

Writing Studio Annual Report
AY 2015-2016

Submitted by Brian Fallon, Director of the Writing Studio

June 7, 2016

Section One: Comprehensive Narrative

The Writing Studio experienced the largest number of tutoring sessions to date. AY2015-2016 saw an increase of 441 appointments for a total of 4780 with 1105 individual students. The staff included 44 members this academic year (1 director, 1 administrative assistant, 4 professional writing consultants, 35 peer writing consultants, and 3 student aides). After the untimely passing of Dr. Adam Gray, the Writing Studio assembled a search committee to seek a replacement. The search was a success, attracting many highly qualified candidates, and Sarah Blazer will be joining the faculty in July 2016.

Although the overall number of tutoring sessions increased, the Studio saw a small decrease in the number of individual students using writing tutoring services. Despite the slight dip, students using the Writing Studio are visiting with greater frequency, so much so that the Studio employed a waitlist feature on WOnline, the online scheduling program, to accommodate the increased demand for tutoring. About 56% of students using the Writing Studio visit multiple times per year. We also saw an increase in the number of online tutoring session with 361 sessions as compared to last year's 301. See the Writing Studio usage data below for more details on sessions, students served, and writing assistance requested.

Pedagogical training remains one of the most important and persistent activities for Writing Studio staff. Writing Consultants meet approximately every two weeks throughout the course of the year on Saturday morning for a practicum in teaching and tutoring writing. The director built a tutor training curriculum around research, theories of writing, and genre-specific assignments. As part of practicum, tutors were expected to research and present on issues such as audience, rhetorical situations, multilingual writers, students with learning differences and disabilities, resume and cover letter writing, and analyzing writing assignments.

As part of staff education, tutors are encouraged to attend and present at writing tutoring conferences. This academic year, five tutors presented at the National Conference on Peer Tutoring in Writing in Salt Lake City, Utah and four have been accepted to present at next year's conference in Tacoma, WA.

The Late Night Against Procrastination (LNAP), a peer writing consultant-initiated project, was a success in both the fall and spring semesters. For LNAP, the Writing Studio stays open until midnight and typically serves about 15-30 students who stop by for walk-in tutoring and snacks during midterms and finals. Peer writing consultant Kayla Johnson took the lead on planning this year's LNAP. In the spring semester, the Writing Studio collaborated with librarian Maria Rothenberg to add research help and extend the hours to 2:00am. About 50 students attended this event, which was held at the library. The collaboration was successful and plans to continue this effort jointly are already finalized for fall 2016.

The Writing Studio also hosted its first Open Mic Night on April 6, 2016. This event was planned, advertised, and hosted by peer writing consultants Cassidy Balkus and Kristelle Oca. Students in attendance performed songs, played musical instruments, read poetry, showed short films, and shared stories.

The Writing Studio director (along with Prof. Elaine Maldonado, Director of Faculty Development) was awarded a National Education Association Learning and Leadership grant to support a series of faculty

development workshops designed for adjunct faculty. The workshops, “Pathways to Global Communication” covered topics such as language diversity, understanding English in a global context, preparing students for communicating across borders, and creating culturally and linguistically sensitive writing assignments.

As part of this program, the Writing Studio director helped coordinate and present at three events. Two workshops were developed to provide faculty background information on language and culture, one with guest speaker Dr. Nicole Houser from the Center for English Language Acquisition and Culture at St. Peter’s University. As part of the NEA series, the Writing Studio and the CET also hosted a presentation by Dr. Jacqueline Jones Royster, Dean of the Ivan Allen College of Liberal Arts at the Georgia Institute of Technology, on communication, language, diversity, and preparing students for life and work in the 21st century. The grant also provides stipends for writing consultants to work closely with the faculty involved in the program. This project will conclude in fall 2016.

The Perkins Grant helped support tutoring for AAS students at the Writing Studio throughout FY2015-2016. It also supported the travel of tutors to the National Conference on Peer Tutoring in Writing in November 2015.

The director was awarded travel grant from the Faculty Development Grants and Awards Committee to present at the International Writing Centers Association in October 2015. Additionally, the director received a FDGA research grant to visit German writing centers and study their efforts to meet the needs of asylum seeking and migrant students.

Plans for expanding the Writing Studio into a more comprehensive center for communication progressed with efforts to secure a budget for the project, and the writing studio staff remains poised to act once funding is secured. The director proceeded with writing across the curriculum activities, an integral part of the Writing Studio’s strategic plan, with funding from the NEA Learning and Leadership grant. The grant funded workshops and lectures for faculty in addition to writing consultants dedicated to specific courses. Once the budget for this initiative is in place, more activities related to the plan will begin. The department anticipates working on an accelerated timeline to implement the key components called for by the College’s Strategic Plan Goal 1 initiatives.

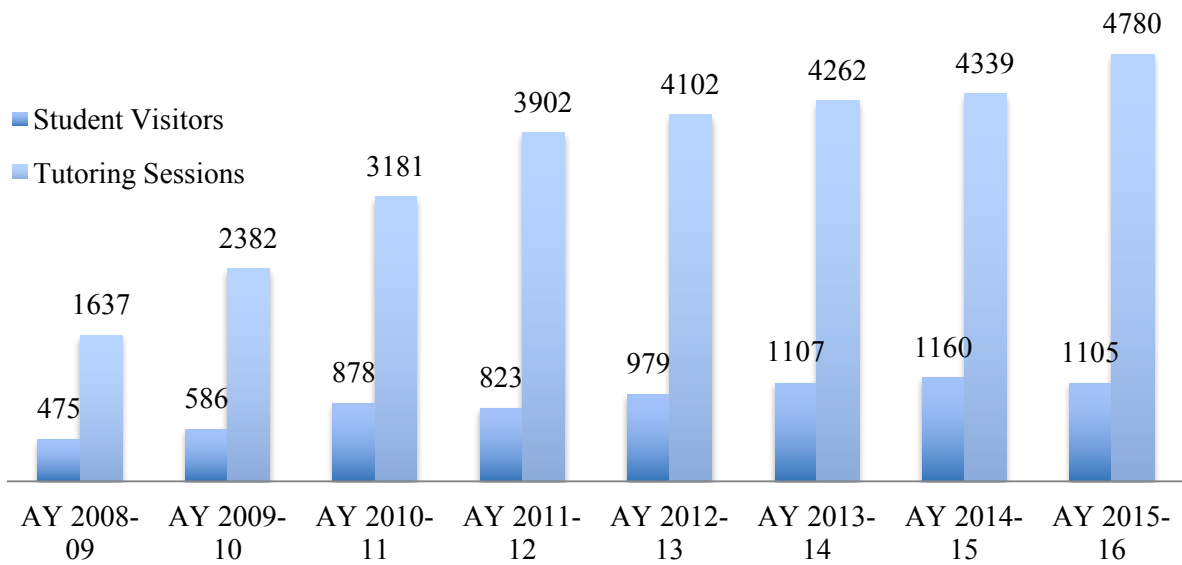
Writing Studio Usage Data

The data below offers perspectives into how the Writing Studio has grown, which students are using the Writing Studio, and the top reasons students visited the Writing Studio during AY 2015-16.

Writing Studio Sessions and Visitors

| | |
|-------------------------|------|
| Total Tutoring Sessions | 4780 |
| Unique Visitors | 1105 |
| Online Sessions | 361 |

Growth in Student Usage



Visitors by Standing

| | | |
|---------------------|---------------|-------|
| First-year Students | 1405 sessions | 29.6% |
| Sophomores | 915 sessions | 19.3% |
| Juniors | 810 sessions | 17% |
| Seniors | 653 sessions | 13.8% |
| Graduate Students | 320sessions | 6.75% |
| Alum | 33 sessions | 0.7% |
| Faculty/Staff | 56 sessions | 1.2% |
| Non-Degree | 108 sessions | 2.3% |
| One-Year Associate | 401 sessions | 8.5% |
| Visiting Students | 39 sessions | 0.8% |

Top Courses/Writing Needs

| | |
|--|--------------|
| EN121 English Composition | 393 sessions |
| FM114: Introduction to the Fashion Industry | 171 sessions |
| HA112: History of Western Art and Civilization | 113 sessions |
| Personal Statements, Resumes, Cover Letters, and other non-curriculum related writing help | 984 sessions |

Writing Needs (Writers can select multiple needs per session)

| | | |
|---------------------------------|---------------|--------|
| Brainstorming | 536 sessions | 11.21% |
| Developing Ideas | 773 sessions | 16.17% |
| Understanding Assignments | 557 sessions | 11.65% |
| Strengthening Arguments | 846 sessions | 17.7% |
| Organizing and Structuring | 1804 sessions | 37.74% |
| Research Writing | 514 sessions | 10.75% |
| Proofreading/Editing Strategies | 2697 sessions | 56.42% |

Four interesting points to note within this data are that large numbers of students visited for first-year writing help (namely EN121), non-curriculum related writing help constitutes a significant number of Writing Studio tutoring sessions, students are recognizing writing as a multifaceted process, and there was an increase in the number of Sophomores, Juniors, and Seniors using the Writing Studio in AY2015-16.

The number of students visiting for non-curriculum writing help continues to grow. There were 182 more sessions in this category than last year, which indicates that the Writing Studio is recognized as a place to seek help for writing outside of course requirements.

Also, although many students are seeking proofreading and editing strategies when visiting the Writing Studio, it is important to note that significant numbers of FIT writers are looking to develop their writing at multiple stages of the writing process. These data suggest that FIT writers are interested in developing more advanced writing practices during their tutoring sessions.

Section Two:

See attached template.

Section Three:

Noteworthy awards, accomplishments, or recognitions of faculty and staff

Maria Beyer, Peer Writing Consultant

- Published in Melissa Tombro's *Teaching Autoethnography: Personal Writing in the Classroom*

Kiana Brooks, Peer Writing Consultant

- Competed in and won nationals for FIT's Varsity Tennis Team (Won first place in the nation as a singles player and second place overall as a team).

Brittany Burgos

- Editor of *BLUSH* magazine.
- Conference Presentation, "Mixed Media: Art, Writer, Tutor" (D. DeSanna) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2014.

Hugh Copeland

- Videographer at NY Fashion Week.
- NYC Council Merit Scholarship
- Lippin Scholarship
- Interned with an Emmy Award-winning Director

Ayanna Clarke, Peer Writing Consultant

- Program Reviewer, National Conference on Peer Tutoring in Writing
- Conference Presentation, "Art & Rhyme: Understanding the Importance of Writing Centers in the Development of Female Artistry" National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2014.

Devon DeSanna, Peer Writing Consultant

- Conference Presentation, "Checking In: Monitoring Tutor Assumptions Throughout Their Writing Center Experience and Beyond" (with D. DeSanna, G. Manduca, & M. Ortega) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2015
- Conference Presentation, "Mixed Media: Art, Writer, Tutor" (B. Burgos) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2014.

Brian Fallon, Associate Professor and Director of the Writing Studio

- Founding Executive Board Member (Treasurer), National Conference on Peer Tutoring in Writing, August 6, 2016 – present.
- Awarded NEA Learning and Leadership Grant: "Pathways to Global Communication"
- Conference Presentation, "Tutor Professionalization 2.0: New Issues in Tutor Research and Teaching" International Writing Centers Association, Pittsburgh, PA, October 10, 2015
- Conference Presentation, "Checking In: Monitoring Tutor Assumptions Throughout Their Writing Center Experience and Beyond" (with D. DeSanna, G. Manduca, & M. Ortega) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2015
- Keynote speaker, Gulf Coast Student Success Conference, Brazosport College, Lake Jackson, TX November 13, 2016.
- Awarded FDGA Research Grant: "Writing Centers and the Syrian Crisis: Effects of Political Migration on Writing Tutor Preparation in Germany"

Jacqueline Kline, Peer Writing Consultant

- Presidential Scholars Henry Wolf Scholarship Winner

Gabriella Manduca, Peer Writing Consultant

- Conference Presentation, “Checking In: Monitoring Tutor Assumptions Throughout Their Writing Center Experience and Beyond” (with D. DeSanna, G. Manduca, & M. Ortega) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2015
- 2017 Ralph Lauren Corp. ITM Scholarship
- World Trade Week Next Generation Scholarship for ITM

Melanie Ortega, Peer Writing Consultant

- Conference Presentation, “Checking In: Monitoring Tutor Assumptions Throughout Their Writing Center Experience and Beyond” (with D. DeSanna, G. Manduca, & M. Ortega) National Conference on Peer Tutoring in Writing, Salt Lake City, UT, November 6-8, 2015

Clark Rendall, Graduate Peer Writing Consultant

- Site Presentation, FIT’s Sustainability Conference, April 12, 2016
- Completed new painting series, *Bodies*, <http://clarkrendall.com/wp/2016/05/bodies/>

Erika Renstrom, Peer Writing Consultant

- Gemini Shippers Association Scholarship
- Ralph Lauren Corp. Scholarship

Alexa Wynter

- Contributor to *BLUSH* Magazine, “Pioneering Fashion Film”
- London, UK Internships at TANK and Because Magazines.