



**Writing Studio
Annual Report
FY2013-2014**

Submitted by
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Program Changes

With nearly 160 more tutoring sessions and 128 more individual visitors than last year, the Writing Studio is still growing at a steady pace. The Writing Studio had a total of 4,262 tutoring sessions by 1,107 unique visitors, both the most in the Studio's history. The staff had 27 members this academic year (4 professional writing consultants, 20 peer writing consultants, and 3 student aides). Staff education meetings continued to accommodate the large number of attendees and a great variation in tutors' schedules. Therefore, all tutors met once a month for Saturday meetings and broke into smaller groups or one-to-one meetings between monthly meetings to check-in and ensure staff were being supported and educated.

One significant change had to do with preparing tutors to work with visual literacies, speech tutoring and tutoring with technology. In addition, staff education meetings during spring 2014 were dedicated to going "back to basics" by reading foundational texts in writing center scholarship. Because our Studio is preparing to take on more 21st century technologies, we believed the readings and discussions provided an ideological overview for tutors that would provide a map of writing center work from the past, through the present and on into the future.

This year, we continued to build our online presence with both the development of our blog (blog.fitnyc.edu/writingstudio) as an online resource for students and faculty and the extent to which we offer live chat, synchronous online tutoring. We had a slight increase in online sessions, but we continue to train tutors for effective online pedagogy.

We will continue to transition to a “Multi-Studio” or multiliteracies focus in the coming academic year, starting with adding speech tutoring in Fall 2014. As the Writing Studio undergoes this transition, it will also take on multimedia presentation tutoring and online assistance for writers. The Studio has already begun preparing for this endeavor by purchasing new technologies that will be further outlined below.

Staff and Faculty Development and Honors

Director (D), Associate Director (AD), Professional Writing Consultant (WC), and Peer Writing Consultant (PWC)

Conferences and Presentations

Claudia Arriso (PWC), Georgeanna Dwiggins (PWC), Brian Fallon (D), and Marlina McLemore (PWC), "Transitions, Multiliteracies, and Writing Center Relationships." National Conference on Peer Tutoring in Writing, Tampa, FL, November 1-3, 2013.

Michelle Carl (PWC) (with Neisha-Anne Green, Lehman College), "The New Racism: Discussions of Culture and Identity in Our Writing Centers." National Conference on Peer Tutoring in Writing, Tampa, FL, November 1-3, 2013.

Brian Fallon (D), "Every 'Conversation of Mankind' Should Involve a Good Listener." Midwest Writing Centers Association Conference, Chicago, IL. October 17-19, 2013.

Brian Fallon (D), "Props for Harvey Kail: Reflections on a Career Dedicated to Peer Tutoring." National Conference on Peer Tutoring in Writing, Tampa, FL, November 1-3, 2013.

Brian Fallon (D) (with Sarah Blazer, Lehman College), "Better Together: Educating Tutors Across Institutional and Cultural Borders." Northeast Writing Centers Association Conference, Smithfield, RI. March 1-3, 2014.

Adam Gray (AD), "Researching the Work of Reconciliation With Kimberly-Clark Corporation." Midwest Writing Centers Association Conference, Chicago, IL. October 17-19, 2013.

Adam Gray (AD), "Risk-Taking and the Acceptance of Struggle as a Graduate Administrator in a Writing Center." Midwest Writing Centers Association Conference, Chicago, IL. October 17-19, 2013.

Adam Gray (AD) and Patrick Jackson (WC), "Addressing Assumptions About Language Difference Through Tutor Education." Northeast Writing Centers Association Conference, Smithfield, RI. March 1-3, 2014.

Other Accomplishments, Awards, and Honors

Nkem Chukwumerije (PWC) was awarded the Jerome L. Greene Foundation International Scholarship. She was awarded \$10,000 to study abroad in Hong Kong in Spring 2014.

Jaime Duncan (PWC), SUNY Chancellor Award Recipient, May 2014.

Brian Fallon (D), named co-chair of the International Writing Centers Association/National Conference on Peer Tutoring in Writing 2014 Joint Conference, July 2013.

Brian Fallon (D), appointed Treasurer of the National Conference on Peer Tutoring in Writing, September 2013

Major Activities and New Initiatives

The Writing Studio's primary function is to provide tutoring in writing in all subjects and professional areas. As mentioned earlier, the Writing Studio continued to see growth in the number of sessions and visitors throughout AY2013-14 (see tables below). In fact, the fall semester was the Writing Studio's busiest semester to date with 2,240 sessions.

Writing Studio Sessions and Visitors

Total Tutoring Sessions	4262
Unique Visitors	1107
Online Sessions	455

Visitor Breakdown

First-year Students	1444	34%
Sophomores	992	23%
Juniors	663	15%
Seniors	316	7%
Graduate Students	474	11%
Alum	13	1%
Faculty/Staff	118	3%
Not Disclosed	224	6%

Top Courses/Writing Needs

EN121: College Composition	322 sessions
FM114: Introduction to the Fashion Industry	145 sessions
Personal and Professional Writing	905 sessions

Two interesting points to note with this data are that students visited for first-year writing help, namely EN121, and for personal and professional writing help in large numbers. There still continues to be a sharp decline in the percentage of students using the Writing Studio from first-year to Senior year. The Writing Studio will still explore more ways to target Juniors and Seniors, but it may also speak to fewer writing expectations as students progress through their course of study. The second point of interest is the number of students visiting for personal and professional writing help. The Writing Studio uses this category when students are working on non-course related writing. This indicates that the Writing Studio is being used frequently for writing enrichment outside of course curriculum.

This information can be beneficial to both the Writing Advisory Board (now going on its third year) and the Writing Studio Advisory Council that the directors proposed in Fall 2013 and are hoping to implement in 2014-15. The above data can be used to identify clear writing partnerships on campus and areas where the curriculum could be enriched with more writing instruction. The Writing Studio is well positioned to support comprehensive writing across the curriculum initiatives and to help support students who are enrolled in any courses with significant writing requirements.

In addition to tutoring writing from a variety of disciplines, the Writing Studio continued to assist the Fashion Design Department in preparing students for the 2013 Council of Fashion Designers student competition. Students are required to write a design philosophy statement to accompany their renderings. These statements are used by the CFDA to break ties and select winners. The Director spoke with all fashion design students preparing to enter their 6th semester in November about the significance of their statements and then he and the Associate Director visited classes with professional and peer consultants in February and March to run writing workshops.

Also, over the 2014 winters session, the directors along with the Studio's professional consultants worked with the Exhibition Design students on developing ideas, planning, and writing. The collaboration was capped off when the directors and consultants were invited to provide feedback on exhibition prototypes.

Along with providing workshops for students, the director and associate director frequently worked with the Center for Excellence in Teaching to lead workshops for faculty. The 2013-14 year's collaborations began with a joint discussion on how to use the *New York Times* in the classroom (October 2012). The directors also held an open forum for faculty to discuss writing (February 2014), participated in a CET event on curriculum mapping and assessment (March 2014), and collaborated with Professor Charlotte Brown to discuss strategies for helping ESL students succeed (March 2014). Finally, the directors, along with Visual Literacy Coordinator/Intern Georgeanna Dwiggin (a newly created position) discussed writing and technology with FIT faculty (April 2014). The directors also worked one-to-one with a number of faculty members to discuss writing, teaching and curriculum development throughout the year.

Over and above staff education meetings, Writing Studio tutors also met in May for the second time with tutors from the Academic Skills Tutoring Center to discuss writing, technology and tutoring at FIT. The meeting yielded a lively discussion about our shared one-to-one pedagogy and continued to build a stronger connection between academic support units on campus. Because the meeting was so successful, plans are being made to hold a similar meeting in the fall of 2014.

The directors also successfully prepared an Internal Review Board proposal to begin a research project in the Studio. The project involves interviewing peer tutors and students in the Writing Studio as well as recording tutoring sessions. We plan to investigate what tutors learn through their work in the Studio and what we can do to improve our practices. We also anticipate using this data to share at conferences and in publications with those within the wider writing center community.

In spring, the directors and several peer tutors also collaborated with Professor Michael Cokkinos' Video Studio Production course. This collaboration produced three videos: an "Inside the Writer's Studio" interview with the Associate Director, an infomercial highlighting online tutoring and also a video that will be used to recruit new tutors.

An initiative we have continued to work toward is to shift the focus of the Writing Studio toward a "Multi-Studio" or multiliteracies approach. As mentioned at the beginning of this report, writing consultants have been studying key scholarship in the field of writing center studies that provide a theoretical timeline of writing center work as we prepare to take on new challenges with global, 21st century communication.

Finally, Brian Fallon is currently serving as a co-chair for the International Writing Centers Association/National Conference on Peer Tutoring in Writing 2014 Joint Conference (to be held at Disney's Coronado Springs Resort, Orlando, Fl, October 30 – November 1, 2014). A great deal of time and energy has been spent on this effort, and Writing Studio staff have been involved in everything from reading conference proposals to designing web content for the conference Web site. Adam Gray has been invited to serve as a coordinator for conference special interest groups. FIT is offering considerable assistance in the overall success of this international writing center conference. The Writing Studio's involvement in the conference is bringing international attention to the College and its writing center program.

Conditions and changes to academic spaces, labs, classrooms

Feldman C612 continues to be a good location for the Writing Studio. In the future, especially as the Studio prepares to roll out speaking tutoring in Fall 2014, there may be a need to seek more space to work with students on visual and speaking presentations. The Strategic Plan Think Tank group assigned to begin investigating ways to expand programs in the Liberal Arts discussed possibilities for added space. Also, as online tutoring becomes more popular, we continue to explore the possibilities for a designated area where tutors can conduct video chat sessions undisturbed. The wall in the Writing Studio was painted

blue at the end of the semester updating the look of the Studio to match that of the Feldman building and also the university's branding. The office in C612A was painted as well.

Outstanding Technology Advances

Online tutoring has increased this academic year at the Writing Studio with 455 sessions compared to 444 the previous year. This number also represents an increase compared to 15 to 30 sessions in past years. Students continue to meet with tutors online in a live chat session. The student's paper is on a whiteboard that allows tutors to see changes instantaneously, also enabling students to receive tutor feedback in real time. The program additionally allows for video chat. One of the best features is that once students have concluded their online session, they can return to WOnline and replay their tutoring session.

Further, as FIT is now a "Google university," the directors invested in purchasing four new Samsung Google Chromebooks that will be used starting in the Fall 2014 semester in tutoring sessions. We continued exploring ways to use Google Drive to share information both among the staff and between tutors and students. The Studio also invested in digital video cameras, microphones, earpieces and lecterns in preparation for the Studio to offer speaking tutoring also starting in Fall of 2014. These investments all speak to technological improvements outlined in the President's Strategic Plan and also further the Writing Studio's goal of moving toward becoming a space that focuses on multiple literacies including writing, speaking and digital forms of communication.

The Director also continued to establish a blog to be used for writing across the curriculum purposes. The blog, on the Writing Studio's website, was updated and maintained by the Studio's Visual Literacy Coordinator/Intern, Georgeanna Dwiggins and Peer Tutor, Jennifer Seggio. This blog was rolled out by the Director, Associate Director and Georgeanna through a CET Presentation on April 30, 2014 entitled: "21st Century Style: Writing and Technology." Ultimately, the blog will allow for both students and faculty to access and contribute to writing samples, visuals, and videos. The blog will also be a "living" resource that future tutors will be able to both maintain and grow.

The Writing Studio also invested in promotional materials that used technology in order to market the services the Studio offers for writers at FIT. For example, peer tutors Wayne James and Jennifer Seggio prepared a video that used interviews with those that work at the Studio in addition to footage from sessions and the tutor practicum. This video is located on the Writing Studio website and will also be used in informational visits for faculty.

Funding/Grants

The Perkins Grant helped support tutoring for AAS students at the Writing Studio throughout FY2012-2013. It also supported the travel of tutors to the National Conference

on Peer Tutoring in Writing in November 2013.

Both the director and associate director were awarded Teaching Institute Travel Grants to attend the Midwest Writing Centers Association Conference in Skokie, IL (October 2013).