

**University of Rochester Writing Fellows  
Employee Handbook  
2014-2015  
Updated April 2015**

**Table of Contents**

**ABOUT US**

Who We Are .....	2
The Origins of the Writing Fellow Program .....	2
What Makes Us Unique .....	3
Overview of Our Services .....	3

**PROFESSIONAL EXPECTATIONS**

Who We Serve .....	4
Ethics and Responsibilities .....	4
Guidelines for Professional Attire .....	7
Privacy .....	7
Academic Honesty .....	7

**POLICIES AND WORK RULES**

Scheduling Policies .....	9
Absence Policies .....	11
Compensation .....	13
Workplace Procedures.....	14
Online and One-Plus Services (Write-On, Advertising, ULW)...	16
Policy Violation Procedures .....	18
Elected Office .....	20
Unelected Office .....	23
Coordinator Position Descriptions.....	24
Procedures for Amending Handbook.....	28

**FURTHER RESOURCES**

Appropriate Dress .....	29
Observation etiquette.....	29

**HISTORY OF COORDINATOR POSITIONS**

History of Coordinator Positions.....	37
---------------------------------------	----

## **ABOUT US**

### ***Who We Are***

The College Writing Fellows are undergraduate peer tutors who provide critical feedback to students who are editing and revising their work. Writing Fellows help with all academic and non-academic writing projects. We collaborate with students at every stage of the writing process, from brainstorming to revision; we help tutees plan, draft, revise, edit and proofread papers more effectively. Fellows cater each session to the tutee's specific concerns and needs and are careful to respect the student's work as their own. Accordingly, we will not take over any stage of the tutee's writing process, but rather will teach methods and tools to independently address writing issues. Fellows offer walk-in hours, appointments, and online tutoring services. Students don't need an appointment—they just drop in with writing questions, and we help!

As Fellows, we are part of the Writing, Speaking, and Argument Program, the University's primary provider of writing assistance. The Fellows represent a variety of class years, backgrounds, and disciplines, from English to Psychology to Biology. Students are selected to take the *WRT 245: Advanced Writing and Peer Tutoring* class based on their own writing abilities, personal qualities, and dedication to professional service and excellence as demonstrated through an intensive application and interview process. Upon satisfactory completion of the WRT 245 class and its requirements, the students are inducted into the Writing Fellow program.

### ***The Origins of the Writing Fellow Program***

Dr. Deborah Rossen-Knill came to the University of Rochester in 1999 and revamped the College Writing Program to include the Writing Fellows. Prior to her arrival, there were no undergraduate tutors; there was only a small group of graduate student tutors, primarily from the English department. These tutors worked in conjunction with LAS (now known as the Center for Excellence in Teaching and Learning). After observing this system for a year, Dr. Rossen-Knill proposed a writing program that included undergraduate Writing Fellows, an organization based on principles of autonomy and professionalism.

After her proposal was accepted, Dr. Rossen-Knill first taught *WRT 245: Advanced Writing and Peer Tutoring* in the spring of 2001. This class, based on an analogous program at the University of Pennsylvania, established a precedent for student-driven learning. The readings and assignments have changed over the years, but the course has not changed conceptually.

The first office for the Writing Fellows was in Hoeing Hall. The Writing Fellows have since expanded to multiple locations on campus and offer broad tutoring services to the U of R community

## ***What Makes Us Unique***

The Writing Fellows are a unique group because we run our own organization, yet are employed by the University. As a campus student group, we are an organization whose membership consists solely of undergraduates and whose daily activities are managed by undergraduates. However, we are simultaneously a branch of the Writing, Speaking, and Argument program (WSAP).

As Writing Fellows, we work directly with WSAP to make decisions about how to best offer our tutoring services. Our organization adds to the Writing Program's professional tutoring services provided to the University community and personnel and is subject to the management and decision making of the Program and, more generally, the University administration.

## ***Overview of Our Services***

The Writing Fellows provide a variety of tutoring options to University of Rochester students. Our current services include:

- **Walk-in office hours:** Students may walk in to any Writing Fellows office during the hours when we are open and seek an in-person tutoring session. For walk-in hours, no appointment is necessary.
- **Appointments:** But, we do offer appointments. Students may make appointments through the WSAP website. Using this service, students reserve a slot with a Writing Fellow and are guaranteed a session to work on their writing.
- **Write-On tutoring:** Students may submit papers online to the Writing Fellows; one Fellow is assigned to each submission, and the Fellow will respond to the student with critical feedback within 48 hours. Papers should be under 5 pages. Fellows should aim to spend an hour on each Write-On submission. All Fellows are trained as Write-On tutors during WRT 245, but the President or Vice President may offer a refresher course.
- **Upper Level Writing (ULW) support:** Fellows provide support to upper level writing classes, especially in the sciences and engineering, through specialized support or peer review training sessions. Fellows must attend a training session offered by the Associate Director or ULW coordinator in order to participate in ULW support. In addition, Fellows should be prepared for additional ULW opportunities as they arise.
- **Write-a-Thon:** At the end of each semester, the Fellows staff the WSAP for 18 straight hours of tutoring. The Write-a-Thon traditionally opens at 2 PM on the last Sunday before the end of classes and closes at 8 AM the following Monday morning.

## PROFESSIONAL EXPECTATIONS

---

### ***Who We Serve***

The College Writing Fellows serve all University of Rochester undergraduates, graduate students, faculty, and staff with a valid University ID. While Fellows do not typically ask tutees to provide photo ID at the initiation of a tutoring session, they may do so at their discretion.

Graduate students and other non-undergraduate University community members are welcome to visit the Fellows up to two times per week for tutoring assistance. If the non-undergraduate UR community member would like to visit the Fellows more than two times per week, they should be referred to the Writing Fellows President and the Director of the Writing, Speaking, and Argument Program. While undergraduate students are the Fellows' priority tutee population, a session with a non-undergraduate University community member should not be stopped in order to serve an undergraduate student.

Please note that even if non-undergraduate community members do not have student ID numbers, their sessions must still be recorded in the database. If a tutee is not in the database, record the necessary information from the session to the best of your ability and send the information, including the tutee's name and ID number (if applicable), to the Writing, Speaking, and Argument Program Information Analyst.

### ***Ethics and Responsibilities***

#### ***Mission Statement and Guiding Principles***

As a service-oriented student group, the Writing Fellows foster a community of writers by supporting students across the college in their efforts to become better writers. We provide a welcoming environment for tutees and empower them with the ability to improve as writers and readers. To meet our goals and support the college's goals, we must create a safe and honest working environment. The guidelines below are critical to this goal.

#### ***Internal Honesty Policy***

In addition to the University's Academic Honesty Policy, the Writing Fellows are held to a higher standard of honesty built on a foundation of respect for personal integrity. Dishonesty is a serious violation. Examples of dishonesty within the context of the program include falsifying information, abusing Writing Program resources, and lying about the fulfillment of personal duties. We hold our tutors to a high standard of honesty both within the classroom and in their duties as a Writing Fellow.

Tutors are afforded freedoms within their duties based on personal integrity and honesty. For example, tutors independently log in their hours for payroll, with the expectation that they will not falsify this information. In the event that a violation of honesty occurs, we strictly adhere to the policy violation procedures outlined in the “Violation of other Writing Fellow Policies” section in this handbook.

Respect is very important in the workplace, especially due to our peer-centered philosophy both in tutoring sessions and as a group. Respect and honesty go hand in hand. Thus, the WSAP expects all tutors to respect the integrity of other tutors. This includes, but is not limited to:

- Not asking other tutors to violate the honesty policy for you,
- Acting in a professional matter whenever an issue arises,
- Speaking to each tutor as a respected peer,
- Not discriminating against fellow tutors based on race, religious belief, sexual orientation, age, ethnicity, major, etc. and
- Treating co-Fellows with respect with regards to shift coverage requests. This includes not excessively requesting coverage and being mindful that other Fellows may want to cover shifts. If shift coverage becomes a concern the President and appropriate Site Coordinator may intervene. The policies and procedures for requesting shift coverage are outlined below.

If you feel that another tutor has disrespected you in any of the above or other ways, please address the issue and be open and honest with your fellow tutors. If the issue remains unresolved, contact the Fellows' President.

If a tutor fails to respect fellow tutors, this behavior is addressed as a violation of Writing Fellow policies.

### *Our Role in Maintaining a Welcoming Environment for Tutees*

The Writing Fellows must work to create a friendly tutoring environment for everyone. The first way by which we can ensure such an environment is keeping the social and personal separate from the professional. Ways by which the Fellows achieve this include:

- Not using tutoring sessions to pursue intimate relationships with tutees.
- Using discretion when tutoring friends. Make sure your friend understands your different role as a tutor, and understand that it may be better to let your partner Fellow tutor your friend.
- Being aware of body language and dressing appropriately: see the section entitled Guidelines for Professional Attire for more information.
- Keeping the work of the Fellow in the offices. Do not tutor outside of your hours unless it is as part of a Coordinator- and Writing Program Director-approved event.

- Not using any of the information given to you as a tutor by the tutee outside of the tutoring context (i.e. to find them on Facebook, to email them, to use their ID number).
- Not discussing sessions with non-Fellows: see the section entitled Confidentiality for more information.
- Avoiding discussing sessions with tutees after the fact, unless they initiate the conversation.
- Respecting the tutee's privacy!

The Fellows should act honestly as students and as tutors at all times. Tutors may not write papers for others and must abide by the University Academic Honesty Policy. Any violation of these policies constitutes a breach of trust, and will be addressed following the procedures outlined in the section entitled "Policy Violation Procedures."

Fellows should be respectful of the wide range of religious, educational, and cultural backgrounds represented in the undergraduate population at the University of Rochester. All individuals should feel welcome and comfortable in our tutoring offices and with our tutors. As such, be aware of the environment that we create in these offices. The space should be free of any images or writing that could be considered offensive; our behavior should be inclusive and sensitive to others.

### *Our Role in Maintaining a Safe Environment for Ourselves*

Each Fellow's first priority should be maintaining a safe environment for themselves and the other Fellows. There is already one safety net built into the tutoring system: tutoring hours are always staffed by at least two Fellows. Fellows should feel comfortable relying on their partner Fellow to help extricate them from uncomfortable situations. There are several guidelines that Fellows should keep in mind if they find themselves in an uncomfortable or potentially dangerous situation:

- Communicate clearly whenever possible -- if a tutee's actions are making you uncomfortable, try to address the issue directly with them
- If you are unable to address the issue directly with the tutee, excuse yourself politely and discuss the situation with the other Fellow on-shift.
- If you feel that a situation is becoming potentially dangerous, end the session as gracefully as possible and call Public Safety, your Site Coordinator, or the President.
- If student seeks additional help in-person or online after a tutoring session, inform them that it is not appropriate for them to seek tutoring help from you outside of the professional environment. Direct them to a structured tutoring environment or to the Director of the Writing, Speaking, and Argument program to establish an organized way to meet their needs.

## ***Guidelines for Professional Attire***

As a professional organization, we strive to provide excellent service to our patrons in all respects. While Fellows are not required to wear a uniform while tutoring, they are expected to dress professionally and appropriately during all work-related activities (think “casual Fridays” in a workplace). Jeans and similar casual wear such as sweatshirts or t-shirts are appropriate for our work environment. We ask that employees avoid wearing clothing that is revealing or potentially offensive to WSAP visitors (i.e. attire with political, religious, sexual, or other slogans and images that might render another party uncomfortable).

Please see the document entitled “Appropriate Dress,” located in the “Resources” section, for further guidance. For further discussion of and policies for creating a comfortable environment for tutees, see the Ethics and Responsibilities of Serving Undergraduates section above.

## ***Privacy***

Please keep in mind that when we tutor, we enter a professional relationship with a tutee, and privacy is part of that relationship. Violating expectations of privacy undermines the student’s trust and tarnishes the Fellows’ image as a professional organization. The Writing Fellows should not share any information about a student with anyone other than WSAP administrators, WRT 245 mentors, or that particular student. Private information includes tutees’ names, grades, tutoring status, enrollment in any special programs (such as CETL or EAPP), students’ academic difficulties, etc. This information should not be shared with students’ parents, professors\*, friends—or the Fellows’ friends or even other Fellows!

The content of tutoring sessions should not be discussed with anyone outside the WSAP, even when presented anonymously. Fellows may discuss the challenges encountered or techniques used in a tutoring session with their mentors, other Fellows, or WSAP administrators for educational purposes. Such discussions, however, should not take place in public areas where they can be overheard by other students.

*\*As some professors may require that they receive a session summary report from a Fellow, a Fellow may select the option to email the session summary to a professor only at the request and with the consent of the student. The student’s records from other sessions should not be shared with the professor.\**

## ***Academic Honesty***

### ***Honesty Policy***

The University of Rochester and the Writing Fellows are built on a respect for academic integrity.

As such, it is essential that tutors respect the integrity of each student's work and ideas. Academic dishonesty is a serious violation of the student's intellectual property and the trust of the community. Examples of academic dishonesty include cheating, falsifying information, unauthorized collaboration, submitting the same assignment for multiple classes, maliciously treating library materials, and plagiarism (see below). Tutors and all members of the University of Rochester community are forbidden from selling papers, buying papers, or otherwise misrepresenting words or ideas under another student's name.

This section has been adapted from the University's Academic Honesty policy. For additional questions regarding the University of Rochester's Academic Honesty policy, please see: <http://www.rochester.edu/college/CCAS/AdviserHandbook/AcadHonesty.html>.

### Plagiarism

As tutors, we may encounter situations when we suspect that a tutee has plagiarized; for example, when a tutee has not cited sources or has not properly used citations. While determining our role in the context of these situations may be challenging, it is important to remember that tutees should be able to rely on anonymity and trust. They should feel comfortable asking questions or voicing concerns they would hesitate to ask in other learning situations or when talking to an instructor. In addition, tutees often bring us papers that are in the process of being revised. What we might interpret as plagiarism might, in fact, be a reflection of a student's decision to postpone the issue of proper citation until later drafts.

Therefore, it is not your responsibility as a tutor to catch plagiarism, to detect it, or to confirm that plagiarism has, in fact, occurred. Fellows should never accuse a student of plagiarism. Instead, Fellows should treat such instances as educational opportunities that could help students develop more effective techniques of citing and referencing sources, and most importantly, understand the principles motivating the use of documentation. Tutors are encouraged to mention if they have discussed proper citation methods in their session summaries.

Please see the handout entitled "Dealing with Plagiarism in Tutoring" in the "Resources" section for strategies to deal with cases of suspected plagiarism during a tutoring session.



## **Policies and Work Rules**

---

### ***Scheduling Policies***

#### *Timely communication*

Timely communication is expected of all Fellows. This is vital to the organization as it provides everyone with the information they need to do their jobs as effectively as possible. Timely Communication includes reading and, when necessary, responding to e-mails within 24 hours, monitoring the Google Voice queue, and informing coordinators of issues.

#### *Scheduling*

Fellows must work a minimum of two (2) hours per week. The president can mandate additional hours if the schedule cannot be filled. Fellows may work additional hours each week performing duties associated with their elected positions in the Writing Fellows organization, covering the tutoring hours of other Fellows, or performing other work-related projects as agreed upon with the coordinators or the Writing Program administrators. In accordance with University policy, international Fellows may work a maximum of 20 hours per week in combined tutoring and elected-office related work.

All Fellows are also required to fulfill the “Plus-One” requirement: that is, in addition to working at least two (2) walk-in hours each week, Fellows are also required to contribute to the organization by a) holding a coordinator position, b) taking hours as part of Write-On, or c) taking hours as part of the Advertising Plus-One. Fellows are also encouraged to participate in more than one of these services.

Availabilities are collected at the beginning of each semester, and the President must send the first draft of the schedule at least a week before the first day of tutoring. When the first draft is sent, the President must allow Fellows to request changes. The President must send a revised schedule taking these requests into account. The third draft of the schedule is final and must be sent two days before the first day of tutoring. Fellows who desire to change their schedule after this draft will need to contact the President directly in order to reach an agreeable solution.

### ***Meetings and Special Events***

#### *Staff and Coordinator Meetings*

Writing Fellows staff meetings are held when necessary, based on the discretion of the Coordinators. Traditionally, staff meetings are held at the beginning of the semester. Each semester there is also the Write-a-Thon staff meeting, and in the spring there is typically a recruitment staff meeting.

Coordinators' meetings are open to any interested Fellows, even if they do not hold an elected position; this provides an opportunity for Fellows to learn about the group's decision-making and planning processes, and become more involved with the group in preparation for future leadership positions. Fellows are paid for time spent planning, attending, or preparing for meetings.

### The Write-A-Thon

The Write-A-Thon, held at the conclusion of each semester, is mandatory for all active Fellows. Each Fellow must work a minimum of one hour at the Write-A-Thon; this requirement may be fulfilled by tutoring or working reception during the actual event, helping with set-up, or assisting with cleanup. Fellows-in-training also participate in the Write-a-Thon as the culmination of the WRT 245 class. The Write-A-Thon schedule, including the schedule for clean up and set up, is determined by the President and is based on the availabilities provided by Fellows.

If Fellows believe they will not be able to work the Write-A-Thon, they must contact the President at least two weeks prior to the Write-A-Thon to secure permission and make arrangements to work the required one hours for the event in another way (for example: by helping with publicity efforts or assisting with other tasks as determined by the Programming Coordinator). Failure to request an exemption from working the Write-A-Thon on its scheduled date with two weeks notice, and/or failure to fulfill the obligatory one hour of service in lieu of working at the Write-A-Thon on its scheduled date, will result in a disciplinary meeting with the President and WSAP Director.

### Workshops

Throughout the semester, WSAP staff and the Fellows may organize refresher workshops to discuss tutoring. These workshops are not mandatory, though Fellows are highly encouraged to attend. Fellows receive compensation for any time spent participating in a workshop that directly benefits the Writing Fellows organization (usually offered by and for Fellows), but not for workshops led by non-WSAP staff offering supplementary knowledge or advancement.

### Involvement with Other Campus Activities and Groups

The Fellows are open to working with student groups and organizations at the University beyond the services we already offer. For example, collaboration could be in the form of a presentation, a workshop, or a co-sponsorship. Interested parties should send in a proposal outlining the event to be reviewed by the Coordinators.

The Writing Fellows have traditionally participated in a variety of other on-campus events, including Freshman Orientation and the Scare Fair. These opportunities are important venues for Fellows to make connections and promote our services across campus. All Fellows are encouraged to bring opportunities for involvement and co-sponsorship to the attention of the Programming Coordinator or President. Fellows are not required to work such events, although

they are encouraged to do so and are fully compensated for time spent planning and working such events.

### Undergraduate Writing Groups

Writing Fellows also have the opportunity to lead writing groups for students in WRT 105 or WRT 245. This opportunity usually consists of weekly meetings for 4-5 students to gather and discuss their writing, or simply have time set aside to write. Writing Fellows are there to organize and assist the group with any writing problems they may have.

## **Absence Policies**

### Planned Absence

If a Fellow knows they will not be able to attend work as scheduled, they should take the following steps:

1. With as much advance notice as possible, send an email to the Writing Fellows to find someone to cover the shift. Make sure the subject line of the email includes what office, what day, and the hours of the shift.
2. If you receive a response, send out a second email to say that the shift has been covered and by whom. If not, continue to email the group.

Failure to comply with any part of the above policy will result in consequences as described in the "Policy Violations" section of this handbook.

### Unexpected Absence and Reporting Late to Work

Since we are a professional organization providing an important service to the University community, it is essential that the Fellows' services are reliable and that Fellows arrive to their scheduled shifts on time. We recommend that Fellows arrive 5-10 minutes early.

That said, emergency and unusual circumstances do occur, causing a Fellow to be late to her or his shift. If a Fellow is late, their partner fellow must implement emergency coverage procedures, detailed below. Fellows are expected to have their shift partner's contact information readily available for such situations.

In the event that a tutor is late, take the following steps:

1. If a tutee is waiting, tell the tutee to text Google Voice to be put on the waitlist
2. If the Fellow is less than 5 minutes late, text them
3. If the Fellow is more than 5 minutes late, call them
4. If the Fellow is more than 10 minutes late, send emergency coverage email
5. If no-one responds to the coverage email within 10 minutes and the Fellow is more than 20 minutes late, call the President

The late Fellow is considered absent and subject to the consequences outlined in the policy violation section of this handbook. They must also follow up promptly with the Writing Fellows President or Site Coordinator via email to report the time of arrival and the reason for the lateness. Failure to self-report arrivals 10 or more minutes after the beginning of the shift is considered a violation of the Writing Fellows Honesty Policy and will result in consequences described in the “Policy Violations” section of this handbook.

It is the Site Coordinator’s (or President’s, if contacted previously) responsibility to follow up with both Fellows to see if coverage was found, to inquire about the late arrival or absence and to record any late arrivals or absences in the absence log.

### Shift Coverage

The Site Coordinators and President keep a log of all reported shift changes. The purpose of this log is to record employee attendance. The log should be accessible to all tutors, but editable only by the Site Coordinators, President, and program advisors. The format of the log should be determined on a yearly basis, at the discretion of the President. The President will review the shift coverage log at the end of each semester (or more often, if deemed appropriate by Program administrators) to identify any patterns or areas of concern.

### Shift Neutrality

Writing Fellows should strive to maintain shift neutrality: for every shift that you find coverage for, you are encouraged to cover the shift of another Fellow. This expectation is part of our guiding principle of respect for each other and the group.

In cases where a Fellow has dropped an unreasonable number of hours, the President may speak with the Fellow to determine why this is the case. The President may give the Fellow a warning and, if necessary, issue a strike or arrange a meeting with staff to figure out a mutually agreeable course of action.

Individual Fellows’ shift neutrality score are monitored through the Shift Coverage Log.

### **Compensation**

Writing Fellows are compensated for all Fellows-related work, both in and out of the office. This includes, but is not limited to, time spent working shifts, writing schedules, planning for meetings, attending meetings, attending ongoing training workshops to develop tutoring skills and strategies, sending Fellows-related e-mails, attending training sessions (please see the exception noted below), performing coordinator and mentor duties (including planning, but not attending, social events), and aiding WSAP publicity efforts (e.g. hanging up fliers, etc.).

The Fellows are paid bi-weekly, in accordance with the University payroll system. By default, Fellows receive a paycheck in their CPU box; however, Fellows may sign up for direct deposit on the University's payroll website (<http://www.rochester.edu/people>). Fellows receive an hourly wage. The band rate for the position of Writing Fellow is determined by the Writing, Speaking, and Argument Program administration and may change yearly based on budgetary considerations.

### Exceptions to Compensation Policy

Writing Fellows are not paid for time spent in activities designed to encourage group bonding, community building, and a sociable atmosphere among fellows. While we encourage fellows to attend and participate in such events, they do not fall within the parameters of billable work activities.

Fellows and Consultants are not compensated for WSAP-sponsored workshops. This may include workshops offered by the WSAP and visiting faculty; Fellows are encouraged to attend these events for personal development and initiative, but if the workshop is not mandatory and is not directly benefiting the Writing Fellows organization (as opposed to supplementary knowledge or advancement of personal skills), Fellows cannot bill for these hour. Fellows are also not compensated for time spent traveling to and from work (in accordance with NYS law) or time spent looking for someone to cover their shifts. Please contact the President and/or the Director of the Writing, Speaking, and Argument Program with any questions about the compensation policy.

### Payroll Procedures

Our organization's structure and management reflects the Writing Program's view that students are responsible, independent, and reliable. As such, we entrust our employees with great responsibility and have strong confidence in their abilities. We expect our employees to demonstrate the qualities of responsibility, independence, and reliability in all aspects of being a Writing Fellow.

Our expectations are especially crucial in the self-reporting payroll system. In order to receive compensation for time spent working on any Fellows-related task (please see "Compensation" section above), Fellows must enter their hours in University HRMS (Human Resources Management System). The system can be accessed online at <http://www.rochester.edu/people>, 24 hours a day, 7 days a week (if the site is being accessed off the University network, the Fellow must supply their employee ID or connect via a VPN). We expect our employees to accurately report their work hours for time spent working, as defined above.

In order to receive a paycheck on the scheduled bi-weekly date, all hours must be entered by 12:00 PM on the Monday of the week in which paychecks are issued.

For more information about payroll procedures, please contact the President or the WSAP

Program Administrative Assistant.

## ***Workplace Procedures***

### *Office Procedures*

Fellows are provided with access to the office in which they tutor at the beginning of the fall semester or at the start of the semester in which they begin work as active Fellows. Keys are required for certain offices and may be obtained from the Administrative Assistant or Information Analyst in the Writing, Speaking, and Argument Program in Rush Rhees G-119. All office keys must be returned at the end of the spring semester, or when the Fellow leaves the University community (to study abroad, upon graduation, or under similar circumstances). At the discretion of WSAP administrators, a nominal deposit may be required at the time a Fellow picks up an office key.

### *Opening*

At the start of each shift, Fellows unlock the office door (by key or ID card) and leave it propped open. Fellows working in each location should place the Writing Fellows sign on its easel in each respective location outside the office door, in order to make visible the Fellows' services to passersby.

### *During Tutoring Shifts*

When a tutee enters to begin a shift, the Fellow should greet the student and open the database to begin a session record (see below). Fellows should always ensure that the door is open and appropriate signs are placed in the hallway outside.

Office locations should not be left unattended for any reason. Fellows should take turns using restrooms, etc. On the rare occasion that both Fellows must leave the office at the same time, a sign should be left on the door indicating when the Fellows will return and the office site should be left secure (locked).

If an office location is short on supplies, or there are maintenance/office environment concerns, Fellows should contact the respective office Site Coordinator.

### *Google Voice*

Writing Fellows are expected to assist Fellows in other offices by attending to the virtual waitlist managed by Google Voice.

To use the virtual waitlist:

- Go to [voice.google.com](https://voice.google.com).
- Enter the username and password provided by the President or Vice President.
- If you receive a message from a student, reply and offer to tutor them, naming the office you are in and giving the student 10 minutes to arrive at the office. If they arrive within that window, they have a reserved spot. Otherwise, move on to the next tutee.
- If no students have messaged the account, periodically check in during your shift to alleviate the inflow of students at other offices.

If the waitlist is growing, keep sessions short – ideally, no longer than 45 minutes per tutee.

### Closing

At the end of each shift, Fellows move all Fellows-related signs inside the secure office locations, turn off all lights, log off all computers, and lock the main door. Fellows in all office locations should be sure to dispose of any trash in tutoring spaces and return supplies to their original location.

### Logging Sessions

All tutoring sessions must be logged in the Writing, Speaking, and Argument Program FileMaker Pro database in the form of a “session summary log.” During the Writing Fellows class, WRT 245, Fellows are trained to operate this system. For a refresher seek help from a fellow tutor or the President.

At the beginning of a tutoring session, the Fellow asks the tutee for their university ID number. Using this number, the Fellow pulls up the tutee’s information in the database and creates a new session summary log. The Fellow should confirm all of the information above the blue line on the log: if this is the student’s first visit, what class the paper is for, if it is a ULW class, if English is the student’s first language, etc. At the conclusion of the tutoring session, the Fellow fills out the session summary log, either in collaboration with the tutee or independently after the tutee has left. For information about how to write a successful session summary log, please refer to the “Guide to Session Summaries” document, located in the “Resources” section of this handbook.

If for any reason the Fellow is unable to complete the summary immediately following the session (e.g. a long line of students waiting), the Fellow should write some quick notes in the summary box and click “Main Menu” to save; the Fellow can return to edit and complete the session record at a later point. The Fellow should aim to rewrite these notes as a comprehensive session summary prior to their next shift.

In the event the database is unavailable at the time of the tutoring session, the Fellow should fill out a “paper” session summary log, blank copies of which are located on the desktop of each computer. The Fellow should follow all of the instructions in this document to fill out the form correctly and save it. Additionally, the Fellow must email the President and Site Coordinator, to notify them of the new session log that is not in the database, AND the Information Analyst to notify him of a FileMaker outage.

Once the database is fully operational again, the Fellow logs the session in FileMaker at their earliest opportunity (or by the end of their next tutoring shift). The Site Coordinator should periodically check the “paper” logs folder to see that logs are being added to FileMaker in a timely fashion, and follow up with Fellows to ensure they successfully logging their sessions.

Questions about the database should be directed to the Writing, Speaking, and Argument Program’s Information Analyst, the respective office Site Coordinator or the President.

### Usage Reports

The Writing Fellows President should monitor FileMaker session records on a monthly basis to prepare usage reports for dissemination to Writing Fellows and the WSAP staff. The President and Coordinators should monitor this information closely and react accordingly, i.e. increasing publicity, adjusting hours in future semesters, etc. The Vice President is responsible for gathering information from online services and sending this data as necessary to the WSAP Secretary for inclusion in the usage report.

### ***Plus-One and Additional Services (Write-On, Advertising, Coordinators, ULW)***

In addition to walk-in hours, Fellows are required to participate in a Plus-One service. These include: Write-On, Advertising, and being a Coordinator. After selecting the program(s) in which they would like to participate, Fellows are held accountable for all procedures regarding these services.

### Write-On Protocol

Write-On is the Writing Fellows’ online tutoring system. Fellows who want to participate are added to a list of tutors, and each submission is sent to the next Fellow on the list in a “round robin” fashion. After receiving the notification of a submission, the Fellow must log into the Write-On system and respond. The Fellow must send the response within 48 hours of when the student submitted the paper; regardless of when the Fellow views the email notification. Failure to respond within the 48 hour time frame will lead to the consequences outlined in the Policy Violations section of this handbook.

If a Write-On Fellow anticipates a period of time during which they will not be available to respond, they may request to be temporarily removed from the “round robin”. Additionally, if a



Fellow receives a submission and believes they will be unable to complete a response within the 48 hour time period, they should contact the Vice President immediately and request that the submission be sent to another Write-On Fellow. Any other concerns or problems should be addressed to the Vice President.

### Advertising Protocol

Advertising primarily entails posting fliers around campus and being readily available for other publicity campaigns coordinated by the Publicity Coordinator for Writing Fellow events, including but not limited to events during Orientation and Write-a-Thon.

The expectations for posting fliers are as follows:

- Each person choosing an advertising plus-one is assigned a specific area which they will be expected to poster with fliers that the Publicity Coordinator designs and prints. These locations typically remain constant but are subject to change at the discretion of the Publicity Coordinator, who will notify all advertising Plus-Ones of any changes as necessary.
- The advertising Plus-Ones are expected to post the fliers within 3 days of an email notification from the Publicity Coordinator about new fliers. If for some reason meeting these deadlines is not possible, the advertising Plus-One is expected to notify the Publicity Coordinator as soon as possible, who will determine the urgency of the particular flyers and consider reassigning the flyers to another Fellow.
- Upon successful completion of posting fliers, advertising Plus-Ones are expected to notify the Publicity Coordinator.

The expectations for other advertising media are:

- If the Advertising Coordinator creates separate advertising campaigns, advertising Plus-Ones should expect to participate as necessary and at the discretion of the Advertising Coordinator (eg: writing on the whiteboards in Gleason, painting the rocks in front of Susan B. Anthony, chalking sidewalks around campus, etc.).

### Upper Level Writing (ULW) Protocol

Though not counted as a Plus-One, the ULW program provides an opportunity to work extra hours by providing support to specific upper level writing classes, especially in the sciences. The ULW program is managed by the Vice-President and Associate Director of the Writing Program. ULW Fellows sign up for a specific class or a specific peer review date and are responsible for attending the ULW event and any training sessions associated with it. If a Fellow cannot attend their ULW session for any reason, they should contact the Vice President with as much advance notice as possible and contact the Fellows in order to find a substitute. Failure to report to a ULW class is considered a violation of Writing Fellows policies.

## ***Policy Violations and the Strike System***

The above-detailed policies and procedures are essential to ensuring the professionalism of our organization, and to creating a workplace based on mutual respect. Therefore, violations of these policies are taken seriously.

The Writing Fellows use a strike system to keep track of violations that affect the internal functioning and/or external reputation of the Fellows program. Examples of violations warranting a strike include showing up late for work, missing a plus-one deadline, or missing a mandatory meeting without advance notice and explanation. Below is a typical sequence of consequences:

1st strike: Warning email from the President.

2nd strike: Meeting with administrators; discretionary probation.

3rd strike: Termination of employment at the discretion of the Director of the WSAP or one year probation.

Because violations vary in severity, the above list is only a guideline outlining typical cases. The severity of the violation will affect how it is treated, and for each case, serious violations may lead to more severe consequences than the above policy specifies.

### *Probation*

The probation period lasts for the remainder of the semester (additional time at the discretion of the WSAP Staff and Writing Fellow coordinators). The conditions of probation may include:

- References from Writing Program advisers, and/or other WSAP employees or Fellows being withheld for the duration of the probation period.
- The Site Coordinator (and President, if the Site Coordinator is unavailable) stopping in to the Fellow's shifts during the probation period or asking to observe (see observation etiquette in references section).
- Discretionary follow up meeting with the WSAP Director and Writing Fellow coordinators.

If violations continue during the probation period, termination of employment may ensue at the discretion of the WSAP Director and the Writing Fellow coordinators.

### *"Clean Slate" Policy*

Each Fellow gets a "clean slate" in terms of tardiness and absences after a period of one calendar year. That is, violations from a year before do not carry over to the next year. Strikes

remain in the Fellow's file and are noted for references.

## ***Elected Office: Coordinator Position***

### *General Guidelines*

All Fellows are encouraged to consider holding elected office in the Writing Fellows organization. The Writing Fellows program relies on dedicated members who are willing to help run the group, and every Fellows' voice is valuable.

We encourage Fellows to hold only one position at a time due to the time commitment and workload required of coordinator positions, and our shared goal of ensuring that the elected board of coordinators be as inclusive as possible. That being said, there may be circumstances in which it is in best interest of the group to have one Fellow hold more than one elected office. In such cases, Fellows who wish to hold more than one position must follow the election procedures for each position, and the group as a whole must approve the dual election by a simple majority vote at the time of the election.

In addition, in some cases it may be in the interest of the group to elect alternating Fellows to one position, as when Fellows are studying abroad for one semester or graduating early. Running in such a way is permitted and the Fellows running for the position are elected jointly through normal election procedures. If elected, each will hold the office during their respective semester.

If a Fellow runs for a position and is not elected, they may run for subsequent positions.

### *Eligibility for Office*

Fellows may run for elected office in the first semester they become active tutors. If Fellows are studying abroad or on a leave of absence from the University, they are eligible to run for office for the semester they will return. Fellows running for office under these circumstances should send a short written statement to the President prior to the election attesting to their interest in the position and noting which coordinator should read the statement at the election meeting.

### *Eligibility for Voting in Election*

All Fellows who attend the election meeting, regardless of whether or not they are graduating, are eligible to vote.

### *Election Procedures*

Elections for coordinators positions are held towards the conclusion of the spring semester (usually in late March or April) on a date decided upon by the coordinators. Those interested in running for elected office need not express interest in a position in advance of the election, though contacting the President to declare their candidacy is recommended.

Election procedure is as follows:

1. Elections begin with a vote for the office of President, and proceed in the following order: Vice President, Publicity Chair, Programming Coordinator, Site Coordinator (G-119), Site Coordinator (Sue B.), and Site Coordinator (Carlson).
2. All candidates make a short statement attesting to their interest and their qualifications for the position. Candidates who are abroad or who cannot attend should send a written statement to the coordinator of their choice. The coordinator will read the statement on behalf of the candidate.
3. Fellows present at the meeting will write the name of their preferred candidate on a small slip of paper, which is then collected by the tallying Coordinators.
4. Votes are tallied at the conclusion of voting for each position. Two graduating seniors will individually tally the votes and compare their results to ensure accuracy. In the event of a discrepancy in results, a third graduating senior or coordinator who is not a candidate for the disputed position will tally the votes to clear the discrepancy.
5. In the event of a tie between two or more candidates, there are rounds of runoff voting between all of the candidates until only one candidate is selected. In the event of a tie between all candidates, there is a re-vote among current coordinators only. Note: If one of the tied candidates is currently a coordinator, they will recuse themselves from the re-vote.

Once a vote has been taken and tallied, the results are final. Any changes in coordinator personnel can only be made in accordance with the "Procedures for Change or Removal of Elected Personnel" detailed below.

Current and newly elected coordinators are required to hold a joint meeting prior to the end of the semester to share information and discuss tentative plans for the upcoming year.

### Running for Alternate Semesters

Coordinators are generally elected to serve in their position for a full year. However, in certain cases, a candidate may be unable to fulfill their duties for half of the year, e.g. due to study abroad or graduating early. In such cases, candidates may run jointly for the same position after they've consulted with the President, and if necessary, the WSAP Coordinator. These two Fellows would run together under one platform and be elected as a unit. A Fellow who is

studying abroad may also partner with a Fellow who is available for the entire year; however, the Fellow who is available for the full year must agree to forfeit their individual platform for that position and only run as a pair. Any votes just for the Fellow who is available the full year and not for the official joint ticket pair should be regarded as ambiguous and discarded.

A Fellow who is only available for one semester may also choose to run without a partner. However, in such cases, Fellows should be instructed that they may only list one name on their ballot. If the candidate running for only one semester wins, there is a subsequent election to fill the remaining semester. Ideally, this election should occur during the same meeting. If there are no interested candidates, the election may be postponed to the next semester.

#### In the case that a position remains vacant

If a position remains vacant, a special election to elect a Fellow to the position should be scheduled. The date and time of the special election is selected by the Coordinators by a majority vote. In the interim period, the President should email the Fellows with the date and time of the special election and inform them of the vacant positions. All Fellows are able to reply to the email to express interest in running for the position and declare their candidacy. On the specified date and time, the special election with the newly declared candidates is held in accordance with the general election procedure.

Should the position remain vacant after the special election, the Coordinators are left with the discretion to decide whether another special election is warranted. If another election is deemed unnecessary, the duties of the vacant position are distributed among the Coordinators at the discretion of the President.

#### *Procedures for Amending, Adding, or Eliminating Elected Positions*

Due to growth and the leadership of individual Fellows, changes may require the creation of a new coordinator position or the elimination or redefining of a current position. Such changes should be discussed and decided first by the current coordinators, and then with the full staff. If approved permanently, the position should be incorporated into the Handbook.

#### *Procedures for Change or Removal of Elected Personnel*

Coordinators who are no longer willing or able to perform the duties of their office may resign from their positions. In this event, the President should follow the procedures as detailed above under "In the Event of a Re-vote".

If a Fellow is concerned about a current coordinator not fulfilling their role, the Fellow may speak to the advisor or President to raise the issue. At the discretion of the advisor and President, a meeting may be called to discuss the situation with the coordinator in question. If the concern about the coordinator's ability to fulfill the role is legitimate, the following procedure should be followed:

- **WARNING:** Meeting with advisors and President/Writing Fellow coordinators; discretionary probation (as decided upon by at meeting with WSAP Coordinator and Writing Fellow coordinators).
- **CONTINUED OFFENSES:** Meeting with WSAP Coordinator and Writing Fellow coordinators; automatic probation from coordinator position; President assumes duties.
- At next full staff meeting, vote to impeach the coordinator. If there is a majority vote for impeachment, the coordinator is officially removed from their post. A new election should be held as soon as possible; see “In the Event of a Re-vote”.

## ***Coordinator Position Descriptions***

### *President*

The President is responsible for overseeing the daily operations of the Writing Fellows services, including all programs and staff. The President serves as an advocate for the Fellows and works as a liaison between the Fellows and Program administrators and Consultants, as well as University faculty, staff, and departments. The President is responsible for seeing that workplace policies are followed and addressing instances when they are not according to the procedures outlined in the handbook.

#### Major Responsibilities:

- Organizing staff and coordinator meetings, including creating agendas and leading the meetings
- Attending bi-weekly WSAP staff meetings, serving as a liaison between Fellows and Program staff and representing the Fellows.
- At the beginning of each semester, collecting Fellow availabilities and creating schedule.
- Planning training seminars, e.g. Orientation in August, Mid-Year Training in January
- Keeping in contact with, offering assistance to, and supporting Writing Fellow coordinators where/when needed.
- Keeping in contact with Writing Program administrators.
- Dealing with management issues on a case-by-base basis, including: program development (including expanding services, hours, or offices), workplace procedures, personnel concerns, and disciplinary proceedings.
- Overseeing the collection, and compilation of feedback surveys of the Fellows
- Working closely with Programming Coordinator on Write-a-Thon tasks
- Closely monitoring usage numbers
- If a coordinator position is vacant or a coordinator cannot fulfill the position’s responsibilities at a given time, assuming these responsibilities, until the re-vote procedure has been followed

### Vice President

The Vice President provides ancillary support to the President as needed. Additionally, this position entails a great deal of managerial support to the Writing Fellows organization. For instance, Vice-Presidents often chair the Handbook Committee. In the event that the President is unable to perform the position's duties, the Vice President would assume leadership of the Writing Fellows organization until a vote may be taken. As such, the Vice President should be briefed on the President's duties. Major responsibilities include:

- Serving as the chair of the handbook committee, which includes, but is not limited to, the following tasks: organize and coordinate meetings, periodically reading the handbook for accuracy and grammar, and serving as the liaison for relevant issues that arise.
- Working with the Writing, Speaking, and Argument Program Systems Analyst to maintain and monitor the Write-On distribution system; serving as the point person to handle any issues that may arise in Write-On; updating the Write-On list if a Fellow is temporarily unavailable to receive submissions. If necessary, holding meetings for Write-On tutors
- Serving as the ULW liaison, if needed
- Serving as the chair of the handbook committee, which includes, but is not limited to, the following tasks: organizing and coordinating meetings, periodically reading the handbook for accuracy and grammar, and serving as the liaison for relevant issues that arise.
- Organizing and executing training sessions for Fellows returning from studying abroad
- Organizing and executing training sessions for Google Voice
- Providing secretarial support for WF meetings in the form of meeting minutes, which should be sent out to the group that attended said meeting.
- Acting as the mediator of the group, providing support for internal matters that may arise
- Attending biweekly coordinators meetings as well as full staff meetings

### WRT 245 Head TA/Recruitment Chair

This position is filled through an application process administered by the WRT 245 Instructor. In the Fall, this position has the title WRT 245 Head TA. In the Summer and Fall semester, the Head TA helps the instructor with planning the WRT 245 syllabus (a task that continues even as the semester is in progress) and works to get the new Fellows ready to tutor. This includes:

- Serving as liaison between Fellows, mentors, and the WRT 245 instructor.
- Setting-up and monitoring mentor groups by meeting every 2-3 weeks with instructor and the mentors to discuss the progress of the course, and ensuring that the mentors are meeting with their mentor groups when they are supposed to and going over the appropriate material during that time. The Head TA also runs their own mentor group.
- Attending each class
- Preparing the professionalism presentation with the President for one class period.
- Monitoring and assisting Fellows-in-Training in completing their observations.
- Helping to arrange and coordinate bonding events between the Fellow-in-Training as a group and between them and the current Fellows, specifically Deb's annual party.

- Attending biweekly Coordinators meetings as well as full staff meetings

In the Spring, the Head TA becomes the Recruitment Chair, and is responsible for the recruitment, interviewing, and training of new Writing Fellows at all points of the process. Responsibilities for this position include:

- Working with publicity chair to promote the Writing Fellows position and application deadline to help boost application numbers.
- Coordinating Interest Meeting in early February.
- Updating the Writing Fellow application and interview questions as needed.
- Working with the WSAP staff to set up interviews.
- Organizing and conducting interviews with the help of other volunteer Writing Fellows.
- Reviewing applications along with the WRT 245 instructor and Fellows who conducted interviews.
- Attending biweekly Coordinators meetings as well as full staff meetings.

### Publicity Coordinator

This person is responsible for organizing the publication of our services to the rest of campus. The Publicity Coordinator should make sure that both students and faculty are aware of our hours, locations, and services, as well as any special events we host, such as Write-a-Thon. The ideal candidate for this position should have a basic knowledge of aesthetics and be detail-oriented. Major responsibilities include:

- Designing slides, fliers and quarter sheets for the Fellows, the Fellow recruitment process, Write-On, Write-a-Thon, and any other events or additional services we offer. Proofreading fliers and written statements carefully and sending them out to appropriate staff/coordinators to look over before making final edits.
- Distributing flyers to RAs, professors, WRT 105 instructors, CPU boxes, Wilson Commons, and posting them around campus with the help of Fellows doing advertising as their “Plus-one”
- Advertising the Fellows in various multimedia outlets: ITS and Wilson Commons plasma screens, The Weekly Buzz, Weekend Highlights, the Campus Times, Cinema Group, etc.
- Designing signs with our hours to be placed outside office locations on easel stands, and creating one sign each semester to advertise the Write-a-Thon. Working with Graphic Arts to get these signs printed.
- Utilizing creative advertising techniques to catch students’ attention and make them aware of the Fellows and services: chalking, tunnel painting, and making banners to be displayed in Wilson Commons are examples
- Emailing WF announcements and press releases to various lists: WRT105 classes, declared majors in various departments, RAs, etc.
- Along with President and Vice President, maintaining Facebook page by writing engaging updates and inviting fans. Monitoring page insights, and creating events for Write-a-Thon, recruitment, etc.



- Along with other Fellows and Coordinators, helping brainstorm other methods of publicity and advertising.
- Attending biweekly Coordinators meetings as well as full staff meetings

### Programming Coordinator

The programming coordinator is responsible for organizing Writing Fellows events. These events include the Write-A-Thon at the end of the semester, social events for the Fellows, and any other professional events which help develop the group or increase awareness of our services. The programming coordinator must be able to plan, implement, and follow through with each of the events that she or he creates. Major Responsibilities include:

- Planning and ensuring smooth progress of the biannual Write-A-Thon. Write-A-Thon is held on the last Sunday before the end of classes. Aspects of this process may include:
  - Organizing food with program administrators
  - Picking up food, e.g. Wegman's, arranging for pizza delivery, etc.
  - Setting the schedule (with President)
  - Enlisting the help of other campus organization (e.g. D'lions)
  - Checking in often during the event to ensure it runs smoothly
  - Dealing with problems as they arise throughout the night
  - Following up afterwards to improve the event for next time
- Planning outreach events on campus that spread awareness of the Writing Fellows and their services, including:
  - Scare Fair—Writing Fellows volunteer to assist librarians on Halloween
  - Study breaks
  - Freshmen Orientation events
- Organizing social events throughout the year to promote friendliness and cohesion among the Fellows. This responsibility may include:
  - Coming up with fun social events
  - Setting a location, date, and time
  - Contacting location to set up accommodations for a large group (if necessary)
- Contacting Fellows and collecting RSVPs
  - Arranging for rides (if necessary)
- Coordinating events with other groups on campus that have similar goals (e.g. helping the library with the Scare Fair).
- Attending biweekly Coordinators meetings as well as full staff meetings.

### Site Coordinators: G-119, Carlson and Sue. B Offices

These three individuals maintain the walk-in sites, communicate ideas from Fellows and Coordinators to Fellows, and report back to the President. Major responsibilities include:

- Supplies: Making sure all sites have all the supplies needed, such as paper, pens, flyers, references, etc., all of which can be obtained from the WSAP desk. Asking Fellows to note if a supply is low or lacking.
- Accessibility: Encouraging the Fellows to report concerns regarding their office. The Site Coordinator should be the first point person for all walk-in office issues. As such, their position entails:
  - Sending an email of introduction at the beginning of each semester to all Fellows who will be working in your office and reminding them of the opening and closing procedures for your office (e.g. bringing in the sign).
  - Prominently posting your contact information (name, email, cell) in your office
  - Keeping contact with Fellows through emails, bulletin board, stopping by the office randomly, etc and identifying common problems worth bringing to the large group meetings.
- Office Space: Ensuring that the office is always neat and tidy (may require extra work at beginning/end of semester) and seeking to improve this space. Also:
  - Posting signs for students to indicate revised hours for the Fellows, e.g. because of a semester break.
  - Posting important information that affects the Fellows at Sue B and WSAP locations, including schedules and policies. Also emailing any updates or changes to the Fellows.
- Paper Logs: Keeping track of times when the FileMaker database is down, and reminding Fellows to use session templates to record sessions during these times.
  - Instructions for use on first page of log template
  - Checking paper log folder on each computer regularly to ensure that any Word document logs have been entered into the database by the Fellow's next shift.
- Missed Shifts: Managing the policy of Planned Absences. After a Fellow has found a substitute, he or she should email the Site Coordinator to provide notification of the switch. Site Coordinators should follow up with the Fellows who have sent out emails for a substitute but have not yet notified the Site Coordinator. Additionally, Site Coordinators along with the President should manage the Absentee Strikes.
- Attend biweekly Coordinators meetings as well as full staff meetings

### ***Additional Leadership Opportunities***

The Writing Fellows are a growing organization. As such, there may be a number of projects undertaken that do not fall under the discretion of any current coordinator. For instance, Fellows may spearhead a workshop or lead a writing group. Fellows are encouraged to show initiative and participate in these ventures. All coordinator meetings are open to all Writing Fellows, so

Fellows without an elected position are still encouraged to attend and seek more ways to get involved. If a question of leadership on a specific project arises, this should be resolved at the discretion of the President, Writing Fellow coordinators, and if necessary, the advisors.

### WRT 245 Mentors

The WRT 245 Mentors function as resources for the Fellows-in-Training and leaders for smaller group discussions and workshops during the class. The WRT 245 Mentors are not elected. Instead, during the spring semester the WRT 245 instructor will solicit applications from current Fellows. This application takes the form of a letter of intent emailed to the WRT 245 instructor as well as a list of other positions within the Writing Fellows that the Fellow intends to run or apply for. Applicants are notified of the decision before elections for other positions. Additionally, Fellows can hold both a coordinator and mentor position.

There are typically four mentors for a single WRT 245 class, in addition to the TA, who also acts as a mentor. The mentors' responsibilities can be broken down into functioning as resources and working as group leaders:

- As Resources
  - o Publishing their tutoring hours and making themselves available for observation by Fellows-in-Training
  - o Attending social events, and activities that Fellows-in-Training participate in, especially if these events also involve the current Fellows
  - o Making themselves available to the Fellows-in-Training for questions about tutoring and the class
  
- As Group Leaders
  - o Attending monthly mentor meetings with the TA and the WRT 245 teacher to discuss the content of their group meetings
  - o Scheduling and holding monthly group meetings with their group of Fellows-in-Training, including the following activities:
    - o Providing hands-on tutoring experience by coordinating and leading mock tutoring
    - o Leading in-depth discussions on choosing strategies and handling challenging tutoring situations
    - o Developing connections in group and individual settings to help train new tutors

## ***Procedures for Amending the Handbook***

### Procedures

At least every other academic year, usually in the spring semester, the Fellows re-visit the handbook and revise it as agreed upon and deemed necessary. The Vice-President leads the Handbook Committee by calling meetings, planning agendas for such meetings, and facilitating discussion. All Fellows are welcome and encouraged to attend Handbook Committee meetings.

#### *Ratification of Amendments to Handbook*

In order for the changes proposed by the Handbook Committee to become permanent, the following steps must be taken:

- A) A draft of the handbook must be circulated to all Fellows (proposed changes should be highlighted or noted in some fashion);
- B) Fellows shall be allowed a period of time (to be determined by the coordinators) to comment upon the proposed changes;
- C) The Handbook Committee should meet at least once more to address comments and vote to accept or reject amendments to the handbook. If major changes are proposed, a vote may be called for the full staff to ratify the new handbook.

## Further Resources

### ***Appropriate Dress***

The clothes we wear as tutors say a lot about the organization we represent, ourselves as individuals, and the tutoring atmosphere of which we are a part. So, it's important for us to make sure we reflect the type of tutoring space we strive to create in our dress wear: a space that is comfortable and welcoming, yet respectful and professional, too.

To make this happen (and to avoid potentially embarrassing wardrobe malfunctions), leave the following in your closet when dressing for work:

- Anything ripped, dirty, or stained
- Low cut shirts
- Pants that expose underwear or any type of clothing that exposes an undergarment of some kind (if they're meant to stay "under," let's keep them that way!)
- Belly shirts or anything exposing the stomach
- Short or mini skirts/dresses
- Your pajamas
- Nothing with inappropriate or potentially offensive language (for example, "Boys R Stupid" t-shirts)
- Jewelry that might be offensive or intimidating (i.e. spikes, chains, teeth)

Things TO Wear:

- Your Writing Fellows t-shirt (it never goes out of style)
- Jeans
- Sweatshirts, sweaters, T-shirts and long-sleeved shirts
- Non-mini skirts or dresses
- Dress in sensible layers

### ***Dealing With Plagiarism in Tutoring***

As a tutor, you have probably encountered situations when you suspected that a student had plagiarized parts of the paper, that is, when he or she failed to cite and attribute sources properly. And, as a tutor, you may have felt uncertain about how to address such situations, and what your role should be in the context of a tutoring situation that typically deemphasizes assessment and judgment, and instead stresses process, conversation and learning. In a tutoring situation, tutees should be able to rely on anonymity and trust in order to ask questions or voice concerns that they would hesitate to ask in other learning situations or when talking to an instructor. In addition, tutees often bring us papers that are in the process of being revised. What we might interpret as plagiarism might, in fact, be a reflection of a student's decision to postpone the issue of proper citation until later drafts.

Given the nature of tutoring, we suggest treating instances of plagiarism in students' papers as educational opportunities that could help students develop more effective techniques of citing and referencing sources, and most importantly, understand the principles motivating the use of

documentation.

Here are some guidelines that can assist you in a situation when plagiarism is suspected.

### **Detecting plagiarism**

First of all, it is not your responsibility as a tutor to be on the lookout for plagiarism, to detect it and, especially, to confirm that plagiarism has, in fact occurred. Yet, sometimes plagiarism – or misuse of sources – is so glaring that it is hard not to notice it.

Some signs of plagiarism:

- change in style, tone (vocabulary is more sophisticated and eloquent, sentence structure and syntax are more complex);
- ESL issues seem to disappear suddenly;
- student is using information and makes statements that clearly demand extensive knowledge of the subject and would require in-depth research;
- no citations in a long, research-based paper.

If you see any of these signs, consider starting a conversation with the student about plagiarism.

#### 1. Starting a conversation.

First, reframe your suspicious mind and view the conversation not as a way to confront the student, but as an opportunity for the student to learn. Start by asking questions that will help you understand what is going on in the paper and where the student is in his or her understanding of why we cite sources and how to cite sources properly. Do not view these questions as a way to catch the student in the act:

- ask the student to explain complex words or terms (“Can you tell me more about your word choice here?”);
- in a non-confrontational/non-judgmental way, ask the student to explain more about the information/argument provided (“This sounds very interesting, where did you find this information? How did you learn about this argument?”);
- ask about the shift in tone, style (“I notice a shift here in the way you are writing. What did you do here to achieve this shift?”).

Ideally, you want the student to explain that she or he worked with a friend or used an outside source. Students who come to tutoring typically are open to discussing any writing related issues, including plagiarism. If the student has acknowledged that she or he used an outside source, you can be more direct in starting a conversation about plagiarism and helping the student develop more effective techniques of citing and referencing sources.

#### 2. Helping students understand basics about citing and referencing sources properly.

Try to clarify how much the student knows about citing and referencing sources:

- ask the student about what kinds of information/things need to be cited;
- ask the student to explain to you how she or he typically cites and references sources or how citations are done in the student’s native culture

If the student is foreign;

- ask the student whether the material used was a direct citation or an indirect (paraphrase, summary) citation and try to see whether she or he knows the difference;
- ask the student what reference style she or he uses most often (this will give you a sense of whether the student is aware of various styles and knows how to differentiate between them).
- Explain to the student any conventions that she or he doesn't know, helping the student understand why citations are used (the principles) and how they are used (the strategies).
- Help the student understand that sources can be cited in different ways (direct quotations, and indirect quotations, such as paraphrases, summaries) and discuss when to use these options.
- Offer your help in practicing various ways of citing sources (like direct and indirect quotations, such as paraphrases and summaries). You might ask: "Would it be helpful if we worked together on paraphrasing/ summarizing/ integrating quotations/using MLA style/etc.?"
- Create an opportunity for the student to demonstrate increased understanding of the concept. You might, for example, suggest that the student identify an area in the paper where sources are not used and/or attributed properly and then have the student correct the problem, using earlier discussion/practice as a model. Then you might discuss the changes together. Discuss, for example, why the student made a certain choice in citing directly or indirectly, and then look at how proper conventions were followed.
- Refer the student to UR online information (Rush Rhees library is currently working on creating a website for using and citing sources).

### ***How to Get Paid: Directions for Using HRMS***

1. Go to <http://www.rochester.edu/people>; you will be re-directed to the People Soft sign-in
1. (<https://psportal.its.rochester.edu/psp/PAPRD/?cmd=login>)
2. Log in with your NetID and password.
3. Click the link "UR Time Entry-- Employee" in the left-hand column
4. Any on campus jobs you have will be listed. Click on "Program Asst III" under the Business Title
5. heading (make sure it says " Writing, Speaking, and Argument Program" in the column to the right).
6. Enter your hours! Be sure to put them in "correct" format, using a colon and including the AM or PM. For example: Punch in: Punch out: 7:00PM 11:00PM
7. Hit "Save" (bottom left)
8. Sign out (upper right-hand corner).

### **Some additional reminders:**

- If you make a mistake before hitting "Save," simply click the "Undo changes" button at the bottom of the screen.
- If you make a mistake after hitting "Save," you'll probably need to see Mary to fix this. If you ever work 6 straight hours, you must take a 30-minute unpaid, uninterrupted break.
- If you forget to log hours one week (try really hard NOT to forget), click "Prev Period" and it will take you back a week so that you can enter your hours retroactively. Note: if you do not

enter hours on time (past the deadline), you will not be paid on time.

- To set up direct deposit: go to “Self Service” >> “Payroll and Compensation”
- When working during Write-a-thon, remember if you work past midnight, this falls into the next day and the hours should go on the next day.
  - For example: Sunday, December 7 IN: 11:01 PM OUT 2:00 AM (WRONG)
  - You should enter hours for both days, as after midnight begins the next day:  
Sunday, December 7: IN: 11:01 PM OUT 11:59 PM (RIGHT)
  - Monday, December 8: IN: 12:00 AM OUT 2:00 A

## ***Guide to Session Summaries***

### **Goals:**

- To create a record of a student’s visits to the WSAP (such a record helps to confirm a student’s visit, and can be used by Consultants and fellows to continue earlier conversations in subsequent sessions);
- To keep track of how much the Writing Fellows’ services are used (therefore helping us to fine tune these services)

### **Guidelines:**

- Summaries should take about 5-7 minutes to complete—brevity is key.
- Your session summary should follow this general structure:
  - A. Introduction: 1 – 2 sentences that explain
    - What student brought to the session: assignment, pre-writing, notes, outline, introduction, draft, ideas, etc
    - What student wants to work on: thesis, grammar, introduction, flow, suggestions for approaching assignment, narrowing ideas, etc.
    - What issues you identified as a tutor in addition to student’s own questions/concerns.  
EXAMPLE: Brian brought the outline of his research paper to check how his ideas flow. After reading through the outline, we also thought that it would be useful to refine the thesis to make it more argumentative and clear.
  - B. Description of the session’s focus: 2 – 3 sentences that explain what you did during the session and what strategies you used.
    - Language you can use to describe these actions include: brainstormed, talked about possible essay topics, developed research question/problem, made a reverse outline, worked with evidence, analyzed an argument, worked on grammar, style, etc.  
EXAMPLE: To strengthen the thesis, we discussed what possible problems/questions this paper might be addressing and developed potential answers (thesis statements) to these questions. We then created an outline to follow the thesis structure.
  - C. Conclusion: 1 – 2 sentence action plan, or a statement about where the work ended.  
EXAMPLE: Brian will think more about what question interests him most out of the questions discussed during the session and will revise his outline to reflect the new thesis.
  - D. Proofread and click “Main Menu” to save.



**A Few Notes:**

- Descriptions should comment on student work, not on the student.  
“The student has organizational problems.” (BAD)  
“We worked toward developing a purposeful organization for the paper.” (GOOD)
- Description shouldn’t judge the student or his or her work.  
“The essay has organizational problems.” (BAD)  
“The student noted concerns about the essay’s organization.” (GOOD)
- Use collaborative pronouns (“we”, “us”) to reflect the collaborative nature of the sessions.  
“We discussed several organizational patterns.”
- Tutors should, however, use “I” to mark suggestions that the student may then consider  
“I suggested a range of organizational strategies for the student to consider.”

***Observation etiquette***

As you may recall, in order to pass the WRT245 Writing Fellows training course, students must complete eight (8) observations. Six (6) of these observations must be with different tutors or Consultants (i.e. they may only observe two tutors twice, or one tutor three times). Ideally the observations will include a mix of observations of tutors and Consultants, but there are no requirements to allow for the different schedules of the students.

To observe a Fellow tutoring session, the Fellow-in-training must go to one of the tutoring locations and wait until a session begins. Before a session begins, the Fellow-in-training must:

- Inform the tutors on duty that they wish to observe
- Get permission from the tutors to observe them

After this permission is received, it is the job of the tutor to:

- Ask the student if they would feel comfortable having their session observed
- Introduce the Fellow-in-training to the tutee
- Enforce the observations rules listed in later paragraphs

Note that if the student denies this request, absolutely no further questions on the subject are permitted and the Fellow-in-training must wait for another session to begin to repeat the process.

**Guidelines:**

- During the session the Fellow-in-training should be taking notes on the session in progress.
- The Fellow-in-training should not interfere in the session unless prompted to by the tutor or student although involvement in the session is encouraged whenever the tutor feels comfortable.
- Ideally, after the session the Fellow-in-training and the tutor will discuss the session in order to further the learning potential of the experience.
- A Fellow-in-training may only observe one session at a time, even if another session begins while the current session is in progress. In addition, only one Fellow-in-training may observe a session at a time.

- If two Fellows-in-training are waiting to observe in the same tutoring center, the Fellow-in-training who arrived first will be allowed to observe the first session where permission is given.
- No more than two Fellows-in-training may wait to observe in a tutoring center at any one time, as only two Fellows-in-training will be able to observe at any one time, given the previous rules.
- Fellows are encouraged to send Fellows-in-training who arrive after the initial two to another tutoring center, to the Writing Consultants, or to wait elsewhere until the current sessions are complete.
- Note that Fellows-in-training may not self-enforce these rules, so it is the job of the tutors on duty to create a comfortable environment for their tutees by making sure the observation-limit and Fellow-in-training-limit are followed.

### ***Additional Resources:***

Tutoring Scenarios handbook, created by Kelly Grossman ('09):  
<http://writing.rochester.edu/services/tutors/manualfortutors.pdf>

Pamphlet guides for how to tutor different disciplines: coming soon to  
<http://writing.rochester.edu/services/tutors/index.html> (also located in binders in each office)

Guidelines for when making a class visit:  
[http://writing.rochester.edu/services/tutors/class\\_visit\\_guidelines.html](http://writing.rochester.edu/services/tutors/class_visit_guidelines.html)

Schedule of workshops for additional training:  
[http://writing.rochester.edu/services/tutors/ongoing\\_training\\_workshops.html](http://writing.rochester.edu/services/tutors/ongoing_training_workshops.html)

### ***Guidelines on tutee behavior***

Here at the WSAP, we look to provide each person with an equal opportunity for a productive, relaxed experience while receiving critical feedback on his or her writing. In order to ensure that each student is provided with this opportunity, the Writing Fellows have offered a few guidelines we ask tutees to take into consideration when utilizing our services. We have found that these expectations will provide each student with the most beneficial, considerate experience during our sessions.

The environment of the WSAP is unique in nature, bringing in students from diverse backgrounds and majors. Because of this, we have outlined expectations that range from appropriate tutee behavior to behavior that will be considerate of everyone's time – the tutors, the tutees, and those waiting to be tutored. The Writing Fellows base much of our services on respect, and we believe these guidelines will provide that for everyone involved.

### ***Guidelines for Tutees***

As the Writing Fellows Organization has progressed, it has become clear that, not only do we have to set up boundaries and rules for us as tutors, but also for our tutees. This is to ensure that both parties are comfortable in the tutoring situation. Until this point, we have discussed how we are to behave— by dressing appropriately, being encouraging and as unbiased as possible, and not being late, etc.— but not how our tutees are expected to behave. The issue of expected tutee behavior will be clarified here. After all, as tutors, we deserve and need to be as comfortable as we can be in our job situation.

Guidelines for using the Writing Fellows:

- The Writing Fellows will never edit grammar, punctuation, or spelling. We will work with the tutee to aid understanding of how and why to fix grammar, punctuation, and spelling both with current and future projects.
- The Writing Fellows will never write on the paper. We want the tutee to write down what he/she thinks is most important to remember in his/her own words.
- The Writing Fellows will never work on a student's paper without the student present. (Exception: Write-On)
- A tutee should limit him- or herself to two or three sessions a week to respect the rights of other students to take advantage of our services. Tutees should also vary their sessions, that is, don't have them all with the same Fellow or all in the same night.
- The Writing Fellows limit sessions to one hour, so tutees should come in with specific goals in mind. We suggest that papers be less than eight pages long, or we will focus on one section. If more than one paper is brought in, they must be less than two pages each and preferably linked in some way.
- "The reader is always right; the writer is always right." We make suggestions and opinions, not prescriptions. This is important to emphasize for the comfort of tutors and tutees.
- This is a professional atmosphere, and tutees are expected to respect that by conducting themselves in a suitable manner. This includes proper dress, language, and behavior. It doesn't matter if the tutor is familiar already with the tutee—no exceptions.

#### Steps to Take in Case of Tutor/Tutee Discomfort

Having a session is a privilege, not a right. This is important to keep in mind: a tutor should not allow him- or herself to be made uncomfortable by an inappropriate tutee simply because "it's my job." We are a professional group, and we expect tutees to respect their tutors and the WSAP by behaving in a way that reflects that professionalism.

- If the tutor is made uncomfortable in one or more sessions, the following steps can be taken:
- First, warn the student. This does not have to be unpleasant; simply state that you have been made uncomfortable in some way. The student should respect this. (For example, if a student keeps using foul language, simply state that you don't find it appropriate.)
- If the tutee's inappropriate behavior persists, consider ending the session early.
- If you feel that this might be a potentially dangerous situation, act calm, and signal your partner Fellow to take action such as calling Campus Security.

- In the case that there was persistent discomfort (for example, a student continuing to use foul language, continually texting, etc.), email the Writing Fellows President and the Writing Fellows
- Point Person to alert them as to what was going on. From there, more action can be taken if the situation calls for it.

### *Consequences of Inappropriate Tutee Behavior*

In addition to the above steps, the Writing Fellows reserve the right to invoke the following consequences in the event of inappropriate or unprofessional tutee behavior.

- When a verbal warning is given, the tutor should make a note in the student's session summary in case further action is required.
- In the event that a student's actions are severely inappropriate or if the student seems unreceptive to or disrespectful of verbal warnings, the tutor will have the option of sending an automated official warning to the student's email.
- If a student's behavior does not change and a second warning is sent, we will request the student meet with the Writing Fellows president, the WSAP Coordinator and the Director of the Writing, Speaking, and Argument Program.
- If a student ignores this request or the behavior fails to improve following the meeting, the student will be sent a third email banning them from using the Writing Fellows services for the remainder of the semester.
- These consequences are guidelines in place to protect the professional environment of the Writing Fellows. In order to maintain a safe, respectful and effective environment, we retain the right to address any unexpected issues as we see fit.

## HISTORY OF COORDINATOR POSITIONS

### Past Fellow Presidents:

Duncan Graham, 2014-2015  
 Deanna Thompson, 2013-2014  
 Hillary Wermers, 2012-2013  
 Seri Link, 2010-2012  
 Elizabeth Gabster, 2009-2010  
 Meghan Gilligan, 2007-2009  
 Andy Friedson, 2006-2007

### Past Coordinators

2014-2015

President: Duncan Graham  
 VP: Sarah Brown  
 Advertising: Deanna Thompson  
 TA/Recruitment: Margaret Speer  
 Programming: Jordana Schmierer  
 Sue B: Megan Wilson  
 Carlson: Wendy Owens in Fall, Sarah Allen in Spring  
 G119: Katherine Varga

2013-2014

President: Deanna Thompson  
 VP: Nick LeClaire  
 Advertising: Jamie Hospers  
 TA/Recruitment: Sarah Winstein-Hibbs  
 Programming: Sarah B in Fall and Jordana Schmierer in Spring  
 Sue B: Margaret Speer  
 Carlson: Michelle (Shucen) Wu  
 G119: Katie Cross

2012-2013

President: Hilary Wermers  
 VP: Sarah Young  
 Advertising: Laurel Raymond  
 TA/Recruitment: Deanna Thompson  
 Programming: Nick LeClaire  
 Sue B: Victoria Pietruszka  
 Carlson: Alanna Scheinerman  
 G119: Erica Messner

2011-2012

President: Seri Link  
 Publicity Chair: Laurel Raymond and Abbie Deacon (co-chairs)

Programming Chair: Hilary Wermers (Fall) and Emily Hessney (Spring)  
 TA/Recruitment Chair: Sarah Young  
 ULW Coordinator: Katie Pieper (Fall) and Naomi Ahsan (Spring)  
 Foreign Language Tutoring Coordinator: Rachael Daum  
 Digital Tutoring Coordinator and VP: Ian Stanley  
 Susan B Anthony Site Coordinator: Victoria Pietruszka  
 Carlson Site Coordinator: Will Pellett  
 G119 Site Coordinator: Vicky Baudin

2010-2011

Seri Link: President  
 Maggie Close and Penni Spicer: Publicity Co-chairs/Laurel Raymond: Publicity Chair  
 Emily Hessney (fall) and Ellie Grabski (spring): Programming Chairs  
 Ian Stanley: WRT TA/Recruitment Chair  
 Naomi Ahsan: ULW Coordinator  
 Katie Blundell: Foreign Language Tutoring Coordinator and VP  
 Nick Drago: Digital Tutoring Coordinator  
 Vicky Baudin: Susan B. Anthony Site Coordinator  
 Hannah Donner: G-119 Site Coordinator

2009-2010

Elizabeth Gabster: President, 2009-2010 (egabster2@gmail.com)  
 Lauren Buchsbaum: Publicity Chair (buchsbaumlauren@gmail.com)  
 Naomi Ahsan (spring): Programming Coordinator  
 Seri Link: WRT TA/Recruitment Chair  
 Katie Blundell: Upper Level Writing and Foreign Language Coordinator  
 Ian Stanley (spring): Digital Tutoring Coordinator  
 Emem Adanga: Susan B. Anthony Site Coordinator  
 Meaghan DeWaters (spring): G-119 Site Coordinator

2008-2009

Meghan Gilligan: President, 2007-2009 (meg.gilligan@gmail.com)  
 Lauren Buchsbaum: Publicity Chair (buchsbaumlauren@gmail.com)  
 Melissa Work: Programming Coordinator  
 Kelly Grossman: CAS 245 TA/Recruitment (kellymgrossman@gmail.com)  
 Kate Cieply: ULW Coordinator  
 Liz Gabster: Susan B. Anthony Site Coordinator (egabster2@gmail.com)  
 Melissa Smith: WSAP Site Coordinator

2007-2008

Meghan Gilligan: President, 2007-2009 (meg.gilligan@gmail.com)  
 Kelly Grossman (fall) and Kristina Doyle (spring): Publicity Chairs  
 Melissa Work: Programming Coordinator  
 Anne Ferguson: Recruitment (CAS 245 was not held this year)

Kelly Crockett: ULW Coordinator

Liz Gabster (fall): Susan B. Anthony Site Coordinator (egabster2@gmail.com)

Kelly Grossman: WSAP Site Coordinator (kellymgrossman@gmail.com)

2006-2007

Andy Friedson: President, 2006-2007

Anna Crisologo: Publicity Chair

Meghan Gilligan: Programming Coordinator (meg.gilligan@gmail.com)

Mike Potere: CAS 245 TA/Recruitment

Andrew Murphy: Upper Level Writing Coordinator

Zak Swartz: Write-On Coordinator

Kumiko Tanaka: Susan B. Anthony and ITS Site Coordinator

Dana Mueller: Webmaster