College – Neurodiversity and Learning Differences Overview; The Crucial Role of Executive Function in Student Success
- AHEAD Webinars: Promoting Academic Integrity; Beyond Extra Time for exams
- CUNY - FERPA workshop/Registrar; CUNY IT Conference; Kognito

FA21 – Assessment:

- Select faculty were polled and asked what they would keep for in-person instruction that they had newly implemented when they switched to Distance learning.

RESULTS: SDS now has a good understanding of where faculty opinions lie on these topics:

I will continue to share lecture notes with students

YES 50% NO 7% I have always done so 43%

I will continue to pre-record lectures

YES 14.3% NO 71% Maybe 14.3%

I will continue to create alternative assignments

YES 21.4% NO 35.7% Maybe 42.9%

I will continue to keep flexible deadlines

YES 42.9 % I have always done so 57.2%

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 FA21 there were 56 LEADS students. The guidelines of the program were revised centrally.
- MUFG, a global investment bank, sought students with disabilities from Baruch. One student entered into a case competition where they presented to bank executives. The student's impressive presentation resulted in an offer for a spot in MUFG's Sophomore Internship Program for Summer 2022.
- One student was offered a Global Finance Fellow opportunity with BNP Paribas for the Spring '22 semester.
- One student was hired by the Social Security Administration.
- Baruch's LEADS program co-hosted an event for National Disability Employment Awareness Month in October that was centered on the importance of ensuring that people with disabilities have full access to employment and community involvement during the national recovery from the COVID-19 pandemic.
- LEADS students attended monthly CUNY LEADS Online Learning Workshops. The average attendance per workshop was 44 students.

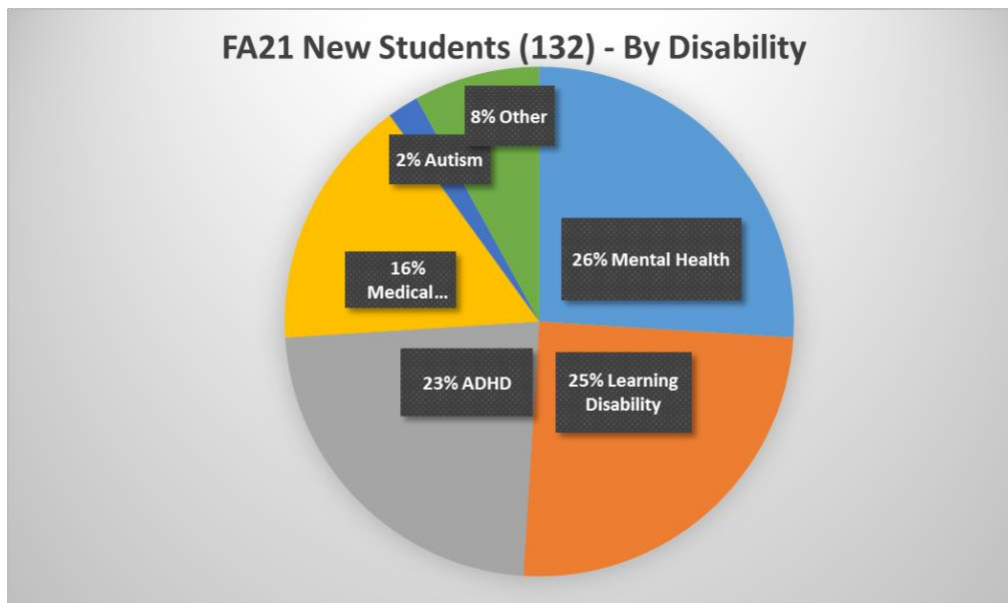
Assistive Technology (AT):

- Instructional video modules were created illustrating how to caption videos using YouTube. Video modules were captioned. The videos are posted on the SDS website.
- PDF tutorials on "Captioning Videos Using YouTube" were updated and made accessible.
- *SDS Interview Form* was revised and made accessible.
- The *CUNY Math Waiver & Course Substitution Accommodation Request Form* was made fillable and accessible. Shared with all CUNY Campuses.
- The *Request for Academic Adjustment* form was revised and made accessible.
- Blackboard's quiz/exam template was checked for accessibility. Issues were documented and forwarded to Baruch's Blackboard administrator.
- Another round of accessibility checks for Tableau Dashboards was completed.
- SDS website was regularly checked to ensure content was up to date.
- Consulted with staff from BCTC on providing a Kurzweil 3000 software license to a faculty member as an accommodation; Provided a ZoomText software license to Baruch staff. Also made recommendations for speech recognition software.
- Tested aspects of Blackboard with a screen reader because a student had difficulty with access. The student was provided with a written tutorial for access. Worked with faculty member to make quizzes and exams accessible that were not accessible on Blackboard.
- Coordinated a CommonLook PDF software vendor demo for BCTC staff
- Provided a list of assistive technologies (those purchased in the past year to improve campus access for people with disabilities) to the Office of Diversity, Compliance, and Equity Initiatives. This information was to be included in the Affirmative Action Plan.
- Created a list of items to consider when designing a HyFlex classroom.
- 36 Assistive Technology Trainings; 27 Assistive Technology Loans
- Consulted with CUNY School of Professional Studies (SPS) regarding Baruch's approach to the creation of accessible documents.

Other Services:

- 132 new students registered with SDS FA21, a 29% increase over SP21.
- Graduated: 23 Undergraduates (Avg GPA 3.4), 8 Graduate Students (Avg GPA 3.6)
- SDS filed for and received \$12,000 from the NYS Reader's Aid Program for sponsorship of low hearing and visually impaired students.
- One graduate student required a Reader.
- Sign language interpreters provided services to Baruch's two deaf students.
- 22 SDS students requested tutoring and were paired with a tutor at SACC
- 11 students requested letters and/or documentation to take the LSAT
- 91 individual students were proctored by SDS for 262 in-person exams

Student Disability Services: FA21 New students (132) by disability:



Office of Student Life

During the F21 semester, the Office of Student Life (OSL) was composed of 9 full-time staff members, one part-time staff member, and one graduate assistant. Due to the return to campus, OSL lost four staff members, resulting in the hiring and onboarding of two new full-time team members during the semester. In response to the hybrid learning environment, OSL hired six student assistants to assist in the front desk operations and office support. OSL continued events, programming, and leadership development in a virtual platform.

The Office of Student Life partnered with the Office of the Vice President of Enrollment Management and Strategic Academic Initiatives to host an in-person Days of Welcome Event on the Plaza. This event included services from various departments such as the ID Center, Admissions, Academic Advising, and the Undergraduate Student Government (USG). Days of Welcome had 47 staff, faculty, and administrators volunteers who served over 4,000 students on their return to campus, aiding them in getting their Baruch IDs, COVID vaccines, and vaccines uploads completed. The event's success resulted

in requests from members of the campus community to host a similar event each fall to welcome students. Due to the CUNY travel, OSL did not host its Annual Leadership Weekend, monthly civic engagement opportunities and in-person events and instead focused on the continuation of cohort-model leadership development programs and supporting USG's on-campus initiatives.

Student Activities

- 98 active student organizations
 - 80 undergraduate organizations
 - 15 graduate organizations
 - 3 media groups

- 19 programs across 2 Heritage Month celebrations.
 - 9 Latinx Heritage Month programs
 - 10 LGBTQ History Month programs

The Student Activity team registered 98 clubs and organizations and trained over 210 student leaders, showing a 5% decrease in registered clubs from the F20 semester. This was due to a few organizations going inactive because of leadership transitions, including the college radio station WBMB. However, despite a smaller number of registered clubs, the number of students who participated in the Baruch Officers Leadership Training (BOLT) remained consistent with F20, as the new online format proved more convenient for students allowing for more leaders to participate. OSL worked with both student governments to set up a new fiscal system with the transition to CUNYFirst and for clubs to use their allocated budgets. The new system allowed 16 clubs to spend \$11,830 on virtual events with speakers, performers, and giveaways, increasing the overall club presence. In addition, there was an increased involvement from graduate students, resulting in the Graduate Student Assembly (GSA) holding unprecedented elections. Historically, GSA has had difficulty recruiting students for the available board positions; however, in F21, 11 students ran for 9 open board positions.

Leadership Development

- 9 TEAM Baruch information sessions
- 142 TEAM Baruch interest attendance and/or applications
- 56 TEAM Baruch acceptances

During the F21 semester, Leadership Development paused the monthly community service opportunities due to staff shortages and prioritized the logistics of the return to campus. The TEAM Baruch application process remained online and included virtual information sessions. OSL also moved Bearcat Bootcamp to the S22 semester for the first time due to the instructor beginning a graduate program at Baruch. OSL continued the Women of Color Coalition Leadership program, and 20 students were chosen to participate.

Operations

Due to the hybrid learning environment, OSL returned to limited in-person operations. The office adjusted its regular hours from 9 am-8 pm to 9 am- 5 pm to accommodate the in-person operations while maintaining virtual evening programming. OSL had 305 students visit the office, a significant decline from 4,476 visits in F19. Since the clubs could not utilize their club offices, OSL utilized the Baruch Navigate app to allow students to reserve the club spaces for quiet study during finals. However, only 29 students took advantage of this opportunity as most students opted to return home after their in-person class instead of remaining on campus.

OSL was able to host a soft launch of the Aaronson Student Center in F21. After gaining all building permits, OSL worked with Public Safety, Facilities, and BCTC to complete all the installations necessary to allow students to use the space on November 1, 2022. During the three-week launch, 332 students used the space, and USG held giveaway pop-up events to welcome the students to the new space. OSL continues to work with BCTC, and Facilities continued to work through all the technical and space issues so that the students are able to enjoy all that the space has to offer.