

How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?

Baruch	Two Assistant Professors and HEO. Nothing for HEO; Three hours of course release for Assistant Professor each year.
Bronx Community College	Two co-coordinators, Assistant Professors, reassigned time (Eight hours each per semester)
Borough of Manhattan Community College	Three this year (We divide 12 hours reassigned time among us: 6/3/3) Previous semesters Two coordinators: 6/6 Incentive: Reassigned time Rank: Professor, Assistant Professors
Brooklyn College	Two Coordinators— Professor and Associate Professor—receive reassigned time.
CCNY Center for Worker Education	One Assistant Professor, getting one course release for AY 2006-07— will revisit with Dean to determine whether will continue next year
College of Staten Island	We have two coordinators, both Associate Professors. We get release time.
Hunter College	Two English Dept. Professors and HEO Associate. Professor Smoke gets release time (one course per semester).
John Jay College	Previously two, but at the moment one at the rank of Assoc. Prof. The WAC Coordinator receives a course release.
Kingsborough Community College	Co-Directors, Assoc. Prof. Kate Garretson (English), and Prof. Gloria Nicosia (Communications). Three area coordinators in Business, Health and Liberal Arts & Sciences. Directors receive three hours release time a semester; Area Coordinators receive one hour of release time a semester.
LaGuardia Community College	Two coordinators Professor and Associate Professor. Released time
Law School	The law school has one coordinator, and she is also the director of legal writing for the school (Andrea McArdle). Rank: tenured, Professor of Law. WAC/WID coordination is within the scope of the writing director's responsibilities.
Lehman College	Three Directors: Assoc. Professor (English) CUNY Institute Director (ILS) Retired faculty member (Education)
New York City College of Technology	Two Co-Coordinators. We each receive nine hours of release time annually.
Queensborough Community College	Co-Director for Professional Development (Assoc. Prof); Co-Director for Program Administration (Prof). Incentive: Two course releases per semester per co-director.

How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?

Queens College	One.
York	Four normally, three at present; three hours/term

Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?

Baruch	Co-coordinators meet several times over the course of the semester. Mikhail oversees most of the work of the WFs as it is tied to the activities of the Schwartz Communication Institute, which Mikhail directs.
Bronx Community College	Regular meetings with CUE Coordinator and Writing-Intensive Course Implementation Committee (WIC)
Borough of Manhattan Community College	WAC Committee (faculty) provides oversight and direction WAC coordinators reports to Dean in charge of CUE and Dean of Instruction, and to the Vice President of Academic Affairs. WAC Committee meets two-three times/sem. CUE committee meets two-threetimes/sem and WAC representative goes. Also we meet with VP Bragg two-three times/sem. Produce midyear and final reports to the Deans/VP. Keep minutes of WAC CTE meetings.
Brooklyn College	Provost, Dean and Associate Dean of Undergraduate Studies. We meet regularly and make oral reports and written summaries of our work.
CCNY Center for Worker Education	Dean Daniel Lemons-we meet regularly; I document WAC work through reports to him.
College of Staten Island	Both coordinators do.
Hunter College	Prof. Smoke and I (Dennis Paoli) both oversee the program. We meet with the Fellows once a week, and we will meet several times a month or so besides. We communicate often by email. We co-produce reports and documents.
John Jay College	Mark McBeth - I meet with the Fellows three or four times during the semester and meet with Fellows and their departments at least once or by appointment.
Kingsborough Community College	WAC Directors report to CUE Director, Reza Fakhari meeting several times a semester to coordinate the offering of Writing Intensive sections, faculty development events, and Writing Fellow initiatives.
LaGuardia Community College	Dean of Academic Affairs Regular meetings; yearly assessment report
Law School	The Coordinator/Writing Director (Andrea McArdle).
Lehman College	The three directors collaborate on overseeing the program. We meet biweekly to plan monthly faculty development seminars and biweekly fellow meetings. Each director takes primary responsibility for one angle of the program but all collaborate on major program needs.
New York City College of Technology	Both Coordinators meet with the Writing Fellows on a bi-monthly basis. We report to the Provost at regular Gen-Ed and CUE meetings.

Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?

Queensborough Community College	WAC Committee of Faculty Senate is sent a report each year, decides on waivers to graduation requirement, approves WI sections, certifies WI faculty members. WAC director has ex-officio position on committee.
Queens College	CUE Coordinator/Assistant Provost We meet regularly and I produce reports each semester.
York	M. Cripps; Historically, meet weekly; Various reports, assessments.

Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?

Baruch	34 people, all staff members of the Schwartz Institute, are actively involved, not counting faculty. The program works mainly with individual faculty and with departments on occasion.
Bronx Community College	We have trained over 100 full-and part-time faculty to teach WI classes. We work primarily with current trainees and faculty who currently teach a WI class.
Borough of Manhattan Community College	Primarily with faculty, also with departments. 40-50 faculty teaching WI courses 10 faculty in training 20-30 faculty in refresher or dept workshops Six WFs Eight faculty on WAC Committee Three Coordinators (this year)
Brooklyn College	Work with individual faculty, departments, and School of Education, with increasing emphasis on departments and the Core. 30-40 faculty each semester, over 100 in dept. interactions.
CCNY Center for Worker Education	This is a new program that we just began implementing this year. At CWE, we don't have separate departments, just the department of Interdisciplinary Arts and Sciences (IAS) – we also have a program in Early Childhood Education (ECE) (we offer an interdisciplinary BA and a BS in ECE). I have started by working with faculty in IAS and next year hope to begin work within ECE.
College of Staten Island	We work with departments, four at a time, in 2 year periods, that overlap. It is up to the departments to see how many people are involved.
Hunter College	We have worked and continue to work with and at all levels. Fellows have worked and do work with individual faculty, across departments and programs, and serve/d on college level committees. Currently, if by "people" you mean faculty, nine full-time and at minimum 10 part-time, though the number grows throughout the semester through workshop attendance and on-line communication. Last year, working with Learning Communities in the Freshman Block Program, we worked regularly with over 40 faculty. (The numbers this semester do not count administrators on committees on which two Fellows serve or students in the faculty's classes and in mentorship and peer relationships in tutoring situations.)
John Jay College	Our Fellows work with departments. In most cases, Fellows help departments with both individual courses as well as scaffolding curricula from level to level.
Kingsborough Community College	WAC program offers some 50 writing intensive sections a semester, with same number of WAC certified faculty. Each year 10 to15 faculty participate in an extended WAC seminar to obtain certification followed by an opportunity to pilot their course with the help of a Fellow.
LaGuardia Community College	Indiv. Faculty meet in small groups with WID leaders nine times during the year and together in a large group 6x. Two coordinators; Five WID leaders 15 full-time faculty participants 20 adjunct faculty
Law School	We work with individual faculty and sometimes with groups of faculty (clinical, lawyering), and with students.

Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?

Lehman College	Our primary work is with a cohort of individual faculty from across the College (12 new to the program & nine returning); last year and this year we have also worked with faculty blocks in the FYI program (totaling 12 faculty members). Total faculty actively involved in ongoing work – 33 per year.
New York City College of Technology	Six WFs work with W faculty in various departments. They also run regular workshops. The coordinators run “Talks on Writing in the Professions” workshops for faculty across the college.
Queensborough Community College	Primarily with individual faculty members. We have worked with disciplinary cohorts. Average 20 faculty members per year (during semesters) and an additional 15-30 each summer institute. Cumulatively: 166 faculty members completed workshop sequence; 150+ sections of WI taught each semester.
Queens College	We are now working with departments and individual faculty, but that is new this year. Eight “Faculty Partners” participate in a leadership capacity, working on WID projects in each of the College’s four divisions. About 30 other faculty participate each semester, either attending workshops or working on course materials and student workshops with CWFs.
York	Work with individual faculty, departments, and general open workshops. Also program-type activities. Last question is hard to answer: About 70 WI courses/term, work with about 5 of those faculty/term. Assorted other individual contacts; Also, various dep’t group activities (history, social sciences, and medical technology, this term; also, some math work.) ; last term, it was Business/Accounting, and some Natural Sciences work

Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?

Baruch	CUE director, Writing Center, peer tutoring center, Learning Communities, Deans of all three schools (business, arts and science, public affairs).
Bronx Community College	We collaborate with the Center for Teaching Excellence, the CUE Coordinator, and Gen Ed.
Borough of Manhattan Community College	Teaching Learning Center CUE
Brooklyn College	Yes to all programs listed.
CCNY Center for Worker Education	I work with the coordinators of Core Humanities, Social Sciences, and Science (our core is different from at the main CCNY campus—we require two interdisciplinary core courses in each area); with the coordinator and consultants at the Writing Center; and with the curriculum committee—we have been working on a plan to implement two advanced (300- and 400-level) writing and research intensive classes that will be required of all students
College of Staten Island	I, Hildegard Hoeller , am the one of the two writing coordinators as well, and the Gen. Ed representative. So I function as a liaison person.
Hunter College	I find it interesting—provocative, even—that Writing Centers are left out of the given examples, since WAC and WC’s historically developed in parallel. And since I am also the Coordinator of the college’s Reading/Writing Center. Our WAC Program has (see # above) worked with Freshman Comp as part of the Freshman Initiative, and with Learning Communities. We have in the past co-sponsored five different events with the Teaching Learning Center and presented at another. The WAC Coordinators meet with the CUE Director regularly and serve on several CUE committees.
John Jay College	Since the WAC coordinator is also the Comp director, on the CUE committee, and teaches and coordinates in the campus’ learning communities, all of the said above.
Kingsborough Community College	WAC program collaborates with the Center for Teaching and Learning and the CUE Director. Mechanisms are not in place to require certification of all content area faculty in the learning communities although this is the goal. WAC administrators are represented on the advisory boards of the Center for Teaching and Learning, the Learning Communities, and GenEd.Committee.
LaGuardia Community College	CUE director CTL Center Gen Ed
Law School	Not applicable.
Lehman College	Collaborations: FYI program, CUE Director, the College General Education Council, the Instructional Support Services Program.

Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?

New York City College of Technology	We collaborate with the Gen Ed project and, beginning in the fall, will work closely with the new Teaching and Learning Center, Learning Communities, and Core Texts initiative.
Queensborough Community College	On CUE committee; support CETL with part of Fellows hours;
Queens College	We collaborate most closely with the Center for Teaching and Learning, but also with the Educational Technologies Lab, FYI, College Now, and the Library.
York	Most collaboration happens through Gen Ed since we have overlapping memberships. FYC collaboration is more informal, though the program is structured to be plugged into a sequence of writing that effects a link between FYC and our junior level research writing course; Work with CUE too, and are an integral part of conversation about a newly emerging TLCenter.

Do you have a faculty committee? How many faculty sit on it, from which disciplines?

Baruch	No.
Bronx Community College	WIC: Writing-Intensive Course Implementation Committee
Borough of Manhattan Community College	WAC Committee 8-9 faculty members from English, Dev Skills, Social Sci, Science, Teacher Education, Music & Art, Business, plus Dean of Instruction
Brooklyn College	Yes, three, from Film, Classics, and English Departments. WAC Task Force had 11 members and as many disciplines.
CCNY Center for Worker Education	No-at present, most discussion of WAC takes place with the Dean or with the curriculum committee.
College of Staten Island	Each participating department has their own WAC committee who meet and have to produce a WAC report to the Dean's office.
Hunter College	No, we do not have a faculty committee.
John Jay College	No.
Kingsborough Community College	WAC Advisory Board was appointed by the Provost and includes 10 members representing all departments.
LaGuardia Community College	Yes. 8 faculty. Eng., Hum, ELA, CIS, AMM, Soc.Sci., Library
Law School	No.
Lehman College	The Lehman WAC Advisory Committee (WAC-AC) includes the Provost, Dean of Arts & Humanities, CUE Director, FYI Director, Gen Ed Director, ISSP Director, Institutional Research, 8 faculty (psychology, health sciences, history, nursing, sociology, English, education, biology).
New York City College of Technology	No.
Queensborough Community College	Standing Committee of Faculty Senate; five members plus rep from Academic Affairs and WAC co-director. Participants range across disciplines and professional programs.
Queens College	We have a "Writing Intensive Sub-Committee" (a sub-committee of the Academic Senate), which oversees W course curriculum.
York	4 Faculty on Steering committee (3 now); Also a WAC Course coordinating committee that includes registrar, Provost, and chair of college curriculum. (Steering includes Foreign Languages, Psychology, and English now; Previously, English, Fine Arts and Psych; Before that English, Psych (different person), Philosophy, and Occupational Therapy.)

What activities comprise your program?

Baruch	Committee/taskforce work, individual consultations with faculty, faculty development seminars, workshops for students, and support of faculty initiatives like.
Bronx Community College	Faculty development, WI courses, CPE workshops, Writing Center workshops, student tutoring
Borough of Manhattan Community College	Faculty development workshops WI courses (now about 50) Preparation, including data gathering, for introducing a WI course requirement Recruitment efforts to reach faculty and students Produce brochures, newsletters Maintain website
Brooklyn College	Workshops for full-time and adjunct faculty; faculty development seminars, presentations to and consultation with departments; publication of a series of brochures on WAC principles and practices; helping individual faculty incorporate WAC practices into their courses and departments into the curriculum; create programs with The Center for Teaching, with the Learning Center, and with Learning Communities; help develop writing-intensive courses and majors; conduct outcomes Assessment of writing-intensive courses and majors. Develop WID resources.
CCNY Center for Worker Education	Faculty development workshops; curricular development in the Core courses and the advanced writing/research courses
College of Staten Island	Departments organize their own WAC meetings. We have weekly meetings with the fellows. The fellows work with faculty and departments in various capacities. We have instituted a WAC and freshman comp essay context to produce a WAC/Comp publication of student writing, and Peter Miller is working on a fellows' story collection.
Hunter College	Fellows consult with faculty (and TAs) and support writing in courses; such consultation regularly leads to assignment and/or course redesign and development. Fellows consult with departments, programs, and college committees on writing in required multi-section courses, course sequences, and courses offered in freshman blocks. Fellows tutor students in classes and programs, offer workshops to students on course- and discipline-specific writing assignments and proficiencies, and develop materials for workshops and tutorials, and mentor peer tutors assigned to classes. Fellows also help faculty develop assessment rubrics and methods, and determine interventions and policies based on outcomes. Fellows and the Coordinators lead faculty development workshops on WAC pedagogy and issues for faculty of Significant Writing (WI) courses. Fellows and Coordinators help plan and present at college-wide writing-related events, often co-sponsored with the Teaching Learning Center. Fellows help design, collect and interpret data for, and present research projects on writing at the college. Fellows help develop the WAC Program website and on-line capability.

What activities comprise your program?

John Jay College	The Fellow works with each department on an investigative pedagogic question which they help research and respond to with assignments, teacher handbooks, student workshops, and sometimes curricular change.
Kingsborough Community College	Certification Program, Writing Fellow Program, Writing Intensive Program.
LaGuardia Community College	Faculty development workshops with full and adjunct faculty.
Law School	Maintaining a multi-purpose Writing Center that is the hub of all WAC/WID operations: working with faculty individually and in workshops; mentoring students, individually and in workshops; maintaining and creating text for the writing program website; oversight and development of the writing curriculum across the three years of law school.
Lehman College	Monthly seminars for two faculty cohorts, new & returning; workshops at fall and spring GenEd events; biweekly seminar for Fellows; two-day seminar for FYI faculty; three-day seminar open to all faculty. Weekly support to participating faculty. Preparation work with experienced WAC Faculty for leading workshops at all of these seminars. Collaborating with WAC Faculty to help them produce WAC Teaching Portfolios for use in college and departmental-wide faculty development. Website construction.
New York City College of Technology	Workshops, brochures, talks, one-to-one faculty/WF assignments. Direct contact between WFs and students typically involves work assigned in W classes.
Queensborough Community College	Fellows weekly meetings/professional development; WI faculty workshops (btw 16 – 24 hrs/year); WI summer institute; assessments; WAC Committee of Senate; CUNY WAC Seminars/workshops.
Queens College	Faculty workshops, Technology Initiatives, Student workshops, CWF one-on-one work with students, the editing and production of our publication, <i>revisions</i> , assessment research, and curricular planning.
York	Workshops; usually a spring WAC Faculty seminar; one-on-one consultations/collaborations; research projects; newsletter; more recently, some student workshops/outreach/activities; film projects; assessment and review of WI course proposals.

What assignments do Fellows receive?

Baruch	Assignments vary based on program need and the Fellow's expertise. Fellows run student workshops, conduct faculty development seminars, support faculty weblogs, work with specific courses, and conduct research for and collaborate with faculty and WAC coordinators on college-wide writing-related initiatives, among other activities.
Bronx Community College	CPE workshops, Writing Center workshops, student tutoring
Borough of Manhattan Community College	Work with faculty in training sessions. Each assigned to faculty members. Work with faculty teaching a WI course for the first semester Work with groups of faculty in various departments (like science, math, etc.) Meet with students of faculty they're working with. Right now they are exploring ways of promoting WAC/WI to students
Brooklyn College	Work with faculty in all CUE programs, work with faculty and departments to incorporate WAC practices and principles and modify curriculum, write brochures, teach workshops, model classes.
CCNY Center for Worker Education	We do not have fellows assigned to the CWE, although I would like to have some assigned to us to help implement our program.
College of Staten Island	Fellows are asked to work with various departments, giving workshops in their classes or, depending on the department's wishes, working in other capacities. For example, two fellows are conducting research and a survey of writing instruction in one program for their needs.
Hunter College	Fellows are assigned to work with a faculty member or program head. They are recruited to work on research projects or lead workshops for faculty.
John Jay College	They devise their own with their departments.
Kingsborough Community College	Fellows work in three areas. 1. They are assigned to work with individual faculty who are seeking certification consulting on assignment design and classroom activities involving reading and writing. 2. They work with students from these same sections in the Reading and Writing Center offering one-on-one tutoring three days a week. 3. They work on a larger project for the program such as survey assessment, publications, our resource room.

What assignments do Fellows receive?

LaGuardia Community College	Work with individual faculty; work with students; do assessment, web site, film, handbook, presentations
Law School	Fellows are paired with two faculty members, maintain WAC web site, maintain WAC files, document their work with faculty partners leading to preparation of teaching portfolios, participate in & prepare materials for monthly faculty seminars and for faculty workshops, work with experienced faculty to prepare workshops for colleagues.
Lehman College	
New York City College of Technology	Each is assigned to work with several "W" faculty. All WFs develop and lead writing/teaching workshops for faculty.
Queensborough Community College	Each works with up to four individual faculty members to develop WI classes and support WI teaching; design and run workshops; assessment; portfolios.
Queens College	Fellows work in Divisional groups, with Faculty Partners, on WID projects; they work with faculty, designing in-class workshops; they participate in a bi-weekly seminar; they work on special projects—for example, overseeing our WAC/CTL library or offering support for our blogging initiative; and they hold office hours for students.
York	Fellows work with us to ID projects that interest them, and they take ownership/leadership over them. Also, we have a WI fellow who works with WID Coordinator, and a Gen Ed fellow who works with our Writing in Gen Ed coordinator. Also: Faculty partners, newsletter, WI database, workshop collaboration and even leadership, dep't level work (currently, for example, in history), film, student workshops

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?

Baruch	Yes. One of our WFs facilitates a professional development seminar for graduate students teaching the introductory business course. All of the communication consultants we employ are graduate students at the GC.
Bronx Community College	N/A
Borough of Manhattan Community College	No
Brooklyn College	No graduate students. For professional students: model teaching of research paper, consult with faculty about specific writing needs of their students.
CCNY Center for Worker Education	No.
College of Staten Island	We are working with graduate students. In the weekly colloquiums their needs are discussed and addressed. We discuss, for example the way in which the WAC experience can be handled/used in job applications, or, at this very moment, how WAC might enter their own dissertation writing process.
Hunter College	The WAC Program has worked with graduate Education students preparing for certification and job placement. And the Program works with grad students as they are instructors and TAs of courses at the college.
John Jay College	We work only with undergraduates.
Kingsborough Community College	No.
LaGuardia Community College	We work with certificate programs. Small group workshops help to tailor activities
Law School	Yes, all of our students are post-baccalaureate, and some hold graduate degrees. The law school curriculum is built on a professionalization model—students learn the conventions of legal discourse and receive extensive practice at it, and extensive feedback. In addition to practice-oriented professional writing, students also receive support for writing and publishing scholarly work.

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?

Lehman College	Each year we work with several graduate faculty members. As with undergraduate faculty, Fellows tailor their work to the needs of the particular faculty person.
New York City College of Technology	All of our students at Tech are undergrads.
Queensborough Community College	With undergraduate professional degree programs (Nursing; Electrical and Computer Engineering and Technology; etc.)
Queens College	So far, no.
York	No.

Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.

Baruch	<p>Cheryl Smith: “New Scholars Talk Back: The City University of New York and the Shaughnessy Legacy Thirty Years Later” featured roundtable</p> <p>“Who Are Our Students and Where Are They Going?: Reevaluating Student Need, Redesigning First-Year Composition,” both at Conference on College Composition and Communication, Mar 2007, New York; “A Defense of Common Things: The Location and Vocation of Composition in the University,” College English Association. Apr 2006, San Antonio; and “Roundtable on College Writing,” National Council for the Teachers of English,” Nov 2004, Indianapolis.</p>
Bronx Community College	WAC National Conference
Borough of Manhattan Community College	Last year, two WFs did a presentation at the WAC conference. Don't have the title.
Brooklyn College	WFs make presentations in fields of study. WFs collaborated on presentation on assessment (2005) and submitted it Michael Cripps for publication. WFs are preparing a presentation on institutionalizing WAC practices at BC for 2007 conference.
CCNY Center for Worker Education	I presented on writing in the interdisciplinary core at the Association for Integrative Studies conference in October 2006.
College of Staten Island	We are proposing a joint panel with Queens on working with departments and another panel on using visual literacy in the exploration of abstract concepts in the social sciences.
Hunter College	A WAC Coordinator presented, with the WAC Coordinators from York, at the WAC 2005 conference. Hunter's Fellows have presented at the CUNY WAC/WID Conferences on a change in the Community Health Education curriculum that emerged from work with a Writing Fellow and on the relationship of the Fellows' dissertations to their WAC work. A Fellow also presented on the CPE with a WAC Coordinator and Reading/Writing Center Supervisor at the 2005 NEWCA Conference.
John Jay College	<p>2006 “Mina Shaughnessy as Intellectual Bureaucrat.” Conference for Writing Program Administration. (August 2007) Chattanooga, TN.</p> <p>“Out of Uniform: Revising Writing Curriculum at John Jay College.” General Education in the Professions and Disciplines: New Approaches to Old Debates, A CUNY General Education Conference. (May 4, 2007) Queens, NY.</p> <p>2005 “Rethinking Curriculum in Light of ESL Pedagogy”: Developing a Writing Across the Curriculum for Freshman Composition at John Jay College of Criminal Justice.” ESL & WAC: CUNY Writing Across the Curriculum Faculty Development. (November 18, 2005) New York, NY.</p> <p>There are no Fellows' presentations.</p>

Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.

Biology WAC faculty (Ted Markus, Carol Biermann, et al.) presented on aspects of their writing-intensive courses at a national science conference in Chicago, Illinois in 2005.

Deutsch, J. and Sealey-Ruiz, Y.S. (2003). "Cultural Relevance for Whom? Using Food to Teach Content and Communication," Teaching Content and Communication: Proceedings of the Third Annual Symposium on Communication and Communication-Intensive Instruction, The Bernard L. Schwartz Communication Institute, Baruch College, City University of New York.

Deutsch, J. "Cultural Relevance for Whom? Food as a Window to Multicultural Communication in the Hospitality Classroom and Beyond," Presented at Local Democracy: Sustaining Healthy Community through Ethical, Sustainable Food Systems, Joint Annual Meeting of the Agriculture, Food, and Human Values Society and the Association for the Study of Food and Society, June 12 – 15, 2003, Austin, TX.

Deutsch, J. "Who Cares About this Stuff? Using Food and Food Experiences for Thinking and Communicating in the Social Sciences," Presented at the City University of New York Writing Across the Curriculum Professional Development Workshop, May 27 – 29, 2003, New York, NY.

Garretson, K. Conference on College Composition and Communication, Chicago. March 2006. "Centering WAC at CUNY: Assessing CUNY's WAC Initiatives," Panel presented with Mary Soliday and Michael Cripps of CUNY Writing-Across-the-Curriculum.

Kingsborough
Community
College

Garretson, K. "WAC in the City: Toward a definition of WAC practice in urban community college settings." 7th National Writing-Across-the-Curriculum Conference, St. Louis, Missouri, May 2004. Panel with Linda Hirsch and Adriana Tomasino, Writing Fellow.

Garretson, K. "It's Not My Department!": Faculty Collaboration in a Linked Course." 5th National Writing-Across-the-Curriculum Conference, Bloomington, Indiana, June 2001.

Garretson, K. "Teaching Academic Literacies through Inquiry and Collaboration." TESOL, Vancouver, British Columbia, March 2000. Half-day pre-conference workshop proposed and designed by Kate Garretson, Marcia Babbitt, and Rebecca Mlynarczyk; conducted by Profs. Babbitt and Mlynarczyk.

Garretson, K. "Scaffolding Writing-to-Learn in a Linked ESL/Sociology Course." 4th National Writing-Across-the-Curriculum Conference, Ithaca, New York, June, 1999.

Marshall, Laurel, "WAC for Tourism Technology," Eighth National Writing-Across-the-Curriculum Conference, Clemson, May 2006.

McCully, Betsy, "You Can't Have One without the Other: Teaching Content through Communication-Intensive Instruction. A Case Study at a Community College." Teaching Content and Communication: Proceedings of the Third Annual Symposium on Communication and Communication-Intensive Instruction, The Bernard L. Schwartz Communication Institute, Baruch College, City University of New York, Oct. 11, 2002.

Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.

<p>Kingsborough Community College</p>	<p>Barbara Walters, William Bernhardt, and George Otte, "Blogging and Wiki-work: New Tools for Writing in Online Courses," CUNY IT Conference, New York: John Jay College, 2006.</p> <p>Barbara Walters, William Bernhardt, and George Otte, "Blogging and Wiki-work: New Tools for Online Courses," Teaching, Colleges and Community Worldwide Online Conference: Blending Reality with Ubiquitous Learning, April 19-21, 2007.</p> <p>Walters, Bernhardt, and Otte also presented at the Faculty Development Seminar for the CUNY Online Baccalaureate Faculty on January 24, 2007, at the Graduate Center.</p> <p>Williams, Marvin, "Introduction of WAC to students as a Language Development Tool for ESL Students in Foundation Courses." Eighth National Writing-Across-the-Curriculum Conference, Clemson, May 2006.</p>
<p>LaGuardia Community College</p>	<ol style="list-style-type: none"> 1. CUNY WAC conference 2000, 2001 Making Intro. To Computers WI (Prof. Avis Anderson) 2. Integrated Learning Conf. 2005: Nursing and Eng. Small group WI activities (Profs. Ting Man Tsao, Diann Slade) 3. Intl. WAC Conf. Clemson, SC, "Staging Change," a film of Lag. WID program (Profs. Wilson and Arkin) 4. CUNY WAC August Institute for Fellows. See. #3 above. 5. 4Cs, March 23. Assessment of LaGuardia's WID program.(Prof.Arkin, Rebecca Tiger [former fellow])
<p>Law School</p>	<p>February 2006: Prof. Andrea McArdle led and co-presented with a panel of Fellows (Sergio Gallegos, Lori Wallach, Audrey Raden, Fritz McDonald), "Centering Legal Writing: WAC/WID at the CUNY Law School," at the Southeastern Writing Center Association Conference in Chapel Hill. North Carolina;</p> <p>August 2005: Prof. Andrea McArdle participated on a faculty panel at the Graduate Center for Writing Fellows on disciplinary writing in Law, Criminal Justice, and Education;</p> <p>2005 WAC/WID conference: Prof. Andrea McArdle facilitated a roundtable discussion that featured three Writing Fellows from CUNY Law School (Jaime Cleland, Steve Bashkoff, Fritz McDonald) and Writing Fellows from Hunter College;</p> <p>2004: Andrea McArdle led and co-presented with a panel of current and former Writing Fellows (Jaime Cleland, Lori Wallach, Steve Bashkoff, Ronaldo Wilson), "Adapting WAC/WID to the Law School Curriculum," at the 7th Writing Across the Curriculum Conference in St. Louis, Missouri;</p> <p>2002: Writing Fellows Silvia Rivero and Lori Wallach presented "Adapting WAC to the Specialized Curriculum, or, Two Writing Fellows Go to Law School" at the CUNY Writing Fellows Summer Institute at John Jay College.</p>

Lehman College	<p>New Scholars Talk Back. Jessica Yood, CCC March 2007.</p> <p>WAC's 'Third Wave'? Jessica Yood, CCC, March 2005.</p> <p>Richard Holody, Writing and Praxis: Using WAC to Teach a Practice Course, 8th International WAC conf, May 06.</p> <p>Born Again: Old Pedagogies, New Alliances and a Study of Two Experiments in One WAC Program Jessica Yood, Elizabeth Toohey, Cara Murray 5th national WAC conf, May 01</p>
New York City College of Technology	<p>The WFs will present "Engaging Students With Technology" this at this April's WAC conference.</p>
Queensborough Community College	<p>* Gray, Peter. "Beyond the Workshop: Experimenting with Community College Writing Across the Curriculum Faculty Development." Northeast Two Year College Association Conference, Central Maine Technical College, Auburn, ME. October 10-12, 2002.</p> <p>* Gray, Peter "Using Writing to Assess Learning in the Disciplines" QCC's First Annual Assessment Conference: Community College Assessment Strategies. February 9, 2001</p>
Queens College	<p>"Blogging Across the Curriculum" (with Baruch College), CUNY WAC/WID biennial conference "Working within Departmental Structures" (with CSI), CUNY WAC/WID biennial conference</p>
York	<p>* Wac on Film (2005) * Writing in Science (2005) (3 proposals coming for this spring – film on research process, database and assessment, collaboration with History department.)</p>

How does your program engage with new media?

Baruch	Promote faculty use of blogs and wikis as a way to encourage student writing.
Bronx Community College	BCC WAC website/ Online Handbook
Borough of Manhattan Community College	Many faculty use BlackBoard in their WI courses. We have done workshops for Distance Learning course faculty in writing activities We developed and maintain a WAC website. We hope to develop a video.
Brooklyn College	Exploring use of BLOGs, wikis, and BlackBoard in teaching writing.
CCNY Center for Worker Education	
College of Staten Island	The fellow colloquium works with a blackboard discussion site.
Hunter College	
John Jay College	We've produced a film on a WAC Faculty Development workshop and are creating another on a Pre-Law Boot Camp that we ran over January. A Fellow helped film during that day.
Kingsborough Community College	Fellows often work with students enrolled in writing intensive course Blackboard sites. In addition, the WAC faculty seminar often includes interactions on our WAC faculty Blackboard site. Currently working on an online version of the certification seminar.
LaGuardia Community College	All students in WI courses must deposit their work on their ePortfolio. We've made films and have a web site
Law School	We maintain a website and use an online course management system through which students sign up for appointments with Fellows and submit drafts of their papers.
Lehman College	Several faculty work with Blackboard. We are constructing a new WAC website that will be interactive.
New York City College of Technology	The use of new media is now centerstage. We teach faculty to use blogging, websites, new research technologies, new editing technologies, etc.
Queensborough Community College	Program website; digital WI portfolios for eventual archiving on WAC website; some use of Blackboard in WI classes.
Queens College	Mainly through our blogging initiative; we also use Blackboard internally, to share materials and post reports
York	Film, website, "wac at movies" day in 2005,

Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?

Baruch	Only the business school currently requires students to take Communication Intensive Courses before graduating. The current # is 4, from lower-level to a capstone.
Bronx Community College	2 WI courses before graduation
Borough of Manhattan Community College	Not yet. Hoping to get through a one WI course graduation requirement. After two years of experience, we'll move to a two-course requirement.
Brooklyn College	Yes. Every department either requires majors to take a writing-intensive course or offers a writing-intensive major. The w-requirement must be fulfilled for graduation.
CCNY Center for Worker Education	At present, no. But in Fall 2007, we will hopefully implement a requirement for two new advanced writing/research intensive courses. We also offer W (Writing Enhanced) courses, but they are not required.
College of Staten Island	We do not have a WI requirement.
Hunter College	Hunter has a Significant Writing (WI) requirement. 3 W-courses are required for graduation.
John Jay College	Not yet.
Kingsborough Community College	Not yet. We would like to institute a two course requirement. It might well include a learning community experience at the lower level and a stand-alone writing intensive course at the 45th credit.
LaGuardia Community College	All students must take 2 WI courses because all Urban Studies (introductory) and capstone (later) must be WI and taught by WID-certified faculty
Law School	All students take 8 credits of Lawyering Seminar, a writing-intensive course, in the first year, and take an additional 4 credits of a Lawyering Seminar with a writing component in the second year; all students take a clinically –focused course in the third year of study that has a writing component.
Lehman College	Yes. Four WI courses, three before the 60th credit, one after.
New York City College of Technology	Business Technology students must take at least two WI courses before graduating. Associate degree students are required to take one W class.
Queensborough Community College	Effective Fall 2005 for incoming/transfer students. 2 WI classes for graduation requirement.
Queens College	Yes, a three W course requirement.
York	Yes, 3 for graduation. 2 in lower division, one in upper division in major (WID course). Transfers completing Gen Ed take only the WID upper division.

At four-year schools, are the requirements at both the lower level and upper level? Can students transferring to four-year schools receive a waiver for courses already taken?

Baruch	Yes. No.
Bronx Community College	N/A
Borough of Manhattan Community College	We would appreciate the possibility of transferring the lower level requirement.
Brooklyn College	Yes to both questions.
CCNY Center for Worker Education	We do not currently have a requirement at the lower level. For the upper-level courses we hope to implement in the Fall, the curriculum committee is debating the issue of whether we will accept waivers for WI courses taken elsewhere.
College of Staten Island	N/A
Hunter College	W-courses can be taken at any level.
John Jay College	N/A
Kingsborough Community College	N/A
LaGuardia Community College	N/A
Law School	N/A
Lehman College	WI courses are upper and lower level. Transfer students can receive a waiver for WI courses taken before their 60th credit.
New York City College of Technology	At present there is no requirement that specifies course level of W classes.
Queensborough Community College	N/A
Queens College	The requirements are not so far differentiated by level, but we may consider this.
York	Yes. Not typically, though we will evaluate. Enter with All Gen Ed fulfilled and you're waived for 2 lower divisions.

At two-year schools, are WI required courses transferable to four-year schools?

Baruch	
Bronx Community College	WI courses appear on transcripts
Borough of Manhattan Community College	They should be. Our WI courses are tagged WI on students' transcripts.
Brooklyn College	Not applicable.
CCNY Center for Worker Education	N/A
College of Staten Island	
Hunter College	
John Jay College	N/A
Kingsborough Community College	N/A
LaGuardia Community College	So far we've had no problems
Law School	N/A
Lehman College	N/A
New York City College of Technology	Uncertain
Queensborough Community College	Yes
Queens College	
York	

Does your program offer faculty development workshops or other activities, and, if so, how many people attend?

Baruch	Yes. Around 50 people each semester. Most recent workshops were on developing and using blogs in classes.
Bronx Community College	One workshop each semester; size varies, currently 12 faculty participants
Borough of Manhattan Community College	<p>Faculty development workshops, for faculty prior to teaching a WI course, are 12-16 hours, minimum 12. 10 faculty per semester.</p> <p>In the first semester of teaching a WI course, 10 faculty previously trained work with a WF.</p> <p>We offer 1-2 Refresher workshops each semester. 20-25 faculty attend/semester.</p> <p>We hold departmental workshops, maybe 1 per semester, open to adjuncts and all. 10-15 people attend.</p> <p>Occasional presentations made at the TLC (Teaching Learning Center)</p>
Brooklyn College	Semester-long seminars, workshops. Guest speakers. 8 to 20 faculty per activity.
CCNY Center for Worker Education	Yes. Approx. 50 people attended a one-shot workshop I ran in Fall 2006. In AY 2006-07, I have had 9 people attend the faculty workshop series required to teach a W course.
College of Staten Island	Not currently. Faculty work on the WAC project within their designated departments. The WAC coordinators are available in a consulting function, but the departments are in charge.
Hunter College	We usually offer at least 4 faculty development workshops a year, sometimes 4 a semester, specifically for faculty of W-courses. Attendance ranges from 2 to 15.
John Jay College	Yes we had 32 on a Saturday.
Kingsborough Community College	In the past we have offered monthly faculty development workshops on topics such as preparing students for the CPE, response to writing, assignment design, and the like. This semester we are instituting a study group on individualizing instruction using writing-to-learn activities. The monthly meetings were attended by 10 to 40 WAC certified faculty.

Does your program offer faculty development workshops or other activities, and, if so, how many people attend?

LaGuardia Community College	Yes. Individual faculty meet in small groups with WID leaders 9x during the year and together in a large group 6x. 2 coordinators; 5 WID leaders, 15 full-time faculty participants, and 20 adjunct faculty.
Law School	Yes, and the number and format vary. Some workshops are targeted to Lawyering Seminar teachers and thus might include about 8 participants; others are offered to the entire faculty and attendance is generally 20+ (in a faculty of 35, with several adjuncts).
Lehman College	Monthly seminars — 12 faculty in the 1st year seminar; 9 faculty in the returning seminar). Gen Ed workshops — 51; Two-day FYI seminar —30; three-day June seminar — 35.
New York City College of Technology	Yes. Each term WAC offers from 6 to 8 faculty development workshops. Typically 8-10 faculty members attend.
Queensborough Community College	Between 15-20 faculty members over each academic year (attend all six 3 hr workshops); or attend summer institute (4hrs x 4 days)
Queens College	Yes, about 25 faculty per semester.
York	Yes. Varies. 1-100 attendees. No kidding. Depends on topic. Plagiarism drew over 100, for example.

Do faculty get certified? After how many hours of training? Is there a re-certification process?

Baruch	No.
Bronx Community College	Faculty get certified after a semester-long workshop (four 3-hour meetings).
Borough of Manhattan Community College	Faculty get certified fully after taking the series of workshops and teaching the first semester of a course. We intend to institute a re-certification process when we institute WI requirement.
Brooklyn College	No.
CCNY Center for Worker Education	Yes. They must undergo 16 hours of training and submit a portfolio of materials. After the first time they teach a course as W, they must submit a revised portfolio. At this point, they can become certified to teach any future course as W.
College of Staten Island	No.
Hunter College	There is no WAC certification process at Hunter.
John Jay College	Not yet.
Kingsborough Community College	Our certification program consists of 12, 2 ½ hr workshops in which faculty revise a course. They pilot that course the following semester with the help of a Writing Fellow, and submit a portfolio packet of their experience including a reflective statement, a detailed syllabus, and sample assignments with student work. Once certified, faculty receive a course cap of 25 and an extra hour for 6 semesters. After that, they receive only the course cap. We certify faculty and not courses and so faculty may offer as many sections on a writing intensive basis as they and their department would like.
LaGuardia Community College	Faculty are certified after 36-hour workshop. Recertification, which will begin this fall, is every third year.
Law School	N/A
Lehman College	No official certification process. Faculty who participated in WAC are encouraged to teach the WI courses.
New York City College of Technology	We will begin a certifying process in the Fall 2007.

Do faculty get certified? After how many hours of training? Is there a re-certification process?

Queensborough Community College	Yes, certified after participating in workshops, working with Fellow, submitting WI Class Portfolio (syllabus, cover letter, assignments, samples of student writing).
Queens College	No.
York	Not yet, though we're actively discussing this issue (yet again).

What materials do you use in such faculty development activities?

Baruch	
Bronx Community College	John Bean's <i>Engaging Idea</i> , articles, sample syllabi and assignments
Borough of Manhattan Community College	Bean's Engaging Ideas Walvoord and Anderson, Effective Grading Handouts (e.g., on rubrics), articles
Brooklyn College	John Bean's Engaging Ideas, canonical articles on WAC/WID theory and practice.
CCNY Center for Worker Education	Readings, materials from other faculty, sample student assignments
College of Staten Island	
Hunter College	Excerpts from John Bean's Engaging Ideas; photocopies of WAC articles (the usual suspects); CPE materials; syllabi, assignments, and rubrics faculty provide; surveys and materials developed by the WAC Program.
John Jay College	Student writing, composition articles, WAC articles, grading and evaluation protocols.
Kingsborough Community College	Student writing, sample assignments, readings from the WAC/comp/rhet literature (Elbow, Fulwiler, Summer), teaching/learning case studies, some theoretical texts (Anyon, Bartholomae, S. B. Heath) Bean's Engaging Ideas is our primary text with chapters from Walvoord and Anderson's Effective Grading, Angelo and Cross, Classroom Assessment Techniques, Art Young's Teaching Writing Across the Curriculum as additional reading.
LaGuardia Community College	Bean's Engaging Ideas and articles on jump drive.
Law School	Assigned readings, handouts, including student work to be reviewed.
Lehman College	Articles, samples of student writing, faculty writing assignments; strategy handouts
New York City College of Technology	WFs develop and present their own materials at faculty workshops.
Queensborough Community College	The Elements of Teaching Writing: A Resource for Instructors in All Disciplines. Gottschalk and Hjortshoj, Bedford/St. Martin's Professional Resources. Have used Engaging Ideas, John Bean; Effective Grading, Barbara Walvoord; assorted articles from across disciplines. We use past WI portfolios, discreet cover letters and assignments and student texts that pose particular problems that workshops focus on (responding toward revising; articulating and using grading criteria; etc.)
Queens College	John Bean's Engaging Ideas; student essays; teaching materials generated by QC faculty; readings on various topics.
York	Literature from field; homegrown handouts; instructors' own draft materials.

What kinds of incentives are offered to faculty?

Baruch	Adjuncts are paid for participating in faculty development; lunch is often provided; all faculty receive a stipend to attend some ongoing, semester-long workshops geared toward writing in specific, required courses (e.g. Great Works).
Bronx Community College	\$1,000 stipend
Borough of Manhattan Community College	Faculty get \$1250 for training (\$1000 for the first semester workshops; \$250 for teaching WI course with WF's help); Faculty attending Refresher workshops get \$80; WI courses are capped at 25; Some seasoned WI faculty are asked to do special projects for recognition and honoraria
Brooklyn College	Either reassigned time or payment.
CCNY Center for Worker Education	\$500 for workshop series; \$500 for first time they implement a W course.
College of Staten Island	Faculty in selected department receive release time for their WAC involvement.
Hunter College	Non-teaching adjunct hourly rates.
John Jay College	Money & lunch
Kingsborough Community College	3 hrs of release time to take the seminar, pilot the course and submit a portfolio.
LaGuardia Community College	Full timers, 3 hours of released time for 36 hours, full year workshop Adjuncts, \$500 for 15 hours
Law School	Stipends of \$125 for a half day, plus lunch.
Lehman College	Faculty participants in the ongoing seminar receive a stipend of \$500 per semester.
New York City College of Technology	Nothing tangible other than the opportunity to become better, more engaging teachers and to work with like-minded instructors from other disciplines.
Queensborough Community College	Stipend to participate in professional development workshops. Reduced class size for WI classes. Collaboration with Writing Fellow.
Queens College	Stipends and course releases for Faculty Partners; small stipends for workshop participants.
York	Varies. Spring WAC Seminar was 3 hours; in 2006, cut to about \$1500; Some events are under \$100, or no money. Generally, no \$ to pay faculty to work with fellows, though this may change in cases where the "product" is visible, and useful to the department in which the work was done - (Departmental syllabi is something we talk about, and we may offer incentives for those who build those, together with a rationale for the overall course and assignments.)

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Have the faculty or fellows involved with WAC/WID produced publications or won awards for their work?

Please provide a list, to be put on our website

Baruch	<p>Jill Stevenson, Amy E. Hughes, and Mikhail Gershovich. "Community Through Discourse: Reconceptualizing Introduction to Theatre." <i>Theater Topics</i> Vol.16 (Mar 2006).</p> <p>Cheryl Smith. "Building Invested Readers, Savvy Researchers, and Confident Writers: Silent Spring in the Composition Classroom," in <i>Teaching North American Environmental Literature</i>. Eds. Laird Christensen, Mark Long, and Frederick Waage. New York: Modern Language Association (forthcoming 2007); and "Opening the Invisible Gateway: Some Common Things About Student Writing," in <i>Reclaiming the Public University: Conversations on General and Liberal Education</i>. Eds. Judith Summerfield and Crystal Benedicks. New York: Peter Lang Publishers (Spring 2007).</p>
Bronx Community College	Tracey E. Ryan, "Motivating Novice Students to Read their Textbooks," <i>Journal of Instructional Psychology</i> , Vol. 33, No. 2 (among others; list will be provided).
Borough of Manhattan Community College	Some faculty have published articles on WAC/WI in BMCC's <i>Inquirer</i> , a Journal of Teaching and Learning, available on BMCC's virtual library website
Brooklyn College	WFs wrote brochures, which are on our Website.
CCNY Center for Worker Education	N/A
College of Staten Island	
Hunter College	
John Jay College	No, although some of the WAC Fellows and liaisons have written pieces which haven't yet found publication venues.

Have the faculty or fellows involved with WAC/WID produced publications or won awards for their work?

Please provide a list, to be put on our website

<p>Kingsborough Community College</p>	<p>Miller, J., Deutsch, J, and Sealey-Ruiz, Y. (2005, Winter). Food Studies as a Mechanism for Advancing Multicultural Education in Hospitality Programs. <i>Journal of Hospitality and Tourism Education</i>. ISSN 1096-3758</p> <p>Lakrim, Mohammed, "Classroom Techniques to Improve Learning Biology Through Writing," – Published in a Spanish language journal.</p> <p>Walters, Barbara, "Writing and Discussion Forums for Online Courses," in <i>Teaching Sociology as a Hybrid Course: A Resource Manual</i>, Ed. Lynn Harper Ritchie, Washington, D.C.: American Sociological Association, 2005.</p>
<p>LaGuardia Community College</p>	<p>Marian Arkin and Cecilia Macheski, Research Paper: A Guide and Workbook, 2nd ed., Houghton Mifflin 2006.</p> <p>Scott Sternbach, "Writing In The Disciplines Success Stories From Our Photography Program," LaGuardia Livewire 54 (November 2006).</p> <p>James Wilson, "Harlem, History, and First-Year Composition: Reconstructing Harlem of the 1930s through Multiple Research Methods," <i>Teaching English in the Two-Year College</i> 31.2 (December 2003): 122-129.</p>
<p>Law School</p>	<p>Writing pedagogy-related publication: Andrea McArdle, <i>Teaching Writing in Clinical, Lawyering, and Legal Writing Courses: Negotiating Professional and Personal Voice</i>, 12 <i>Clinical Law Review</i> 501 (2006);</p> <p>Andrea McArdle has written a chapter with a co-author (former Writing Fellow/Writing Center Associate Lori Wallach), "WAC/WID at City University of New York School of Law," for a forthcoming anthology on WAC at CUNY;</p> <p>2005: former Writing Fellow Ronaldo Wilson published a poem "The Lesson," in the Fall 2005 issue of the <i>New York City Law Review</i> (Vol. 8, No. 2);</p> <p>2004: former Writing Fellows/Writing Center Associates Silvia Rivero and Lori Wallach published an article, "Low-Stakes Assignments: Developing Strategies to Write Persuasive Advocacy Briefs," in the textbook, <i>Teaching the Law School Curriculum</i> (Carolina Academic Press).</p> <p>2004: Former Writing Fellow/Writing Center Associate Silvia Rivero presented a paper, "WAC/WID in Multilingual Professional Academic Education: The CUNY Law School Case," written by Silvia Rivero, former Writing Fellow/Writing Center Associate Lori Wallach, and Prof. Andrea McArdle, at the Bilingualism and Bilingual Education in Latin America conference in Buenos Aires. The paper was published in the event's conference proceedings.</p>

Lehman College	<p>Cara Murray, Writing in the Age of Technology: Plundering Art for Ideas about Writing. The WAC Journal, Vol 13, June 2002.</p> <p>Jessica Yood and Marcie Wolfe. Public Voices: WAC in an Urban Setting. PSC CUNY Grant, Spring 2006.</p> <p>Jessica Yood, Present Process: The Composition of Change. Journal of Basic Writing, Dec 2005.</p> <p>Jessica Yood , The Next Stage is a System: Writing Across the Curriculum and the New Knowledge Society. Across the Disciplines, Vol 1, 2004.</p> <p>Samuel Cohen, Tinkering Toward WAC Utopia. Journal of Basic Writing 21.2 (Fall 2002).</p>
New York City College of Technology	
Queensborough Community College	
Queens College	
York	Not that I know of.

What kinds of challenges does your program face?

Baruch	Limited resources, uneven faculty interest and involvement, few faculty who can serve as resources for WAC/WID program development
Bronx Community College	Budget constraints; follow-up with faculty.
Borough of Manhattan Community College	Keeping to capped limit at registration. Maintaining high interest among faculty. Reaching out to students Teaching challenges
Brooklyn College	Involving resistant faculty in writing projects and in assessing w-courses and majors.
CCNY Center for Worker Education	Getting started.
College of Staten Island	The department based model is relatively new at our college and various models of how to proceed are still being developed. Hence we want to offer a joint panel with Queens on that subject., The previous model had individual faculty from various disciplines participate in a yearlong program and colloquium. In this model faculty was largely self-selected whereas our current program is targeted particularly towards engaging entire department in the development of WAC pedagogy for the Gen Ed courses.
Hunter College	
John Jay College	Since John Jay is in a period of change, there are many things that cannot be done until other systemic and administrative issues are settled.
Kingsborough Community College	Institutionalization: It is increasingly hard to recruit faculty for certification without a writing-intensive graduation requirement. In tenure and promotion decisions, publications, not teaching and learning activities, are most highly valued.
LaGuardia Community College	Money. Recertification program. ePortfolio
Law School	A steep learning curve for Fellows in a graduate-level, professional school context; the time-intensive nature of teaching / faculty service requirements makes it challenging to gather faculty for workshops, and the limited size of the Writing Center staff makes it challenging to undertake extended collaborations with more than a few faculty members each semester.
Lehman College	As WAC expands into other Gen Ed programs (FYI, LEH, etc) and as we involve more faculty in the scholarship of teaching and Learning (SOTL) we feel pulled in many directions. Currently, we run two ongoing faculty development workshops—these run throughout the year (one for new faculty, one for WAC “graduates.” Additionally, we offer workshops at the fall and spring college Gen Ed conferences, give faculty workshops for FYI faculty in the fall and for WI faculty in the spring. Each groups’ needs are different and the preparation time for these workshops is intense. Thus, we are facing a time constraint and desire more WAC faculty to work with the many arms of the program.

What kinds of challenges does your program face?

New York City College of Technology	Working in a program that does not provide Faculty tangible incentives to utilize WAC strategies.
Queensborough Community College	Adjunct WI certification; chairs filling WI sections with non-certified faculty members; growing number of students seeking waivers from the graduation requirement (addressed through Senate Committee); non-compliance with WI criteria/program participation.
Queens College	It's difficult to get faculty to gather; we face administrative and bureaucratic hurdles on a regular basis; the College offers about 200 W courses per semester, and it's difficult to maintain consistent quality in so many courses. Finally, we have only one WAC coordinator, and not much long-term planning for the staffing or evolution of the program.
York	Integrity of WI offerings; adjunct faculty teaching with little knowledge of process pedagogy; concerns about ESL/ELL, grammar/style. Much of focus here has been on the WI side of things because of the graduation requirement, with result that Gen Ed piece sometimes suffers due to lack of attention/air time in meetings.

What are the most successful innovations your program has undertaken in recent years?

Baruch	Encouraging faculty use of weblogs, redevelopment of BUS1000 faculty development seminar
Bronx Community College	WI course policy as of 2004
Borough of Manhattan Community College	Successfully integrated WFs into faculty development. They have proved invaluable; We have reached a critical mass of faculty (over 100).
Brooklyn College	Mentorship of each first-year WF by a second-year WF.
CCNY Center for Worker Education	Getting started.
College of Staten Island	I am not sure how to answer that. Both models have pros and cons.
Hunter College	Blogging has stirred interest among Fellows and young faculty. Development at the Program level of curricular change or intervention.
John Jay College	Instead of Fellows merely working with one professor on one course, they act as research assistants to consider how writing students in the disciplines can be prepared from their 100 to Capstone courses.
Kingsborough Community College	Over the years, our faculty seminar has become more and more focused on revising the entire course syllabus. The collaborations between faculty and Fellows have become better defined and this year we are assessing faculty/fellow perceptions of that work using Survey Monkey. We are developing an online version of our certification seminar and want to solicit regular feedback from students served by Fellows in our Assignment Lab.
LaGuardia Community College	Syllabus for our year-long program Small group/large-group structure
Law School	Development of the Writing Center website; designing creative writing workshops that bridge professional legal and literary writing; specific collaborations with faculty members and their students.

What are the most successful innovations your program has undertaken in recent years?

Lehman College	<p>1. WAC Teaching Portfolios: At the end of their year with the WAC program, faculty produce a WAC Teaching portfolio that includes a reflective letter, the work of three students in their course, drafts and final versions of assignments and student writing, and a self-assessment of the course. This is tremendously useful for our program as well as for new faculty and fellows coming to the program.</p> <p>2. WAC faculty-led Workshops In our monthly WAC faculty seminars, we have two faculty members present an assignment and student writing for their colleagues to workshop. This breeds collegiality and turns WAC leadership over to the disciplinary faculty members.</p>
New York City College of Technology	Workshops that emphasize the use of technology. Our new "Talks with Writers in the Professions" series.
Queensborough Community College	Passage of graduation requirement for all students entering Fall 2005; establishment of June Institute that integrates WI into other college programs.
Queens College	The Faculty Partners Program; our blogging initiative; our science writing programming; our collaboration with Bard's Institute for Writing and Thinking.
York	Not sure what's been most successful. Serious efforts to consult closely with departments about "rational" approaches to WI offerings have been quite helpful. New WI database project has helped manage the growth of program; but changes being discussed may reduce value of the database. Outreach to students has been a positive development, and a new thing since 2004.

In what specific ways would you like to see it change in the coming years?

Baruch	Greater faculty involvement from English and elsewhere, with enhanced development opportunities for faculty; increased collaboration with the first-year writing program and its (new) director
Bronx Community College	Additional follow-up with faculty
Borough of Manhattan Community College	Get the WI requirement Establish an office for WAC and have a fulltime faculty member who can serve as consultant to faculty needing help with assignments (reassigned time)
Brooklyn College	Having WFs available before classes start to work with faculty in designing syllabi and assignments.
CCNY Center for Worker Education	Growing.
College of Staten Island	We need to see the results of the departmental model first.
Hunter College	University and college recognition of faculty development in WAC as a factor in professional advancement, tenure review, etc.
John Jay College	
Kingsborough Community College	We have been asked to provide more flexible ways for faculty to become certified and are exploring a variety of options. We'd like to link flexibility with accountability as we grow.
LaGuardia Community College	Keep fellows an additional year
Law School	*addition of an assistant writing director who would assist the WAC/WID Coordinator /writing director in program administration and supervision of the Writing Fellows; * continued development of the upper-level writing curriculum, and involving the Writing Fellows in those courses; * additional space for the Writing Center and perhaps an additional Fellow.
Lehman College	
New York City College of Technology	We hope to better disseminate a culture of writing and critical thinking throughout the college. To achieve this aim, we hope to work more closely helping to coordinate all the Gen-ed. Initiatives at Tech.
Queensborough Community College	More individual faculty members participating in shaping the professional development workshops; Fellows more integrated into life of college, including individual departments, and other initiatives (CETL; learning communities; ASAP, etc.)
Queens College	I would like to see WAC and the CTL develop a long-term plan, with clear goals, and a solid plan for staffing both programs with a variety of faculty involved, working on specific and manageable projects.
York	Will need to effectively connect with emerging Center for T&L without being swallowed up by it. Want to see progress on WI integrity, and on the Gen Ed part of the program. May move towards faculty certification, and more consistent set of offerings for Gen Ed teachers.

**What kinds of WAC/WID materials would you be interested in receiving from other CUNY Campuses?
Would a central digital archive be useful to you?**

Baruch	Faculty development materials and activities; brochures and publications; and assessment reports on WAC/WID, other writing programs, student writing, etc. Yes
Bronx Community College	A digital archive would be very helpful. We'd be interested in assignments created by other community colleges, and in materials related to WAC program assessment.
Borough of Manhattan Community College	Readings Workshop/training activities Videos Digital archive fine
Brooklyn College	Yes. Seeing teaching materials produced by other WAC programs, particularly materials for teaching WID in the specific disciplines, would be invaluable.
CCNY Center for Worker Education	Materials from faculty development workshops, and a central digital archive would be helpful.
College of Staten Island	Yes, in the sense that it would help train fellows and consider all possible models of proceeding. Good useful WAC articles as well as surveys like these are helpful. The more models we know of the better we can tailor our own.
Hunter College	A central digital archive would be very valuable.
John Jay College	The latter would be great.
Kingsborough Community College	Everything. Yes.
LaGuardia Community College	Yes
Law School	A central digital archive would be welcome that featured newsletters, posters, etc., produced by the Fellows, and afforded access to readings and curricula developed for faculty workshops.
Lehman College	Central digital archive.
New York City College of Technology	We would love to have digital access to the resources and materials from other campuses.
Queensborough Community College	Examples of student texts and assignments to use for professional development workshops; suggestions/practices for running workshops...
Queens College	I would love to receive any and all brochures. I'd love to see discipline-specific resources created by or for particular departments. I'd love to know how all the programs are staffed.
York	Yes. I'd like the central digital archive, perhaps organized by topics and broken by disciplines. (workshop materials, sample course syllabi and assignments, etc.)

How do you measure the work you are doing?

Baruch	Ongoing assessment of student writing in CICs, oral assessment is currently in development; participation in task force on student writing assessing and redeveloping the first-year writing program and its relationship to college support services (including WAC/WID)
Bronx Community College	Faculty evaluations; student WI surveys.
Borough of Manhattan Community College	Numbers of courses/students; Student and faculty surveys; Student and faculty interviews; Faculty interest and ongoing commitment
Brooklyn College	Outcomes Assessment of all w-courses and majors (see attachments).
CCNY Center for Worker Education	At the end of the first year of our program, I will distribute faculty and student surveys. I am also developing an assessment tool to measure the impact WAC has on the work done in the Writing Center.
College of Staten Island	The departments are producing final reports and those will help us see what has been accomplished. Assessment of the Gen Ed courses that are affected by the WAC project will also be helpful in seeing the results of introducing WAC into our curriculum. To a large extent the department themselves will be able to assess and report on the outcomes of WAC in their Gen Ed curriculum.
Hunter College	In numbers of faculty and students served, contact hours, specific instances of changes in pedagogy. Most importantly in the professional development and advancement of the Fellows.
John Jay College	By the feedback of our faculty and Fellows.
Kingsborough Community College	End-of-WAC-seminar evaluations Survey of faculty and students in WI courses every semester Number of faculty recruited SurveyMonkey feedback on faculty/fellow collaboration.
LaGuardia Community College	Yearly assessment
Law School	We solicit faculty and student input. We have used questionnaires with faculty but, given the small size of the faculty, much of the qualitative input occurs in face-to-face meetings.
Lehman College	Faculty portfolios, survey questionnaires of participating faculty and students, workshop evaluation forms.
New York City College of Technology	We keep track of the # of WI classes taught. We have WFs write reports of the work they are doing.
Queensborough Community College	Responses from faculty at end of each workshop; quality of WI portfolios; whether we still have funding at the beginning of each academic year; number of WI sections taught each semester; faculty members presenting on WI issues at conferences
Queens College	We are involved in ongoing assessment research; currently, Sarit Golub (Psychology faculty) is designing a research program to study correlations between particular teaching practices and outcomes in student writing.
York	Project completion. Number of faculty contacts. Faculty change over time. Surveys.

With whom are your assessment measures shared?

Baruch	Office of institutional research, interested faculty, provost's office
Bronx Community College	CUE Coordinator; Vice President of Academic Affairs
Borough of Manhattan Community College	With administration, faculty, chairs
Brooklyn College	Provost, OA Task Force, and Director of Assessment.
CCNY Center for Worker Education	This will be the first time, but they will be shared with the dean and other full-time faculty.
College of Staten Island	To my knowledge, assessments are shared as departments see fit.
Hunter College	Anyone interested.
John Jay College	Whomever is willing to listen.
Kingsborough Community College	WAC Faculty, at College Conference on Composition and Communication, 2006.
LaGuardia Community College	It's on our web site
Law School	Informally with faculty and administration at the law school and with faculty of CUNYWAC/WID from time to time.
Lehman College	WAC Advisory Committee
New York City College of Technology	The Provost and CUE and Gen-Ed. Committees.
Queensborough Community College	WAC Committee of Senate;
Queens College	We share them with the administration, Faculty Partners, and to some degree with the faculty at large.
York	Institutional research, provost, outcomes assessment committee, college community.

How do you evaluate Fellows?

Baruch	Written evaluations per the GC's instructions
Bronx Community College	Weekly meetings; CUNY evaluation process.
Borough of Manhattan Community College	Faculty do evaluations of their WF; WFs do self-evaluations; One coordinator who meets weekly with WFs gives feedback in general and in private to individuals
Brooklyn College	We meet with them individually each semester to review their work and consider feedback from faculty and department chairs.
CCNY Center for Worker Education	N/A
College of Staten Island	Fellows present their work in the weekly colloquia and post weekly summaries and reflections of their activities. They also write a final report.
Hunter College	Fellows "debrief" with a Coordinator every semester.
John Jay College	By their performance. I stay in close contact with both Fellows and departmental liaisons and track their activities by email and word of mouth.
Kingsborough Community College	In three areas: work with faculty, work with students, and WAC program projects.
LaGuardia Community College	Faculty respond in writing to a questionnaire.
Law School	The WAC/WID Coordinator/writing director works closely with all Fellows, observes their work, and seeks input from other faculty members who work with them. The Coordinator/director interviews the Fellows and prepares an annual evaluation that is submitted to the Graduate Center.
Lehman College	We meet with each Fellow mid term in the Fall to review their work; Faculty partners write evaluations of their Fellows mid term in the spring. Fellows report their hours at the end of each term. Potential returning Fellows write end-of-year letters evaluating their own performance.
New York City College of Technology	We base our assessments on their reports and via direct discussions with the fellows.
Queensborough Community College	Weekly reports on ongoing work and discussion of activities; narrative of performance at end of each semester; use of Fellows' self-evaluation.
Queens College	Fellows post "Bi-Weekly Reflections" on our Blackboard site, and receive ongoing feedback in response. They are evaluated formally in the spring semester.
York	Informally. Look at project responsibilities, and determine if they've made progress towards them.