

The Impact of Your Giving

2015 Stewardship Report

presented with gratitude to the Bernard and Irene Schwartz Foundation

Our Mission

In close partnership with faculty and our colleagues in academic support programs, the Bernard L. Schwartz Communication Institute cultivates learning environments in which students become strategic, thoughtful communicators and creators. We develop and support Communication-Intensive Courses, guide pedagogical reflection, and foster the teaching and learning of written, oral, visual, and digital literacies across the College.

BERNARD L. SCHWARTZ COMMUNICATION INSTITUTE

CUNY Baruch COLLEGE

Dear Bernard,

It's an honor to share with you the tremendous impact of your giving at the Bernard L. Schwartz Communication Institute. In the pages that follow, we present highlights of our work in 2015, along with a look toward our plans for 2016. Throughout, I hope you will see how grateful we all are for your commitment to the remarkable students of Baruch College.

As the 2014-2015 academic year opened, the Institute began a distinct chapter in its nearly 15-year history. Steered by an entirely new leadership team, we capitalized on the opportunity to reflect and respond anew. In the last quarter of 2014 we conducted a formal self-study of our activities and engagements, allowing us to enter 2015 with renewed understanding of our strengths, concrete areas for continued quality improvement, and newly identified needs of our College community we might begin to fill.

We thus conclude 2015 with demonstrable achievements, clear vision for the work that remains, and a revitalized commitment to meeting our mission to prepare students for academic success, future careers, and lives of accomplishment and service. You'll find this milestone year overviewed in the following sections:

Supporting Communication-Intensive Courses Today

Developing the Communication-Intensive Curriculum for the Future

Bringing Special Events and Experiences to Our Campus Community

Strengthening the Institute's Internal Management Practices

Looking Forward

On behalf of the Institute team, and the entire Baruch community, thank you for all that you've made possible—for us, our faculty, and our students. I look forward to seeing you on December 3rd, and to introducing you to some of our finest undergraduates.

My very best,



Heather L. Samples

Director, Bernard L. Schwartz Communication Institute

Supporting Communication-Intensive Courses Today

Our central endeavor to support communication-intensive courses continues, with a focus on high-impact practices. Tailored to the needs and context of each course, our consultation takes many forms. Whether we're supporting faculty in assignment design, facilitating in-class workshops, or conducting small-group student rehearsals, we privilege the development of our students' lifelong skills as writers and speakers.

Business Policy

All students graduating from the Zicklin School of Business take the Business Policy capstone course, and supporting its students and faculty remains of utmost importance to the Institute and the College. As enrollment increases, it's essential that sustainable models are developed to ensure integrated, perennial support. To that end, we have directed substantial resources to the creation of a standardized workshop series customized to the course's final presentation assignment. Coupled with small-group rehearsals outside of class, these interventions will ensure student support for the final presentation begins earlier in the semester and makes a more lasting impact on learning.

Between the constructive criticism and the best practices that our Fellow provided to us, we were every bit ready for presentation day. Having a hands-on coach really gave us the confidence that we needed going into our presentation and without her I know for a fact that we would not have done so well.

Business Policy Student

Speech Communication

Virtually all Baruch undergraduates take Speech Communication, the foundational course in the Department of Communication Studies. For the first time, in Fall 2015 the Institute partnered with the department to develop and underwrite a semester-long faculty development seminar. Fourteen seminar participants are working to redesign their syllabi under broad content themes in order to teach oral communication most effectively and with increased rigor. Moreover, because Speech Communication appears early in the curriculum, prioritizing it promotes more developed public speaking and content communication skills at the start of upper-division courses. In Spring 2016 when seminar participants begin teaching their themed courses, Communication Fellows will support implementation and refinement. In parallel to this longitudinal approach, we have placed a Fellow in one professor's course to pilot models for future course-embedded support of Speech Communication students.

Public Affairs Capstone

To broaden the reach of the communication-intensive curriculum, in early 2015 we collaborated with the School of Public Affairs for the first time in the Institute's history. A central achievement in our portfolio, support for the capstone has provided every graduating Public Affairs student multiple days of in-class communication-intensive instruction. As a result, their not-for-profit business plans have benefited from cumulative research, drafting, revision, and oral presentation—a process securing their readiness for post-graduation service and entrepreneurship.

The Schwartz Communication Institute has been instrumental in supporting me and my students. I benefit from receiving advice on planning my course syllabus, developing communication-intensive assignments and simply having someone to brainstorm with. My students benefit from working in a small group with a Fellow, and I frequently tell them they are lucky, because getting such direct and useful feedback on their verbal communication skills is not the norm in the "real" world. Collaborating with the Institute significantly enhances the quality of my course.

Jared Peifer, Department of Management

My capstone classes have significantly benefited from the work of the Schwartz Institute. All of my students are better prepared to both write and speak in front of others as a result of the time our Communication Fellow spent with them.

Richard Hochhauser, School of Public Affairs

Management in Society

The Institute has long provided supplemental practice to students enrolled in this Department of Management capstone course. Substantial enhancements to that support took place throughout 2015. At present, to small-group debate rehearsals with students we have added an in-class workshop co-developed with faculty; supported teachers as they implement tools to film class debates for more precise feedback to students; consulted as they created rubrics and refined qualitative responses to student work; and developed a community of practice that facilitates collaboration both among the faculty themselves and in partnership with us. We are already seeing increased student success, and expect to be able to document it more formally soon.

The workshop on planning the final presentation really helped to get us imagining and organizing our presentation!

Public Affairs Capstone Student

Developing the Communication-Intensive Curriculum for the Future

Above the course level, it's equally imperative that the Institute support the development of the communication-intensive curriculum as a whole. On this more macro scale, we seek to guide faculty and our administrative colleagues toward known best practices, strategic investments, and long-range planning that builds our students' communication skills incrementally.

The Schwartz Communication Institute serves as a catalyst for the broader College for thoughtful curricular innovation and models for student support. As a result of these efforts, the Institute increases opportunities for high-impact learning experiences.

Nancy Aries, Director of the Honors Program

Faculty Advisory Council

In order to provide Baruch students a curriculum of communication-intensive courses on par with national standards, we are revisiting, clarifying, and strengthening the College's communication-intensive course designation process. To foster faculty endorsement from the outset, we have convened a Faculty Advisory Council comprised of representatives from all three of Baruch's Schools. The Council, together with School Curriculum Committees, will better prepare us for meaningful consensus now and therefore stronger engagement after implementation.

School of Public Affairs Partnership

Faculty and administrative leaders at the School of Public Affairs have determined their students urgently need increased writing support in order to be successful. In response, the Institute and the School of Public Affairs have embarked on an unprecedented partnership to co-fund a permanent position housed at the Institute. On the ground in early 2016, the Assistant Director for Writing in Public Affairs will be dedicated to growing a writing-intensive curriculum for this targeted population. We are particularly pleased to share this expansion of our staff, as it both underscores the College's commitment to enriching student communication skills and reflects our success in building new relationships.

The most useful activity was the workshop on executive summary writing. The examples were really helpful in showing how creative and persuasive executive summaries could be.

Public Affairs Capstone Student

Bringing Special Events and Experiences to Our Campus Community

A rich academic community requires a vital culture of discovery, experimentation, and active learning. The Institute endeavors to cultivate that culture by hosting special events that spur dialogue and celebrate the achievements of student writers, researchers, and creators. Experiences of this kind simply would not be possible without the power of your unrestricted, private giving.

I am incredibly grateful to the Institute for its support of my course. Over the years, my Schwartz colleagues have helped me completely re-think the way I introduce writing and communication projects in the classroom and the quality of my students' work has improved exponentially. They have taught me how to scaffold a semester-long assignment into connected elements and worked with my students in the classroom, small workshops and individual sessions to help them move from description to analysis. The Institute's engagement has been invaluable in making this class really sing for the students.

Ken Guest, Department of Sociology and Anthropology

Symposium on Communication-Intensive Teaching and Learning

Our 2015 Symposium, "Thinking Through Design," continued in the tradition of imagining how we might best equip students for the demands of life beyond college, when they'll be tasked with responding to real-world audiences and clients. The day included a keynote address, roundtable discussions and workshops facilitated by industry leaders. This year's Symposium saw a significant increase in Baruch faculty participation following concerted outreach. For the first time more than half of participants came from the ranks of the College's teacher-scholars, representing 14 academic departments from all three Schools.

Creative Inquiry Day

Creative Inquiry Day showcases and celebrates Baruch undergraduates' research and inquiry-based projects. In this co-curricular experience, students draw on the communication skills they develop in their coursework, and share their achievements with peers, faculty mentors, and their College President. In Spring 2015, the Institute devoted significant resources to support Creative Inquiry Day's administration and student participants. For the 2016 event, we've increased our commitment, becoming co-sponsors together with the College's Honors Program. We're currently planning for 400 student presenters, up from 100 in 2015 and 30 in 2014, and developing awards for exemplary work of both students and their faculty advisors.

Strengthening the Institute's Internal Management Practices

Continuous quality improvement of our internal practices ensures we can fulfill our mission even in challenging times. We therefore seek to enhance our fiscal responsibility, deepen staff training and professional development, and build partnerships with others across the College to both extend our reach and enrich our institutional home.

Fiscal Responsibility

In 2015, we took three primary steps to contain discretionary costs. Of these, the most significant was a restructuring of Communication Fellow appointments to allow for flexible workloads throughout a calendar year. Thus, we can now contract payroll spending in the slower months of January, June, July and August, allowing for increased resources when they are needed most. Through workflow enhancements, we've also eliminated the need for part-time administrative support, and restructured our one full-time support role for substantial fringe savings. Finally, we've reduced capital expenditure by streamlining the computing and audio-visual needs of the Institute.

A Campus Hub

Particularly in the second half of 2015, the Institute's offices have changed dramatically, as both physical spaces and cultural ones. With capital spending of less than \$4,000, we were able to create new workspaces, better suit existing resource rooms to student and Communication Fellow needs, and create a much more inviting, usable home. With more (and more responsive) space, we opened our doors to campus partners in new ways, and we now regularly host the events and activities of Baruch's Tools for Clear Speech, Honors Program, Research Integrity program, and Office of Diversity, Compliance, and Equity Initiatives.

Enriched Training for Communication Fellows

Quite simply, the stronger our Communication Fellows' expertise, the more productively they serve students and faculty. We have implemented a diverse portfolio of training and development, including teaching observations, semesterly orientations, individualized mentorship, and regular workshops to deepen Fellows' communication and pedagogical knowledge.

I rely on the Schwartz Institute team to assist and coach our students. At the end of the semester, I'm always impressed with the students' ability to deliver a presentation with confidence and passion. The time and effort the Institute provides is clearly a resource that adds value.

Verina Mathis-Crawford, Department of Marketing and International Business

Looking Forward

As we look to 2016 and beyond, we are gratified to see the Institute's recent development as a foundation for continued relevance and service. We eagerly look forward to new projects, including:

A campus-wide screening of the award-winning film *Most Likely to Succeed*, which examines the failures (and potential) of American public education

The 2016 Symposium

Re-launching our website with best-in-class resources for teachers and students

Hosting one of Harvard University's Case Method Teaching Seminars

Drafting a formal three-year strategic plan

Thank you for all you've done to make our work possible. Your contributions to the Baruch College community safeguard the promise of life-changing education for thousands of students, allowing them the freedom to question, prosper, and lead.