

**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.

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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.