
Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two Assistant Professors and HEO. Nothing for HEO; Three hours of course release for Assistant Professor each year.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	CUE director, Writing Center, peer tutoring center, Learning Communities, Deans of all three schools (business, arts and science, public affairs).
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Committee/taskforce work, individual consultations with faculty, faculty development seminars, workshops for students, and support of faculty initiatives like.
What assignments do Fellows receive?	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.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	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.

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

Cheryl Smith: "New Scholars Talk Back: The City University of New York and the Shaughnessy Legacy Thirty Years Later" featured roundtable "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.

How does your program engage with new media?

Promote faculty use of blogs and wikis as a way to encourage student writing.

Requirements

Question

Answer

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

Only the business school currently requires students to take Communication Intensive Courses before graduating. The current # is 4, from lower-level to a capstone.

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?

Yes. No.

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

Faculty Development, Outreach

Question

Answer

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

Yes. Around 50 people each semester. Most recent workshops were on developing and using blogs in classes.

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

No.

What materials do you use in such faculty development activities?

What kinds of incentives are offered to faculty?

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).

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	Blog (http://cac.ophony.org), kept active with three posts to the blog every week by WFs; printed brochure on the Schwartz Institute, and another on writing support at Baruch produced in collaboration with the writing center and peer tutoring center.
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	Jill Stevenson, Amy E. Hughes, and Mikhail Gershovich. "Community Through Discourse: Reconceptualizing Introduction to Theatre." <i>Theater Topics</i> Vol.16 (Mar 2006). 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).

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	Limited resources, uneven faculty interest and involvement, few faculty who can serve as resources for WAC/WID program development
What are the most successful innovations your program has undertaken in recent years?	Encouraging faculty use of weblogs, redevelopment of BUS1000 faculty development seminar
In what specific ways would you like to see it change in the coming years?	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
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?	Faculty development materials and activities; brochures and publications; and assessment reports on WAC/WID, other writing programs, student writing, etc. Yes
How do you measure the work you are doing?	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)
With whom are your assessment measures shared?	Office of institutional research, interested faculty, provost's office
How do you evaluate Fellows?	Written evaluations per the GC's instructions

Structures and Organization

Question	Answer
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	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
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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)
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	Teaching Learning Center CUE
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	WAC Committee 8-9 faculty members from English, Dev Skills, Social Sci, Science, Teacher Education, Music & Art, Business, plus Dean of Instruction

Activities

Question	Answer
What activities comprise your program?	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
What assignments do Fellows receive?	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

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	No
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	Last year, two WFs did a presentation at the WAC conference. Don't have the title.
How does your program engage with new media?	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.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	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.
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?	We would appreciate the possibility of transferring the lower level requirement.
At two-year schools, are WI required courses transferable to four-year schools?	They should be. Our WI courses are tagged WI on students' transcripts.

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	Faculty development workshops, for faculty prior to teaching a WI course, are 12-16 hours, minimum 12. 10 faculty per semester. In the first semester of teaching a WI course, 10 faculty previously trained work with a WF. We offer 1-2 Refresher workshops each semester. 20-25 faculty attend/semester. We hold departmental workshops, maybe 1 per semester, open to adjuncts and all. 10-15 people attend. Occasional presentations made at the TLC (Teaching Learning Center)
Do faculty get certified? After how many hours of training? Is there a re-certification process?	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.
What materials do you use in such faculty development activities?	Bean's Engaging Ideas Walvoord and Anderson, Effective Grading Handouts (e.g., on rubrics), articles

What kinds of incentives are offered to faculty?

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

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Newsletter usually once a semester (WFs); Web site is up and maintained (WFs); Brochures for both students and faculty have been printed. (WF produced)

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

Some faculty have published articles on WAC/WI in BMCC's Inquirer, a Journal of Teaching and Learning, available on BMCC's virtual library website

Development, Assessment

Question

Answer

What kinds of challenges does your program face?

Keeping to capped limit at registration. Maintaining high interest among faculty. Reaching out to students Teaching challenges

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

Successfully integrated WFs into faculty development. They have proved invaluable; We have reached a critical mass of faculty (over 100).

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

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)

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?

Readings Workshop/training activities Videos Digital archive fine

How do you measure the work you are doing?

Numbers of courses/students; Student and faculty surveys; Student and faculty interviews; Faculty interest and ongoing commitment

With whom are your assessment measures shared?

With administration, faculty, chairs

How do you evaluate Fellows?

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

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two co-coordinators, Assistant Professors, reassigned time (Eight hours each per semester)
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Regular meetings with CUE Coordinator and Writing-Intensive Course Implementation Committee (WIC)
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	We collaborate with the Center for Teaching Excellence, the CUE Coordinator, and Gen Ed.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	WIC: Writing-Intensive Course Implementation Committee

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Faculty development, WI courses, CPE workshops, Writing Center workshops, student tutoring
What assignments do Fellows receive?	CPE workshops, Writing Center workshops, student tutoring
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	N/A
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	WAC National Conference

How does your program engage with new media?

BCC WAC website/ Online Handbook

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	2 WI courses before graduation
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?	N/A
At two-year schools, are WI required courses transferable to four-year schools?	WI courses appear on transcripts

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	One workshop each semester; size varies, currently 12 faculty participants
Do faculty get certified? After how many hours of training? Is there a re-certification process?	Faculty get certified after a semester-long workshop (four 3-hour meetings).
What materials do you use in such faculty development activities?	John Bean's Engaging Idea, articles, sample syllabi and assignments
What kinds of incentives are offered to faculty?	\$1,000 stipend

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	WAC website, fellows write three articles in the campus newsletter per semester. A WAC Handbook produced last year was distributed to every faculty member on campus.
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	Tracey E. Ryan, "Motivating Novice Students to Read their Textbooks," Journal of Instructional Psychology, Vol. 33, No. 2 (among others; list will be provided).

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	Budget constraints; follow-up with faculty.
What are the most successful innovations your program has undertaken in recent years?	WI course policy as of 2004
In what specific ways would you like to see it change in the coming years?	Additional follow-up with faculty
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?	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.
How do you measure the work you are doing?	Faculty evaluations; student WI surveys.
With whom are your assessment measures shared?	CUE Coordinator; Vice President of Academic Affairs
How do you evaluate Fellows?	Weekly meetings; CUNY evaluation process.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two Coordinators— Professor and Associate Professor—receive reassigned time.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Provost, Dean and Associate Dean of Undergraduate Studies. We meet regularly and make oral reports and written summaries of our work.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	Yes to all programs listed.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	Yes, three, from Film, Classics, and English Departments. WAC Task Force had 11 members and as many disciplines.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	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.

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	No graduate students. For professional students: model teaching of research paper, consult with faculty about specific writing needs of their students.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	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.
How does your program engage with new media?	Exploring use of BLOGs, wikis, and BlackBoard in teaching writing.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	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.
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?	Yes to both questions.
At two-year schools, are WI required courses transferable to four-year schools?	Not applicable.

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	Semester-long seminars, workshops. Guest speakers. 8 to 20 faculty per activity.
Do faculty get certified? After how many hours of training? Is there a re-certification process?	No.
What materials do you use in such faculty development activities?	John Bean's Engaging Ideas, canonical articles on WAC/WID theory and practice.
What kinds of incentives are offered to faculty?	Either reassigned time or payment.

Publications, Publicity

Question

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Answer

Web pages are being updated regularly. Handbook is revised every 3-4 years. Series of brochures is being expanded.

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

WFs wrote brochures, which are on our Website.

Development, Assessment

Question

What kinds of challenges does your program face?

Answer

Involving resistant faculty in writing projects and in assessing w-courses and majors.

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

Mentorship of each first-year WF by a second-year WF.

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

Having WFs available before classes start to work with faculty in designing syllabi and assignments.

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?

Yes. Seeing teaching materials produced by other WAC programs, particularly materials for teaching WID in the specific disciplines, would be invaluable.

How do you measure the work you are doing?

Outcomes Assessment of all w-courses and majors (see attachments).

With whom are your assessment measures shared?

Provost, OA Task Force, and Director of Assessment.

How do you evaluate Fellows?

We meet with them individually each semester to review their work and consider feedback from faculty and department chairs.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	One Assistant Professor, getting one course release for AY 2006-07— will revisit with Dean to determine whether will continue next year
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Dean Daniel Lemons-we meet regularly; I document WAC work through reports to him.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No—at present, most discussion of WAC takes place with the Dean or with the curriculum committee.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Faculty development workshops; curricular development in the Core courses and the advanced writing/research courses
What assignments do Fellows receive?	We do not have fellows assigned to the CWE, although I would like to have some assigned to us to help implement our program.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	No.

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

I presented on writing in the interdisciplinary core at the Association for Integrative Studies conference in October 2006.

How does your program engage with new media?

Requirements

Question

Answer

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

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.

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?

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.

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

N/A

Faculty Development, Outreach

Question

Answer

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

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.

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

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.

What materials do you use in such faculty development activities?

Readings, materials from other faculty, sample student assignments

What kinds of incentives are offered to faculty?

\$500 for workshop series; \$500 for first time they implement a W course.

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

No. But we are a very new program and I hope to develop a web site and handbook as we progress.

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

N/A

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	Getting started.
What are the most successful innovations your program has undertaken in recent years?	Getting started.
In what specific ways would you like to see it change in the coming years?	Growing.
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?	Materials from faculty development workshops, and a central digital archive would be helpful.
How do you measure the work you are doing?	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.
With whom are your assessment measures shared?	This will be the first time, but they will be shared with the dean and other full-time faculty.
How do you evaluate Fellows?	N/A

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	We have two coordinators, both Associate Professors. We get release time.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Both coordinators do.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	Each participating department has their own WAC committee who meet and have to produce a WAC report to the Dean's office.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	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.

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	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.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	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.
How does your program engage with new media?	The fellow colloquium works with a blackboard discussion site.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	We do not have a WI requirement.
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?	N/A
At two-year schools, are WI required courses transferable to four-year schools?	

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	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.
Do faculty get certified? After how many hours of training? Is there a re-certification process?	No.
What materials do you use in such faculty development activities?	
What kinds of incentives are offered to faculty?	Faculty in selected department receive release time for their WAC involvement.

Publications, Publicity

Question

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Answer

We are in the process of a student publication and a fellow stories collection.

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

Development, Assessment

Question

What kinds of challenges does your program face?

Answer

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.

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

I am not sure how to answer that. Both models have pros and cons.

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

We need to see the results of the departmental model first.

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?

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.

How do you measure the work you are doing?

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.

With whom are your assessment measures shared?

To my knowledge, assessments are shared as departments see fit.

How do you evaluate Fellows?

Fellows present their work in the weekly colloquia and post weekly summaries and reflections of their activities. They also write a final report.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two English Dept. Professors and HEO Associate. Professor Smoke gets release time (one course per semester).
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.)
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No, we do not have a faculty committee.

Activities

<i>Question</i>	<i>Answer</i>
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<p>What activities comprise your program?</p>	<p>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.</p>
<p>What assignments do Fellows receive?</p>	<p>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.</p>
<p>Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?</p>	<p>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.</p>
<p>Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.</p>	<p>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.</p>
<p>How does your program engage with new media?</p>	

Requirements

<i>Question</i>	<i>Answer</i>
<p>Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?</p>	<p>Hunter has a Significant Writing (WI) requirement. 3 W-courses are required for graduation.</p>
<p>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?</p>	<p>W-courses can be taken at any level.</p>

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

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	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.
Do faculty get certified? After how many hours of training? Is there a re-certification process?	There is no WAC certification process at Hunter.
What materials do you use in such faculty development activities?	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.
What kinds of incentives are offered to faculty?	Non-teaching adjunct hourly rates.

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	We have a website.
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	

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	
What are the most successful innovations your program has undertaken in recent years?	Bloggging has stirred interest among Fellows and young faculty. Development at the Program level of curricular change or intervention.
In what specific ways would you like to see it change in the coming years?	University and college recognition of faculty development in WAC as a factor in professional advancement, tenure review, etc.

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?	A central digital archive would be very valuable.
How do you measure the work you are doing?	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.
With whom are your assessment measures shared?	Anyone interested.
How do you evaluate Fellows?	Fellows "debrief" with a Coordinator every semester.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Previously two, but at the moment one at the rank of Assoc. Prof. The WAC Coordinator receives a course release.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	Our Fellows work with departments. In most cases, Fellows help departments with both individual courses as well as scaffolding curricula from level to level.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	They devise their own with their departments.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	We work only with undergraduates.

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

2006 "Mina Shaughnessy as Intellectual Bureaucrat." Conference for Writing Program Administration. (August 2007) Chattanooga, TN. "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. 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. There are no Fellows' presentations.

How does your program engage with new media?

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.

Requirements

Question

Answer

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

Not yet.

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?

N/A

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

N/A

Faculty Development, Outreach

Question

Answer

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

Yes we had 32 on a Saturday.

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

Not yet.

What materials do you use in such faculty development activities?

Student writing, composition articles, WAC articles, grading and evaluation protocols.

What kinds of incentives are offered to faculty?

Money & lunch

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

We are in the process of creating these things.

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

No, although some of the WAC Fellows and liaisons have written pieces which haven't yet found publication venues.

Development, Assessment

Question

Answer

What kinds of challenges does your program face?

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.

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

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.

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

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?

The latter would be great.

How do you measure the work you are doing?

By the feedback of our faculty and Fellows.

With whom are your assessment measures shared?

Whomever is willing to listen.

How do you evaluate Fellows?

By their performance. I stay in close contact with both Fellows and departmental liaisons and track their activities by email and word of mouth.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	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
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	WAC program offers some 50 writing intensive sections a semester, with same number of WAC certified faculty. Each year 10 to 15 faculty participate in an extended WAC seminar to obtain certification followed by an opportunity to pilot their course with the help of a
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	WAC Advisory Board was appointed by the Provost and includes 10 members representing all departments.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Certification Program, Writing Fellow Program, Writing Intensive Program.
What assignments do Fellows receive?	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.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	No.

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.

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.

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.

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. 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.

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.

How does your program engage with new media?

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.

Requirements

Question

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

Answer

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.

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?

N/A

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

N/A

Faculty Development, Outreach

Question

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

Answer

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.

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

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.

What materials do you use in such faculty development activities?

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 Walwood and Anderson's Effective Grading, Angelo and Cross, Classroom Assessment Techniques, Art Young's Teaching Writing Across the Curriculum as additional reading.

What kinds of incentives are offered to faculty?

3 hrs of release time to take the seminar, pilot the course and submit a portfolio.

Publications, Publicity

Question

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be

Answer

Handbook and a website, both of which are being updated. A brochure and newsletter are in development.

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

Miller, J., Deutsch, J, and Sealey-Ruiz, Y. (2005, Winter). Food Studies as a Mechanism for Advancing Multicultural Education in Hospitality Programs. *Journal of Hospitality and Tourism Education*. ISSN 1096-3758
Lakrim, Mohammed, "Classroom Techniques to Improve Learning Biology Through Writing," – Published in a Spanish language journal.
Walters, Barbara, "Writing and Discussion Forums for Online Courses," in *Teaching Sociology as a Hybrid Course: A Resource Manual*, Ed. Lynn Harper Ritchie, Washington, D.C.: American Sociological Association, 2005.

Development, Assessment

Question

What kinds of challenges does your program face?

Answer

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.

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

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.

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

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.

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?

Everything. Yes.

How do you measure the work you are doing?

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.

With whom are your assessment measures shared?

WAC Faculty, at College Conference on Composition and Communication, 2006.

How do you evaluate Fellows?

In three areas: work with faculty, work with students, and WAC program projects.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two coordinators Professor and Associate Professor. Released time
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Dean of Academic Affairs Regular meetings; yearly assessment report
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	CUE director CTL Center Gen Ed
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	Yes. 8 faculty. Eng., Hum, ELA, CIS, AMM, Soc.Sci., Library

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Faculty development workshops with full and adjunct faculty.
What assignments do Fellows receive?	Work with individual faculty; work with students; do assessment, web site, film, handbook, presentations
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	We work with certificate programs. Small group workshops help to tailor activities

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

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])

How does your program engage with new media?

All students in WI courses must deposit their work on their ePortfolio. We've made films and have a web site

Requirements

Question

Answer

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

All students must take 2 WI courses because all Urban Studies (introductory) and capstone (later) must be WI and taught by WID-certified faculty

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?

N/A

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

So far we've had no problems

Faculty Development, Outreach

Question

Answer

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

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.

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

Faculty are certified after 36-hour workshop. Recertification, which will begin this fall, is every third year.

What materials do you use in such faculty development activities?

Bean's Engaging Ideas and articles on jump drive.

What kinds of incentives are offered to faculty?

Full timers, 3 hours of released time for 36 hours, full year workshop Adjuncts, \$500 for 15 hours

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

We have produced a newsletter (defunct) and a handbook.(every two years) We have a web site that is kept up weekly: www.lagcc.cuny.edu/wid

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

Marian Arkin and Cecilia Macheski, Research Paper: A Guide and Workbook,2nd ed., Houghton Mifflin 2006. Scott Sternbach, "Writing In The Disciplines Success Stories From Our Photography Program," LaGuardia Livewire 54 (November 2006). James Wilson, "Harlem, History, and First-Year Composition: Reconstructing Harlem of the 1930s through Multiple Research Methods," Teaching English in the Two-Year College 31.2 (December 2003): 122-129.

Development, Assessment

Question

Answer

What kinds of challenges does your program face?

Money. Recertification program. ePortfolio

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

Syllabus for our year-long program Small group/large-group structure

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

Keep fellows an additional year

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?

Yes

How do you measure the work you are doing?

Yearly assessment

With whom are your assessment measures shared?

It's on our web site

How do you evaluate Fellows?

Faculty respond in writing to a questionnaire.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	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.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	The Coordinator/Writing Director (Andrea McArdle).
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	We work with individual faculty and sometimes with groups of faculty (clinical, lawyering), and with students.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	Not applicable.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	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.

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	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.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	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; 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; 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; 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; 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.
How does your program engage with new media?	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.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	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.
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?	N/A
At two-year schools, are WI required courses transferable to four-year schools?	N/A

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	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).
Do faculty get certified? After how many hours of training? Is there a re-certification process?	N/A
What materials do you use in such faculty development activities?	Assigned readings, handouts, including student work to be reviewed.
What kinds of incentives are offered to faculty?	Stipends of \$125 for a half day, plus lunch.

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	We maintain a website, and its URL is: http://www.law.cuny.edu/wc/index.html
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	Writing pedagogy-related publication: Andrea McArdle, Teaching Writing in Clinical, Lawyering, and Legal Writing Courses: Negotiating Professional and Personal Voice, 12 Clinical Law Review 501 (2006); 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; 2005: former Writing Fellow Ronaldo Wilson published a poem "The Lesson," in the Fall 2005 issue of the New York City Law Review (Vol. 8, No. 2); 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, Teaching the Law School Curriculum (Carolina Academic Press).
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	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.

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	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.
What are the most successful innovations your program has undertaken in recent years?	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.
In what specific ways would you like to see it change in the coming years?	*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.
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?	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.
How do you measure the work you are doing?	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.
With whom are your assessment measures shared?	Informally with faculty and administration at the law school and with faculty of CUNYWAC/WID from time to time.
How do you evaluate Fellows?	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.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Three Directors: Assoc. Professor (English) CUNY Institute Director (ILS) Retired faculty member (Education)
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	Collaborations: FYI program, CUE Director, the College General Education Council, the Instructional Support Services Program.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	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).

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	

Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	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.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	New Scholars Talk Back. Jessica Yood, CCC March 2007. WAC's 'Third Wave'? Jessica Yood, CCC, March 2005. Richard Holody, Writing and Praxis: Using WAC to Teach a Practice Course, 8th International WAC conf, May 06. 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
How does your program engage with new media?	Several faculty work with Blackboard. We are constructing a new WAC website that will be interactive.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	Yes. Four WI courses, three before the 60th credit, one after.
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?	WI courses are upper and lower level. Transfer students can receive a waiver for WI courses taken before their 60th credit.
At two-year schools, are WI required courses transferable to four-year schools?	N/A

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	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.
Do faculty get certified? After how many hours of training? Is there a re-certification process?	No official certification process. Faculty who participated in WAC are encouraged to teach the WI courses.
What materials do you use in such faculty development activities?	Articles, samples of student writing, faculty writing assignments; strategy handouts
What kinds of incentives are offered to faculty?	Faculty participants in the ongoing seminar receive a stipend of \$500 per semester.

Publications, Publicity

Question

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Answer

Writing Fellows handbook; Webpage is under construction.

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

Cara Murray, Writing in the Age of Technology: Plundering Art for Ideas about Writing. The WAC Journal, Vol 13, June 2002. Jessica Yood and Marcie Wolfe. Public Voices: WAC in an Urban Setting. PSC CUNY Grant, Spring 2006. Jessica Yood, Present Process: The Composition of Change. Journal of Basic Writing, Dec 2005. Jessica Yood, The Next Stage is a System: Writing Across the Curriculum and the New Knowledge Society. Across the Disciplines, Vol 1, 2004. Samuel Cohen, Tinkering Toward WAC Utopia. Journal of Basic Writing 21.2 (Fall 2002).

Development, Assessment

Question

What kinds of challenges does your program face?

Answer

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

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. 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.

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

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?	Central digital archive.
How do you measure the work you are doing?	Faculty portfolios, survey questionnaires of participating faculty and students, workshop evaluation forms.
With whom are your assessment measures shared?	WAC Advisory Committee
How do you evaluate Fellows?	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.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Two Co-Coordinators. We each receive nine hours of release time annually.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	Both Coordinators meet with the Writing Fellows on a bi-monthly basis. We report to the Provost at regular Gen-Ed and CUE meetings.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	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.
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	No.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	Workshops, brochures, talks, one-to-one faculty/WF assignments. Direct contact between WFs and students typically involves work assigned in W classes.
What assignments do Fellows receive?	Each is assigned to work with several "W" faculty. All WFs develop and lead writing/teaching workshops for faculty.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	All of our students at Tech are undergrads.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	The WFs will present "Engaging Students With Technology" this at this April's WAC conference.

How does your program engage with new media?

The use of new media is now centerstage. We teach faculty to use blogging, websites, new research technologies, new editing technologies, etc.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	Business Technology students must take at least two WI courses before graduating. Associate degree students are required to take one W class.
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?	At present there is no requirement that specifies course level of W classes.
At two-year schools, are WI required courses transferable to four-year schools?	Uncertain

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	Yes. Each term WAC offers from 6 to 8 faculty development workshops. Typically 8-10 faculty members attend.
Do faculty get certified? After how many hours of training? Is there a re-certification process?	We will begin a certifying process in the Fall 2007.
What materials do you use in such faculty development activities?	WFs develop and present their own materials at faculty workshops.
What kinds of incentives are offered to faculty?	Nothing tangible other than the opportunity to become better, more engaging teachers and to work with like-minded instructors from other disciplines.

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	We have a web-site.
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	

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	Working in a program that does not provide Faculty tangible incentives to utilize WAC strategies.
What are the most successful innovations your program has undertaken in recent years?	Workshops that emphasize the use of technology. Our new "Talks with Writers in the Professions" series.
In what specific ways would you like to see it change in the coming years?	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.
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?	We would love to have digital access to the resources and materials from other campuses.
How do you measure the work you are doing?	We keep track of the # of WI classes taught. We have WFs write reports of the work they are doing.
With whom are your assessment measures shared?	The Provost and CUE and Gen-Ed. Committees.
How do you evaluate Fellows?	We base our assessments on their reports and via direct discussions with the fellows.

Structures and Organization

Question	Answer
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Co-Director for Professional Development (Assoc. Prof); Co-Director for Program Administration (Prof). Incentive: Two course releases per semester per co-director.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	On CUE committee; support CETL with part of Fellows hours;
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	Standing Committee of Faculty Senate; five members plus rep from Academic Affairs and WAC co-director. Participants range across disciplines and professional programs.

Activities

Question	Answer
What activities comprise your program?	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.
What assignments do Fellows receive?	Each works with up to four individual faculty members to develop WI classes and support WI teaching; design and run workshops; assessment; portfolios.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	With undergraduate professional degree programs (Nursing; Electrical and Computer Engineering and Technology; etc.)

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

* 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. * Gray, Peter "Using Writing to Assess Learning in the Disciplines" QCC's First Annual Assessment Conference: Community College Assessment Strategies. February 9, 2001

How does your program engage with new media?

Program website; digital WI portfolios for eventual archiving on WAC website; some use of Blackboard in WI classes.

Requirements

Question

Answer

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

Effective Fall 2005 for incoming/transfer students. 2 WI classes for graduation requirement.

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?

N/A

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

Yes

Faculty Development, Outreach

Question

Answer

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

Between 15-20 faculty members over each academic year (attend all six 3 hr workshops); or attend summer institute (4hrs x 4 days)

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

Yes, certified after participating in workshops, working with Fellow, submitting WI Class Portfolio (syllabus, cover letter, assignments, samples of student writing).

What materials do you use in such faculty development activities?

The Elements of Teaching Writing: A Resource for Instructors in All Disciplines. Gottschalk and Hjortshoj, Bedford/St. Martins'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.)

What kinds of incentives are offered to faculty?

Stipend to participate in professional development workshops. Reduced class size for WI classes. Collaboration with Writing Fellow.

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Newsletters, either once or twice a year. Website. Many, many email communications to entire campus community.

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

Development, Assessment

Question

Answer

What kinds of challenges does your program face?

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.

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

Passage of graduation requirement for all students entering Fall 2005; establishment of June Institute that integrates WI into other college programs.

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

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.)

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?

Examples of student texts and assignments to use for professional development workshops; suggestions/practices for running workshops...

How do you measure the work you are doing?

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

With whom are your assessment measures shared?

WAC Committee of Senate;

How do you evaluate Fellows?

Weekly reports on ongoing work and discussion of activities; narrative of performance at end of each semester; use of Fellows' self-evaluation.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Co-Director for Professional Development (Assoc. Prof); Co-Director for Program Administration (Prof). Incentive: Two course releases per semester per co-director.
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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.
Does your program work primarily with individual faculty, departments, or divisions, or along another model? How many people are actively involved in your program?	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.
Who does your program collaborate with—Freshman Comp, Teaching and Learning Center, Learning Communities, others? With the CUE Director? The Gen Ed project?	On CUE committee; support CETL with part of Fellows hours;
Do you have a faculty committee? How many faculty sit on it, from which disciplines?	Standing Committee of Faculty Senate; five members plus rep from Academic Affairs and WAC co-director. Participants range across disciplines and professional programs.

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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.
What assignments do Fellows receive?	Each works with up to four individual faculty members to develop WI classes and support WI teaching; design and run workshops; assessment; portfolios.
Does your program work with graduate or professional students? How do you tailor your activities to meet their particular needs?	With undergraduate professional degree programs (Nursing; Electrical and Computer Engineering and Technology; etc.)

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

* 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. * Gray, Peter "Using Writing to Assess Learning in the Disciplines" QCC's First Annual Assessment Conference: Community College Assessment Strategies. February 9, 2001

How does your program engage with new media?

Program website; digital WI portfolios for eventual archiving on WAC website; some use of Blackboard in WI classes.

Requirements

Question

Answer

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

Effective Fall 2005 for incoming/transfer students. 2 WI classes for graduation requirement.

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?

N/A

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

Yes

Faculty Development, Outreach

Question

Answer

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

Between 15-20 faculty members over each academic year (attend all six 3 hr workshops); or attend summer institute (4hrs x 4 days)

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

Yes, certified after participating in workshops, working with Fellow, submitting WI Class Portfolio (syllabus, cover letter, assignments, samples of student writing).

What materials do you use in such faculty development activities?

The Elements of Teaching Writing: A Resource for Instructors in All Disciplines. Gottschalk and Hjortshoj, Bedford/St. Martins'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.)

What kinds of incentives are offered to faculty?

Stipend to participate in professional development workshops. Reduced class size for WI classes. Collaboration with Writing Fellow.

Publications, Publicity

Question

Answer

Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)

Newsletters, either once or twice a year. Website. Many, many email communications to entire campus community.

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

Development, Assessment

Question

Answer

What kinds of challenges does your program face?

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.

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

Passage of graduation requirement for all students entering Fall 2005; establishment of June Institute that integrates WI into other college programs.

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

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.)

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?

Examples of student texts and assignments to use for professional development workshops; suggestions/practices for running workshops...

How do you measure the work you are doing?

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

With whom are your assessment measures shared?

WAC Committee of Senate;

How do you evaluate Fellows?

Weekly reports on ongoing work and discussion of activities; narrative of performance at end of each semester; use of Fellows' self-evaluation.

Structures and Organization

<i>Question</i>	<i>Answer</i>
How many Coordinators does your program have? What are their ranks? What kinds of incentives or rewards are offered to coordinators?	Four normally, three at present; three hours/term
Who oversees the program? Do you meet regularly, produce reports, or otherwise document your work?	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?	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?	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?	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.)

Activities

<i>Question</i>	<i>Answer</i>
What activities comprise your program?	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?	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?	No.
Please list presentations given by you or your Fellows at national conferences, and at the CUNY WAC/WID biennial conference.	* 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.)
How does your program engage with new media?	Film, website, “wac at movies” day in 2005.

Requirements

<i>Question</i>	<i>Answer</i>
Does your college have WI (writing intensive) requirements? If so, how many courses are required, and by when?	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?	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?	

Faculty Development, Outreach

<i>Question</i>	<i>Answer</i>
Does your program offer faculty development workshops or other activities, and, if so, how many people attend?	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?	Not yet, though we're actively discussing this issue (yet again).

What materials do you use in such faculty development activities?	Literature from field; homegrown handouts; instructors' own draft materials.
What kinds of incentives are offered to faculty?	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.)

Publications, Publicity

<i>Question</i>	<i>Answer</i>
Does your program produce newsletters, handbooks, web pages, and, if so, how frequently? (Please provide digital copies to our office, to be put on our website.)	Yes, yes, yes. Newsletter 1-3x/year; 2 handbooks (Writing in Gen Ed, and Writing Intensive handbooks); on web since 2004, with regular updates. Major work underway on both student and faculty side of site. Also, migrating site over to emerging CMS-based new York website (pilot "program" participating at the early stages – early adopter!).
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	Not that I know of.

Development, Assessment

<i>Question</i>	<i>Answer</i>
What kinds of challenges does your program face?	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?	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?	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?	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?

Project completion. Number of faculty contacts. Faculty change over time. Surveys.

With whom are your assessment measures shared?

Institutional research, provost, outcomes assessment committee, college community.

How do you evaluate Fellows?

Informally. Look at project responsibilities, and determine if they've made progress towards them.