Making Waves with Disciplinary Writing Fellows
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[*NB: our workshop involved a minimum of presentation by the facilitators, to allow for as much small and large group discussion as possible. This discussion was largely based on the "Questions to consider" given below, to which we have appended the bibliography we handed out.*]

What is a "writing fellow"?

In the broadest terms, a "writing fellow" might be defined as a student who contributes to achieving WAC/WID program goals. Yet the definition of "writing fellow" differs across institutions of higher education. Some definitions include:
- Peer (undergraduate) tutors assigned to work with students in particular classes
- Peer (undergraduate) tutors at writing centers
- Undergraduate or graduate tutors for clusters of classes
- Undergraduate or graduate tutors for specific departments
- Graduate Teaching Assistants (GTAs) who autonomously teach a course
- GTAs who assist a faculty member in a disciplinary course or in a cluster of courses
- And other variants, depending on institutional context . . .

Questions to consider in planning a Writing Fellows program

WAC/WID Program and Writing Fellows:
- Where is your institution with respect to WAC/WID? (start-up, growing, relaunching, etc.)
- What role(s) could the writing fellows play in achieving the goals of your institution's WAC/WID program?
- Who could be your writing fellows (e.g. undergraduate students, graduate students, teaching assistants, writing center tutors)?
- What will be the goals of the writing fellows training program?

Trainers and Mentors:
- Who (e.g., English faculty, faculty across the disciplines, writing center director, writing tutors, academic success centers, etc.) can help train and mentor your writing fellows?
- What local (and perhaps regional, e.g., colleagues at other institutions) expertise can you draw on?
- How will you recruit writing fellows and trainers/mentors? Who (department chairs, administrators, writing center director, etc.) might help you do this?

Allies/Supporters/Partners:
- Who might you call on for assistance in building the program and/or facilitating the program? (English department, writing faculty, writing center, teaching and learning center, disciplinary faculty)
- Who do you know in positions of power/decision makers, and how might they play a role?
- How can you cultivate allies? For example, what incentives can you offer such as reciprocal . . . ?

Funding and Other Incentives:
- Where might you be able to secure funding?
- How much will you need to build (start-up costs) and sustain the program? Consider space, staffing, assessment, etc.
- Will you pay writing fellows and your trainers? If so, how will you secure funding? What channels might you need to go through in order to secure this money? If not, what kind of incentive (e.g., credit on co-curricular record) can you provide participants?

Potential Obstacles and Resistance:
- Who, what and where will be sources of resistance?
- How can you overcome these?

Outcomes and Assessment:
- How will you measure success?
- What kind of data (both qualitative and quantitative) will you collect and analyze?
- What and who can help you with this assessment?

Select Bibliography

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