These guidelines provide a consistent framework across CUNY that will allow for flexibility in the assignment of job duties based on common standards and practices across the university. The intention of the document is to serve as a guide to those who administer these programs, providing room for a range of models and options to accommodate the content, the program, the nature of the work and how this work is accomplished at each college. These guidelines are not meant to be prescriptive, but are presented to provide guidance to administrators and WAC Program Directors in designing and managing their campus-based programs and WAC Fellows.

**General characteristics of WAC Fellows’ work:**

**Definition:** WAC Fellows are advanced CUNY graduate students, with significant teaching experience as teaching fellows, who are assigned to support the WAC programs on each campus, under the supervision of campus WAC coordinators. A WAC Fellowship differs from a teaching fellowship, on the one hand—WAC Fellows cannot teach as part of their fellowship—and from a research fellowship on the other--while it does support a Fellow’s progress toward a doctorate, a WAC Fellowship requires significant and persistent work within a campus WAC program. The WAC Fellowship is a paid position and requires regular attendance and communication with the WAC program in which the Fellow is placed and with the GC Provost’s Office.

**Basic Workload:** Approximately 15 hours per week, 450 hours per year, of WAC-related work, under the supervision of a campus coordinator, is required. Some weeks may require more or fewer hours of service than others, but the workload should average out to 15 hours per week (or 18 hours for campuses on shorter semesters) over the course of the academic year.

**Documentation of Hours:** WAC Fellows have a responsibility to account for hours served on a regular (in most cases weekly) basis to their supervisor in a manner specified by the coordinator: e.g. paper forms, e-mails, blogs, etc. This accounting should specify in sufficient detail what activities a Fellow performed, how much time each activity required, and which projects the activities were related to.

**On Campus Work:** All WAC Fellowships have an in-person work requirement. In general WAC Fellows are expected to be on campus at least twice per week, and sometimes more, depending on the needs of a particular program or a particular project. Some work may be done from home or from other locations, as negotiated with the campus supervisor, but some physical attendance on campus is always required.

**Weekly Meeting:** Most campus programs have a mandatory weekly meeting which may focus on particular projects or local campus issues, or may involve discussion of basic WAC pedagogical principles or relevant research. The meeting time counts as part of a Fellow’s
Mandatory Professional Development Workshops: All WAC Fellows are required to attend WAC Fellows Professional Development workshops, currently offered at a central location in August, October, and April. These workshops, which focus on basic WAC principles from the perspective of a WAC Fellow, are vital to Fellows’ understanding of the role in which they serve and their success in it. The total hours of the workshops count toward a Fellow’s hours. The dates of the workshops will be announced when the Fellowships are assigned.

Policy on Other Employment: While Fellows are permitted other employment, such as teaching on an adjunct basis, they must schedule other commitments so that they do not interfere with their obligations to the WAC Fellowship.

Policy on Research/Conference Travel: While Fellows may be doing research for their dissertations, it is inappropriate to schedule extended trips for research that will interfere with regular physical attendance on the assigned campus. Short trips, such as to present at a conference, may be negotiated with the campus supervisor.

Policy on Parental Leave: WAC Fellows are included in CUNY’s Doctoral Student Parental Accomodation policy. Fellows are requested to inform the Graduate Center and their campus coordinators as soon as possible if they intend to take leave, in order to prevent programs from being short-handed.

Examples of WAC Fellow Duties: The exact services of WAC Fellows may vary from campus to campus. Some common ones are:

- **Faculty Collaborations:** WAC Fellows may be assigned to work with faculty to incorporate WAC pedagogical principles into their syllabi and assignments.

- **Tutoring and Student Workshops:** WAC Fellows may work with students directly, in a Writing Center or other on-campus setting, providing tutorial services, in-class or stand-alone workshops, creating instructional materials, etc.

- **Program Support:** WAC Fellows may perform various routine duties supporting the WAC program, such as building or maintaining program information pages on the campus websites or on Blackboard or other digital locations; writing and editing a newsletter; supporting processes of course review or faculty certification; researching WAC-related topics; etc.

- **Workshops:** WAC Fellows may develop, present, or assist at pedagogical workshops for faculty, under the auspices of the WAC program, of particular departments, or of local professional development entities/programs such as a Center for Teaching and Learning.

- **Signature Project:** WAC Fellows are encouraged to develop 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 match their talents, skills, and interests to the needs of the program, and to develop something which can further develop, improve, and live on in the program. Most signature projects grow out of routine duties, but where the Fellow takes initiative to build an artifact, or to take an idea to the next level of development. Such projects benefit both the program and the Fellow in short term and long term ways; they demonstrate and develop competencies that can be important in post-Fellow job searches and in a Fellow’s own pedagogical and service approaches in future employment. One session at the April professional development workshop is devoted to a forum for Fellows to share their signature projects with each other.

Benefits to WAC Fellows: WAC Fellows report that working with other instructors on WAC projects provides time for reflection on their own pedagogy. The Fellowship also provides significant experience in the non-teaching aspects of academic life, especially administration and service. It provides an opportunity for fellows to develop skills and talents outside the direct application of their discipline in the classroom or research.