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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 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 also assist the coordinators in planning and implementing the faculty development workshops. Additionally, the Fellows contribute to the WAC program by working on publications (a newsletter and brochure), serving as department consultants, 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 at least one faculty member who is going through (or has recently gone through) the WAC professional development workshops. The Fellows provide a range of support for their faculty partners, included 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 hold office hours and confer with students in their faculty partners’ WI classes about writing assignments.  
- They may be assigned to hours in the Writing Center to work with students in general.  
- They may attend sessions of their faculty partners’ classes to assist with the implementation of an informal writing activity.  
- They may do short presentations in their faculty partners’ classes on aspects of writing (e.g., the writing process, integrating quotations, paragraph focus, etc.).  
**Writing Fellow department consultants**  
Writing Fellows are stationed within specific departments to help expand the work of WAC within individual departments. Their work includes the following:  
- Presentations on WAC and WI classes at department meetings |
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| BMCC     |  Co-coordination (with faculty members) of workshops within departments for faculty who are not familiar with WAC.  
          |  Ongoing support for faculty teaching WI classes (but who no longer have a fellow assigned specifically to them)—depending on the needs of the department as a whole as well as individual faculty members, this support takes the form of one-one-one meetings, small group meetings, and workshops  
          |  Outreach to and support for adjuncts interested in incorporating WAC into their classes  
          |  Assembling a bank of department-specific writing activities and assignments   
          | Research projects  
          | Fellows conduct research on WAC in specific disciplines (thus far, Philosophy, Math, and Science) and ways that WAC can be useful in when doing library research. This work involves collecting articles about WAC and writing in specific disciplines and locating websites with discipline-specific information about WAC. More research projects are in the works.  
          | Newsletter  
          | Fellows design and write for the newsletter, which we hope to publish twice each semester.  
          | Brochure  
          | Fellows are currently working with members of the Writing Across the Curriculum Committee to develop and design a brochure for faculty and students about writing intensive courses.  
          | Writing Intensive Course requirements  
          | Fellows are actively participating in our work towards institutionalizing a writing intensive course requirement at BMCC. Their department work, faculty partnerships, and weekly readings contribute to these efforts, and over time their overall responsibilities will be shifting as we gear up for another presentation at our school’s curriculum committee  
          | Web site assistance  
          | One of the Fellows has helped the coordinators to maintain and update the BMCC WAC web site.  
          | Bronx     | The Writing Fellows at Bronx Community College are dedicated to developing permanent and reusable WAC resources and supports for the college. This work includes:  
          |  Creating and directing faculty development curriculum and workshops  
          |  Creating, collating, and organizing department-specific and college-wide WAC resources (e.g., syllabi and assignments)  
          |  Revising/rebuilding WAC program information online (website construction)  
          |  Participating in overall WAC program evaluation and, including development of recommendations for program revision  
          |  Collaborating with faculty, departments, programs, or centers on WAC projects  
<pre><code>      | These are representative projects/activities, but Fellows may also pursue other similar projects, depending on the needs of the college and the experience and interests of the individual Fellow. In general, Fellows are not assigned to work in classrooms or as tutors, but Fellows might work directly with students as part of larger program projects.  |
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| Brooklyn | Writing Fellows at Brooklyn College engage in a wide variety of activities and work with a broad spectrum of faculty members in support of the development of WID (Writing in the Disciplines). All Fellows design and lead two-hour faculty development workshops open 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 instructors 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 faculty requests for various kinds of assistance. Fellows have worked with faculty in nearly all of Brooklyn College’s academic majors. Although all Fellows work outside of their own fields on some projects, some do have the opportunity to work with department faculty in their own discipline or related ones. Recent or ongoing special projects that Writing Fellows have taken part in include:  
- Developing and disseminating a set of cross-disciplinary Writing Benchmarks to help faculty and students recognize the key elements of good college writing  
- Training and providing professional development for Learning Center Tutors  
- Training and providing professional development for Peer Mentors for First-Year Students  
- Collaborating with faculty on designing or revising writing-intensive courses, syllabi, and writing assignments  
- Co-editing an annual anthology of first-year student writing  
- Designing a faculty workshop on using technology as a tool for teaching writing  
- Creating a handbook for faculty teaching English composition for the first time  

At Brooklyn College the Writing Fellows and the co-coordinators constitute a community of shared inquiry, mutual support, and collaborative endeavor. The group meets weekly for two hours to plan activities, report on ongoing work, develop group projects, and share ideas on each other's projects. We also discuss canonical articles and address issues pertaining to the Fellows’ professional development (such as making dissertation progress or writing a teaching statement). Fellows are invited to a one-day Boot Camp in late May at which the coordinators and current Fellows introduce the new Fellows to WAC culture on the Brooklyn campus. Beginning in the first week of the Fall semester, Fellows work in pairs on early projects and become familiar with the practices of WAC. 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 Q, 2, or 5 train. For more information on BC WAC, specific projects, and contact information for current Fellows (feel free to write to them), see our website: [http://brooklyn-wac.org/](http://brooklyn-wac.org/). Prospective Fellows can also email us at WAC@brooklyn.cuny.edu for copies of “Basic Facts for BC Writing Fellows” and the “BC Writing Fellows Survival Guide,” two documents compiled by former BC Fellows. |
<p>| City | The City College of New York Writing Fellowship is a grant-funded initiative. Writing Fellows work with course representatives (a full or part-time instructor or fulltime course coordinator) toward: 1) developing course assignments; and 2) scheduling assignments within the semester, both with loyalty to sound writing pedagogy. To that end, Writing Fellows and partnering Instructors develop a comprehensive course-teaching handbook including revised course descriptions and outcomes, sample assignments, course and assignment schedules with informal, low-stakes development, rubrics, and a wealth of other material. Fellows may also aid in assessment, workshop development, or technology related projects. Ultimately, Fellowship assignments are determined collaboratively between the Coordinator and Fellow. |</p>
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| 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. 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 through workshops for faculty and students, developing teaching materials and faculty manuals as requested, and supporting the development or advancement of the departments' writing-intensive courses. Through departmental or program-level work, Fellows collaborate with individual instructors to improve course, assignment, and activity design; develop writing- and communication-oriented in-class assignments; support uses of technology; and build on responses to student writing. This work can often include in-class workshops in addition to one-on-one time with faculty members.  

**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, as well as the Title V grant to revitalize General Education at City Tech.  

**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, to be able to 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, run an essay contest, and distribute biweekly newsletters. Each team of fellows has made its own imprint on 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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| 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.  
  - 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/)
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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, 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.” |
| 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. Fellows are typically assigned to work directly with the WAC coordinator, the director of First-Year Composition, the Writing Center director, and on special projects. Additionally, 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, consultant; 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 by the WAC coordinator;
- 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. |
| KCC    | Writing Fellows play an integral role in Kingsborough’s Writing Across the Curriculum (WAC) program. After developing their own expertise in WAC pedagogy and working with a faculty partner and his or her students during the fall, in the winter and spring Fellows collaborate with faculty seeking WAC certification to help them design writing intensive versions of their courses. In addition to their work with faculty, Fellows meet with individual students in our Assignment Lab, work on projects with the Writing Center and the Honors Program, and support college-wide academic literacy initiatives, such as KCC Reads and our annual Eco-Festival. Fellows are also encouraged to take on projects of interest to them in the context of supporting the work of WAC at KCC. |
### Job Description

**KCC**

KCC’s academic calendar is a quarter system, Fall, Winter, and Spring. The Fall 2013 term (12 weeks) is likely to begin the first Monday after Labor Day and will end mid December. The Winter module (6 weeks), when there are reduced hours for Fellows, begins for the WAC WF Program at the end of January with the commencing of the university’s second semester. Our Spring term (12 weeks) begins around March 1st and lasts until the beginning of June.

In the Fall and Spring semesters, all Writing Fellow hours are completed on campus, typically between the hours of 9 am and 3 pm, three days a week, Monday – Thursday, five hours a day. Should a faculty partner’s class meet at 8 am or 3 pm, Fellow hours would shift for that day. Including hours on campus and at CUNY, a Fellow can expect to work 200 hours in the Fall term, 50 hours during the Winter, and 200 hours during the Spring.

**Fall, 2013**

Our program is structured so that the fall semester is primarily devoted to the Fellows’ own professional development. Working with our online tutorial and in a weekly on campus meeting, each Fellow redesigns a course in his or her discipline, experiencing the same certification process required of Kingsborough faculty. Fellows share their course revision work for discussion and critique, and submit a completed course portfolio at the end of the semester. In addition to working on their own course construction, each Fellow is paired with a WAC certified faculty member; this faculty/fellow partnership gives the Writing Fellow an introduction to our writing intensive sections and the kinds of challenges faculty and students face. Beginning in late September, Fellows have the opportunity to work with individual students from writing intensive and honors sections in our Assignment Lab that is housed in Kingsborough’s Reading and Writing Center.

**Winter, 2014**

During the winter session, KCC Writing Fellows begin their work with faculty who are seeking WAC certification in earnest. Beginning in late January, Fellows interact with their faculty partners online in on our Wordpress motherblog and on the blogging site of their individual partners. On two separate days towards the end of January, Fellows will also attend our on campus winter workshops to discuss syllabus and assignment design with their faculty partner. On those days, Fellows can expect to come in earlier in the day to meet with their partner, have lunch with the Coordinator to plan for the workshop, and attend the workshop from 1 – 3:30 pm.

**Spring, 2014**

As faculty pilot the writing intensive versions of the courses they re-designed during the winter session, Fellows continue working with their partners, attending class weekly and getting to know their students in the Assignment Lab. In weekly Writing Fellows meetings, Fellows discuss their collaborative work with faculty and the assignments that are being piloted.

**On-Campus Presence and the KCC WAC Program Calendar**

There are a number of reasons we ask Fellows to do their 450 hours of WAC work on campus. One is that we want to create a real presence for the Writing Across the Curriculum Program on campus, making our work visible and expanding the ways in which we present the pleasures and challenges of teaching using writing. We’re delighted to have advanced graduate students on campus and want the faculty and students to benefit from their presence in every way possible. Of course the campus is hard to get to and it’s more convenient to spend a block of time once you’ve made the effort; and scheduling visits with faculty, sessions with students, and conferences with the Coordinators is also made much easier if Fellows are all on campus at the same time. In addition, to help integrate you into the CUNY WAC program, KCC college life, and various KCC programs, we ask that you commit to attending the following events on days and at times outside your regular schedule.
## KCC

- **CUNY-Level Professional Development Days.** Scheduled for the end of August and for several Fridays throughout the year, these events allow you to compare notes with Fellows on other campuses and share your work at KCC with the wider CUNY community. Usually held at the GC or at one of the campuses.  
- **Fall Convocation.** The first Friday of the semester at Convocation, Fellows are introduced to the college community by name by President Peruggi. We sit together and Fellows stand up to greet the campus community. Your attendance shows we are a vital program at KCC.  
- **November: Orientation for the 2014 Faculty Certification Group.** 3 – 5PM on two afternoons after Thanksgiving. This is an opportunity to put names to faces and get ready for your faculty collaborations in the winter and spring. It is very important to have all Fellows present to introduce new faculty to the program. We want to be welcoming and at the same time thoroughly professional. We want faculty to feel they are in good hands as they embark on the process of becoming certified in Writing Across the Curriculum. You will want to attend when your partners are attending... so it’s hard to predict.  
- **Late May: Final WAC Certification Group Wrap Up.** Tuesday or Thursday from 3 – 5. Your presence to mark the end of your faculty partnership work will be highly valued by everyone. We will honor the work of the faculty and their commitment to WAC ideals in education. Come with bells on to celebrate a job well done (yours)! This fete will also mark our farewell to you.

## LaGuardia

The Strengthening Core Learning (SCL) Program at LGCC emphasizes the importance of writing in helping students develop critical thinking, reading, writing and quantitative literacy 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:

- Participate in discussion of the theoretical underpinnings and practical applications of the Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) movements;  
- 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 literacy skills;  
- Meet with faculty in the bi-weekly Monday afternoon 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;  
- Assist in design and execution of an assessment of student writing and other competency in the strand;  
- With guidance from Strand leaders, develop and lead large group meetings devoted to specific WID and SCL topics;  
- 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...
LaGuardia

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 WID one-semester workshops, for which they design their own WID syllabi.

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 the Spring semester, Fellows at LGCC 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.

Fellows have a comfortable office with computers, phone and individual work spaces. For more information see our website: http://www.lagcc.cuny.edu/wac/

Law School

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.

Lehman

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.
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<td>Medgar</td>
<td>As Writing Fellows at MEC, you will be expected to work with faculty members 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:</td>
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|                         |   - Collaborating with departments you are paired with and assisting with workshop planning;  
|                         |   - Leading workshops on effective writing activities;  
|                         |   - Participating in college-wide discussions on GenEd curriculum design;  
|                         |   - Maintaining and updating databases that house the WID/WAC-related research;  
|                         |   - Attending WID/WAC meetings that are devoted to the discussion of “What Writing Means Across Disciplines” and the promotion of “writing to learn.”  
<p>|                         |   - Observing office hours to work with students on their writing. Your expertise is greatly appreciated at MEC and your contribution will be duly recognized and acknowledged.                                                                                                                   |
| New Community College   | The New Community College at CUNY seeks a CUNY WAC Fellow to join work with faculty and other members of its instructional team to promote writing across the curriculum in the its 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, the New Community College admitted its first cohort of approximately 300 students in August 2012. The centerpiece of the NCC’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. The NCC will open with five majors: business administration, information technology, human services, liberal arts and sciences, and urban studies. At full capacity, the college will enroll 3,000 to 5,000 students. |
| 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). |
| QCC                     | 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 |</p>
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<th>College</th>
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<td>QCC</td>
<td>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 <em>implementation</em> 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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| SPS     | The School of Professional Studies’ online baccalaureate degree programs include Business; Communication and Culture; Health Information Management; Psychology, Disability Studies 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.  

The on-going development of our WAC website [http://bacwritingfellows.commons.gc.cuny.edu/](http://bacwritingfellows.commons.gc.cuny.edu/) 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. Through outreach, we also encourage faculty and advisors to refer students to the Writing Fellows for help. Fellows may also be asked to provide special resources through our website or in Blackboard for faculty and/or students.  

Writing Fellows are expected to be available to work at least one half-day per week in our SPS offices at 101 West 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. |
| 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, 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: [http://www.york.cuny.edu/wac/](http://www.york.cuny.edu/wac/). |