

The First-Year Writing Course as a WAC Cultural Bridge for Faculty

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This report discusses the results of a survey given to faculty across the disciplines who have taught the required first-year writing course at Harvey Mudd College. The survey asked them to report what influence, if any, the faculty development components of this course have had on them. Faculty reported benefits to their own writing and to the courses they teach in their disciplines. The cumulative effect seems to be greater than the sum of its parts, and the greatest reported effect by far is faculty's increased sense of community across the college. The model presented here involves faculty from all departments successfully teaching fundamental academic writing skills to first-year undergraduates, and reporting real, if modest, benefits to their own professional lives and to the college at large.

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