



Fashion Institute of Technology

Center for Excellence in Teaching

"It is in the excitement in teaching, the sheer fun of it, the sharing of knowledge and enthusiasm, the opportunity to go on learning which makes teaching, at its best, not only the highest of arts but the most exhilarating of occupations."

— Mary Ellen Chase

About the Center for Excellence in Teaching (CET)

The CET, Room B502, is a professional crossroads that provides FIT faculty with expertise, resources and support for their pedagogical interests and needs. Key to the CET's mission is the goal of fostering excellence and innovation in teaching and learning across the curriculum.

Center Access

The Center can be accessed 24/7 with a faculty access card. Security, Room D442, will provide you with a card. Workstations are available on a first come, first serve basis. Usage of the video workstation can be reserved ahead of time. Contact Jeffrey Riman at X4063.

Storage Policy

The Center's computers cannot store users' files, except during work sessions. They are cleared when you logout and any files saved to the local hard drive will be deleted. It is a good idea to bring a USB or flash drive for portable storage when working in the CET.

General Policies

The CET is not able to loan equipment or manuals. We ask that faculty not remove any lab references or manuals from the Center's premises. Please be advised that duplication of commercial CDs is illegal and not permitted. Food and drink are generally not allowed in the CET.

FYI

- CET calendar and activities are posted on www3.fitnyc.edu/cet and are included on InsideFIT. Flyers are sent monthly to your department. In addition, the CET publishes a newsletter four times per year.
- Our website, <http://www.fitnyc.edu/cet>, has teaching resources, downloadable materials, links, adjunct outreach, event archives and much, much more.
- CET faculty work on a one-to-one basis and in small groups in order to assist colleagues developing new initiatives or incorporating technology in teaching and by answering questions related to pedagogy and teaching methodologies.
- Faculty workshops on all aspects of teaching and learning, including workshops on the course management system Angel, are regularly scheduled.
- CET is a crossroads for faculty, providing space for collegial exchange and opportunities to learn what's new and exciting in teaching and learning.
- The Center is wireless. You may bring your laptop or use one of ours.

CET Resources

The CET maintains an up-to-date library of books and magazines on educational topics and the latest technology, as well as CD tutorials. In addition, the CET helps to keep faculty current with a wide range of flyers, handouts, educational newspapers, conference announcements and newsletters.

Hardware and Software

- 6 iMac workstations with 20" flat screen monitors
- 1 Mac video editing station with 22" flat screen monitor and 14" NTSC monitor
- 6 PC workstations with 19" flat screen monitors
- 1 Mac 14" iBook
- 1 Mac 15" PowerBook
- 3 PC 15" laptops
- 2 large format flatbed/transparency scanners
- 2 document scanners
- 1 Cintiq - 21 UX
- 1 digital still camera
- 1 digital video camera
- web and multimedia authoring software
- image editing software
- specialized CAD software
- desktop publishing software
- video and audio editing software
- productivity software
- digital projection
- b/w and color printers

Adjunct Advocate @ FIT

This online resource that can be accessed through the CET website provides valuable online faculty development to part-time and off-campus faculty. Click on Adjunct Advocate @ FIT in the navigation bar.

CET Faculty and Staff

Department of Curriculum and Instruction, Office of Academic Affairs

Elaine Maldonado, Director
212.217.4062
elaine_maldonado@fitnyc.edu

Jeffrey Riman, Coordinator/Instructional Designer
212.217.4063
jeffrey_riman@fitnyc.edu

Celia Baez, Administrative Coordinator
212.217.4064
celia_baez@fitnyc.edu

New Full-Time Faculty Orientation

Tuesday, August 21, 2012
Fashion Institute of Technology
"A" Building, 8th Floor – Dubinsky Dining Hall
8:45 AM – 4:00 PM



Agenda

Morning Activities - Location: Alcove

Breakfast and Opening Remarks (8:45-9:30 AM):

Giacomo Oliva, Vice President of Academic Affairs
MaryBeth Murphy, VP of Enrollment Mgt. and Student Affairs

Student Affairs:

Erik Kneubuehl, AVP/Dean of Student Development
Mary Davis, Dean of Graduate Studies
Rita Armenia, Registration Center
Anubhuti Swarup, FITSA President

Teaching/Learning Resources:

N.J. Wolfe, Library
Brian Fallon, Writing Studio
Tamara Cupples, Distance Learning

Break-out Session – Location: A803

English as a Second Language and Diverse Learning Styles:

Charlotte Brown, Educational Skills
Susan Altman, Educational Skills

Lunch (1:00-2:00 PM) – Location: Main Dining Room

Presentations:

Valerie Steele, Museum at FIT
Jean Marc Rejaud, The Role of Industry

Scavenger Hunt – FIT Campus

Questions & Answers (3:30 PM) – Location: Main Dining Room

CET Calendar – August 2012

Workshops

Angel Course Design (2 hours) – 8/8 and 8/14

This hands-on workshop looks at ways to improve the look and feel of your Angel course to stimulate activity and interest. Objectives of this session include the following: simplification of course structure, best practices in using Angel, and incorporating media from a variety of sources - video, social media, Voicethread, and Google docs. To attend email celia_baez@fitnyc.edu.

Angel Gradebook (1 1/2 hours) – 8/16

Open workshop - Bring your questions and problems for a free form workshop where we will address Angel and any related technology used in your teaching. Learn how to set up an online gradebook. This session is for more advanced Angel users who are comfortable with the systems functionality. Come prepared with a syllabus and a list of assignments. To attend email celia_baez@fitnyc.edu.

Angel – Level I (1 1/2 hours) – 8/29

This is a 90 minute hands-on workshop for first time users. Participants will learn how to build a basic course, add new content, and use the fundamental tools needed to support class assignments and activities. To attend email celia_baez@fitnyc.edu.

Special Events

Lynda.com – 8/23 – Location: A803

Please join **Jennifer Jortiner**, company representative, for this introduction to the world of Lynda.com. This demonstration will show you how to play, pause and rewind tutorials while learning at your own pace; watch one tutorial at a time or a whole course. Come learn about software from Adobe, Apple, Microsoft and more. This workshop is for beginners to experts. T

F2F Presentation

It's Your First Day of Class! – 8/23 – Location: TBD

Join **Elaine Maldonado** and **Jeffrey Riman**, CET, and experienced colleagues, **Anna Blume**, History of Art, **Sandra Krasovec**, Packaging Design, and **Shireen Musa**, ITM, to discuss classroom strategies that work. Explore effective teaching pedagogies, syllabus ideas, first-day ice-breakers and participate in conversation designed to foster innovation, creativity and excitement in teaching and learning. It's your First Day of Class is a "must" for new and returning faculty. To attend email celia_baez@fitnyc.edu.

All events are located in the CET, Room B502, unless otherwise noted. See Reverse Side for Calendar

To sign up for workshops, please call Celia Baez, X7-4064 or email: Celia_Baez@fitnyc.edu.

CET Calendar

August 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30	31	1	2	3 School Closed
6	7	8 Angel Course Design 2-4	9	10 School Closed
13 THE CET IS OPEN 24/7 	14 Angel Course Design 10-12	15	16 Angel Gradebook 10-11:30	17
20 Convocation	21	22	23 Lynda.com Workshop 11-12 It's Your First Day of Class! 2:30-4:30	24
27 First Day of Fall Classes	28	29 Angel – Level I 12-1:30	30	31 Save the Dates: September 11 – New Adjunct Orientation 4:30-6 October 12 – Faculty of the Future Mini Retreat 9-12

SEE REVERSE SIDE FOR DESCRIPTIONS AND LOCATIONS

All events are located in the CET, Room B502
unless otherwise noted

New Full-Time Faculty Orientation

Tuesday, August 21, 2012
Fashion Institute of Technology
"A" Building, 8th Floor – Dubinsky Dining Hall
8:45 AM – 4:00 PM



Agenda

Morning Activities - Location: Alcove

Breakfast and Opening Remarks (8:45-9:30 AM):

Giacomo Oliva, Vice President of Academic Affairs
MaryBeth Murphy, VP of Enrollment Mgt. and Student Affairs

Student Affairs:

Erik Kneubuehl, AVP/Dean of Student Development
Mary Davis, Dean of Graduate Studies
Rita Armenia, Registration Center
Anubhuti Swarup, FITSA President

Teaching/Learning Resources:

N.J. Wolfe, Library
Brian Fallon, Writing Studio
Tamara Cupples, Distance Learning

Break-out Session – Location: A803

English as a Second Language and Diverse Learning Styles:

Charlotte Brown, Educational Skills
Susan Altman, Educational Skills

Lunch (1:00-2:00 PM) – Location: Main Dining Room

Presentations:

Valerie Steele, Museum at FIT
Jean Marc Rejaud, The Role of Industry

Scavenger Hunt – FIT Campus

Questions & Answers (3:30 PM) – Location: Main Dining Room

101 Ideas for a Great Start

Adapted from "101 Things" by Joyce T. Povlacs, Teaching and Learning Center, University of Nebraska-Lincoln
by Susan Yager, Associate Director, Center for Excellence in Learning and Teaching, Iowa State University
January 2004

Whether we teach large introductory courses for first-year students or advanced courses for majors, it makes sense to start the semester off as strongly as we are able. Enthusiasm for our work and dedication to student learning can make a big difference in how students respond to, and later evaluate, their courses and instructors.

The following list of "101 Ideas" is offered in the spirit of starting off well. No one will be able to use every idea, but some of these may offer fresh ways of creating a positive learning environment in class. Even if the syllabus is printed and notes are ready to go, we can make adjustments in teaching methods as the course unfolds and the characteristics of our students become known.

These suggestions have been gathered from books available in the CELT Library; from professors at the University of Nebraska-Lincoln, Iowa State University, Indiana University-Purdue University, Indianapolis, and other institutions; and from the CELT staff. They are offered to help you:

- create a welcoming atmosphere for students;
- set a positive tone for learning;
- engage the students actively;
- provide support for students, and show them where they can find support;
- encourage students to keep up and do well; and
- use your time efficiently and effectively.

Which of these ideas will be helpful in your teaching?

Create a welcoming atmosphere

1. Come a few minutes early and engage students in conversation.
2. Greet students at the door when they enter the classroom.
3. Start your classes on time.
4. Introduce yourself and your teaching assistants by slide, short presentation, or self-introduction.
5. Hand out and discuss an informative, detailed, and user-friendly syllabus.
6. Provide supplemental study aids: on library use, study tips, supplemental readings and exercises. Or, post these on the course website using WebCT.
7. Announce your office hours (and hold them without fail).
8. Think about holding an "out of office" office hour in the Memorial Union or other student-friendly location.
9. Seek out a different student each day and get to know something about him or her.
10. Share your philosophy of teaching with your students.
11. Let your students see the enthusiasm you have for your subject and your love of learning.
12. Make an effort to learn at least a few of the students' names each day (see #95 for hints on how to efficiently do this!).
13. Find out about students' jobs: if they are working, how many hours a week, and what kinds of jobs they hold.
14. Find out more about your students by having them provide information on an index card. (Where are they from? Do they have a second major or declared minor?)
15. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences.
16. Encourage your students to find a "buddy" with whom they can exchange e-mail addresses and keep in touch about assignments and coursework.
17. Form small groups for getting acquainted; mix and form new groups several times.
18. Arrange helping trios of students to assist each other in learning.
19. Encourage students to form study groups to operate outside the classroom.
20. Visit the [CELT website](#) for examples of ways to welcome students and establish ground rules.

Set a positive tone

21. Include content, not just syllabus and "housekeeping" details, from the very first day of class.
22. Take attendance via roll call, clipboard, sign-in sheet, seating chart.
23. Explain why this course is necessary, important, exciting; tell about your current research interests and how you got there.
24. Have students write out their own expectations for the course and goals for learning.
25. Put in writing a limited number of ground rules regarding absences, late work, testing procedures, grading, and expected behavior (for example, eating, drinking, cell phone disturbances) and maintain them.
26. Give an assignment on the first day to be collected at the next meeting.
27. Start laboratory experiments or other exercises the first time lab meets.
28. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
29. Tell students how much time they will need to study for the course.
30. Explain how to study for the kind of assessments you give, and how what the expectations are for grading.
31. Make sample test questions and answers available.

Encourage active learning

32. Move around the room to engage students and to discourage behavior such as chatting or newspaper-reading (use a lapel microphone if necessary).
33. Make eye contact with students. Choose a student, preferably by name, and alert him or her to be ready to answer the next question.
34. Start a lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic. Use multiple media during the class: overhead, videotape, audiotape, models, and/or sample material.
35. Stage a figurative "coffee break" about twenty minutes into the period: tell a story, invite students to put down pens and pencils, refer to a current event.
36. Use variety in methods of presentation every class meeting: lecture, small group discussion, debate.
37. Form a student panel to present alternative views of the same concept.
38. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
39. If you show a film or video, think about doing it in a novel way. For example, prepare and distribute questions for students to think about while viewing; pause the film for discussion; anticipate the ending; hand out a critique sheet; play and replay parts; discuss or write answers to the questions handed out before the viewing.
40. Conduct a role-play to make a point or to present issues.
41. Give students an opportunity to voice opinions about the subject matter.
42. Give your students time to answer questions; count slowly (and silently) to 10 after you pose a question before you rephrase it.
43. Invite students to ask questions and wait for other students to respond.
44. Ask follow-up questions to student responses and comments.
45. Give students posterboard cards of different colors and periodically call for a vote on an issue by asking for a simultaneous show of cards. Or, ask for oral, show-of-hands, or multiple-choice input for instant feedback.
46. Conduct idea-generating or brainstorming sessions to expand horizons.
47. Consider grading quizzes and exercises in class to promote learning.
48. Make collaborative assignments for several students to work on together.
49. Give students a take-home problem relating to the day's lecture.
50. Have students apply the course subject matter to solve real problems.
51. Encourage students to bring current news items to class which relate to the subject and post these on a bulletin board.
52. Ask students what is going in the state legislature on this subject which may affect their future.
53. Have students write questions on index cards to be collected and answered the next class period (if at all possible).
54. Have students keep three-week three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
55. Invite students to critique each other's essays or short answers on tests for readability or content.
56. Place a suggestion box in the rear of the room and encourage students to place written comments there.

Encourage students to keep up and to do well

57. Set high expectations and be explicit about what they are.
58. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is appropriate and when it is forbidden.
59. Begin the hour with a quick summary about "last time"; end each class with a quick forecast of "next time" the class meets.
60. Elicit student questions and concerns at the beginning of the class and list these on the board to be answered during the hour.
61. Have students write down what they think the important issues or key points on the day's lecture will be.
62. Have students write down at the end of class three "big ideas" from that day's material.
63. Give a pre-test (ungraded or self-graded) on the day's topic.
64. Try to incorporate student reading, writing, listening, and speaking in each class period.
65. Encourage your students to assume the role of a professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, or engineer.
66. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
67. Make learning goals explicit for each assignment; explain clearly what students are to do and how it fits into the course as a whole.
68. Give students two passages of material containing alternative views to compare and contrast.
69. Put students into pairs or "learning cells" to quiz each other over material for the day.
70. Take a few minutes to allow students to explain the day's reading to one another.
71. Assign written paraphrases and summaries of difficult reading.
72. Offer a chance to make "survival cards": written notes on an assigned reading on 3x5 index cards. Collect these and return them for use on an exam.
73. Make a "memory matrix," an incomplete table with row and column headings, for students to complete in pairs in class, or outside class in study groups.
74. Give students plenty of opportunity for practice before a major test.
75. Consider giving group quizzes, perhaps as preparation for an exam.
76. Give a test early in the semester and return it graded by the next class meeting if at all possible.

Provide support for students

77. Collect students' current telephone (particularly cell phone) numbers and let them know that you may need to reach them.
78. If possible, be aware of students who are frequently absent. Call the student or contact the student's advisor. You can learn who the student's advisor is on [Access Plus](#) by clicking the "More" button next to the student's name on your class list.
79. In addition to placing on your syllabus information about access for students with disabilities, announce or read the statement at the beginning of class and let students know that you are available to discuss any learning difficulties they may face. Check out the [Disability Resources Office](#). Learn who your departmental liaison for Disability Resources is by contacting your department office.
80. Direct students to the [Academic Success Center](#) for help on study skills.
81. If [Supplemental Instruction](#) is available for your course, encourage students to use it.
82. Diagnose the students' pre-requisite learning by a questionnaire or pre-test and give them the feedback as soon as possible.
83. Hand out study questions or study guides for each major section of the course.
84. Repeat yourself. Students should hear, read, or see key material at least three times.
85. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
86. Reward the behavior you want with a word of praise or a personal note.
87. Use a light touch: smile, tell a good joke, and break test anxiety with a sympathetic comment.
88. Provide structure for visually-oriented students by posting the day's "menu" on board, overhead, or screen.
89. Use multiple examples to illustrate key points and important concepts.
90. Encourage students to print out important course dates on a card that can be taped to a mirror.
91. Be available to students before or after class and join their conversation about course topics.

Be efficient and effective with your time

92. Use community resources in your teaching: plays, concerts, the State Fair, government agencies, businesses, professional contacts, or the outdoors.
93. Check the University Lectures schedule for presentations that might pertain to course content.
94. Use AccessPlus to download class lists and check on drops and adds.
95. Use the photos of students on AccessPlus to work on learning names.
96. If students wish to talk about a choice of major or career opportunities, refer them to their college career services office, Student Counseling's Career Exploration Program, or Bev Madden in the Student Answer Center, ground floor of Beardshear (294-9490).
97. Solicit suggestions from students for outside resources and guest speakers on course topics.
98. Tell students when you will check email (two or three times per day, perhaps less?) and your time frame for returning student messages.
99. Use Audix and/or an answering machine and return student calls at a convenient time.
100. Keep a course diary - brief notes on a calendar or a copy of the course syllabus about what worked well on a particular day, so you can plan to do the same thing next time.

Gather feedback on teaching

101. Gather student feedback in the first few weeks of the semester to improve teaching and learning. Look for "Mid-Term Assessments" on the CELT Teaching Resources page.

Bonus: 10 More Ideas for an Even Better Start Next Time

102. If you haven't already done so, learn to use WebCT by taking a CELT workshop. If you use WebCT currently, learn a new piece of it, a new application or shortcut.
103. Read about a technique or approach you have never tried. Learning something new keeps us in step with (and sympathetic to) students who are also "newbies."
104. Develop explicit, student-centered learning outcomes for your syllabus. For example: not "this course will cover." but "you will be able to."
105. Talk with others in your department or discipline about the course you are planning and how it fits in your curriculum.
106. Talk with others in cognate fields to learn how your approach to teaching may be enriched by one that is similar, yet not the same.
107. Develop rubrics to assess course work quickly and fairly. A grading rubric is a grid, containing aspects of the learning task on one axis (for example, description of the problem; creativity in approaching it; clarity of presentation) and levels of achievement on the other. The cells of the grid contain specific descriptions of each level of achievement in each category. Rubrics provide students with information and feedback they need to improve their performance.
108. Use the midterm feedback you've collected to plan improvements for the next time you teach the course.
109. Visit the classroom you will be using before the first day. Check out sight lines, equipment, noise problems, availability of chalk or markers (and time and distance from your office).
110. Even if you are familiar with the multimedia equipment of the classroom you'll be using, visit it just before the term begins. Updates and changes are often made right up until classes start.
111. Visit the CELT to talk about your syllabus, share ideas, or explore the resources of the CELT library.

<http://www.celt.iastate.deu/teaching/101ideas.html>

New Full-Time Faculty Orientation

Wednesday, August 22, 2012
Fashion Institute of Technology
"A" Building, 8th Floor – Dubinsky Dining Hall
8:45 AM – 4:00 PM

Agenda

Morning Activities - Location: Alcove

Breakfast and Opening Remarks:

James Cascaito, Faculty Senate
Roberta Elins, UCE
Robin Zarel, EOP

Professional Development:

Ellen Goldstein, Faculty Governance
Roberta Elins, UCE Contract
Esther Oliveras, Faculty Services

Syllabus/Student Learning Outcomes:

Elaine Maldonado, Center for Excellence in Teaching
Calvin Williamson, Assessment
Brian Fallon, Writing Across the Curriculum

Break-out Session I – Location: A802

Grading/Classroom Management for Studio Classes

Brian Emery, Photography
Christopher Uvenio, Fashion Design: Art

Break-out Session II – Location: A803

Grading/Classroom Management for Non-Studio Classes

Robin Sackin, Fashion Merchandising Management
Yasemin Celik Levine, Social Sciences

Lunch – Location: Main Dining Room

Human Resources Presentation:

Arthur Brown, VP for Human Resources
Griselda Gonzalez, President's Office, Director for Compliance
Bonnie Born, Director for Benefits, Human Resources
Angela Palumbo, Director for Payroll

Computer Lab – Location: C415B

Hands-On Technology Workshops:

Olufemi Ariyo, Instructional Technology
Patricia Krakow, Instructional Technology
Jeffrey Riman, Center for Excellence in Teaching

Wine and Cheese Reception – 3:45 PM – Location: Main Dining Room

Getting to Know the FIT Campus: A Scavenger Hunt!

Below please find key Offices to locate and the items you should bring back with you. Please return to the 8th floor dining room (where you are now) by 3:30pm.

1. Writing Studio (C612): *Bookmark*
2. Center for Excellence in Teaching (B502): *Corly's suggestions for managing the first week of class*
3. Security (D 442): *Safeloc card for CET*
4. Faculty Services (D220): *Sample student evaluation packet*
5. Information Technology Help Desk (C305B): *Faculty IT packet*
6. FITABLE (A570): *Information handouts*
7. Your department (?): *Room number and your office number*
8. Communications and External Relations (B905): *PR material*
9. Library (E Building, 4th floor): *Information booklets*
10. FIT Museum: *List of current exhibits*

What are Learning Disabilities?

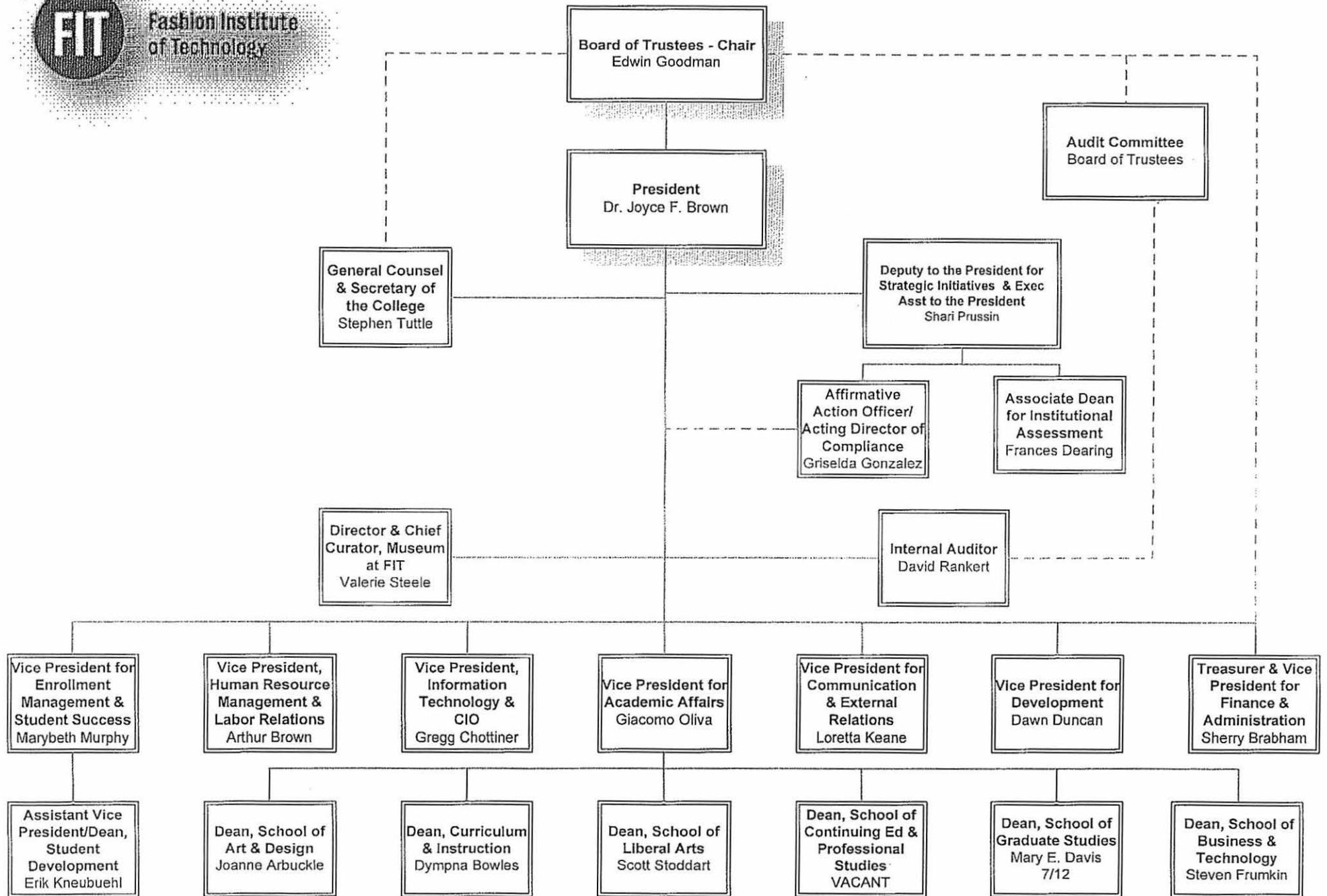
Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system of dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, inappropriate or insufficient instruction), they are not the result of those influences or conditions.

(National Joint Committee on Learning Disabilities, 1990)

Learning Disabilities (LD) is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways -- as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write, or to do math.

Learning disabilities can be lifelong conditions that, in some cases, affect many parts of a person's life: school or work, daily routines, family life, and sometimes even friendships and play. In some people, many overlapping learning disabilities may be apparent. Other people may have a single, isolated learning problem that has little impact on other areas of their lives.

(National Institutes of Mental Health, 1993)





Fashion Institute
of Technology

**Treasurer & Vice
President for Finance
& Administration**
Sherry Brabham

**Assistant Vice
President of
Administration**
Rebecca Corrado

**Assistant Vice
President of Finance
& Administration**
Mark Blaifeder

**Executive Director,
Facilities Management**
George Jefremow

**Director,
Environmental Health
& Safety**
Joseph Arcoleo

**Manager, Operational
Services**
John Wilson

Payroll Director
Angela Palumbo

Purchasing Manager
Robert Otto

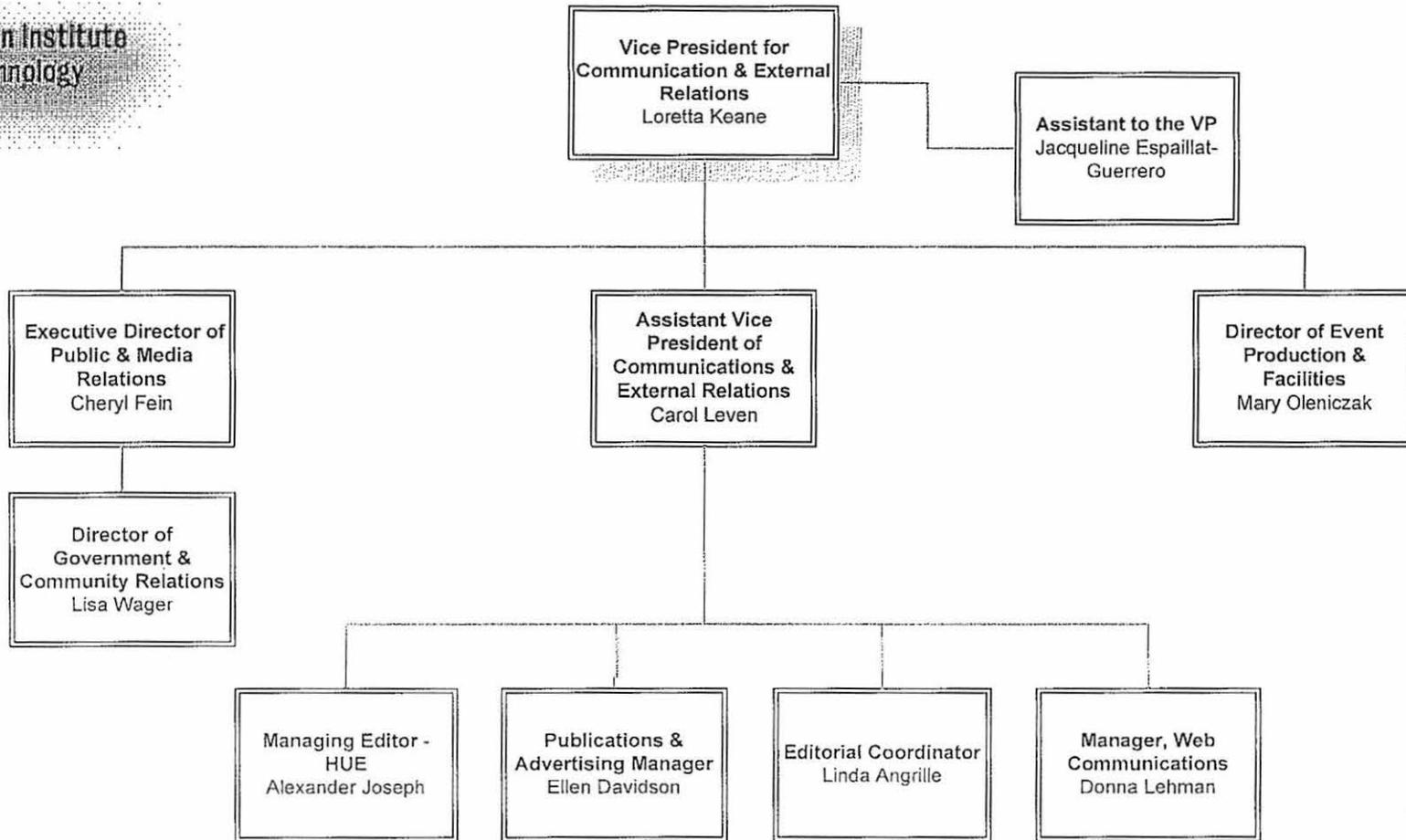
**Purchasing Contract
Compliance Manager**
Christine Lee

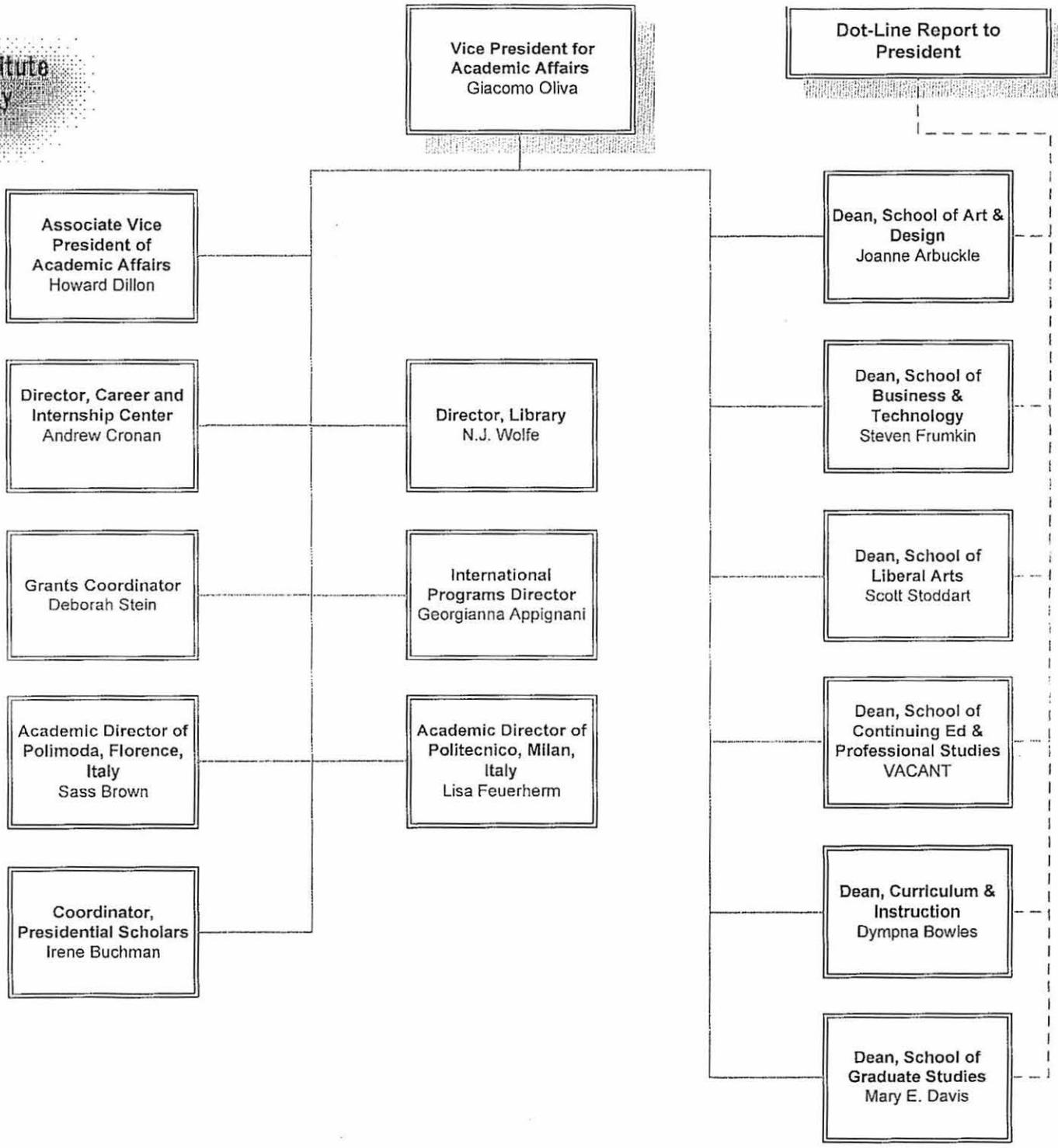
Director of Security
Curtis Dixon

Budget Director
Nancy Su

Controller
John Johnston

Bursar
Carl Harrell







Vice President of Enrollment Management & Student Success
Marybeth Murphy

Special Assistant to the VP Enrollment Management
Catherine O'Rourke

Assistant VP Enrollment Services
Kelly Brennan
2/12

Director, Institutional Research
VACANT
2/1/12

Assistant Vice President / Dean of Students
Erik Kneubuehl

Director, Educational Opportunity Programs
Taur Orange

Director, Financial Aid
Mina Friedmann

Director, Athletics & Recreation
Kerri-Ann McTiernan

Director, Health Services
Anne Miller

Director, Admissions & Recruitment
Laura Arbogast

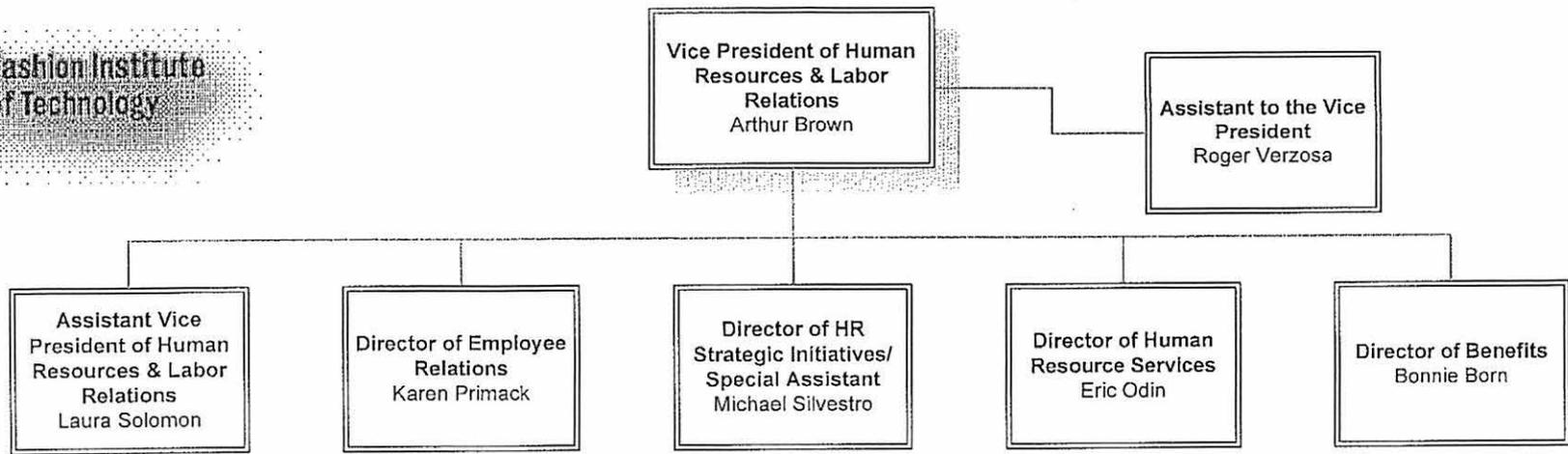
Director, Registration & Records
Rita Armenia

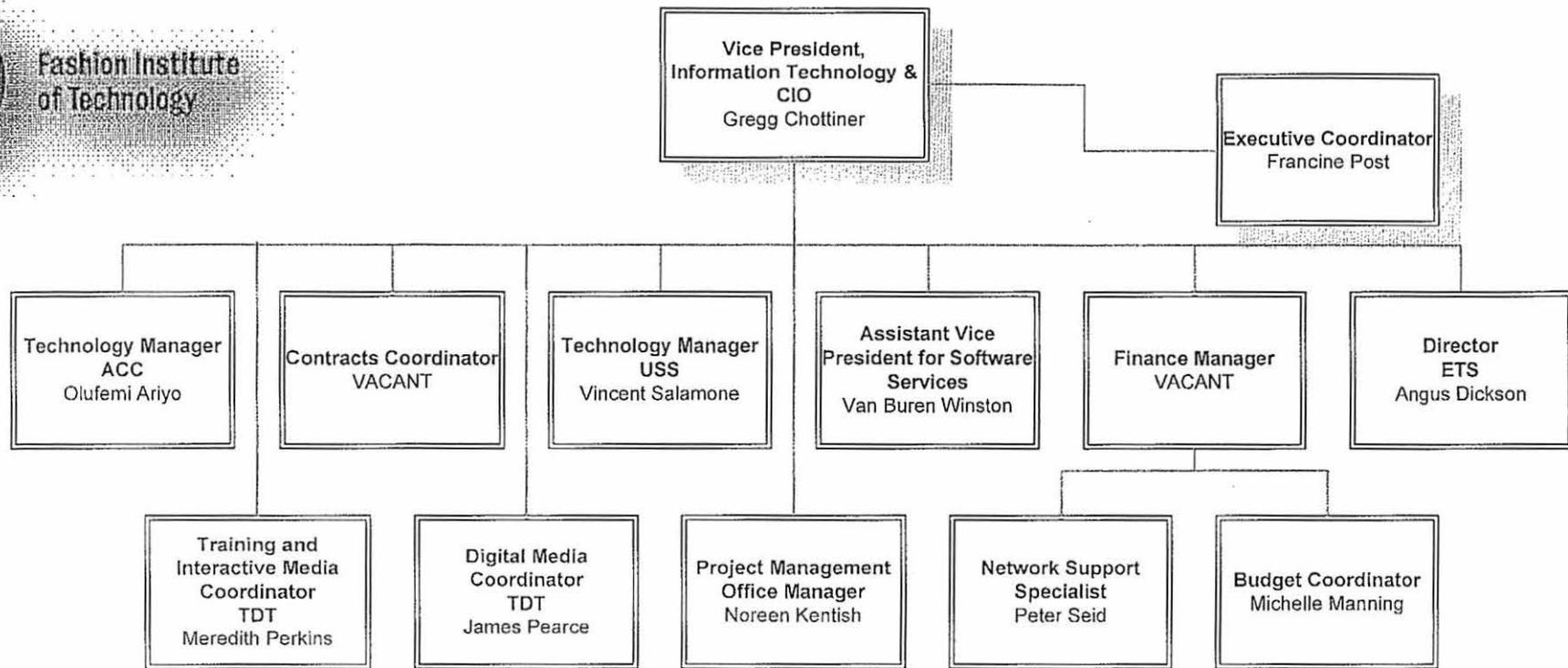
Director, Counseling Center
Terry Ginder

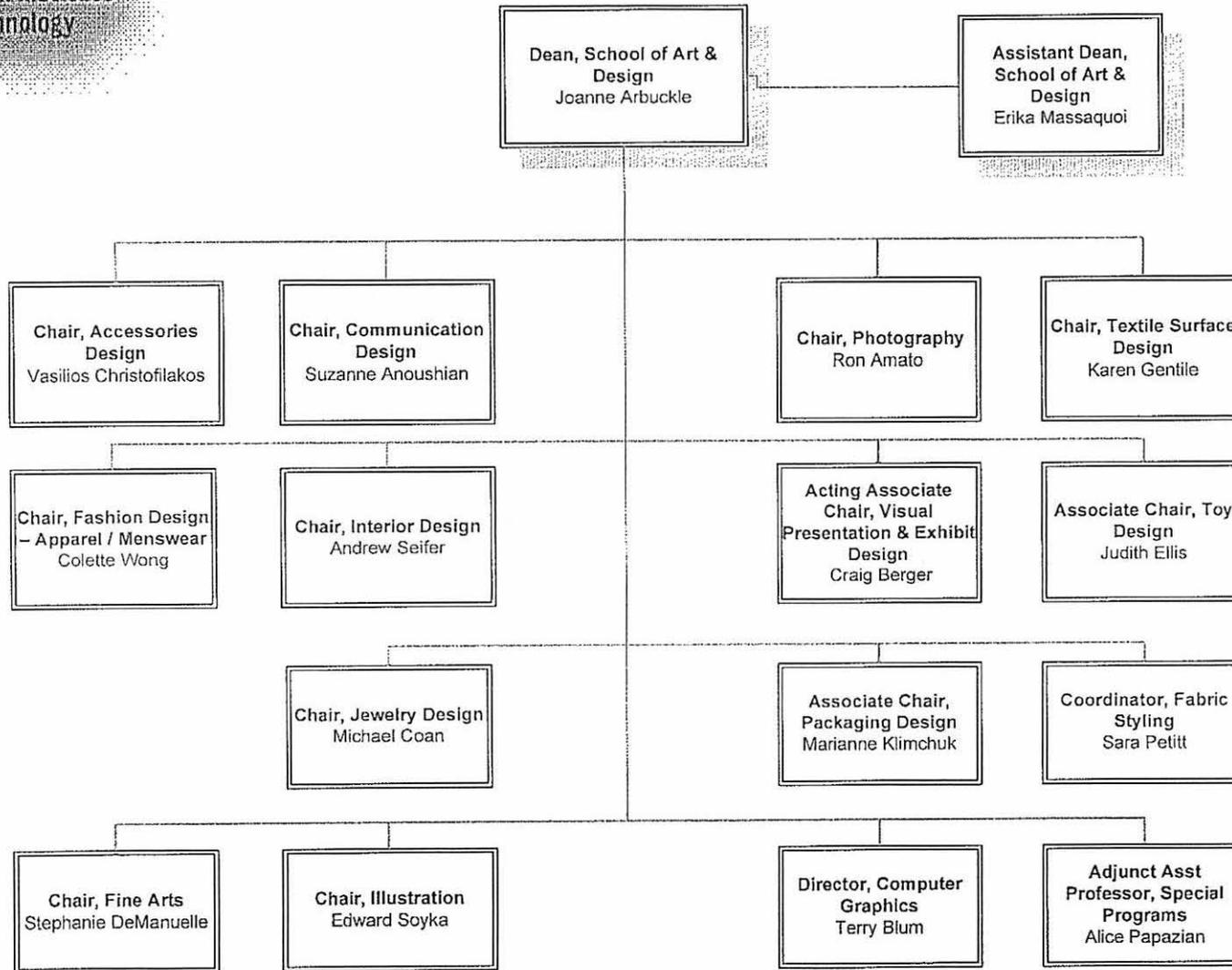
Director, Residential Life
Ann-Marie Grappo

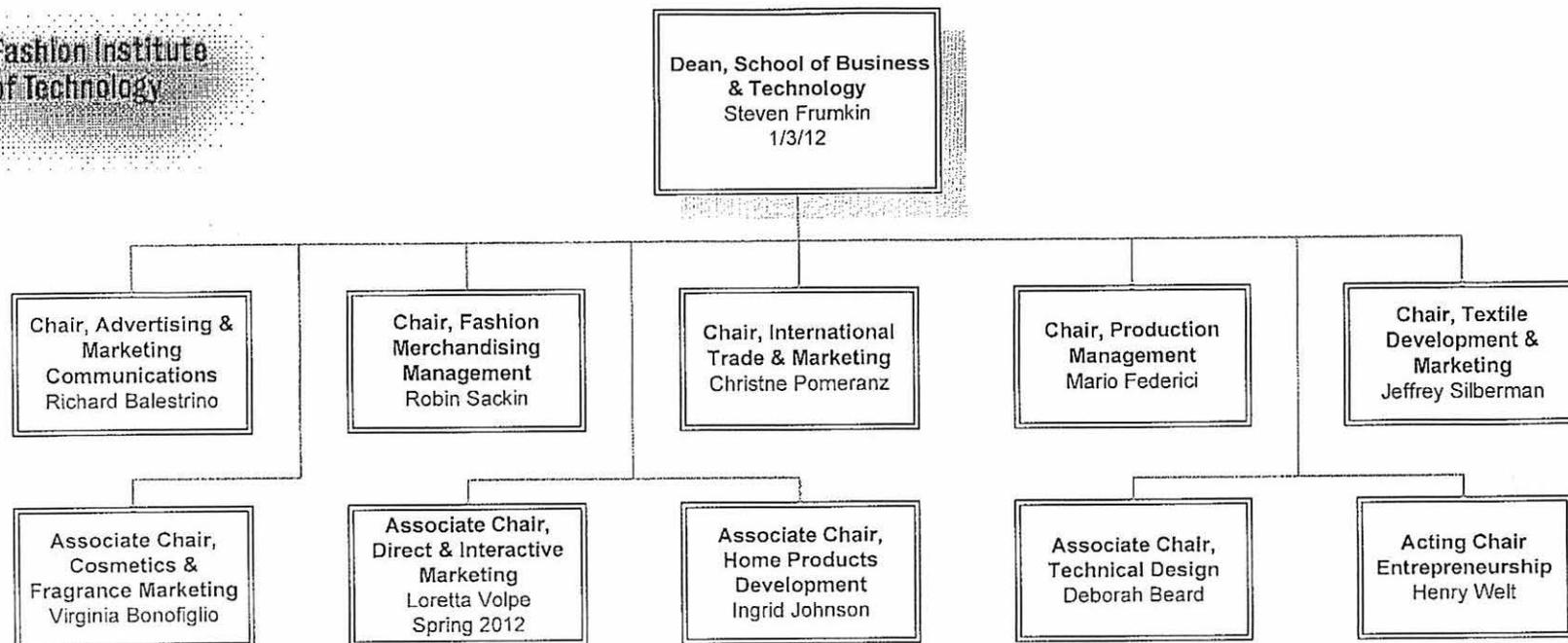
Director, Student Life
Michelle Van-Ess

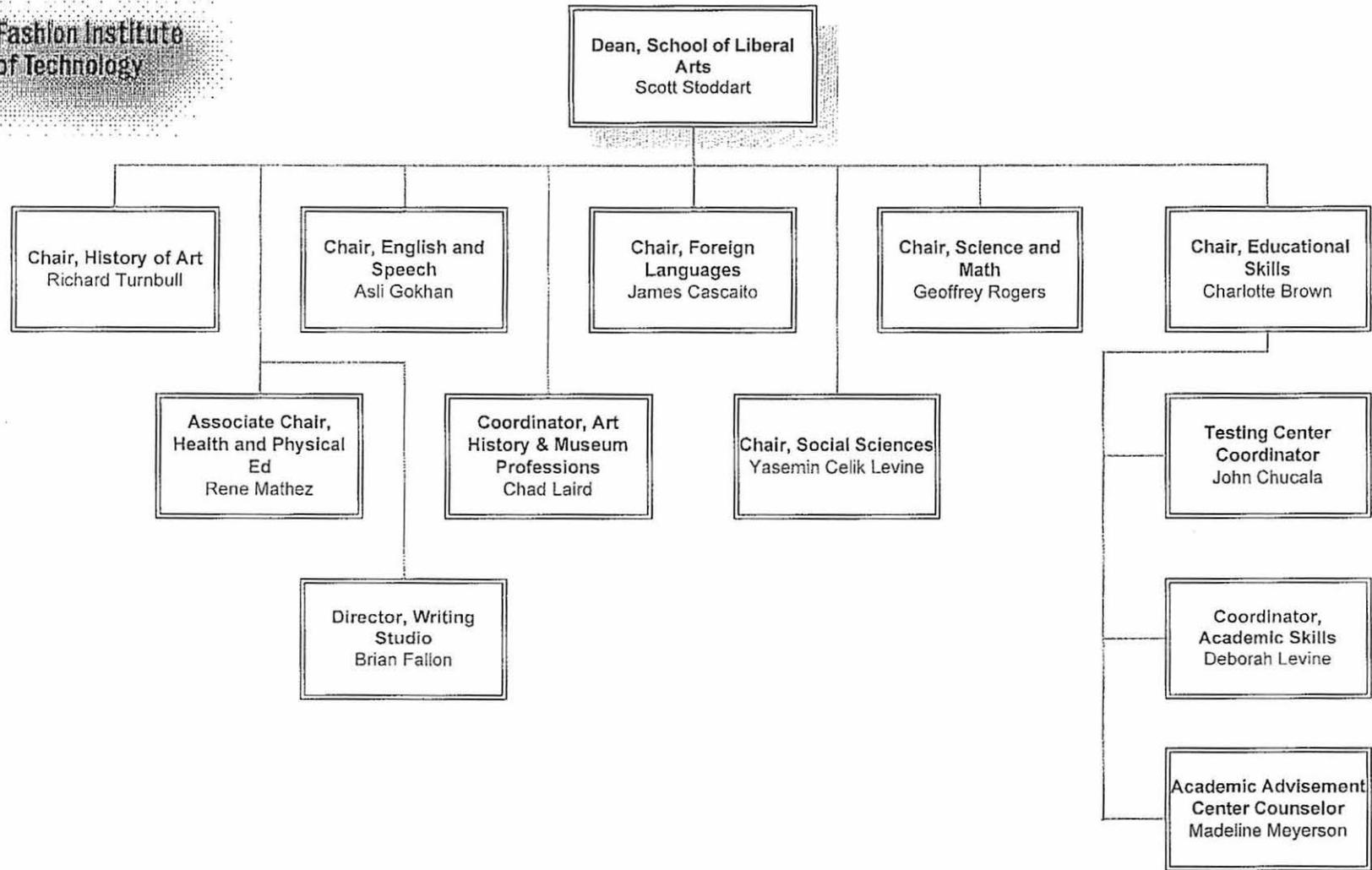
Coordinator, Services for Students w/ Disabilities
Elizabeth Mortensen





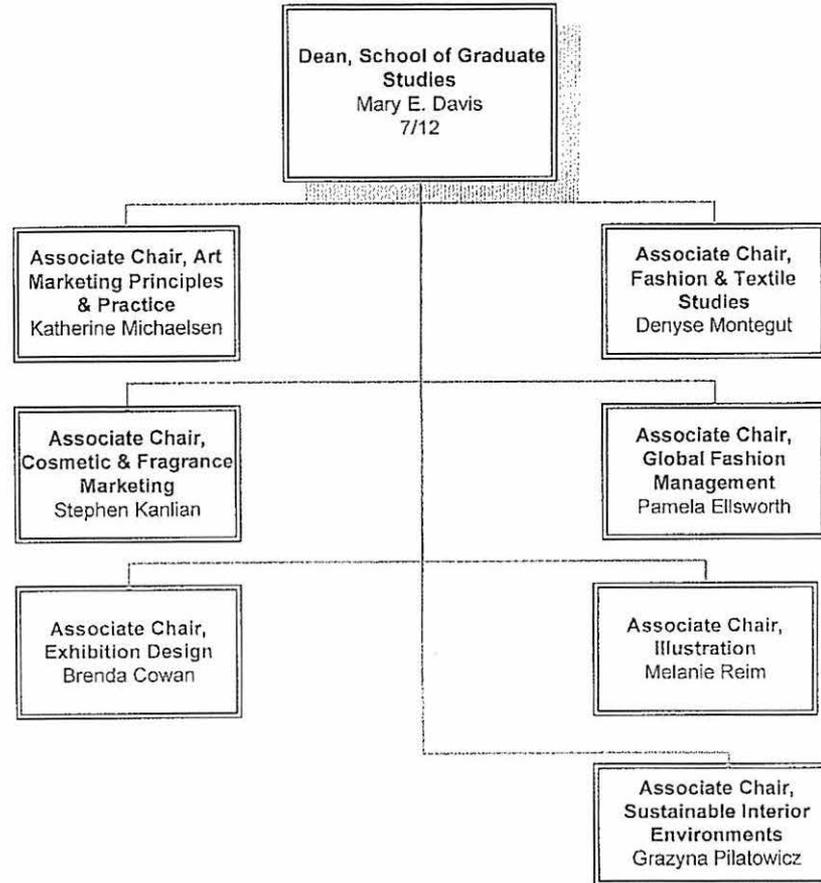


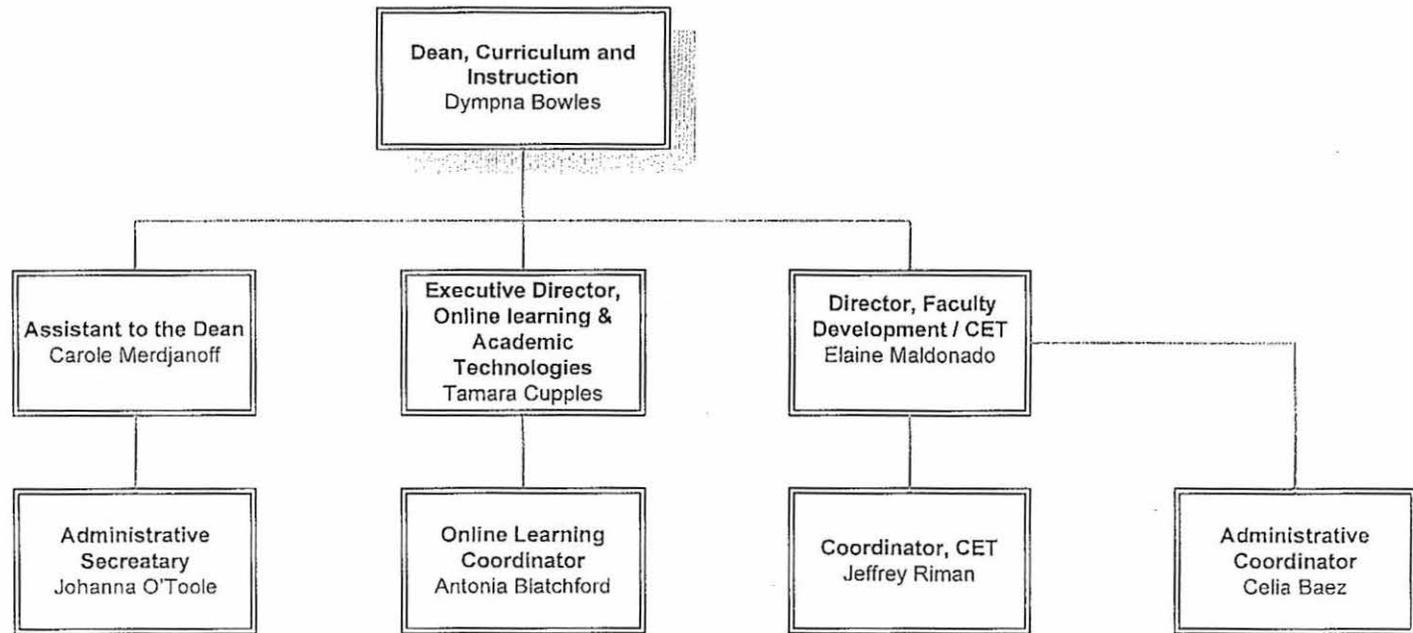


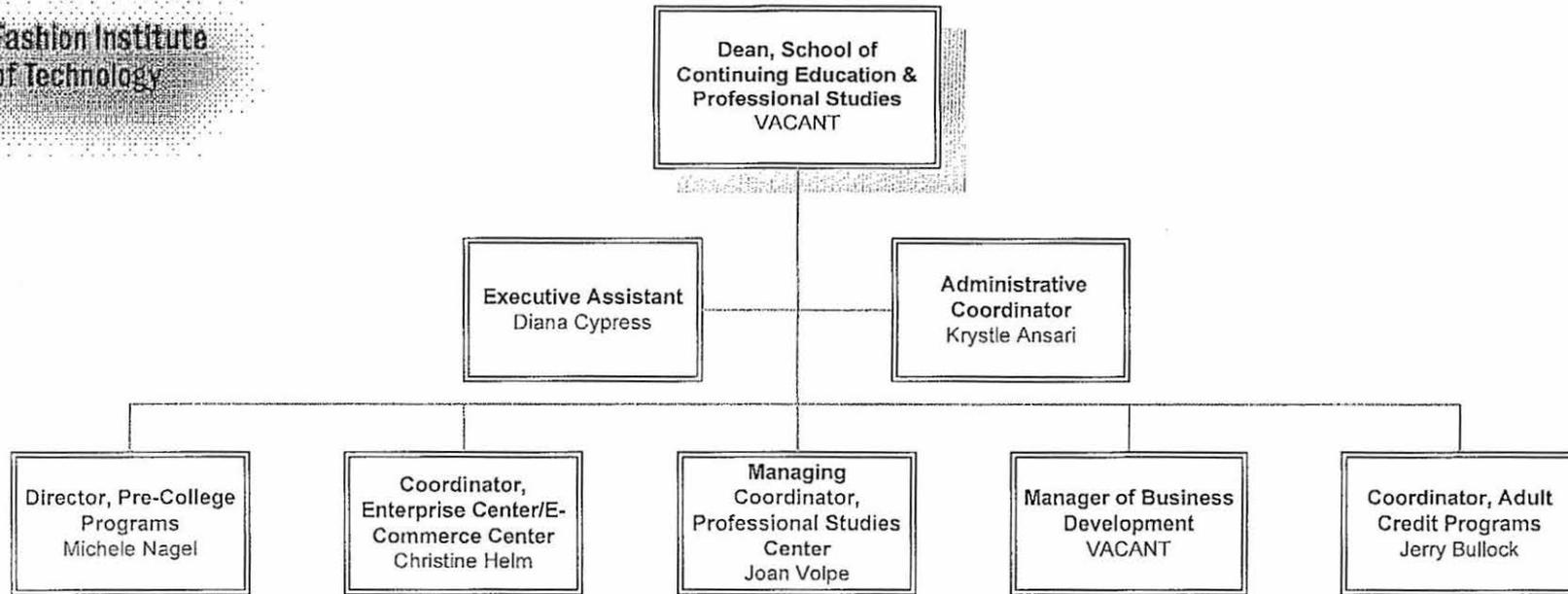


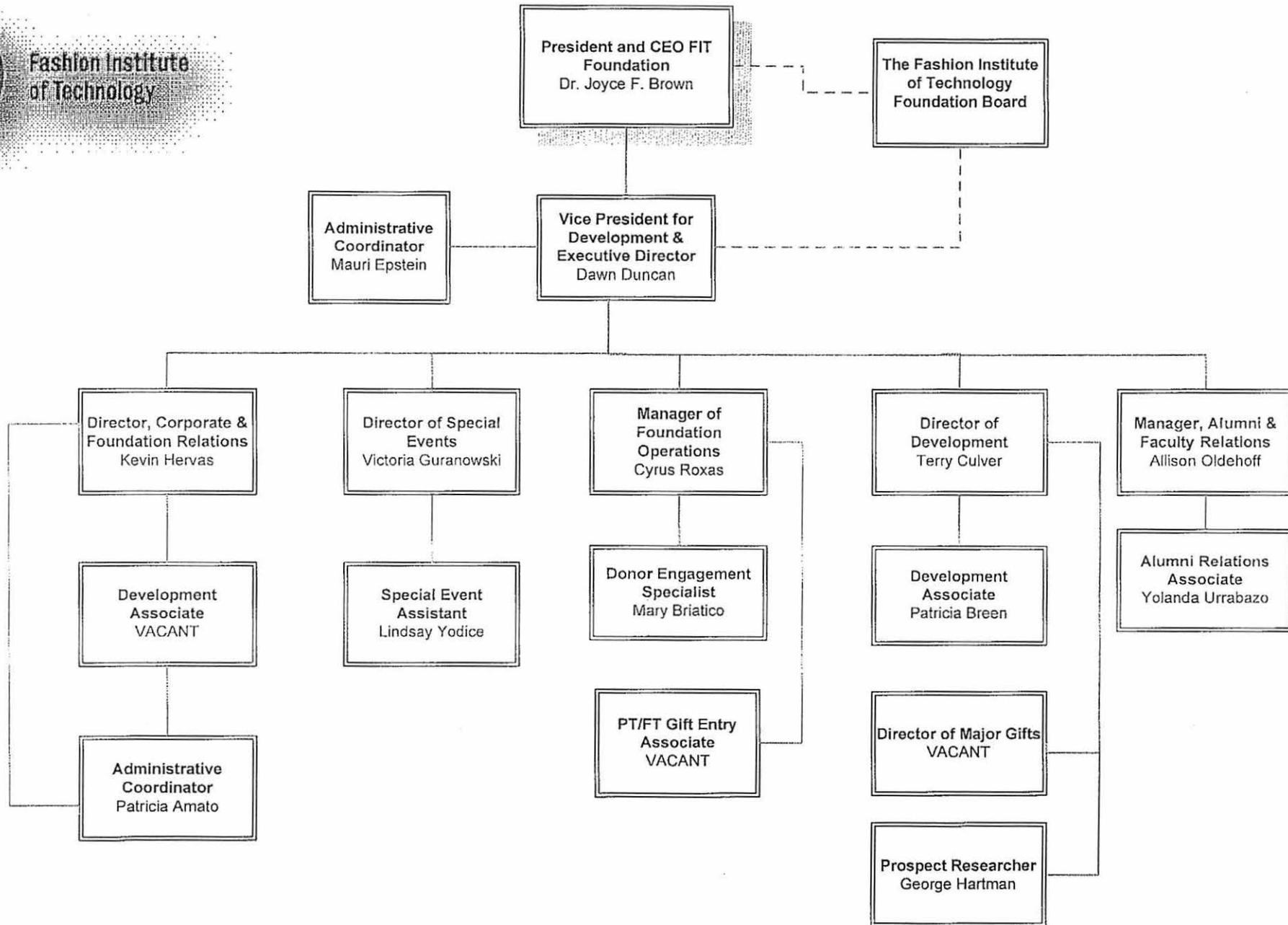


Fashion Institute
of Technology









The Counseling Center's Guide
For Faculty

How to Recognize and Refer Troubled Students

The Counseling Center
Room A212B
(212) 217-4260
Division of Student Affairs
Fashion Institute of Technology

Garments Map



Fashion Institute of Technology
State University of New York

Walk-in or Appointment

Mon - Fri: 9-7

Sat: 1-4

Sun: 5-9

Appointment Only

Mon- Fri: 7-9

Room C612

The Writing Studio @ FIT

fitnyc.edu/writingstudio

Facebook: The Writing Studio @ FIT

Twitter: @WritingFIT