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<th>College</th>
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<td><strong>Baruch</strong></td>
<td>CUNY Writing Fellows at Baruch report to Coordinators who work collaboratively to manage the WAC program. 2014-2015 Fellows may work on projects at and across the Bernard L. Schwartz Communication Institute, the Center for Teaching and Learning, and the Writing Center, and may also work with specific academic programs, including Great Works of Literature (English 2800/2850) and the Writing Program (English 2100 and 2105). Fellows may work collectively and independently on projects related to the development of Communication Intensive Courses (CICs) in a variety of disciplines, including Accountancy, Anthropology, Business Policy, Computer Information Systems, Economics, Literature, Marketing, Music, Sociology, and Theatre. Fellows may also work to support the integration of writing intensive methodologies into online and hybrid courses, and may contribute to initiatives at the college related to fostering creative inquiry and research opportunities across a variety of undergraduate courses, programs, and disciplines. When possible, Fellows are paired with courses in their field of study and work closely with both students and faculty. Fellows will collaborate with the Bernard L. Schwartz Communication Institute’s Communication Fellows, Center for Teaching and Learning Fellows, and Consultants from the Writing Center, and thus will be a part of a large, supportive community that encourages and fosters creativity and innovation.</td>
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| **BMCC** | BMCC’s Writing Fellows work with the WAC Coordinators mainly to support the development and maintenance of Writing Intensive (WI) courses throughout the curriculum. All Writing Fellows participate in weekly group meetings with the coordinators. These meetings are part professional development and part work reports, where they discuss their work with faculty partners. Each Writing Fellow is partnered with several faculty members who are going through (and/or have recently gone through) the WAC professional development workshops. As partners, Writing Fellows provide a range of support for their partners:  
  - Help faculty design both formal and informal writing assignments for their courses; act as a sounding board  
  - Help construct criteria for evaluating student writing  
  - May attend faculty partners’ classes to assist with implementation of writing activities  
  - May give presentations in those classes on aspects of writing (e.g., citing sources, finding focus, ways to get started (freewriting, mapping, etc.) In addition, Writing Fellows attend the series of five workshops a semester for faculty preparing to teach a WI course and work with partners in the workshops and on assignments to develop their WI syllabus. Writing Fellows may be assigned to the BMCC Writing Center for several hours a week, as determined by the Writing Center Director. Writing Fellows may each engage in one or two other activities based on their interest and/or talents. These activities help us maintain and serve the WAC program overall. Among them are the following:  
  - Maintain and develop the BMCC WAC website  
  - Facilitate “refresher workshops” for previously-trained faculty to reinvigorate their teaching  
  - Collect, edit, and design Writing Intense,” a journal of student writing, published once a year and used as a teaching tool for WI courses  
  - Assist the coordinators with evaluation/assessment of the WAC program and WI courses  
  - Assemble a bank of department-specific writing activities and assignments to share with faculty Writing Fellows are expected to be at BMCC a minimum of two days a week, which may include office hours and workshop or meeting attendance. Fellows are required to submit regular workload reports. |
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| Brooklyn| Writing Fellows at Brooklyn College enter into a program that concentrates on faculty professional development, the implementation of an institutional component of WAC, and the particular, individual interests of the fellows. Incoming fellows for the 2014-15 will have a new coordinator, who will be replacing an interim coordinator for the 2013-14 year. Hence, writing fellows will be in a program that is undergoing changes of leadership. Yet the program has a definitive character.  

In terms of professional development, writing fellows build and conduct college-wide faculty development workshops on writing pedagogy. (Such workshops for this past year were on such items as low-stakes writing, writing for ELL/MLL, scaffolding and high-stakes assignments, et cetera). They also conduct smaller, department-wide workshops on specific themes (i.e., low-stakes writing; structuring ENG 1010 and 1012 course guidelines). Beyond these workshops, they work, on a needs basis, one-on-one assisting various faculty members in such things as developing writing assignments, formulating WI syllabi, conducting in-class workshops as a model of WAC pedagogy, among other things. Overall, the goal of the program is to improve writing pedagogy and writing practices at Brooklyn College.  

Writing Fellows also have the opportunity to develop their particular interests through individual projects. Currently such projects consist of: developing a handbook for new faculty teaching English 101; developing a handbook for faculty teaching Philosophy; developing the business program’s criterion for Writing Intensive courses; and assessing faculty experience with students who utilize the Learning Center. A goal of WAC at BC is to conduct professional development for faculty combined with Writing Fellows’ pedagogical interest.  

Writing Fellows work no more than 15 hours per week for 15 weeks each semester. In general, fellows are only required to be on campus one day a week. The Writing Fellows meet once a week with the coordinator for a two-hour meeting to plan work, discuss ongoing work, to discuss questions of pedagogy, and to conduct professional development (i.e., teaching statements, dissertation matters, and job talks).  

Writing Fellows have a physical presence on campus at the WAC office located at 2420 Boylan Hall. The office has a conference room, computers, photocopier, printers, and water and coffee set-up. Fellows also have their own mailboxes.  

Brooklyn College’s campus is about 30 minutes from Midtown on the Q, 2, or 5 train. For more information about the program, you can email us at brooklyncollegewac@gmail.com and visit our webpage at http://brooklyn-wac.org. |
| Bronx   | The Bronx Community College (BCC) program in Writing-Across-the-Curriculum (WAC) is primarily project-based and is committed to cultivating Writing Fellows professionally while serving faculty and students on our campus.  

Projects vary from year-to-year based on the academic and pedagogical interests of Fellows and the needs of the BCC community. During the 2012-13 academic year, Writing Fellows designed and helped to develop content for a WAC eportfolio site, a WAC faculty support site, and a specialized site to support WAC practice in history courses; this cohort of Fellows also helped develop and lead a number of faculty development workshops, including specialized sessions in ELL writing and developmental writing. |
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| Bronx      | Fellows serving during the 2013–14 academic year continue to design and lead faculty development workshops; in addition, they work with library staff to develop integrated support for student researchers and writers, collaborate with BCC’s student literary magazine to generate new creative submissions with an academic edge, and are working to develop interactive digital micro-tutorials for student writers.  

The writing fellowship at BCC begins with a 10–week practicum to cultivate Fellow expertise in the theory and practice of WAC, to orient Fellows to BCC culture, and to begin defining individual and group projects. At the beginning of the academic year, Fellows are asked to volunteer for a variety of academic and administrative tasks to support the program, including helping to manage resources of the WAC library, helping to prepare and coordinate faculty development workshops, and taking up continuing work on projects from the previous year.  

Fellows are generally expected to be on campus two days a week during the academic year, beginning with the practicum. For the latter portion of the fellowship, the Fellows and Coordinator meet as a group once a week; additional days on campus vary for each Fellow, depending on individual project responsibilities.  

Insofar as possible, Fellows are encouraged to pursue projects that mesh with their academic and/or professional interests. Ideally, Fellowship projects will not only serve the BCC community, but will also add significantly to each Fellow’s professional dossier, help move the dissertation forward, result in a professional publication, or build the Fellow’s teaching portfolio. |
| City       | At The City College of New York, Writing Fellows work with full and part-time faculty teaching courses offered within our General Education curriculum. Fellows work with (stipend-paid) instructors to: A) develop effective writing assignments; and B) help schedule a sequence of effective writing assignments into their courses. These collaborations with individual instructors lead to the development of course curricular handbooks to be sustained by the instructors’ home departments. Other work may include maintaining our WAC website and cataloging our expanding program portfolio. To achieve these goals, CCNY Fellows typically spend 15 hours per week on campus. |
| City Tech  | City Tech, a comprehensive college, is comprised of three schools -- Arts and Sciences, Technology and Design, and Professional Studies -- that together provide programs in such fields as art and design, business, computer systems, engineering, entertainment, allied health fields, hospitality, human services, the law-related professions, and the liberal arts and sciences, at both the associate and baccalaureate level. The aim of the WAC/WID program at City Tech is to make the college curriculum more writing- and communication-intensive so that students can make connections between communication skills and success in their majors. WAC Fellows at City Tech, working through the Faculty Commons, support the culture of literacy throughout the college with a major emphasis on writing in the disciplines. Fellows work with faculty and departments, with students, with the college-wide community, and with each other.  

WAC Fellows at City Tech are expected to attend training sessions hosted by CUNY Central, as well as weekly meetings at City Tech. Fellows can expect, on average, to be on campus around twice a week, to attend WAC meetings, to meet with their faculty partner, or to attend or facilitate a WAC workshop. Contingent upon the needs of their faculty partners, WAC Fellows can expect to meet with individual faculty members four to six times a semester. |
City Tech

To better support the one-year WAC fellows, City Tech employs one outgoing WAC Fellow as a Senior Fellow to help orient incoming Fellows and assist in the coordination of the program in each of the following areas:

**Support for Departments and Faculty**
Each year, Fellows consult with approximately four to six departments or programs to identify how best to support the improvement of student writing. Fellows’ work at this departmental or program level includes:

- facilitating workshops for faculty and students;
- developing teaching materials and faculty manuals as requested, including a WAC Faculty Handbook; and
- supporting the development or advancement of the departments’ writing-intensive courses.

Through this departmental or program-level work, Fellows also collaborate with individual instructors. This work can often include in-class workshops in addition to one-on-one time with faculty members; these partnerships address:

- strategies to improve course, assignment, and activity design;
- the development of writing- and communication-oriented in-class assignments;
- strategies for incorporating technology into class activities and assignments; and
- strategies for responding to student writing.

**College-wide Support**
College-wide, Fellows create and facilitate professional development seminars for faculty and staff. In the course of a typical semester, the WAC Program runs several workshop sessions on such topics as peer-review, student engagement, assignment design, and efficient grading strategies. Some workshops offer Fellows the opportunity to collaborate with other City Tech programs or departments, such as the Academic Integrity Committee and the Ursula Schwerin Library. In conjunction with the Emerging Scholars and Honors Scholars programs, the WAC program offers two workshops per semester for students conducting research. WAC Fellows are involved in conversations to further develop writing across the curriculum through Writing Intensive courses, and to support other important college-wide initiatives; for example, in the past, Fellows supported work with the Title V grant to revitalize general education at City Tech. Currently, Fellows support the Writing Assessment Initiative, which pairs Fellows with individual faculty members who are participating in assessment activities that contribute to the College’s accreditation.

**Dissemination of WAC materials and best practices**
Fellows receive training on City Tech’s OpenLab (OpenLab.citytech.cuny.edu), an open online community for learning and collaboration, so that they can promote digital tools and spaces to facilitate writing. As the OpenLab continues to grow, so does our WAC program’s need for fellows with interest or ability in online communication. Fellows also publish workshop handouts and other materials in WAC’s section of the college web site and on the WAC site on the OpenLab. The WAC program at City Tech has the opportunity to contribute to the Faculty Commons quarterly publication, *Nucleus*. Additionally, Fellows can identify strong student writing for submission to *City Tech Writer*, an annual journal of exceptional student writing. To disseminate the work they do at City Tech to a wider community, Fellows are encouraged to present their work at the CUNY IT conference, the CUNY CUE conference, and other conferences in their disciplines that offer opportunities to present on pedagogy.

City Tech, located in Downtown Brooklyn between the Brooklyn Bridge and the Manhattan Bridge, is easily accessible by the 2, 3, 4, 5, A, C, F, and R trains, and is a short walk from the B, G, and Q trains.
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<td>CSI</td>
<td>The WAC/WID program at CSI offers roundtables, newsletters, and faculty support for WAC in their classrooms. Since CSI currently does not have official writing intensive courses or requirements, its WAC program is more research based than administrative in nature. Fellows and the coordinator meet once a week at the Graduate Center to discuss readings, design workshops for faculty, and create newsletters, and other forms of outreach. Fellows do research on WAC related pedagogical questions, design publications, and come to the Staten Island campus for faculty classes and events; they also, as a group, use the year to develop their own teaching practices and materials. The offerings of the program vary to some degree from year to year as we design them as a creative team. This year, for example, we are conducting a student-based study on writing, offer roundtables to faculty on WAC issues, offer faculty support and class visits for the spring, distribute frequent newsletters, and maintain a blog. Each team of fellows has made its own imprint on the program. As a CSI WAC writing fellow, you will have an opportunity to pursue your own academic and pedagogical interests while contributing to the program. For further information see our website at <a href="http://www.csi.cuny.edu/wac/fs/">http://www.csi.cuny.edu/wac/fs/</a>.</td>
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| Gutman | Stella and Charles Guttman Community College at CUNY seeks a CUNY WAC Fellow to work with faculty and other members of instructional teams to promote writing across the curriculum in Guttman’s innovative first-year experience as well as its programs of study. Candidates for the WAC fellow will be expected to make use of a range of effective curricular, pedagogical and support strategies and be flexible and open to sharing and learning with others. The candidate must be committed to the College’s vision to serve a linguistically and culturally diverse student body. 

Located in Manhattan, Guttman Community College admitted its first cohort of approximately 300 students in August 2012. The centerpiece of Guttman’s educational model is an integrated and inter-disciplinary first-year curriculum that builds the academic, linguistic and affective skills necessary for success in college and career. Additional features of the model include using New York City as a context for learning in and out of the classroom, embedded student support services, and the use of ePortfolios. Guttman CC has six majors: Business Administration, Information Technology, Health Information Technology, Human Services, Liberal Arts and Sciences, and Urban Studies. At full capacity, the college will enroll 3,000 to 5,000 students. |
| Hostos | The goal of the WAC Initiative at Hostos is to integrate *both writing and reading* throughout the curriculum to develop students’ proficiencies in these interconnected areas. Because Writing Fellows (WFs) are essential to this goal, the Initiative is committed to providing professional development and support for the Fellows. Writing Fellows are integral to the work of the Hostos WAC Initiative through their assignments to departments, faculty, or various college programs. Fellows frequently collaborate with faculty across the liberal arts and allied health professions who are interested either in incorporating writing and/or reading activities into their existing curricula or in designing a Writing Intensive (WI) section of an existing or new course. In accordance with the bilingual mission of HCC, one WF who is identified as proficient in spoken and written Spanish may also assist in Spanish-language content courses. 

To insure that Fellows have the background knowledge they will need to productively collaborate with faculty, the Coordinators meet weekly with all of the Fellows to explore WAC principles and practices as well as discuss Writing Fellow progress on their various projects. These may include:

- Collaborating with interested faculty to instill opportunities for writing and reading into course materials including online learning.
- Developing, administering and maintaining online resources including podcasts and other digital media. |
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| Hostos    | - Partnering with the coordinators of various programs and initiatives (e.g. CAT-W, College Now, and College Enrichment Academies) that seek the assistance of WFs to determine how WAC principles and activities can most effectively be implemented.  
- Attending classes to learn the expectations and methodologies of their colleague instructors in both learning these disciplines and in creating and assigning both formal and informal writing assignments.  
- Holding office hours to meet with students individually or in small groups.  
- Assisting faculty in developing low-stakes, "writing-to-learn" activities, and discipline specific writing assignments in developing syllabi for future WI sections.  
- Designing and implementing small group WAC/WID workshops for faculty.  
- Providing support for the Hostos Academic Learning Center.  
- Planning workshops for students that may address common student writing concerns.  
- Maintaining and/or revising the Hostos WAC website.  
- Analyzing and developing assessment tools and assisting in overall project evaluation.  
- Contributing to the Hostos newsletter, *From the Writing Desk*.  
- Attending and presenting papers at professional conferences with other Hostos faculty and the WAC coordinators based on their work and interest.  

Hostos Community College is conveniently accessible via the 2, 4, and 5 subway trains and is approximately 20 minutes from the Graduate Center. For more information visit our website [http://www.hostos.cuny.edu/wac/](http://www.hostos.cuny.edu/wac/)

| Hunter    | At Hunter College CUNY Writing Fellows primarily work with instructional staff in specific departments and programs, as requested by the program, the Provost’s Office, or the Dean of Arts and Sciences. Writing Fellows helped teachers and Teaching Assistants revise assignments, create more targeted and efficient assessment tools, address student reading problems, and adapt syllabi and teaching styles to add value to student learning through writing. Therefore, Fellows should, with experience, be able to design courses and the writing components of revised curricula. Fellows also work with students in classes, departments, and/or programs, providing tutorial hours, writing workshops, and handout materials, including online learning tools and content. Fellows can be assigned research responsibilities to provide information for programs or college committees and generate studies of writing in departments and programs, providing data and perspective for the college’s policy-makers. Fellows may lead faculty development workshops for instructors of Significant Writing courses (Hunter’s “writing intensive” courses) and other courses. Fellows may present at college-wide faculty/staff events and CUNY-wide professional development events and conferences. Fellows attend weekly professional development meetings on campus.  

As stated in the Hunter College WAC website, “CUNY Writing Fellows can:  
- **Consult with faculty** on writing issues, offering expertise in assignment design, assessment options, and writing-to-learn activities;  
- **Consult with students**, offering tutorial services, including workshops and handout materials;  
- **Consult with departments**, providing information and expert opinion on writing issues, helping to develop writing in the discipline and best practices in writing pedagogy.”  

A table is shown with two columns: College and Job Description. The College column lists Hostos and Hunter. The Job Description column lists various responsibilities associated with each college, such as partnering with coordinators, attending classes, holding office hours, assisting faculty, designing workshops, contributing to newsletters, and attending professional conferences. The text also includes a note about the accessibility and website information for each college.
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| **John Jay** | As an integral part of the Writing Across the Curriculum (WAC) Program at John Jay, Writing Fellows work directly with the Writing Fellow coordinator and WAC director to provide support for various college-wide WAC initiatives. These projects include, but are not limited to outcomes assessment development and implementation, the integration of WAC principles and practice into the undergraduate curriculum, and fostering connections among the WAC program and John Jay’s other writing-centered programs. Fellows are not meant to work directly with students (except as needed to facilitate the approved projects), nor are they to act as Teaching Assistants. Rather, Writing Fellows are meant to support undergraduate writing and all that entails. Writing Fellows are overseen by the WAC coordinator, a John Jay faculty member, and are expected to do the following:  
- attend CUNY-wide WAC training and professional development sessions;  
- participate in regularly scheduled meetings and training sessions with the WF coordinator and other fellows;  
- work on projects as outlined by the WF coordinator and WAC director.  
Fellows should expect to work 15 hours per week during the Fall and Spring semesters; these hours will include work on specific projects, campus meetings and training sessions, and CUNY-wide WAC training. |
| **KCC** | Writing Fellows play an integral role in Kingsborough’s Writing Across the Curriculum (WAC) program, primarily as consultants for faculty seeking WAC certification. Fellows partner with individual faculty members to develop writing intensive syllabi and assignments, consult with students on their responses to those assignments, and work reflectively as a group to think about WAC practices, collaborative relationships with faculty, and issues of teaching and learning. In addition, according to their talents and interests, Fellows have the opportunity to contribute to the program as webmaster, program assessment coordinator, workshop facilitator, or in other roles. The 12-week Fall semester is devoted largely to the Fellows’ own professional development, culminating in the submission of a course portfolio. Using the same topics and readings as KCC faculty seeking certification in the Winter, Fellows redesign a course they have taught, and in a weekly meeting with the other Fellows and the Writing Fellows Coordinator they have the opportunity to share materials and discuss ideas. Work with a WAC-certified faculty mentor and on a special project round out the Fall schedule for Writing Fellows. During the Winter module, from late January to the beginning of our Spring term in March, Fellows collaborate both online and on campus (only two days of attendance on campus is required during this time) with faculty who are seeking WAC certification, to help them create a course portfolio similar to the one the Fellows completed in the Fall. Fellows continue their partnering work as the faculty member pilots the revised course in the Spring, attending class weekly and meeting with faculty individually. Consultations with students in these courses add to the Fellow’s development of the course. In the weekly meeting, Fellows share their field work experiences in partnering with faculty, but also revisit the issues raised by the larger WAC enterprise and their own WAC course revision work from the previous semester. Our program offers an opportunity to dramatically expand your knowledge of pedagogical theories, techniques, and challenges; to work closely with faculty from a variety of disciplines; to spend one-in-one time with an incredibly diverse student population; and to engage in self-directed special projects. If you  
- are interested in community college education and teaching/learning issues  
- have solid teaching experience at CUNY in your discipline  
- welcome collaboration, dialogue, and are a good team player  
- would have a relatively easy commute to our campus in south Brooklyn near Brighton Beach  
We very much look forward to talking with you about joining the KCC WAC Team in 2014-15. |
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<td>LaGuardia</td>
<td>The Strengthening Core Learning (SCL) Program at LGCC emphasizes the importance of writing in helping students develop critical thinking, reading, writing, research, and quantitative reasoning skills. Faculty from across the disciplines participate in a two-semester faculty development seminar, organized into small cross-disciplinary groups, each led by a SCL faculty leader. The Writing Fellows, CUNY graduate students from a variety of disciplines, assist LaGuardia faculty throughout the year in the following ways:</td>
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1. Participate in discussion of the theoretical underpinnings and practical applications of the Writing across the Curriculum (WAC) and Writing in the Disciplines (WID) movements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

2. Assist faculty in developing a revised course syllabus that utilizes a variety of writing assignments to help student develop critical thinking, reading, writing and quantitative reasoning skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

3. Meet with faculty in the bi-weekly Monday afternoon SCL Seminar and individually as requested; on occasion Fellows may visit a faculty member’s class to get a deeper understanding of the professor’s materials and pedagogy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

4. Assist in design and execution of an assessment of student writing and other competencies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

5. With guidance from the SCL leaders, develop and lead large group meetings devoted to specific WID and SCL topics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

6. Fellows also work on a number of individual projects associated with the program. These have included designing/maintaining LaGuardia’s WID website, creating short videos, writing/revising a handbook for future Fellows, creating and managing assessment tasks, and other projects of relevance to their academic or personal interests and abilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

In the Fall, Writing Fellows attend the bi-weekly SCL faculty development seminars and work with assigned full- and part-time faculty in and outside of the classroom to help faculty transform their course syllabus into one that is writing intensive. In the Spring, the Fellows help faculty in their small group pilot the revised course syllabus. Fellows also attend weekly meetings facilitated by the program coordinator; these meetings provide opportunities to discuss current literature on writing intensive pedagogy, and workshop the Fellows’ own writing-intensive course syllabi. In the Spring, Fellows also lead adjunct workshops.                                                                                                                                                                                                                                                                                                                                                                                                                                  |

By working closely with professors who have successfully incorporated "writing to learn" techniques in their courses, participating in Fellows’ meetings, and through tutoring in the Writing Center, Fellows receive a great deal of preparation for their role assisting faculty. In the Spring semester, Fellows at LaGuardia Community College share and refine their curriculum vitae and philosophy of teaching statements in their weekly meetings with the coordinator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Throughout the year, LaGuardia Fellows become immersed in the theoretical and practical aspects of writing intensive pedagogies and complete the fellowship with an in-depth knowledge of the relevance of those pedagogies to the faculty and students in a large, urban community-college environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

For more information see our website:  [http://www.lagcc.cuny.edu/wac/](http://www.lagcc.cuny.edu/wac/)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Please contact Karen Miller  kamiller@lagcc.cuny.edu  if you have any questions.
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<td>Law School</td>
<td>The WAC program at the CUNY School of Law is unique. CUNY Law Writing Fellows work exclusively with post-baccalaureate students and with educators of such students in an educational context leading to the professional practice of law. CUNY Law’s social-justice orientation and “Pipeline to Justice” admissions program draw diverse, accomplished, non-traditional students who are motivated to fulfill the institutional mission of “law in the service of human need.” The Writing Fellows staff the law school’s Writing Center where they meet one-on-one with students to address issues related to structure, argument, clarity, style, and voice in professional legal writing. In addition, Fellows (1) work with faculty to develop in-class exercises and effective feedback strategies that facilitate students’ engagement with writing throughout the semester; (2) plan and lead workshops for students on a variety of topics, including constructing thesis sentences, omitting surplus words, and persuasion and narrative in legal writing; (3) develop CUNY Law writing resources, including designing and updating the Writing Center website; (4) consult with faculty members on issues related to writing pedagogy; and (5) develop evaluation mechanisms for the writing program. Fellows are encouraged to participate in professional development activities both inside and outside the law school. The WAC program at CUNY Law provides a unique opportunity for CUNY Graduate Center students to gain experience working with graduate-level students and faculty on issues related to writing in the professions, an experience that past Fellows consistently report enhanced their own dissertation preparation and writing. CUNY Law recognizes the value of Writing Fellows’ varied academic perspectives to the development of effective legal writers and welcomes applicants from diverse disciplines. Lastly, the law school’s new state of the art building in centrally located Long Island City allows easy access to other CUNY campuses.</td>
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<td>Lehman</td>
<td>At Lehman, Writing Fellows are engaged in three main activities that contribute to influencing the culture of writing at the college. First, each WF acts as a “thinking partner” for two or three faculty members who receive funding to spend one year exploring ways to integrate writing into their courses. WFs attend classes, provide feedback on creating and responding to assignments, assist with data collection, and work with their faculty partners on writing and writing-to-learn strategies that help students meet the goals of the course. In addition, Writing Fellows actively assist their faculty partners in preparing the syllabus for a designated writing-intensive or writing-enhanced class taught in the spring semester. Second, WFs attend bi-weekly professional-development meetings with the WAC coordinators. These meetings focus on support for WFs’ work with faculty partners, aspects of reading and writing pedagogy, and the development of new projects or upcoming workshops. Third, WFs attend and help organize our monthly seminar for participating faculty, and assist with shorter workshop series that are open to all Lehman faculty and focus on specific topics related to WAC pedagogy. In addition to these three main activities, WFs also assist with special projects such as one-day workshops, website content development, and collaborative work with the tutoring center.</td>
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| Medgar      | As Writing Fellows at MEC, you will be expected to work with faculty members, students and participate in WID/WAC training workshops. In addition, you will also be expected to visit/observe classes whose professors you are paired with. As a Writing Fellows, you are viewed as an expert who will work with and provide guidance to faculty members who have been selected to participate in WID/WAC training. Your responsibilities include but not limited to the following:  
  • Collaborating with departments you are paired with and assisting with workshop planning;  
  • Leading workshops on effective writing activities;  
  • Maintaining and updating databases that house the WID/WAC-related research;  
  • Attending WID/WAC meetings and on-going training sessions  
  • Observing office hours in the Writing Center to work with students on their writing;  
  • Training Writing Center tutors |
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<td>Queens</td>
<td>At Queens College, CUNY Writing Fellows (CWFs) work in the Writing at Queens program. All CWFs will produce and edit the program’s publication, <em>Revisions: A Journal on Writing at Queens College</em> and work with QC Faculty Partners on projects designed to improve the teaching of writing on campus. In the recent past, these projects have included the development of new freshmen College Writing 2 courses, an ethnographic video project in which students express their ideas about writing courses; the creation of online departmental writing guides; the coordination of QC Voices, a student blogging project; and the development of college policies and publications on academic integrity and plagiarism. In addition to these collective roles, each CWF will also be assigned a staff role in the Writing at Queens program. These roles include: webmaster, research assistant for First Year Writing, coordinator of student blogging initiatives, and administrative assistant for the Writing Intensive Sub-Committee (WISC).</td>
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<tr>
<td>QCC</td>
<td>Each semester, a cohort of about twenty-five faculty in various disciplines, both full- and part-time, work to design their first Writing Intensive (WI) courses. In the weeks before the term, faculty have participated in a workshop and developed a planning portfolio for their WI course. Once the semester begins, each Fellow works with two to four faculty members, meeting on a weekly basis, collaborating with faculty one-on-one to design and implement their course. Fellows and faculty negotiate what terms their working relationship takes, but past partnerships have involved brainstorming assignments, visiting faculty classrooms, leading student peer groups, etc. In addition, the Fellows assist the coordinators in designing and implementing three workshops each term covering various aspects of writing pedagogy (high/low stakes writing, response to student writing, ESL issues, writing evaluation, etc.). The fellows, after reading their faculty members’ planning portfolios, will help them develop an implementation portfolio (composed of a WI syllabus, writing assignments, student writing samples, a cover letter and anything else of relevance). Writing Fellows meet once a week with co-coordinators to discuss progress with their faculty and plan workshops. In addition, these meetings are used to discuss issues of professionalization (writing pedagogy, CV and teaching philosophy design, job cover letter composition, etc.).</td>
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<td>SPS</td>
<td>The School of Professional Studies’ online baccalaureate degree programs include Business; Communication and Media; Health Information Management; Psychology, Disability Studies, Nursing and Sociology. Students in these undergraduate programs are required to have completed at least 24 college credits to be accepted into these programs. The population is characteristically older working students who are returning after a number of years to complete their degree, often for professional advancement, as well as students transferring from a community college. All courses are taught asynchronously and entirely online through the Blackboard classroom management system. The WAC program has developed so as to assist students directly as well as providing support to faculty. Much work is done online in Blackboard, over email and through phone or Skype conferences so those interested in working with us should feel comfortable communicating through technology. Through outreach, we also encourage faculty and advisors to refer students to the Writing Fellows for help. The on-going development of our WAC website <a href="http://bacwritingfellows.commons.gc.cuny.edu/">http://bacwritingfellows.commons.gc.cuny.edu/</a> on the CUNY Academic Commons is managed by our Fellows, providing materials and resources for both faculty and students. All online courses in the program link directly to our website through a tab on Blackboard. This particular WAC program includes direct student contact that calls upon your teaching expertise and creativity in an online environment. The Writing Fellows provide support for students who might otherwise be overwhelmed by the demands of academic writing. Assistance might be provided through one-on-one sessions or in small groups. Fellows also supervise our student peer-tutoring writing program, sitting in on at least one weekly evening session as these are conducted online via Skype.</td>
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<tr>
<td>College</td>
<td>Job Description</td>
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<td>SPS</td>
<td>Writing Fellows are expected to be available to work at least one half-day per week in our SPS offices at 119 W. 31st St., with the remainder of work handled online. Writing Fellows meet regularly with each other, the WAC coordinator who is also the director of faculty development, and, when needed, with academic program directors. They are also supported by the Instructional Technology Fellows on key projects as needed.</td>
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<td>York</td>
<td>Writing Fellows at York are integral to the success of WAC at the College. Fellows participate in regular discussions about the direction of the program, and find opportunities to contribute to its development based on their expertise and interests. Faculty development initiatives for Writing Intensive and General Education courses occupy a majority of a Fellow's time. Fellows work one-on-one with faculty members, develop and run workshops for groups of faculty and students, work with departments on writing-related matters, collaborate on workshops and the creation of instruction materials with Writing Center Tutors, and create instructional and student writing-related support resources. Fellows participate in assessments of WAC throughout the College, and collaborate on a number of creative projects, including the newsletter, web site, promotional materials, and even small video projects. These projects provide Fellows with opportunities for conference presentations and published scholarship. York Fellows enjoy flexible work schedules and have office space with computers. York College is conveniently located two blocks from Jamaica Center, accessible by the E, J, or Z subway lines. For more information, visit our web site at: <a href="http://www.york.cuny.edu/wac/">http://www.york.cuny.edu/wac/</a>.</td>
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