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<td>Baruch</td>
<td>CUNY Writing Fellows at Baruch are organized through the Bernard L. Schwartz Communication Institute as part of a broader, ongoing Communication Across the Curriculum initiative that integrates an emphasis on oral communication and educational technology in addition to a focus on writing. Fellows work both collectively and independently on projects related to the development of Communication Intensive Courses (CICs) in a variety of disciplines, including Business Policy, Sociology, Theatre, Economics, Literature, Music, Marketing, Anthropology, Accountancy, and Computer Information Systems. When possible, Fellows are paired with courses in their field of study and work closely with both students and faculty. In addition, Fellows assist in the Institute’s various educational technology and faculty development initiatives and advise Baruch faculty on WAC/WID-related research projects. Writing Fellows at Baruch work alongside the Institute’s Communication Fellows, and are thus a part of a large, supportive community that encourages creativity and innovation. For more information about the Institute and what we do, see our website at <a href="http://www.baruch.cuny.edu/blsci">http://www.baruch.cuny.edu/blsci</a>.</td>
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| BMCC    | All Writing Fellows participate in weekly group meetings with one of the BMCC WAC Coordinators. These meetings are part professional development (the Fellows read articles on WAC theory and various aspects of the writing and grading process) and part work reports, where they discuss their work with their faculty partners and within their departments. The Fellows sometimes assist the coordinators in planning and implementing the faculty development workshops. Additionally, the Fellows contribute to the WAC program by working on publications, conducting research, and helping the coordinators with the BMCC WAC web site. Fellows will also be working with coordinators in our efforts to institutionalize writing intensive and writing enhanced classes within the BMCC curriculum. Specific descriptions of these responsibilities are given below.  
  
**Faculty partners**
Each Writing Fellow is partnered with faculty members who are going through (or has recently gone through) the WAC professional development workshops. The Fellows provide a range of support for their faculty partners, including but not limited to the following:  
- They serve as a sounding board for the articulation of course goals and for assistance in redesigning WI syllabi.  
- They help faculty to refine previous writing assignments or to design new ones (both formal and informal) to accomplish the learning work in the course.  
- They help construct explicit criteria for evaluating student writing – criteria communicated to students as part of the writing assignment.  
- They help to develop useful, efficient ways of responding to student writing.  
- They help faculty put together their training and teaching portfolios.  
- They may attend sessions of their faculty partners’ classes to assist with the implementation of an informal writing activity.  
- They may do brief class presentations in their faculty partners’ classes on writing-related modules including such topics as generating and organizing ideas, using and citing sources, reviewing scaffolded assignments, and proofreading.  

**Evaluation/research projects**
Fellows conduct research on WAC, studying ways that WAC can be useful in disciplines that do not traditionally focus on writing. In addition, fellows may work with coordinators in various evaluations/surveys to assess WI courses.  

**Student Journal**
Fellows will work collecting submissions, editing and designing Writing Intense, a journal of student writing that is published online once a year and is primarily used as a teaching tool for WI courses.  

**Refresher Workshops**
Writing Fellows may facilitate refresher workshops given to previously trained WAC-faculty who participate in workshops designed to reinvigorate their teaching. They address teaching challenges, WAC techniques, and topics of interest to faculty teaching WI courses.  

**Web site/Blackboard assistance**
Writing Fellows maintain and update the BMCC WAC web site. In addition, they have been developing online training modules on Blackboard and, in the future, a Writing Fellow will be assigned to work with online faculty. |
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<td>Brooklyn</td>
<td>As in most senior colleges, BC Writing Fellows support the development of WID (Writing in the Disciplines). All Fellows teach several day-long faculty development workshops offered to full-time and part-time faculty across the disciplines. Some Fellows work with departments to develop a coherent strategy for enabling students to improve their writing as they progress through the major. All Fellows develop and present in-class mini-lessons on specific aspects of writing (e.g., transitions, diction, or citations) in order to model how teachers can use class time to address these issues. The aim is to embed WAC institutionally and to help customize WAC practices to the needs of specific disciplines while matching Fellows’ academic or personal interests with requests. Fellows have worked with faculty in nearly all of Brooklyn College’s academic majors. Although all Fellows choose to work outside their own fields on some projects, some concentrate on developing booklets of writing-related resources in their own discipline. In addition, Fellows individually and collectively have produced materials on WAC pedagogy that we distribute either through our website or in print: a series of pamphlets on such topics as “informal writing” and “designing effective assignments,” a comprehensive <em>WAC Faculty Handbook</em> that addresses many of the issues faculty face in incorporating writing into their courses, and an English Composition handbook aimed at adjuncts teaching comp for the first time. Fellows have also been instrumental in a number of ongoing projects such as <em>Telling Our Stories, Sharing Our Lives</em>, an annual anthology of first-year student writing, and a new initiative to create cross-disciplinary writing benchmarks that will help both faculty and students recognize the qualities that make good college writing. Fellows are encouraged to attend the three-day Faculty Development Seminar in the first week of June, during which they learn about basic WAC practices such as low-stakes writing, presenting assignments in stages, and writing to learn. Beginning in the first week of the Fall semester, Fellows work in pairs on early projects and become familiar with the practice of WAC at Brooklyn College through weekly meetings with the Coordinators, at which we plan activities, collaborate on group projects, discuss canonical articles, and address issues pertaining to their professional development (such as making dissertation progress or writing a teaching statement). Fellows share their own office with seven computers (Mac and PC) and printers and a networked photocopier. Brooklyn College’s beautiful campus is about 30 minutes from Manhattan on the B, Q, or 2 train. For more elaboration on BC WAC, Fellow projects, and contact information for current Fellows (feel free to write them), see our website: <a href="http://bcwac.wordpress.com">http://bcwac.wordpress.com</a></td>
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<td>Bronx</td>
<td>BCC has six WFs who assist the WAC Coordinator in implementing the WAC program on campus. WFs are assigned to departments to work with both faculty and students. WFs work with Writing Intensive (WI) faculty as well as other faculty who are interested in infusing more writing or different types of writing assignments and activities into their classrooms. WFs also work individually with students who are enrolled in WI courses and also conduct in-class and out-of-class workshops for students. In addition to the above activities, WFs participate in a weekly seminar with the WAC Coordinator to discuss WAC-related readings and the work of implementation. WFs also participate in a monthly WAC faculty development seminar designed to certify WI instructors. WFs are partnered with faculty who are certifying in WAC and meet weekly with their faculty partners as they develop a WI syllabus. In addition to the above duties, WFs work collaboratively on a variety of different projects that may include developing BCC WAC literature (e.g. brochure), maintaining and revising the BCC WAC WEB page, engaging in assessment activities and developing resource materials for faculty and students. WFs work approximately 15 hours per week on campus. These hours are divided over a minimum of three days on campus. Additionally, WFs are expected to attend all CUNY-wide WF professional development activities.</td>
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<td>City</td>
<td>The City College Writing Fellows program has a new direction. This coming year, we will focus our efforts primarily, but not exclusively, on: 1) faculty training, specifically in our General Education suite of Perspectives courses; 2) campus WAC Program assessment; 3) upkeep and maintenance of our WAC website; and 4) cataloging and organizing our expanding program portfolio. To achieve this, CCNY Fellows typically spend 15 hours per week on campus. We concentrate on faculty training, but we also embrace partnerships with individual courses (large or small) or course-programs, like Art 100, for example, a Writing-Intensive Perspectives course with several sections offered per semester. Our main goal and the philosophy of our program is to achieve maximum impact with the effort we invest. To that end, we apply a macro-style of thought and approach. We partner, first, with departments and teaching staff and, later, with individual classrooms (when so desired). Ultimately, Writing Fellows negotiate assignments based on their disciplinary expertise and personal interests. We strive for economy and efficiency, getting the most of our six campus fellows in a large university like City College. We put a great deal of thought into how we can achieve the greatest possible impact from the strokes we take.</td>
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### City Tech

City Tech, a comprehensive college, is comprised of three schools, which 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. The aim of our WAC program 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. Writing 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. Each semester Writing Fellows consult with approximately four to six departments or programs to identify how best to support the improvement of student writing through workshops for faculty and students, developing teaching materials and faculty manuals as requested. Writing Fellows also collaborate with individual instructors to improve course, assignment, and activity design; develop writing and communication in-class assignments; support uses of technology; and build on responses to student writing. College-wide, City Tech Writing Fellows create and facilitate faculty development seminars. 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. With the elimination of the CPE, Writing Fellows are involved in conversations to further develop writing across the curriculum through Writing Intensive courses, as well as the Title V grant to revitalize General Education at City Tech. Fellows also publish workshop materials and other pieces in WAC's section of the college web site and have the opportunity to contribute to the Faculty Commons quarterly publication, *Nucleus*.

### Hostos

Writing Fellows (WFs) 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. The goal of the WAC Initiative at Hostos is to integrate both writing and reading throughout the curriculum. Because Writing Fellows are essential to this goal, our WAC Initiative is committed to providing professional development and support for the Fellows. In accordance with the bilingual mission of HCC, one WF who is proficient in spoken and written Spanish assists in Spanish-language content courses not only to improve students' native-language proficiencies, but also to implement principles of "writing-to-learn" in courses taught in Spanish.

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.
- 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 WAC/RAC support for tutors in 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.
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| 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. 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.  
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.  
Writing Fellows have helped teachers revise assignments to help students improve their responses. Fellows have helped faculty create more targeted and efficient assessment tools to provide students with more, and more helpful, feedback. Fellows have worked with Teaching Assistants to help them understand student writing problems and adopt methods to address them. In several departments, Fellows have helped design courses and the writing components of revised curricula. And students have benefited from tutorial hours, writing workshops, helpful handouts, and extra instruction on writing provided by Fellows." |
| John Jay | As an integral part of the Writing Across the Curriculum Program at John Jay, Writing Fellows work directly with faculty and staff from across the college on various undergraduate-writing related projects. Faculty and staff apply to work with the fellows, and can request assistance with writing assessment, syllabi and assignment design, and a number of other literacy-related activities. 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. Writing Fellows are, in effect, consultants; they work in partnership with faculty and staff 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:  
- Work with their faculty or staff partner(s) as outlined in the approved Writing Fellow request;  
- Participate in scheduled meetings and/or training sessions with the WAC Coordinator and other fellows;  
- Produce a portfolio every semester, in which they detail the work done with their faculty/staff partner(s);  
- Attend CUNY-wide WAC training and professional development sessions. |
| KBCC   | At Kingsborough Community College (KCC), Writing Fellows work collaboratively with faculty who are designing reading and writing-intensive versions of existing courses as part of our faculty certification program. From mid January to mid February, Fellows attend a series of workshops with their faculty partners and take responsibility for understanding their course goals and assignments. In the Spring term, from March to May, Fellows assist their faculty partners in piloting these newly designed courses by attending class regularly and meeting with some of their students in our "Assignment Lab" in the Reading and Writing Center. On the basis of what they observe in class and in their conversations with students about their writing, Fellows are better able to provide feedback to the faculty member on what seems to be working well and what might need fine tuning.  
KCC Writing Fellows are in residence 6 hours a day, three days a week, for most of our 12-week Fall and Spring semesters (September -- December and March -- May). During the Fall semester, each Writing Fellow designs his own reading and writing intensive course in his discipline using KCC’s online certification modules. In our weekly meeting on Mondays, Fellows have the benefit of feedback from WAC program directors and other Writing Fellows, and submit a course portfolio in December like the one assembled by faculty for certification. Having created their own writing intensive course according to KCC guidelines during the Fall, Fellows are in a good position to support a faculty member in a similar process during the Winter module. |
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<td>KBCC</td>
<td>In addition to designing their own writing intensive course, partnering with faculty, and working with students in the Reading and Writing Center, KCC Writing Fellows also help us with program assessment by distributing surveys to students and faculty and analyzing the data using SPSS. They maintain our resource collection, create annotated bibliographies, design our website and print publicity, make presentations at both the college and university levels, work with Honors students on transfer and scholarship applications, and support the student writing publication, <em>Distinctions</em>. Traditionally, Fellows have participated in other campus efforts designed to support good reading/writing practice: consulting with individual departments on the place of writing in their course sequence; working with developmental English faculty on ACT and CPE test preparation initiatives; facilitating workshops for incoming students in our fall orientation and in the common reading program, “Kingsborough Reads.” We welcome the opportunity to honor individual Fellow interests and strive to support those interests by connecting our Fellows with various initiatives in the college.</td>
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<td>LaGuardia</td>
<td>The Writing in the Disciplines (WID) program at LGCC emphasizes the importance of writing to help foster learning and communication in the disciplines. Faculty from across the disciplines participate in a two-semester faculty development seminar, organized into small cross-disciplinary groups, each led by a WID faculty leader and supported by Writing Fellows, in which faculty they 1) discuss the theoretical underpinnings and practical applications of the Writing Across the Curriculum movement and 2) develop a revised course syllabus to reflect the enhanced use of a variety of writing assignments. In the Fall, Writing Fellows attend these bi-weekly 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, they help faculty in their small group pilot the WI course. Fellows also attend weekly meetings facilitated by the program coordinator, and these meetings provide an opportunity to discuss current literature on WAC/WID pedagogy and to workshop the Fellows' own writing-intensive course syllabi and professional documents. Fellows receive a great deal of preparation for their role assisting faculty—in Fellows' meetings, by working closely with professors who have successfully incorporated “writing to learn” techniques in their courses, and by tutoring in the Writing Center. In all, Fellows at LGCC become immersed in the theoretical and practical aspects of WAC/WID and complete the fellowship with an in-depth knowledge of the program's relevance to the faculty and students in a large, urban community-college environment. Depending on available time, they also work on a number of individual projects associated with the program. These have included designing/maintaining the WID website, creating short videos, writing/revising a handbook for future fellows, and other projects of relevance to their academic or personal interests and abilities. Fellows have a comfortable office with computers, phone and individual work spaces. For more information see our website: <a href="http://www.lagcc.cuny.edu/wac/">http://www.lagcc.cuny.edu/wac/</a></td>
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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) design and facilitate faculty workshops, especially for those teaching the writing-centered lawyering seminars and clinical courses; (5) consult with faculty members on issues related to writing pedagogy; and (6) 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. CUNY Law recognizes the value of Writing Fellows’ varied academic perspectives to the development of effective legal writers and welcomes applicants from diverse disciplines.</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 &quot;thinking partner&quot; 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  | Writing Fellows at MEC are viewed as expert advisors. They provide a broad range of skills that assist the college in implementing, evaluating, and designing “writing in the disciplines” (WID) techniques and practices. They consult with and advise faculty from a variety of disciplines who are participating in WID/WAC training or have finished the training and are teaching Writing Intensive courses. The Fellows observe the faculty teaching, help their students during Writing Fellow office hours, and conduct workshops in the courses. In order to hone your expertise, Fellows participate in MEC and CUNY-wide WAC/WID training workshops and regular meetings with the other Writing Fellows and WAC/WID coordinators. In addition, Fellows participate in one or more of the following:  
  - Collaborating with departments and assisting with workshop planning;  
  - Leading workshops on effective writing activities;  
  - Participating in college-wide discussions on General Education curriculum design;  
  - Maintaining the database that houses WID/WAC-related research;  
  - Attending WID/WAC meetings on writing across the disciplines, promotion of writing-to-learn and other related projects.  
Your expertise is greatly appreciated and your contribution will be duly recognized and acknowledged. |
<p>| Queens  | 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 Zine 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 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). |
| QBCC    | 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.). |</p>
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| SPS          | Our two Writing Fellows play a key role in our effort, within the Online Baccalaureate, to graduate students who are competent writers. Since by its nature the program is writing-intensive, with both informal discussions and formal assignments managed online, we have a large number of potential points of intervention. Writing Fellows, working with the program’s WAC Coordinator, will be involved in the following:  
  - Creating resources for students, posted online, about how to write more effectively, both informally and formally.  
  - Creating and developing a WAC website with an array of resources for instructors about how to develop assignments that promote subject matter learning and formal writing skills and how to give effective feedback on students’ writing.  
  - Working directly with selected instructors in General Education courses to identify weaker writers early, to plan and execute appropriate writing assignments throughout the semester, and to conduct a semester-end assessment.  
  - Designing and delivering presentations on writing skills development at faculty development events.  
  - Working directly with instructors in paired courses (“learning communities”) to develop assignments that target writing skill development of students.  
  - Assisting with other writing projects as needed.  

We are particularly interested in candidates who have teaching and technical experience with Blackboard and, possibly, online instruction and who also have website design skills.                                                                                                                                                                                                 |
| Staten Island| Each academic year, The WAC/WID program selects from a pool of applications 6 year-long projects to support through the WAC/WID award. Each fellow is matched with one of the six projects and works with a faculty member, department or program on achieving the goals of the proposed projects. Projects typically are designed to make lasting curricular changes, develop teaching materials, conduct studies etc.. Fellows will do research regarding their assigned projects, compile an annotated bibliography on the project, and then will develop teaching resources and, if applicable, offer workshops etc. They will do so not alone but with the help of the whole team. We meet once a week for 2 hours to discuss readings, present findings, and design contributions to the 6 WAC/WID initiatives on the campus. The WAC team as a whole also brings out a monthly newsletter, and each fellow will design one contribution to the WAC website during their year based on their research and work on their project. In the spring we offer 2-4 faculty roundtables for the whole campus.                                                                                                                                                                                                 |
| York         | 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, 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: [http://www.york.cuny.edu/wac/](http://www.york.cuny.edu/wac/). |