

Writing Center

At the Writing Center, professional consultants work collaboratively with students to deepen their writing and English language skills. We support undergraduate and graduate students across the disciplines, helping them to understand their audience's expectations, to see writing as a process, to develop their own voices, to organize and communicate their ideas, and to advocate for the support they need. We also collaborate with faculty and program directors to develop teaching resources that facilitate active learning and promote inclusive pedagogy.

From 2023–24, the Writing Center expanded workshop and other group programming to attract new students, foster collaboration, and promote engagement and community. These efforts supported many of the initiatives in the 2023-28 strategic plan, including the imperatives to “Provide learning opportunities that are flexible, dynamic, [and] experiential” and to “Create structures for cross-campus collaboration on student support.” As a result, we worked with more unique students (3990 individuals, +12% over AY23) in more hours of services (9108 hours, +8.6% over AY23), with substantial increases in workshop attendance (3549 seats, +50%). At the same time, though, student participation in the center's core, one-to-one, 50-minute service went down (to 4672 appointments, -9.8%) in keeping with nationwide trends (and reflecting the network outage last fall). We also prioritized outreach efforts to reach new cohorts, and we are already seeing dramatic increases in student attendance this fall.

<i>Student Use of Writing Center Services, AY 2023-24</i>		Hours of services	change from AY23
All programs		9108	+8.6%
Unique students served		3990	+12%
	Mode	Appts	
1-to-1 sessions	Total	4672	-9.8%
Synchronous 1-to-1 sessions	Total	3777	-8.4%
	Online	2219	-13.4%
	Campus	1558	0%
Workshops	Total	3549	+50.1%

The Writing Center maximizes students' potential to succeed

A. We prioritized accessibility

Our professional development for our teaching staff focused on the question of accessibility in Writing Center work, considering how we might go beyond mere *compliance* with accommodations in favor of more universal design.

- a. Convened a task force focused on website redesign
- b. Led a winter reading group about accessibility
- c. Revised our policies to make it easier to request flexible appointments
- d. Met with colleagues in Student Disability Services to make progress towards hiring ASL interpreters
- e. Maintained hybrid schedule options, making it possible to respond to disruptions like network outage

B. We developed new student programming

- a. Designed and led new student workshops including a Grammar Workshop Series and workshops on Reading Strategies for International Students, Literature Review, Time Management, and Reading and Writing While Bored
- b. Partnered with Tools for Clear Speech on an event for International Mother Language Day

C. We responded to generative AI

- a. Led professional development sessions to prepare staff to respond to perceived use of AI in one-to-one sessions
- b. Analyzed progress reports for writing-related academic alerts to find that 6/17 (36%) mentioned student reliance on generative AI
- c. Led summer workshop at orientation on College Writing and AI
- d. Began developing Writing Center statement on AI

The Writing Center promotes excellence in research and impactful teaching

A. We supported faculty teaching

- a. Led a DEI-Friday session on linguistic justice
- b. Led faculty workshops designed to develop and substantiate meaningful statements of teaching philosophy
- c. Overhauled in-class workshop offerings to better support faculty across the curriculum

B. We supported student research

- a. Created recurring sessions for students working on long-term research projects
- b. Developed workshops and one-to-one support for Honors thesis writers
- c. Partnered with the M.A. in Corporate Communication to support graduate students writing their theses

C. We hired and trained new consultants

New NTAs at the Writing Center brought academic and linguistic expertise, expanding our ability to support students who are engaging in quantitative and qualitative research and who would like to incorporate multilingual conversation into their sessions

The Writing Center optimizes operations and infrastructure

A. We moved to more secure, standard login practice

We migrated from the Baruch username and password to CUNYFirst logins for our student schedule, a change that resulted in much easier student access to our schedule, but which required extensive communications with BCTC and the central helpdesk to coordinate

B. We cleaned up our digital records

The Writing Center had a decade-old Dropbox account that was long overdue for reorganization, and we finished this project over the summer

C. We became more visible on campus

We added the Writing Center's information to the slides that play on campus and began exploring partnerships for pop-up sites