

Writing and Speaking Studio 2022-2023 Annual Report

Executive Narrative

Section One

I. Unit's Mission Statement

The Writing and Speaking Studio offers students one-to-one and group feedback on their writing and presentations. Writing and speaking consultants work collaboratively with students during the composing process to help:

- develop, focus, and execute ideas for specific audiences,
- understand expectations and communicate for different purposes,
- discover and build upon strategies for effective communication in local, global, and digital contexts.

In addition, the Writing and Speaking Studio collaborates with faculty to provide students with quality writing and speaking experiences across the curriculum. The Writing and Speaking Studio directors offer faculty support in developing assignments, facilitating workshops, responding to and assessing writing/speaking, cross-cultural communication, writing for the web, and their own manuscript and presentation preparation.

II. Key Functions

In order to fulfill its mission, the Writing and Speaking Studio performs these key functions:

- Advocates for students in college-wide conversations about communication teaching and learning.
- Provides online and in-person tutoring to FIT students working on writing and oral communication projects for academic, personal, and professional purposes.
- Educates and develops a staff of peer and professional writing and speaking consultants through an ongoing practicum focused on reading, writing, applied linguistics, rhetorical studies, and oral communication.
- Supports faculty and staff in their writing, speaking, and teaching activities through one-to-one feedback and classroom workshops.

III. Overall Unit Accomplishments

During AY 2022-2023, the Writing and Speaking Studio maintained diligence in our key functions and attended to the four goals we set last year, while also achieving significant progress in the areas of **staffing, materials development, Studio workshop programming, and procuring additional resources**. An overview of each is below, followed by **student support statistics and discussion** and an overview of faculty/staff support.

With Professor Brian Fallon's Fall 22 sabbatical and subsequent move to the Center for Excellence in Teaching (CET), Professors Blazer and Keating worked overtime to maintain high-quality programming and manage college-wide service commitments. Additional Perkins funding helped us accomplish much of our progress in materials development. Looking to next year, a CNR was submitted to secure a Coordinator line for the program to provide much-needed support in areas like day-to-day management and event planning.

This year's staff included 44 members (1 interim director, 1 associate director, 1 administrative assistant, 4 professional writing and speaking consultants, 35 peer writing and speaking consultants, and 2 student aides).

Staffing

With targeted outreach to graduate school faculty, we increased our ranks of graduate student tutors to 7 in Fall 2022 and continued hiring late into Spring 2023 so that we maintain a cohort of graduate students from multiple programs into Fall 2023. For the previous few years, we employed 1-2 graduate students per year. Graduate student peer tutors provide informal mentorship for our undergraduate peer tutors, especially those interested in pursuing graduate studies, and help us connect more deeply with SGS students and faculty. For example, this year a Fashion History and Textile Studies (FTS)

graduate student provided significant support to one of our professional consultants who led a project to revise the thesis guidelines for the Illustration MFA (see below).

Materials Development

The thesis guidelines project mentioned above could not have been done so well, and received so positively, were it not for the particular expertise two staff members brought to the project – one, a graduate student in FTS who was finishing her thesis with the support of her program’s well-developed guidelines; and two, a professional consultant who earned her MFA in Illustration at FIT and worked as a peer tutor throughout that time. These two drew as well on their many experiences tutoring students from this program to develop a draft of thorough guidelines. Chair Brendan Leach was a partner in this process and very grateful for this work, which will be fully reviewed upon the arrival of their new full-time faculty member in the Fall.

This year, we realized a long-time goal of publishing a site for students containing high-quality multimedia instructional materials relevant to FIT students’ unique interests and experiences. With significant support from one of our professional consultants (funded through Perkins, as mentioned above), infographics and video tutorials were updated and created, and a site was developed; many student members of our staff reviewed and provided input throughout our development process. Students can now find resources on specific genres as well as tricky aspects of academic and professional communication, (i.e. outlining, research, revision, and citing) tailored to FIT students’ experiences and interests.

To enhance our outreach to classroom faculty, we are developing infographics to demonstrate some of the benefits students experience from working with our staff. For example, an infographic targeted to our FBM colleagues focuses on the results of a small study (44 students) looking at the impact of a brief revision exercise we designed to help FM 108 students with their discussion board posts. With an analysis of pre- and post- submissions, we saw dramatic improvement in areas like adding relevant examples and citations and connecting ideas. We are also finalizing an infographic based on survey data we collected to assess one of our program learning outcomes: Students visiting the WSS will develop knowledge and confidence around composing processes across diverse communication situations. The results of this small study (52 students) are also very positive and we look forward to sharing this data with our colleagues beginning this Fall. (Please see additional documentation).

Studio Workshop Programming

We ran eight student-facing in-Studio workshops – most of which involved peer tutors in pedagogical design and facilitation, sometimes in lead roles as with our digital portfolio development workshop which drew the greatest interest and attendance. Several of these new workshops will continue into AY 23-24 and we expect to expand offerings to test new topics of interest to our peer tutors.

Additional Resources

Halfway through the year, we worked with the Grants Office to submit a proposal to expand resources. To realize our goal of developing the aforementioned site for students, we were able to secure additional funding to pay one of our professional consultants to devote concentrated time to digital content creation. To increase our supply of laptop computers for our staff and visitors to use in tutoring sessions, we secured funding for 4 additional MAC laptops. The laptops arrived at the end of the Spring semester, which is especially timely since shortly thereafter we learned we have been given a permanent space one floor down in Feldman, room 508.

Student Support Statistics & Discussion

In AY 2022-2023, WSS peer and professional consultants conducted 2856 tutoring sessions with 1177 individual students (last year: 3103 sessions with 1078 individuals). Appointments were offered online and in person.

AY 2021-2022 and 2022-2023 Appointments

Modality	AY 21-22	AY 22-23
In-person	1611	1936
Online	1492	920
Total	3103	2856

We saw an increase in the number of in-person appointments this year; however, with a sizable drop in online appointments, the total number of appointments was down from last year. In better news, we saw an increase in the total number of individual student visitors, bringing individual student usage to just over 14% of the FIT total student population (the national benchmark for writing center usage is 10%).

With 205 appointments focused specifically on oral communication support, we see a decrease from last year's total of 297 sessions. Although the number of appointments decreased, as reported below, we reached many students through in-class workshops focused on oral communication.

The following tables break down Writing and Speaking Studio use by visitor standing; the most frequent courses students worked on with us or, in cases of non-curricular support, the top genre of communication students worked on with us; and students' usage by session focus:

Visitors by Standing

Standing	Unique Visitors		Total Sessions	
	AY 21-22	AY 22-23	AY 21-22	AY 22-23
First-year	492	561	1289	1182
Sophomore	146	166	391	409
Junior	156	119	552	262
Senior	92	123	280	372
Graduate	78	87	307	317
1-year Associate	86	80	162	198
Visiting Student	5	10	11	12
Non-Degree	6	5	31	23
Staff/Faculty	13	15	63	34
Alums	3	9	16	42

Most Frequent Courses of Focus and Top Non-curricular Genres of Focus

Courses and Appointment Focus Requests	AY 21-22	AY 22-23
EN121 (English Composition)	160 sessions	122 sessions
FM108 (First Year Experience I)	360 sessions	423 sessions
HA112 (History of Western Art and Civilization: Renaissance to the Modern Era)	50 sessions	100 sessions
Personal Statement, Scholarship Essay, Resume, Cover Letter, Artist Statement, Elevator Pitch and other non-curriculum writing and communication help	948 Sessions	891 Sessions

Usage by Session Topic Focus (Students can work on multiple needs per session)

Writing Session Topics	AY 21-22	AY 22-23	Speaking Session Topics	AY 21-22	AY 22-23
reading	360	571	understanding/addressing assignment guidelines	87	72
understanding/addressing assignment guidelines	938	1170	audience and occasion analysis	21	67
generating ideas	1214	1392	brainstorming/developing speech topics and specific purposes	113	111
planning/outlining	840	920	planning/outlining	87	86
drafting	621	634	drafting speaking outlines and delivery notes	48	49
research	359	401	research	42	27
integrating source material in texts	268	287	organizing and structuring	73	65
revising (adding/deleting/moving/connecting content)	1385	1346	integrating source material in texts and speaking	19	21
citation	295	248	revising (adding/deleting/moving/connecting content)	69	35
editing	1356	1245	editing	58	38
proofreading	1297	1070	proofreading	43	35
			speech anxiety strategies	79	76
			presentation delivery practice	146	112
			Q&A session preparation	30	29
			visual aid design and use	110	83
			interview communication prep	49	49
			nonverbal communication	30	27

Noteworthy points revealed in this year's individual appointment data:

(Standing & Top Courses/Communication Needs)

- Much of the increase in individual student visitors occurred among first and second-year students. We hope these students' early connection with us will yield continued engagement over time.
- Graduate students continue to use the services frequently (87 students making 317 visits total), especially for qualifying papers, presentation support, and thesis writing. This number is inching towards 10% of the graduate school population.
- Our number of alumni visitors increased from 3 to 9 and from 16 sessions to 42.
- We experienced an increase for the second time in two years in the number of students from FM courses, mostly due to FM108 since most faculty require their students work with us for their term project; we also saw the number of students working with us from HA112 double.
- We continue to offer significant support for students seeking feedback on communication projects that enrich their personal and professional development. The number of sessions focused on non-curriculum-related writing and speaking remains significantly higher than other areas at over 30% of our sessions (891 total).

(Needs/Areas of Focus)

- For writing-focused sessions, we saw an increase in sessions focusing on aspects of the process typically associated with earlier stages: i.e. understanding/addressing assignment guidelines, generating ideas, and planning/outlining, and we saw a decrease in aspects of the process associated with later stages: citation, editing, and proofreading.
- Students working on integrating sources and citations continue to be one of the less frequent session focuses in both writing and speaking. We continue to encourage faculty to assign research-based exercises and projects, which we are concerned have become less common.

We facilitated 33 in-class workshops in AY22-23, which allowed us at least 500 additional student interactions. Of the 33 sessions, 25 were conducted in undergraduate classes and the remaining 8 were conducted in graduate classes. The focus of these sessions varied as noted below, with about half focused on oral communication and half on written communication.

In-Class Writing & Speaking Studio Workshops for AY 22-23

Division	Subject	Workshop Focus	Number of Sessions
Art and Design	Fabric Styling	Approaching the Speech Process	1
	Fabric Styling	Live Presentation Feedback Session	1
	Fabric Styling	Professional Materials Development	1
	Fabric Styling	Capstone Presentation Response Panel	1
	Photography	Resume and Cover Letter Preparation	2
	Photography	Final Presentation Preparation	1
	Photography	Research and Composing Process	1
	Textile Surface Design	Genre Analysis and Composing Process	2
	Interior Design	Public Speaking for Interior Designers	1
	Communication Design	Presentation Skills and Managing Speech Anxiety	1
Liberal Arts	Economics	Research, Outlining, and Structure	4
	Psychology	Presentation Skills, Generating Ideas, and Managing Speech Anxiety	3
	Fashion Law	Presentation Skills and Managing Speech Anxiety	1
	Math	Assignment Analysis and Composing Process	1
	Jewelry Design	Composing Process	1
	Costume Design (Film and Media Studies)	Speaking with a Slidedeck	1
Graduate Studies	Fashion Design	Live Presentation Feedback Session	2
	Fashion Design	Elevator Pitch	1

	Fashion Design	Research & Citation; Process	1
	Fashion Textile Studies	Proposal Development	1
	Fashion Textile Studies	Presentation Skills and Managing Speech Anxiety	1
	Fashion Textile Studies	Live Presentation Feedback Session	1
	Exhibition Design	Thesis Project Development	1
	Exhibition Design	Writing Anxiety	1
Academic Affairs	Internship Studies	Presentation Skills and Managing Speech Anxiety	1
Total Number of Workshops for AY 22-23			33

Faculty and Staff Support

The directors logged 48 one-to-one consultations with faculty. These consultations addressed communication teaching/learning concerns and collaborations and written or oral communication projects, including manuscript drafting, presentations, candidate statements for CCE, tenure, and promotion, and other professional projects.

Additionally, 15 faculty/staff members made 34 appointments using WOnline, which means they met with one of our peer or professional consultants for written or oral communication support.

In support of and in collaboration with the Center for Excellence in Teaching (CET):

Professor Blazer supported Jeffrey Riman in planning the CET workshop program lineup for AY 22-23 and collaborated with GFM and Library colleagues to present a CET workshop, “Designing Assignments for Meaningful Research.”

Professor Keating planned and facilitated a workshop for the CET called "Supporting Student Presentations."

At the CET’s annual Adjunct Summer Institute, Professor Blazer participated as an invited panelist for the session, “AI in Higher Education.” Professor Keating contributed a break-out session presentation entitled “Co-Creating a Productive Communication Climate.”

IV. Individual Faculty/Staff Accomplishments

Faculty Accomplishments

Sarah Blazer, Interim Director for Writing and Associate Professor

- Conference Presentations:
 - “Cosmopolitanism in Writing Center Practice: Empowering a Translingual Orientation. July 2022 presentation at the European Writing Centers Association Conference (EWCA), virtual. With B. Fallon.
 - “Expanding and Enriching Tutor Education through a Digital Community of Practice,” February 2023 presentation at the International Writing Centers Association (IWCA) Collaborative at the Conference on College Composition and Communication, Chicago, IL. With A. R. Napoleone (UMass Amherst)
 - Proposal accepted to the IWCA Annual Conference, Baltimore, MD (October 2023): “Interact, revise, share: Crowd-sourcing and documenting socially-just writing center teaching”
 - Proposal to present with peer tutors, submitted to the National Conference on Peer Tutors in Writing Conference, Pittsburgh PA (November 2023)
- Leadership and Service:
 - FIT Leadership and Service
 - Began service April 2023, Diversity Collective Sub-Committee on Anti-Racist Pedagogy
 - Chaired the Faculty Senate Assessment Committee

- Served as an Alternate Member, Faculty Senate Executive Committee
- Served on the Faculty Search Committee for English and Communication Studies
- Service to the Field
- Served on the NCPTW subcommittee to select the 2022-23 Linda Bergman Research in Writing Centers Grant Award
- Awards:
 - FIT Faculty Excellence, May 2022

Stephen Keating, Associate Director and Assistant Professor

- Earned Tenure
- Accepted to the University of Illinois Urbana-Champaign's EdD in Education Policy, Organization and Leadership program with a concentration in Human Resource Development; starting Fall 2023
- Publications:
 - Keating, S.G. (Forthcoming, 2023). Teaching communication (1st ed., Vol. 4) (B.N. Frisby & R. Kauffman, Eds.) [Teaching Strategy Contribution to Textbook]. Cognella Publishing.
 - Keating, S.G. (2022). [Review of the book Empowering Public Speaking by D.L. Fassett and K. Nainby. Communication Center Journal, 8(1), 32-33.
- Leadership and Service:
 - FIT Leadership and Service
 - Chaired the Information Technology Faculty Senate Committee
 - Co-Chaired the Projection Working Group with Laurence Baach
 - Participated as a Non-Pilot Group Member of the Brightspace Advisory Committee
 - Served on the Faculty Development Grants and Awards Committee
 - Advised Three Student Commencement Speakers in their Speech Writing for Commencement 2023
 - Service to the Field
 - Reviewed papers and presentations for National Communication Association (Communication Centers)
 - Reviewed papers and presentations for the Eastern Communication Association (Instructional and Rhetoric and Public Address sections)
 - Reviewed papers and presentations for the Western States Communication Association (Communication and Instruction section)
 - Reviewed manuscripts for the Carolinas Communication Annual Journal

Staff Accomplishments

- Abigail Caimano
 - FIT Orientation Leader
 - Elected SGA Senator, Spatial Experience Design
 - Spearheaded a Material Swap initiative to create a circular economy within FIT and provide students with materials
 - Performed and led discussion, FIT Sustainability Theatre Lab
 - Promoted, SGA Secretary for Student Affairs
 - Led a panel discussion with the Broadway Green Alliance, FIT Sustainability Theatre Lab
 - Served, set design/construction team for the FIT Theatre Club Spring Musical
- Aiswarya John
 - Hired, beauty intern at LoveShackFancy
- Andi Mercado
 - Presenter, Writing & Speaking Studio Tutor Perspectives Event for faculty and staff
- Anoushka Dorigallu
 - Certified, Ikebana Instructor, Ohara School of Ikebana
 - Dean's List
- Bhavika Punjabi

- Representative, Fashion Institute of Technology (FIT) and the United States, Retail Futures Challenge at the World Retail Congress 2023, held in Barcelona, Spain
- D Demaglie
 - Designer, FIT Writing and Speaking Studio zines for the Tutor Perspectives Event
- Donald Jackson
 - Presenter, Writing & Speaking Studio Tutor Perspectives Event for faculty and staff
- Erza Idrizi
 - Presenter, Writing & Speaking Studio Tutor Perspectives Event for faculty and staff
 - Participant, trip to Albany, NY, with President Brown and faculty
- Grae Lambert
 - Presenter, Writing & Speaking Studio Tutor Perspectives Event for faculty and staff
- Isabel Singer
 - Published 5 pieces in online literary magazines: *Decoded Pride*, *Icebreakers Literary Magazine*, *CUTBOW Quarterly*.
- Joi Berry
 - Associate Editor, BRACE Magazine
 - Curator, Poetry and Writing for The Spectacle Magazine
 - Art Curator, AHMP Insider, Spring 2023
 - Administrative Assistant to Managing and Artistic Director at the feath3r theory, Arts and Culture Management
 - Award Recipient, FIT Marion Brandiss Extracurricular Service Award Spring 2023
 - 2022-2023 BIPOC Point Scholar, Leadership for LGBTQAI+ Communities
- Julia Eckelkamp
 - Invited to present on 1960s fashion in film at EUPOP 2023, Scotland
- Muskaan Vatvani
 - Dean's List, Fall 2022
 - Presenter, Writing & Speaking Studio Tutor Perspectives Event for faculty and staff
 - Awardee, 2022-2023 FIT Senior Resident Assistant of the Year Award
- Shannon Higgins
 - Committee Chair, Baker Scholars
 - Participant, Macy's Parade x FIT student project
 - Representative, 2022 FIT Foundation Video
 - Participant, Macy's x FIT Flower Show project
 - Top Ten Awardee, Travel and Tourism category, Collegiate DECA's International Career Development Conference
 - Appointed SGA Senator, AMC
- Stephanie Zlotnick
 - Published, Promethean, the City University of New York literary magazine

Section Two

I. Summary, 2022-2023 Goals

Goal 1: Secure a space for oral communication tutoring and support.

We advocated all year for this and learned in May that a space became available one floor down from us. This space should finally allow us to provide adequate conditions for speaking appointments focused on presentation practice. This additional space will also help us ensure our main space does not become overcrowded and loud which has been an ongoing concern for staff and visitors who struggle to focus with lots of noise and distractions as there are times of day and periods of the semester when we host many sessions at once.

Goal 2: Educate peer and professional consultants to meet the learning needs of students working on written and oral communication projects by engaging them through scholarship, meaningful discussions, and professional development opportunities.

Ongoing staff education included eight full staff in-person meetings. In the Fall, Writing and Speaking Studio staff members met in person in small groups to discuss topics including research writing, resume development, ethical editing, and facilitating decision-making. These focused conversations allow us to review significant areas of knowledge and practice with targeted groups of new and returning tutors to continuously support their developing expertise and to avoid unnecessarily repeating lessons. Additionally, the entire staff met in person three times and virtually once. In these meetings, we addressed a range of topics through interactive exercises (e.g. using a speed-dating format to support tutors' practice with inquiry-based support of students' resume development) and combined multiple opportunities for tutors to prepare short collaborative presentations using Studio technology. This ensured the content and learning modalities are both fostering development. Our final meeting of the semester was held online and was a celebratory reading of all staff members' evolving tutoring philosophy statements, an integral component of the e-portfolios they develop throughout their time on staff.

In the Fall, we also invited tutors to participate in special projects; eight tutors participated. Projects involved developing a workshop for digital art portfolio development, content for our social media account, a staff podcast, and programming to increase student engagement with the Studio. Each of these 4 special project teams was supported by a professional consultant and either the Associate Director or Director. These projects engage tutors in rich experiential learning that challenges them to develop or hone new skills. Two of the workshops developed were offered again in the Spring (noted above).

In the Spring semester, staff education focused on tutors developing a depth of understanding in neurodiversity and translingual concepts and related inclusive tutoring practices. Tutors chose an area of focus, read and discussed a set of articles, and reflected on their learning on our staff blog. During two of our four staff meetings, tutors served as panelists answering a wide array of questions to facilitate their sharing of new perspectives and practices as a result of their readings. In April, we put on the event, "Tutor Perspectives," for faculty and administration where tutors shared their ideas about teaching and learning at FIT through the lens of their work at the Studio.

Goal 3: Engage faculty through development events and programs that encourage written and oral communication as tools for teaching and learning.

This year, we hosted two events for faculty: *Spotlight: Experts Talk [Equitable] Writing and Speaking Pedagogy* and *Tutor Perspectives*.

Goal 4: Assess oral communication expectations and needs across the disciplines to explore how oral communication is practiced and taught across the curriculum and determine how the Writing and Speaking Studio can best support students and faculty.

II. Assessment, 2022-23 Goals

Goal 1: Space secured. We have worked quickly with Space Planning to ensure a proposal for this space can be submitted for review in time for the work to be completed this summer.

Goal 2: Each semester, we require tutors to reflect on their learning and tutoring experiences on a private staff blog, through special projects, and in their e-portfolios, which feature their tutoring philosophies. The staff blog where tutors discuss staff development topics included 37 posts and 37 comments. These rich conversations demonstrate tutors exploring new ideas, reflecting on practice, and constructing new knowledge on communication teaching and learning in relation to their own experiences.

Peer consultants create e-portfolios which include their tutoring philosophies; we ask them to revise these statements as they progress through the program. These statements demonstrate consultants' developing knowledge and practice as they continue to learn from staff education. Here are some excerpts from consultants at various stages in their development:

New Peer Consultant: "As someone with a background rich with collaboration and project management I approach all assignments with an air of planning and prep work. In any endeavor I strive to break it down into manageable pieces, and

schedule them out to keep myself on track. While this is certainly a personal mindset I believe it can be an invaluable tool in any student's arsenal for tackling difficult assignments... When working with students I often try to develop plans with them for finishing the assignment, both at the beginning of a session, setting goals to hit while we work together, and at the end of the session to help establish a roadmap for them to follow as they continue to work on their own. "-Killian

Experienced Peer Consultant: "As a tutor, I want to create an environment within my sessions that makes peers feel open to asking questions... When I leave open spaces in sessions to allow for questioning, both from me and from the student, it creates an environment of inquiry instead of isolation. Oftentimes, asking a question first as the tutor shows the student that not only is it okay to ask questions, but that even the "all-mighty" tutor doesn't know everything, and that's okay. It can help open up conversation and show that I'm genuinely engaged in their work, another aspect that can help them feel comfortable to ask questions. I don't just want to "have a session" with a student, I want to cultivate a space of inquiry that feels safe." -Cynthia

Experienced Peer Consultant: I often forget about the cozy barriers that have to come down when we ask others for help. It's not easy going to tutoring, and I understand that. I, myself, am very stubborn when it comes to asking for help. I'm just so proud of my tutees for being brave enough to be vulnerable and comfortable with me to share their work. My job, then, is to build them up and give them the necessary tools and resources to keep thriving. -Andi

Goal 3: This year, we hosted two events for faculty: *Spotlight: Experts Talk [Equitable] Writing and Speaking Pedagogy* and *Tutor Perspectives*.

Faculty members from 6 different departments participated as speakers in this year's *Spotlight* series, and we saw audience participation from across the College as well. Participants engaged in rich and challenging conversation about their various ways of practicing equity in their teaching, as well as their challenges and questions. Everyone stayed well after the program ended to continue the conversation. A survey was sent to participants but not until late in the year so we are awaiting responses.

Tutor Perspectives featured 5 peer tutors reflecting on supporting students to negotiate balance between conventions and authentic expression. They did so from very personal experiences growing up multilingual and by discussing scholarship on this topic they read through our staff development program. Most powerful was the collage of experiences they shared of being in school environments that to varying degrees stimulated or stifled their growth as writers and speakers. This event was attended by faculty from a variety of areas that reach many FIT students: FBM, History of Art, Fashion Design, and English and Communication Studies.

Goal 4: In early Spring 2023, with the goal of collecting data to inform the Studio's continued development of speaking services, Professor Keating invited six faculty members to engage with him in conversation about public speaking applications in their classes, departments, and industries. The conversations were scheduled at 30-minutes each and invitees were given the options to participate individually or alongside department colleagues.

Out of the six faculty members invited for discussions, four responded and three scheduled a time to talk. Two of the three participants who scheduled a meeting opted to include their colleagues in the discussion, while one chose to participate on their own. In total, Professor Keating interviewed seven professors from three different departments. His findings thus far from these conversations are the following:

- Finding 1: Faculty participants were familiar with some but not all of the speaking and communication-related services the Studio offers. While all participants were aware of tutoring and in-class workshop offerings, fewer knew that we offer one-to-one faculty consultations and tailored student resources.
 - Analysis: It is important we consider this finding and use it to inform our department communications efforts in future semesters. For example, the Studio may need to consider an annual newsletter or communication that provides faculty with an outline of services.
- Finding 2: Faculty participants do put much thought into their students' communication competencies and what can be done in their classes to best teach or communicate those skills in a way that prepares students for work in the major or industry. However, there is a divide between faculty who see communication as a necessary skill for graduates of their programs and those who see it more so as an important part of the learning process of other knowledge and skills taught in their courses.

- Analysis: This finding is instructive for a couple of reasons. First, it suggests it would be beneficial for us to better understand the communication standards of different industries so that we might better serve students preparing to work in them. Second, if we know how certain departments think about communication as it relates to their work, we can better communicate our existing relevant services.
- Finding 3: Faculty participants are interested in more opportunities for them and their colleagues to learn and share about speaking practice and oral presentation pedagogy in their departments and classes.
 - Analysis: Knowing there is an appetite for communication-related campus events is encouraging. The Studio may be able to host more sessions like this going forward, either independently or in partnership with other services on campus, such as the Center for Excellence in Teaching.
- Finding 4: Oral communication and presentation are required in a majority of the courses and departments represented in these conversations. However, as suggested in Finding 1 Analysis, there is a different motivation behind these requirements depending on the course. Again, some faculty see communication as a necessary skill for graduates of their programs and are working to prepare their students for the industry, while others use communication and public speaking as more of a vehicle for learning and/or showcasing other content and skills.
 - Analysis: This finding, although helpful, is limited. Faculty participants in these conversations have chosen to work with the Studio in the past and, unsurprisingly, have an appreciation for the writing and communication work necessary in their industries. It will be important going forward to talk with faculty who have never worked with the Studio to see if there is a difference in their responses.
- Finding 5: Faculty both instruct and expect communication competencies. By instruct, we mean faculty formally or informally talk about public speaking in their classes, communicate their standards, incorporate speech assignments into their curriculum, and provide feedback, either written or verbal. Assignments can count toward students' grades or not. By expect, we mean that faculty anticipate students will improve their communication skills through practice and repetition of the process, which they require in their classes; students are provided with neither formal guidance nor feedback. In most classes, it seems a mix of these approaches is used.
 - Analysis: In future conversations, I would like to dig deeper into questions about formal versus informal instruction and learning. First, I think that these terms would make more sense than "instruct" and "expect." Second, there are many ways that faculty can instruct their students and breaking that down into two familiar areas that faculty can divide their classes or assignments into and then would be helpful, both for us and possibly for them. Third, I think it would be helpful to know whether or not there are certain skills that are taught more informally than others and if there is a reason why. Sometimes, for example, a lesson may be informal because the faculty member does not have time to prepare or facilitate a more formal one. I believe that these areas are opportunities for the Writing and Speaking Studio, because they represent areas in which a program like ours may be able to provide assistance, either through in-class sessions, planned or mandatory student appointments, or tailored course-embedded resources.

III. Lessons Learned

Over the last year, we have learned how our program functions as a department of two full-time faculty members. We adapted and successfully managed all aspects of our program but have also identified areas where we need additional support, which we hope to receive through an approval of the coordinator position we requested through the CNR process.

We learned that offering speaking presentation support remains difficult without adequate space to support realistic practice. We hope to finally remedy this issue with the new space that Space Planning has said will be ready for Fall 2023. With this space secure, we hope we can offer more individual practice appointments but also expand to offer faculty options for supporting students' presentation practice during class time.

New coordination with colleagues in Residential Life and Student Life clearly enhanced our expanding social media and print flier outreach efforts; we intend to continue our outreach work and sustain these campus connections.

The Writing and Speaking Studio is a place where students find faculty and staff with whom they can express concerns they will not share elsewhere; concerns about mental health, student/faculty dynamics, and classroom physical conditions are among the top issues we heard about this year. The directors and staff continue to listen, mentor, and advocate for students through campus service and collaboration beyond the Studio.

Finally, as we track the growth of AI in educational, professional, and civic spaces, we are learning to speak critically about its uses and limits and explore ways in which our programming can evolve. We will continue to speak with students and colleagues about what they are seeing and doing and why so that we remain part of a critical, not passive response to AI.

IV. Goals for Next Year, 2023-24

Goal 1: Build on development of Studio materials: 1) for the Student Resource Site and 2) for tailored communication of our program's value for students to faculty in diverse areas.

Goal 2: Restructure staffing to support oversight in new Studio space.

Goal 3: Forge new partnerships to increase program reach.

Goal 4: Host a speech pedagogy event in which faculty members from different parts of the college can share their practices and experiences.

V. Implementation and Assessment Plans, 2023-2024 goals

Goal 1: Create and post new materials pertaining to presentation citation practices; test efficacy of the FM108 infographic at a Fall 2023 department meeting; secure invitations to two other department's faculty meetings and tailor Studio data to share with them as part of an overview of our program.

Goal 2: Since a restructuring of staffing is a significant undertaking that involves the availability of our part-time professional staff to ensure undergraduates are not working alone, unsupervised, in this satellite space, we are waiting to learn that the space will be ready to make this shift.

Goal 3: We will explore and test the viability of partnerships with faculty, campus programs, and FIT student clubs to increase tailored programming offerings.

Goal 4: Plan event for Spring 2024; survey participants.

Please see additional documentation for reporting on WSS assessments and student experience.