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| Baruch  | • Baruch’s Writing Across the Curriculum Fellows report to a cohort of Coordinators who work collaboratively. 2017-2018 Fellows will be housed within either the Bernard L. Schwartz Communication Institute or the General Education writing and literature programs in the Department of English. Sample projects from recent years include supporting Communication Intensive Courses in a variety of disciplines, curriculum mapping, contributing to events fostering undergraduate research and creative inquiry, developing online teaching and other ed tech resources, helping plan and run faculty development events, and contributing to assessment and research initiatives.  
• Baruch WAC Coordinators deeply value the professional development of Fellows, creating opportunities for them to learn from one another, from early-career colleagues, and from faculty and administrators. Whenever possible, Fellows draw on their disciplinary expertise as they further develop pedagogically. Though the nature of appointments varies, Writing Fellows at Baruch College are expected to be available for on-campus work three days per week during regular working hours (9am-5pm). |
| 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 implementing the semester-long faculty development workshops and are required to attend the five workshops.  
• Additionally, the Fellows contribute to the WAC program by working on publications, serving as department consultants, conducting research, and helping the coordinators with the BMCC WAC web site. In addition, Fellows may be assigned to the BMCC Writing Center as determined by the Writing Center Director. 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 hold office hours and confer with students in their faculty partners’ WI classes about writing assignments.  
• 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.). |
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| BMCC   | **Writing Fellow department/faculty consultants**  
Writing Fellows may be assigned to specific departments or individual faculty members to help expand the work of WAC. Their work includes the following:  
- Presentations on WAC and WI classes at department meetings, co-ordination (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) in the form of one-on-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  
**Evaluation/research projects**  
Fellows conduct research on WAC in specific disciplines in ways that WAC can be useful in disciplines that do not traditionally focus on writing. In addition, fellows may work with coordinators on an evaluation/survey to assess WI courses.  
**Student Journal**  
Fellows will work collecting submissions, editing and designing *Writing Intense*, a journal of student writing that is published once and 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 invigorate their teaching. They address teaching challenges, WAC techniques and topics of interest to faculty teaching WI courses.  
**Web site/CUNY Commons**  
One of the Fellows has helped the coordinators to maintain and update the BMCC WAC web site.  
**On Campus Requirement and Workload Reporting**  
WAC Fellows are expected to be at BMCC a minimum of two days per week, which can include office hours and workshop or meeting attendance. Fellows will also be required to submit regular workload reports. |
| Brooklyn | **The Writing Across the Curriculum/Writing in the Disciplines program at Brooklyn College offers a space to develop and reflect upon ways writing can enter the college curriculum to promote effective learning.** Working closely with faculty from all departments, we offer training and advisement on the interactive pedagogy traditionally associated with WAC/WID, while also innovating new techniques for getting students to “write to learn.” In this vein, our program seeks to navigate the incorporation of increasingly prevalent technologies such as tablets and social media into classrooms without compromising the patient, reflective nature of the writing process. Fellows will attend weekly on-campus meetings with the WAC Program Coordinator, and they will also work independently or with their peers to produce research reports, to prepare workshops, and to offer faculty feedback on lesson plans, course designs and syllabi. The Brooklyn College WAC program also supports Fellows’ professional development. Program Coordinators work with Fellows to develop and revise professional materials.  
Brooklyn College is located in the heart of Brooklyn, at the intersection of the Flatbush and Midwood neighborhoods, and can be reached by the 2 and 5 trains. |
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| **Bronx** | The Writing-Across-the-Curriculum (WAC) at Bronx Community College (BCC) is committed to the professional development of the Writing Fellows while serving faculty and students on our campus.  
  During the fellowship tenure, BCC Writing Fellows will  
  • Attend 2-hour weekly meetings for pedagogy training and professional development  
  • Serve as liaison for assigned departments while consulting faculty on syllabi and assignments  
  • Pursue signature projects that will contribute to fellow's professional dossier and BCC community  
  • Interact with students enrolled in Writing Intensive courses through mini-lessons or small group sessions  
  • Have opportunities to collaborate with various campus units including campus literary journal, library, and Writing Center  
  CUNY Writing Fellows are expected to work 15 hours per week. Most BCC Writing Fellows are on campus twice a week. Aside from the 2-hour weekly meeting, your schedule will depend on the projects you are working on. Please visit our website for more information: [http://tiny.cc/rtqb5x](http://tiny.cc/rtqb5x) |
| **City** | At the City College of New York, Graduate Writing Across the Curriculum (WAC) Fellows partner with departments and their representative faculty to identify how best to support student writing across the curriculum in diverse literacy contexts. In WAC supported courses, students write not only to practice writing, but also to support their learning of the disciplinary content. The WAC movement helps create a vibrant culture of writing across the campus.  
  WAC Fellows work with disciplinary faculty to develop writing assignments that support students’ disciplinary learning. The Fellows collaborate with faculty to articulate the rhetorical aims of each assignment, write assignment descriptions, determine the contents of portfolios of student writing, and specify assessment methods. The aims of the WAC program are specific to each class in that they support instructional methods, but they should also be, in some cases, replicable, so that multiple sections of the same class (both during a single semester and from year to year) can use the same instructional and assessment materials with a more or less seamless transition from one classroom to the next.  
  Assessment criteria are central to any WAC initiative, so partners must identify the aims of the project and the means of assessment at the outset. Our goals is to work with from four to six courses per academic year, with the understanding that, depending on the courses, our impact could be much broader.  
  While each class will have its own set of needs and goals, the WAC fellows might be involved in working on any of the following aspects of writing across the curriculum:  
  • Develop course learning outcomes;  
  • Discuss with faculty the rhetorical aims of each assignment (its purpose, audience, and medium) and write assignments that will help students achieve these aims;  
  • Help faculty determine the sequence and timing of writing assignments;  
  • Consider the advantages of multiple modes for student writing, including print and web -based platforms;  
  • Develop methods for collecting and assessing student writing as a measure of the WAC program’s effectiveness, including writing portfolios and students’ self -assessments;  
  • Write curriculum guides for use by disciplinary faculty; |
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<td>City</td>
<td>The WAC Fellowship at CCNY is an outcomes, project-based assignment. Fellows are expected to promote a successful partnership with the collaborating faculty as the project necessitates, and submit at the close of the Fellowship the cumulative work originally agreed upon by the Fellow, his or her partnering faculty, and the WAC Coordinator. Fellows at City College are required to commit 15 hours per week to the Fellowship, allowing for one or more weekly meetings on campus, and attend the Professional Development Programs hosted by CUNY Central. Fellows are not provided office space on campus. Schedules are managed individually between Fellows and the WAC Coordinator. The WAC Program at City College provides Fellows with experience in writing assignment development, curriculum development, faculty training and collaboration, workshop leadership, and assessment.</td>
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| City Tech  | 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. Working through the Faculty Commons, WAC Fellows at City Tech enjoy a lively, collegial atmosphere that supports the culture of literacy throughout the college with a major emphasis on writing in the disciplines. The WAC program regularly consults with various departments and programs to identify how best to support the improvement of student writing. Through Perkins Grant funding, City Tech employs a Senior Fellow to help orient and assist in the coordination of the program. Fellows have the opportunity to collaborate with other City Tech programs or departments, such as the Academic Integrity Committee, the Ursula Schwerin Library, and the Emerging Scholars and Honors Scholars programs. WAC Fellows implement City Tech’s Writing Intensive Certification program for faculty. During the academic year, faculty participating in this program attend training workshops and partner with a Fellow to implement revised course materials. Fellows will work on various projects, which may include:  
  • Facilitating workshops for faculty and students; topics include assignment design, effective grading strategies, plagiarism, classroom activities, using technology in the classroom, peer review, abstract writing, note-taking, and thesis statements;  
  • Developing teaching materials and faculty manuals as requested, including a WAC Faculty Handbook;  
  • Supporting the development or advancement of departments’ writing-intensive courses, specifically in support of WAC’s Writing Intensive Certification Program;  
  • Contributing content to and maintaining digital platforms like Open Lab (which houses the Fellow-generated blog) to promote the program and share resources; and  
  • Collaborating with individual instructors; this work can include in-class workshops, support of College-wide assessment activities, or conversations to improve course, assignment, and activity design.  
During the fall and spring semesters, Fellows can expect to be on campus an average of twice a week to attend weekly 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. WAC Fellows at City Tech are also expected to attend training sessions hosted by CUNY Central. |
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| City Tech               | City Tech’s WAC program also supports Fellows’ professional development. Program Coordinators work with Fellows to develop and revise professional materials. As well, Fellows have the opportunity to contribute to the Faculty Commons quarterly publication, *Nucleus*, and 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.                                                                                                                   |
| College of Staten Island| The CSI WAC team plays a vital role in developing the culture of writing on campus. Writing Fellows participate in a variety of activities, such as working with Learning Communities, presenting faculty development workshops, and training Writing Center tutors. Accordingly, Writing Fellows are required to be on campus at least one day each week. When not on campus, WAC fellows contribute to the WAC Program’s Blackboard discussions and maintain CSI’s WAC blog. The Blackboard discussions enable Writing Fellows to learn about WAC principles, and the CSI WAC blog allows Writing Fellows to share their ideas and research with faculty across campus.  
CSI Writing Fellows also design a signature project, which may involve working with a faculty member or developing writing resources for particular classes or departments. Writing Fellows are encouraged to develop projects that both reflect their own interests and serve the needs of the college. The CSI WAC team organizes bimonthly campus meetings that give Writing Fellows an opportunity to discuss their signature projects with each other and the WAC program coordinators. |
<p>| Guttman                 | Within CUNY, a Writing Fellow is an advanced Ph.D. student from The Graduate Center who works 15 hours per week as part of a campus WAC Program. At Guttman Community College, WAC Fellows work with faculty and instructional teams to promote writing across the curriculum in the innovative first-year experience and the five programs of study. Guided by the College’s commitment to promoting engagement and success, the WAC program envisions all students as developing writers and all writing activities as learning activities. The Fellow’s role is to support the development of curricula, assignments, and activities grounded in best practices for teaching with writing. Fellows facilitate faculty and staff development workshops in collaboration with the WAC Coordinator and assist in the creation and assessment of syllabi and writing assignments. In particular, Fellows work with faculty and other members of the instructional teams to plan and refine writing activities that support students with diverse backgrounds and differing levels of preparation. |</p>
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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 ensure 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.  

**Duties:**  
The Hostos WAC Initiative is a vibrant program. Below is a list of the many projects that go on during the year. No one Fellow will do all of these things. These activities are listed here to show you the breadth of our program.  
- 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.  
- 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.  

**Hours:**  
The CUNY Writing Fellows’ position requires 15 hours of work per week. At Hostos, the 15 hours is not all on campus time. Any work Fellows do at home that involves emailing professors, reading WAC materials, or preparing WAC materials counts toward their 15 hours.  
- At Hostos, all Fellows share a common two hour meeting we hold once a week to discuss your projects and any support you may need. We agree on the day and time of this meeting together.  
- Most Fellows are on campus two days a week.  
- Aside from the 2 hour weekly meeting, you make your schedule. Your schedule will depend on the projects you are working on.  

**Location:**  
- 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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<td>Hunter</td>
<td>At Hunter College CUNY, WAC 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 help 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 provide the 15-hour weekly commitment to WAC service in a variety of ways, and it is sometimes the case that some weeks’ work requires more hours while others require fewer. The weekly scheduling of a Fellow’s time commitment is dependent on the work or project the Fellow is engaged in and is negotiated with the faculty member, department, or program for which the Fellow provides services (usually no more than 3 days per week on campus). Fellows are expected to attend one-hour weekly professional development meetings (regularly scheduled by agreement, on campus).</td>
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As stated in the Hunter College WAC website, “CUNY WAC 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 (WAC) Program at John Jay, Writing Fellows provide support for various college-wide WAC initiatives. These projects are directed by one of the WAC coordinators—and often in partnership with other John Jay faculty members. Typically, fellows work with the Writing Center director, the Writing Program director, the WAC coordinator, and others. Their work may include, but is 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 WF 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. The bulk of those hours will be spent working on campus and fellows will be required to track their hours and submit written documentation of their work to the WF coordinator.
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| Kingsborough | We very much look forward to talking with you about joining the Kingsborough’s WAC Team in 2017-18. Should we hire you, you can expect to spend one-two days a week on campus. Note that KCC operates on a quarter system with two, 12-week semesters—fall and spring (Sept-mid Dec; March-mid June). Since you will have Jan/Feb free, you will need to fulfill your 450 contractual hours during the fall and spring terms.  

Your primary task will be to become WAC certified. To do this, you will participate in a weekly two-hour all-Fellows meeting that will provide training in WAC principles and will allow you to discuss issues of significance in the teaching of your discipline using extensive reading/writing work. You will revise a course of your choice (preferably one you have already taught) to showcase best practices in WAC in your field.  

To help you with the certification process, you will work closely with a faculty mentor who is already WAC certified to see how he/she incorporates writing in his/her classes. In fall, this mentor will be someone in your field (or closely related to it), and in spring, you will have the opportunity to work closely with writing faculty who teach in KCC’s nationally-ranked Learning Communities Programs.  

In addition to working with faculty mentors, you will also work with students from writing intensive sections and Honors. Most of your time on campus will be as tutors in the Writing Center, where you will help community college students grapple with their thoughts as those thoughts are represented through their writing. These students will range from the lowest-level developmental students to Honors students. In addition to helping Honors students with papers, you will also assist them on research proposals and personal statements for applications to senior colleges and make presentations in the Honors Lounge on topics connected to writing the research paper. Prior Fellows unequivocally state that their work in the Writing Center is the most rewarding part of our program.  

You will also have the opportunity to work on special projects; for example, you might help the webmaster for our faculty certification program, become a journal editor of a student research publication, undergo training in integrative teaching so you can “create” your own Learning Community with another discipline, or assist the coordinator(s) of the WAC Program on projects related to the Program or campus. You can also choose and design your own project.  

We feel strongly that KCC students have a tremendous amount to offer CUNY graduate students who, in turn, have a tremendous amount to offer our community. We look forward to working with you to find ways we can best help each other. |
| LaGuardia | The bulk of the work that writing fellows do at LaGuardia Community College is to help train faculty to use writing in their classrooms. Fellows first assist (fall term) and then run (spring term) seminars for full and part-time faculty that emphasize the importance of writing in helping students develop critical thinking, reading, writing, research, and quantitative reasoning skills. Faculty from across the disciplines participate in these seminars. Fellows have a range of other responsibilities. They are expected to be on campus an average of five to ten hours per week.  

**On-campus responsibilities:**  
1. Weekly fellows meetings. Wednesdays from 9 am to 11 am during Fall I and Spring I semesters. (This is a requirement, so please make sure that is a time that works for you). |
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| LaGuardia | 2. Biweekly meetings with your small group in the faculty development seminar during Fall term, Mondays, 3:30 to 5:30 pm. (This is a requirement, so please make sure that is a time that works for you).  
3. Writing Center tutoring 2 hours a week for the entire academic year. You will schedule this.  
4. Fall term: one hour per week – observe the class of a faculty person who uses WAC in their teaching. You will choose from a list of a few possible classes in a range of subjects.  
5. Spring term: Run adjunct WAC workshops during the Spring. Six 2-hour sessions. Will work with your schedule to schedule them.  
**Other responsibilities:**  
1. Read material and prepare for seminars.  
2. Bring in copies of your assignments to be workshopped in our fellows meetings. Participate in collaborative discussions about your work and others’ work. Refine your assignments and syllabus based on feedback from the group. (Like happens in faculty workshops).  
3. Attend at least one class held by each of the faculty with whom you will be working. This may be two to four faculty each semester. Keep in touch with those faculty. Offer them support in revising their syllabi and assignments.  
4. Attend 5 hours of courses taught by faculty who use WAC principles effectively in their classes.  
5. Co-run up to three large-group meetings of faculty during the Fall semester that will be planned during our weekly meetings.  
6. An independent project promoting the program. We will discuss this during the fellows meetings and try to develop something for you to do by yourself or with a group of fellows.  
7. During the second semester, we will do professional development. Each fellow will have a chance to workshop their writing. We will look at job letters, CVs, teaching statements, research statements, or excerpts from dissertation chapters and give each other feedback on our writing.  
**Schedule:**  
LaGuardia has an unusual academic calendar. You will be on campus during our two 12-week semesters. Fall I starts after Labor Day and ends in early December. Spring I starts in early March and ends in early June. Here is a link to the academic calendar for this year: [http://www.lagcc.cuny.edu/Academics/Academic-Calendar/](http://www.lagcc.cuny.edu/Academics/Academic-Calendar/)  
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>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 as well as issues related to basic writing skills. Thus, experience teaching writing or composition classes is a plus. In addition to working with students, Fellows (1) work with faculty to develop in-class exercises and effective feedback strategies; (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 the Writing Center website; (4) consult with faculty members on issues related to writing pedagogy; and (5) develop evaluation mechanisms for the writing program. 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. All work is performed at the law school, and Fellows generally work two 7½-hour or three 5-hour shifts. Fellows are expected to work some evening hours to accommodate our part-time evening students.</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 scaffolding assignments, address ways of responding to student writing, 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 writing-intensive or writing-enhanced class taught in the spring semester. Second, WFs attend professional-development meetings with the WAC coordinators. These meetings, which occur every other week, 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 (for example, writing and quantitative literacy, e-portfolios, or promoting student engagement). One of our ongoing goals is to support faculty in the creation of digital and multimodal writing assignments. 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 other initiatives on campus. Please visit our program website for more information: <a href="http://www.lehman.edu/academics/wac/">http://www.lehman.edu/academics/wac/</a></td>
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| Medgar Evers | CUNY Writing Fellows at MEC report directly to the Writing Center Director to support the development of WAC related initiatives being established in all academic departments on campus. Past projects have included designing professional development workshops for faculty related to writing effective assignments, writing for publication, and grant writing for the Center for Teaching and Learning Excellence (CTLE). Ongoing student centric projects include providing one-on-one tutoring services to students in the Writing Center and working directly with faculty and department chairs in all academic departments to create new and to revamp existing grammar, research, and writing workshops. Writing Fellows are required to be physically present on campus at least two days out of every work week. **Responsibilities include but are not limited to the following:**  
  - Observing office hours in the Writing Center to work with students on their writing  
  - Developing new and revamping existing grammar, research, and writing workshops for students |
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| Medgar Evers | - Leading workshops on grammar, research paper writing, essay writing, personal statements (grad school/scholarships)  
- Recording tutoring sessions and workshop reports in Gradesfirst (database)  
- Collaborating with chairs and faculty to implement WAC initiatives related to curriculum development  
- Assisting in the implementation of professional development activities for faculty  
- Participation in CUNY WAC training workshops off site for professional development activities |
| Queensborough Community College (QCC) | Queensborough Community College is located in Bayside, Queens and is accessible through subway, bus, and Long Island Railroad. At QCC, Writing Fellows are provided an excellent opportunity to play a key role in shaping the writing culture of the campus. While each Fellow fulfills a pivotal role in the weekly tasks of the Writing Intensive program, they are also given the resources to contribute a signature project to the campus that aligns with their own professional development goals.  
**Key Features**  
- **Faculty Mentor:** Each semester Writing Fellows serve as mentors to two to four full time and part time faculty members in training for Writing Intensive certification. Each Fellow works with their assigned Faculty members on a weekly basis, and guides them through the certification process by, for example: helping to craft assignments (both high and low stakes), giving feedback about specific assignments, and keeping faculty on track with the semester-long training. The Fellows also mentor faculty with their certification portfolios, which include planning and reflection letters, collected student work, syllabus, and assignments/rubrics.  
- **Workshop Design and Implementation:** In an effort to facilitate the schedules of faculty trainees, workshops are offered in an on-campus or online format. With the on-campus format, fellows assist the coordinators in designing and teaching three workshops each semester covering various aspects of writing pedagogy (high/low stakes writing, responding to student writing, working with ESL students, etc.). With the online format, fellows assist the coordinators in guiding faculty participants who are creating their WI course and materials by participating on the discussion boards.  
- **Professional Development:** Writing Fellows meet with the Writing Intensive Program Coordinators to discuss issues of professionalization, including writing pedagogy, CV, teaching philosophy design, and job cover letter composition.  
- **Signature Project:** Writing Fellows are given time and resources to create a “signature” project that contributes to the writing program, but also furthers their own career goals.  
**Practical Information**  
Fellows are expected to be available to go to campus three days a week.  
- Writing Fellows meet once a week with the three Writing Intensive coordinators to discuss progress with their faculty and to plan workshops.  
- Weekly meeting schedule is determined in the Spring.  
- Fellows are expected to spend about half their 15 hours on campus at QCC meeting with faculty and coordinators, and half their time working independently. Writing fellows must also attend two workshops each semester that are offered by the campus Center for Excellence in Teaching and Learning (CETL). |
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<th>College</th>
<th>Job Description</th>
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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 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). For the academic year 2015–2016, two priorities are the completion of a series of assessment projects of writing intensive courses and the development of a digital writing initiative. Thus we are especially interested in Fellows who may have assessment experience or knowledge of Wordpress. We will meet together weekly at a time that works for everyone, and Fellows will also have occasional meetings at other times during the week for the projects they are working on.</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; Information Systems and Sociology. (See <a href="http://sps.cuny.edu/programs">http://sps.cuny.edu/programs</a>) Fellows will also serve students enrolled in the online general education courses. The SPS undergraduate student 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 online courses are taught asynchronously through the Blackboard course management system. The WAC program has developed so as to focus on assisting students directly, and we have evolved some creative approaches to reaching our online students. Fellows maintain office hours in person one day each week with the majority of the Fellows’ work with students conducted online over email, or through phone or Skype conferences. Therefore, those interested in working with us should feel comfortable communicating through technology. However, Fellows also meet with students in person, by appointment, and once or twice during a semester, are called upon to help lead one of our unique “pop-up writing center” evenings. The ongoing 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 one or more of our Fellows, providing materials and resources for both faculty and students. All online courses in the program link directly to this website through a tab on Blackboard. Fellows may also help create or lead an online faculty development workshop. This particular WAC program emphasizes direct student contact that calls upon your teaching expertise and creativity in an online environment. Writing Fellows are expected to be available to work in person for about half of their 15 hours per week in our SPS offices at 119 W. 31st St., scheduling in office time from around mid-day through early evening hours, with the remainder of work handled online throughout the week. Fellows maintain a student contact log and document their online work and keep in close touch with each other in order to coordinate smoothly. Fellows should preferably be available for a few additional evenings during the semester to conduct our “pop-up writing center” events. Writing Fellows interact regularly with each other, the WAC coordinator who is also the director of faculty development and instructional technology, 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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The York College WAC Program operates within a flexible structure that regards WAC Fellows as self-starting professionals with significant experience, and that offers them an opportunity to match their talents, expertise, and interests to the needs of the program. While there are a number of ongoing responsibilities and necessary projects that WAC Fellows will participate in, as described below, York WAC Fellows are offered multiple opportunities to take an active role in determining the direction of their work.

1. Weekly Meeting and Signature Project: Fellows participate in regular weekly discussions about the direction of the program. Their contributions to the program often culminating in a “signature project,” a self-started initiative that identifies a need in the campus program and, with the campus coordinator’s approval, investigates and puts forward ways of filling that need. Fellows are encouraged to develop something which can live on in the program. Previous projects have focused, for example, on preventing plagiarism, on helping faculty adjust pedagogy to help multilingual learners more effectively, and on developing video presentations for various audiences and purposes. These projects provide Fellows with opportunities for conference presentations and published scholarship.

2. Writing Center: Fellows are integrated into the work of the Writing Center on campus. They work 5 hours per week as writing consultants (tutors) in the Writing Center. In addition, Writing Fellows, under the supervision of the Writing Center Director and the WAC Fellows Coordinator, develop and present professional development workshops for undergraduate tutors. We also have an ongoing project in which Fellows serve as intermediaries between faculty and tutors in developing support materials for particular assignments, courses, and/or disciplines for use in the Writing Center.

3. Faculty Development: Fellows support faculty development in writing pedagogy for writing intensive and general education courses in several ways.
   A. Fellows work one-on-one with faculty members, providing feedback as they adapt syllabi and assignments to incorporate WAC pedagogy. Fellows may also conduct occasional workshops in particular courses.
   B. Fellows develop and run workshops for groups of faculty (often in the Center for Excellence in Teaching and Learning) and for students (in the Writing Center or in collaboration with other campus entities).
   C. Fellows may work with departments on writing-related matters, or assessment projects related to writing.

4. Assessment Projects: Fellows may participate in assessments of WAC throughout the College.

5. Program Communications: Fellows collaborate on a number of projects, including the newsletter, web site, WAC Blackboard site, the WAC Resource Center site on CUNY Academic Commons, promotional materials, and even small video projects.

6. Resources and Location: 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/.