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RESOURCES
THE COLLEGE WRITING FELLOWS

Who We Are

The College Writing Fellows are undergraduate peer tutors who provide critical feedback to help students edit and revise their own work. Writing Fellows can help with all writing projects, even lab reports and graduate school essays. We are available to collaborate with students at every stage of the writing process, from brainstorming to revision; we help tutees learn to plan, draft, revise, edit and proofread papers more effectively. Fellows cater each session to the student’s specific concerns and needs and are careful to respect the student’s work as his or her own. Accordingly, we will not take over any stage of the tutee’s writing process, but rather will teach the student methods and tools to help them take control of their own writing.

Fellows offer walk-in appointments as well as online tutoring services during evening hours, Monday through Thursday. Students don’t need an appointment—just drop in with writing questions, and we will help!

We are part of the College Writing 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 invited to become Writing Fellows based on their own writing abilities, personal qualities, and dedication to professional service and excellence as demonstrated through an intensive application and interview process.

Our History

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. At this time, there were only a small group of graduate student tutors, primarily from the English department. These tutors worked in conjunction with LAS, where the original tutoring office was located. After observing this system for a year, Dr. Rossen-Knill made a proposal for a new program.

Dr. Rossen-Knill first taught WRT 245, Advanced Writing and Peer Tutoring, in the spring of 2001. Students in the class were given open-ended assignments as well as the handbook the professor used in an analogous program at the University of Pennsylvania. This first class was student-driven, which excited the students. These founders had the freedom to develop the ideology of the Writing Fellows here at the University of Rochester. The first president was Ittai Bushlin, and the first office was in Hoeing Hall, a residential building.

English department lecturer Brian O’Sullivan taught WRT 245 while Dr. Rossen-Knill was Dean of Freshmen until Spring 2006. The readings and assignments have changed over the years, but the course has not changed conceptually. Many students’ ideas have been incorporated into the Writing Fellows. For example, one student wrote her final research paper on Spanish tutoring, which developed into the Foreign Language Tutoring service that is now offered by the Writing Fellows.
The Writing Fellows are a unique group because the students run their own organization, yet they are employed by the University. The position has always been a paid one because of the strong view that these students are being trained and must maintain a professional demeanor. Dr. Rossen-Knill founded this organization based on principles of autonomy and professionalism.

What Makes Us Unique

As a campus student group, the Writing Fellows is an organization whose membership consists solely of undergraduates and whose daily activities are managed by undergraduates. However, we are a unique group in that we are simultaneously a branch of the College Writing Program and, in our capacity as such, we are part of the University’s wide network of service and administrative offices. We work directly with the Program in making decisions about how to best offer and manage the services provided to undergraduates and the management of the group as a whole. Our organization adds to the Writing Program’s professional tutoring services provided to University students and personnel and is subject to the management and decision making of the Program, specifically, and the University administration, more generally.

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 evening or weekend hours when we are open and seek a face-to-face tutoring session. No appointment is necessary for walk-in hours.

- **Write-On tutoring**: Students may email papers to the Writing Fellows; one Fellow will be assigned to each submission, and the Fellow will respond to the student with critical feedback within 48 hours. Papers should be under 8 pages in length, and Fellows should aim to complete a Write-On submission in one hour. All Fellows are trained as Write-On tutors during WRT 245, but the President or Digital Tutoring Coordinator 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 assist the Associate Director of the College Writing Program or Consultants trained as peer review leaders, and they may be assigned to specific students in these ULW classes. Fellows must attend a training session offered by the Associate Director or ULW coordinator in order to participate in ULW support.

- **Tutoring for foreign language papers**: Fellows who are proficient in a foreign language may seek additional training to become certified foreign language tutors. These Fellows provide critical feedback on non-English papers, but sessions are conducted in English. (See page 16 for the requirements to become a foreign language tutor).
· Write-a-Thon: On one night at the end of every semester, the Fellows staff the Writing Center throughout the night to provide service to students who are working on final papers. The Write-a-Thon traditionally opens at 2 PM on the last Sunday before the end of classes and closes 18 hours later at 8 AM the following Monday morning.

PROFESSIONAL EXPECTATIONS FOR EXCELLENT SERVICE

Who We Serve

The College Writing Fellows are pleased to serve all University of Rochester undergraduates, graduate students, faculty, and staff with a valid University ID. While, generally speaking, tutees are not typically asked to provide ID upon the initiation of a tutoring session, a tutee may be asked to do so at the Fellow’s discretion.

Non-Undergraduate University Community Members

Graduate students and other non-undergraduate University community members are welcome to visit the Fellows up to two times per week for tutoring assistance. Requests or attempts to visit the Fellows in excess of two times per week should be referred to the Writing Fellows President and the Director of the College Writing 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, these sessions must still be recorded in the database. If a tutee is not in the database, fill in a session record template (located on the desktop of each computer, also called “paper logs”) and send this information, including student name and number, to the College Writing Program’s Information Analyst.

Ethics and Responsibilities of Serving Undergraduates

Mission Statement and Guiding Principle

As a service oriented student group the Writing Fellows aim to foster a culture of writing by supporting students across the college in their efforts to become better writers by providing a friendly environment and encourage a rigorous learning experience. Both to meet our goals and support the college’s goals, we must create a safe and honest working environment. The following guidelines are critical to this goal.

General Honesty Policy
In addition to abiding by the University’s Academic Honesty Policy (see Academic Honesty Policy and Discrimination and Harassment), the Writing Fellows are held to a higher standard built on a foundation of universal respect for personal integrity. As such, it is essential that tutors respect the integrity of their own work. Within the Writing Program, dishonesty is a serious violation. Examples of dishonesty within the general context of the program include falsifying information, abuse of Writing Program resources, and lying about the fulfillment of personal duties.

We will hold our tutors to a high standard of honesty both within the classroom and in consideration of their duties as a Writing Fellow.

Tutors are given certain freedoms and leniency within their duties that are based on personal integrity and honesty in their work here at the writing center (for example, tutors type in their own hours in the payroll, in expectation that they will not falsify this information). Tutor honesty is not limited to this example. In the event that a violation of honesty occurs, policy violation procedures under the “violation of other writing fellow policies” section in this handbook will be adhered to strictly.

Respect

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, and because of this, the Writing Center expects all tutors to respect the integrity of other tutors as well. This includes, but is not limited to:

- Not asking other tutors to violate the honesty policy for you
- Leaving all Writing Fellow issues, conversations, etc. for a professional setting
- 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.

If you feel that another tutor has disrespected you in any of the above or other ways, please feel that you can be as open and honest with your fellow tutors as well as tutees when addressing issues of discomfort or dishonesty.

If a tutor fails to respect his or her fellow tutors, this will be addressed as a violation of other Writing Fellow policies.

Our Role in Maintaining a Welcoming Environment for Tutees:

The Writing Fellows must work to create a friendly environment for everyone. The first way in which we can ensure a comfortable environment is by keeping the social and personal separate from the professional. Ways in which the Fellows can help 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. Respect the tutee’s right to privacy!

The Fellows should also strive to act honestly as students and as tutors at all times. Tutors may not write papers for pay and must abide by the University Academic Honesty Policy. Any violations of these policies constitutes a breach of the trust placed in us, and will be dealt with as discussed 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. Every student should feel welcome and comfortable in our tutoring offices and with our tutors. As such, be aware of the environment that you create in these offices. The space should be free of any images or writing that could be considered offensive, and our behavior should be inclusive and sensitive.

*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 them out of uncomfortable situations. There are several guidelines that Fellows can keep in mind if they find themselves in an uncomfortable or potentially dangerous situation:

- Communicate clearly whenever possible- if a student is making you uncomfortable, they should know how you feel.

- If you feel uncomfortable during a session, excuse yourself politely and find a way to discuss with your partner fellow what is going on. Better still, bring your partner Fellow into the session.

- If you feel that a situation is becoming potentially dangerous, end the session as gracefully as possible and call either security, your Site Manager, or the President.
If student seeks additional help from you physically or online after a tutoring session, first inform them that it is not appropriate for them to seek tutoring help from you outside of professional environment. Direct them to a structured tutoring environment, or to the Writing Center Coordinator to establish an organized way to meet their needs.

In summary, the Writing Fellows should strive to create a comfortable, structured, and inclusive environment for both themselves and their tutees.

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 Writing Center visitors (i.e. attire with political, religious, sexual, or other slogans and images that might render another party uncomfortable).

Please see the document entitled “What Not to Wear,” 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.

Confidentiality

Our confidentiality policy is very simple: what happens in a tutoring session stays in a tutoring session. This means that the Writing Fellows should not share any information about a student with anyone other than CWP administrators, WRT 245 mentors, or that particular student. Confidential information includes students’ names, grades, tutoring status, enrollment in any special programs (such as OMSA or LAS), students’ academic difficulties, etc. This information should not be shared with students’ parents, professors*, friends—or the Fellows’ friends or even fellow Fellows! The content of tutoring sessions should not be discussed with anyone, even when presented anonymously. If necessary, a Fellow may discuss the content of a tutoring session with her or his mentor or CWP administrators. Such discussions, however, should not take place in public areas where they can be overheard by other Fellows or students.

Please keep in mind that when you tutor, you enter a professional relationship with a student, and confidentiality is part of that relationship. Breaching confidentiality violates the student’s trust and tarnishes the Fellows’ image as a professional organization.

* 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

8
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 a tutor, you may encounter situations when you suspect that a student has plagiarized parts of the paper; that is, when he or she failed to cite and attribute sources properly. You may feel uncertain about how to address such situations, and what your role should be in the context of a tutoring situation that typically de-emphasizes 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. Therefore, it is not your responsibility as a tutor to be on the lookout for plagiarism, to detect it, or to confirm that plagiarism has, in fact, occurred. Fellows should never accuse a student of plagiarism. Instead, Fellows should adhere to our organization’s policy that instances of plagiarism in students’ papers should be treated 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

Expectations for Participation

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, monitoring the Google Voice queue, and informing coordinators of issues.

Scheduling

Fellows must work a minimum of two (2) hours per week. 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, 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 “one-plus” 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, c) taking hours as part of the ULW program, or d) taking hours as part of the Advertising plus-one. Fellows are also encouraged to participate in more than one of these services. Currently foreign language tutoring does not fulfill the one-plus requirement, as this specialized tutoring usually takes place during regularly scheduled office hours.

The Writing Fellows schedule is created by the President at the beginning of each semester. Availabilities will be collected at the first full staff Writing Fellows meeting of the semester, and the President will create the schedule within three days of this meeting. Two drafts of the schedule will be circulated so that Fellows may have the opportunity to review it and request changes. The third draft of the schedule will be final. 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 Meetings

Writing Fellows staff meetings will be held once a month, and possibly more frequently based on the discretion and consensus of the group. Coordinators will meet every other week with the group’s advisor(s); the frequency of such meetings may be increased at the coordinators’ discretion and agreement. 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 (1) hour at the Write-A-Thon; this requirement may be fulfilled
by tutoring during the actual event, helping with set-up, assisting with clean up, or aiding with publicity efforts prior to the event. Fellows-in-training also participate in the Write-a-Thon as the culmination of the WRT 245 training class. The Write-A-Thon schedule, including the schedule for clean up, set up, and publicity, is determined by the Programming Coordinator and President and is based on the availabilities provided by Fellows. If a Fellow believes she or he will not be able to work the Write-A-Thon, she or he must contact the President and the Programming Coordinator at least two (2) weeks prior to the Write-A-Thon to secure permission and make arrangements to work the required one (1) hour 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 (2) weeks notice, and/or failure to fulfill the obligatory one (1) 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 program advisors.

Workshops

Throughout the semester, the Fellows may organize refresher workshops in order to allow employees an opportunity to enhance and develop their skills. These workshops are not mandatory, although Fellows are highly encouraged to attend. Fellows can receive compensation for any time spent participating in a workshop that directly benefits the Writing Fellows organization (usually offered by and for Fellows), but compensation cannot be received for non-mandatory workshops, which are designed to offer supplementary knowledge or advancement (usually these are offered by non-Fellows).

Involvement with Other Campus Activities and Groups

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, and 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.

Absence Policies

Planned Absence

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

1. With as much advance notice as possible, send out at least two (2) e-mails to the full Writing Fellows list to try to find someone to cover the shift.

2. If you receive a response and find coverage quickly, send out a second email to say that the shift has been covered. If not, continue to email the group multiple times.
3. Contact the site manager (via e-mail or phone) to notify her or him of the planned absence and to report who will be covering the shift. The site manager will record the absence and related information in the absence log.

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

Unexpected Absence and Reporting Late to Work

As a professional organization providing an important service to the University community, it is essential that the Fellows’ services are reliable. Thus, it is crucial that Fellows arrive to their scheduled shifts on time. It is recommended 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 going to be at all late to a shift, he or she must contact his or her partner Fellow to inform them of his or her expected late arrival. He or she must also follow up promptly with the Writing Fellows President and Site Manager via email to report the time of arrival and the reason for the lateness. Failure to self-report the late arrival will be considered a violation of the Writing Fellows Honesty Policy and will result in consequences described in the “Policy Violations” section of this handbook.

If a Fellow is working and her or his partner Fellow is more than 20 minutes late, the partnerFellow should take the following steps:

1. Call the Fellow to see if she or he is en route or will not be able to make the shift
   -and-
2. Send an e-mail to all Fellows announcing that the shift needs to be filled immediately.

It is the Site Manager’s 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. Once a fellow is 20 minutes late and/or his or her partner fellow must implement emergency coverage procedures, he or she will be considered absent and subject to the consequences outlined in the policy violation section of this handbook.

Absence Log

The Site Managers and President will keep a log of all reported absences. The purpose of this log is to keep a record of employee attendance. The log is to be accessible by all tutors, but editable only by the Site Managers, President, and program advisors. The format of the log (manual, electronic, or otherwise) is to be determined on a yearly basis, at the discretion of the Site Managers, President, and program advisors. The absence log will be reviewed by these parties at the end of each semester (or more often, if deemed appropriate by Program administrators) to identify any patterns or areas of
concern. Absence logs should be catalogued for a period of five (5) years and then subsequently destroyed at the beginning of the sixth year by the program advisors.

Shift Neutrality

Writing Fellows should strive to maintain *shift neutrality*: for every shift that you find coverage for, you should cover the shift of another Fellow. This expectation is encouraged, not mandated, as part of our guiding principle of respect for each other and the group. Individual Fellows’ shift neutrality score will be monitored through the Absence Log. This score can be calculated in the following way: Fellows receive one point for each shift they cover, and lose one point for each shift they find coverage for. Fellows should be aware of their score, but they will also be informed by the President if they are at either extreme of the neutrality spectrum so that they can attempt to make changes. Fellows with very negative scores (-3 or lower) at the end of the semester may have this taken into consideration when the President creates the tutoring schedule the following semester. Unforeseeable extenuating circumstances—such as an extended illness—will be taken into consideration when making this determination; however, foreseeable commitments such as a heavy course load or workload and job searches are unlikely to be accepted as extenuating circumstances.

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, writing Fellows-related e-mails, attending training sessions (please see the exception noted below), performing coordinator duties, and aiding Writing Center 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 current band rate for the position of Writing Fellow is $8.50 per hour. The band rate for the position of Writing Fellow is determined by the College Writing Program administration and may change yearly based on budgetary considerations.

Exceptions to Compensation Policy

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

Expectations for Honesty and Payroll Procedures
Our organization’s structure and management reflects the Writing Program’s view that students 1) are particularly well-suited to help peers and 2) 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 the position of Writing Fellow.

One such area where this expectation is crucial is the self-reporting payroll system. In order to be compensated for time spent working on any Fellows-related task (please see “Compensation” section above), Fellows must enter their hours in the 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. We expect our employees to accurately report their work hours for time spent working, as defined in the “Compensation” section of this manual.

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 see the handout entitled “How to Get Paid” in the “Resources” section of this handbook or contact the Writing Center Program Administrative Assistant.

Workplace Procedures

Office Procedures

Fellows will be provided with keys to the office in which they tutor at the beginning of the fall semester or at the start of the semester in which they will begin work as active Fellows. Keys may be obtained from the Administrative Assistant or Information Analyst in the College Writing 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 CWP 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 will unlock the office door (by key or swipe card) and leave it propped open. Fellows working in each location (RR G-119, Carlson, and the Sue B. office) will 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. In Sue B., this should be placed in the main lobby of Sue B.

During Tutoring Shifts

When a student enters to begin a shift, the Fellow should greet the student and open the database to begin a session record (see below). When Fellows are not tutoring, they may be asked to complete other Fellows-related tasks. 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 (doors locked).

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

**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.
- Use the username “URTutoring” and the password “rochester”.
- If a student has messaged the account, offer to tutor them, naming the office you are in and giving the student 10 minutes in which to arrive at the office.
- If no students have messaged the account, periodically check in during your shift to alleviate the inflow of students at other offices.

**Closing**

At the end of each shift, Fellows will move all Fellows-related signs inside the secure office locations, turn off all lights, log off all computers, and lock the main door. The sign and easel in G-119 should be closed and placed in the front corner of the room, so as not to disturb the Consultants in the morning. Fellows in G-119 may put the computers to sleep, but they should not shut down. Fellows in both 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 College Writing Program FileMaker Pro database in the form of a “session summary log.” During the Writing Fellows class WRT 245, Fellows will be trained to operate this system, but refresher courses are always available to those seeking additional support in operating the database.

At the beginning of a tutoring session, the Fellow will ask the tutee for her or his name or university ID number. Using this number, the Fellow will pull up the tutee’s information in the database and create 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 will fill 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), he or she should write some quick notes in the summary box and click “Main Menu” to save; he or she will be able to return to the session record at a later point. However, the Fellow should aim to rewrite these notes as a comprehensive session summary prior to his or her next shift.

In the rare event that 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 locate the blank log folder and open the file called “template”. 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 Manager, to notify them of the new session log that is not in the database, AND the Information Analyst (see contact information in Appendix) to notify her of a FileMaker outage.

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

Questions about the database should be directed to the College Writing Program’s Information Analyst, the respective office Site Manager or the President.

Usage Reports

The Writing Fellows President will monitor FileMaker session records on a weekly basis to ensure that there are no duplicate, incomplete, or empty records and that there are no technical errors. The Writing Center Secretary and Information Analyst will use this information in the database to prepare weekly usage reports, which will be disseminated to the Writing Fellows President and Writing Center staff. The President and Coordinators will monitor this information closely and react accordingly, i.e. increasing publicity, adjusting hours in future semesters, etc. The President or Digital Tutoring Coordinator is responsible for gathering information from online services and sending this data on a weekly basis to the Writing Center Secretary for inclusion in the usage report.

Online and One-Plus Services: Procedures

In addition to walk-in hours, all Fellows are required to participate in a “one-plus” service; these include: Write-On, Advertising, ULW, or 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 Fellows will be added to a list of tutors, and each submission will be sent to the next Fellow on the list in a “round robin” fashion. After receiving the notification of a submission, the
Fellow must log in to the Write-On system and respond. The Fellow must send the response within 48 hours of when the student submitted the paper; this may be less than 48 hours from when the Fellow received notification. Failure to respond within the 48 hour time period will be subject to the consequences outlined in the Policy Violations section of this handbook.

If a Write-On Fellow anticipates a period of time during which he or she will not be available to respond, he or she may request to be temporarily removed from the “round robin”. Additionally, if a Fellow ever receives a submission and believes he or she will be unable to complete a response within the 48 hour time period, he or she should contact the Vice President immediately and request that the submission be sent to another Write-On Fellow. Any other concerns or problems should also be addressed to the Vice President.

Advertising Protocol

One option for a Writing Fellow’s “plus one” is to assist the Publicity Coordinator with advertising. This position primarily entails posting fliers around campus in certain locations 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 will be assigned a specific area which they will be expected to poster with fliers that the Publicity Coordinator designs and prints. These locations will 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. The Publicity Coordinator maintains the right to shorten this window but must alert the advertising plus ones in the aforementioned notification email. 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 Writing Fellow.

- Upon successful completion of posting fliers, advertising plus ones are expected to notify the Publicity Coordinator of the date of completion.

The expectations for other advertising media are as follows:

- Each advertising plus one is required to participate in a minimum of one other advertising campaign per semester (eg: writing on the whiteboards in Gleason, painting the rocks in front of Susan B. Anthony, chalking sidewalks around campus, etc.).

- Advertising plus ones are strongly encouraged to participate in all supplemental advertising campaigns.
Upper Level Writing (ULW) Protocol

ULW Fellows assist the ULW Coordinator and Associate Director of the Writing Program to provide support to specific upper level writing classes, especially in the sciences. ULW Fellows sign up for a specific class or a specific peer review date and are responsible for attending at this time and any training sessions associated with this class. If a Fellow cannot attend his or her ULW session for any reason, he or she should contact the ULW Coordinator with as much advanced notice as possible and contact all the Fellows in order to find a substitute. Failure to report to a ULW class is considered a violation of Writing Fellows policies and a failure to fulfill the “one-plus” requirement.

Tutoring Foreign Language Papers

At the request of University of Rochester undergraduates, the Writing Fellows developed Spanish writing tutoring in spring 2009. The Foreign Language Tutoring coordinator has developed a training structure and language background form for each tutor. Interested Fellows who have successfully completed at least one 200-level language class should contact the Foreign Language Tutoring coordinator in order to inquire about the training process, observations, and approval from the Department of Modern Languages and Cultures (MLC). In future semesters, the Fellows hope to expand this program to tutor writing in other languages. We view this as an endeavor that must involve close collaboration with the MLC.

Policy Violation Procedures

The above-detailed policies and procedures are essential to ensuring the professionalism of our organization, and to creating a workplace atmosphere based on mutual respect. Therefore, violations of these policies are not taken lightly. The following section details the specific procedures that must be followed in the case of policy violations.

FAILURE TO REPORT TO WORK

Definition: not making any attempt to find someone to cover your shift (face-to-face or Write On) and/or arriving more than 20 minutes late or after emergency coverage procedures have been implemented; includes failure to report to any work-related commitment including, but not limited to, individual tutoring shifts, Write On submission, and the Write-A-Thon.

1st offense: Email of reprimand from the President and notification that the absence will be put on file; the fellow will be encouraged to send an apology to any affected fellows and/or the group as a whole; discretionary probation.
2nd offense: Meeting with the President and Assistant Director of the College Writing Program; probation for the duration of the semester.

3rd offense: Termination of employment at the discretion of the Director of the College Writing Program or one year probation.

FAILURE TO FOLLOW SHIFT SWAPPING POLICY IN FULL OR FAILURE TO FOLLOW TARDINESS POLICY
Definition: failing to follow the shift swapping policy in full (i.e. not finding a sub because of sending only one e-mail, asking for coverage less than 30 minutes in advance of shift, not contacting the Site Manager if coverage cannot be found), arriving to shift late without a reasonable excuse, or arriving to shift late without following tardiness policy.

1st offense: Email of reprimand from the President with a reminder of the policy and notification that the lateness will be put on file.

2nd offense: Email of reprimand from the President and notification that the lateness will be put on file; given that the lateness is now a pattern, the fellow will be encouraged to send an apology to any affected fellows and/or the group as a whole.

3rd offense: Meeting with the President and Assistant Director of the College Writing Program; discretionary probation for the duration of the semester.

4th offense: Termination of employment at the discretion of the Director of the College Writing Program or one year probation.

VIOLATIONS OF OTHER WRITING FELLOW POLICIES
Definition: including, but not limited to, violations of the confidentiality, academic honesty, and professional attire policies, or the “plus-one” or Write-A-Thon requirements.

1st offense: Email of reprimand from the President and notification that the absence will be put on file; the fellow will be encouraged to send an apology to any affected fellows and/or the group as a whole; discretionary probation.

2nd offense: Meeting with the President and Assistant Director of the College Writing Program; probation for the duration of the semester.

3rd offense: Termination of employment at the discretion of the Director of the College Writing Program or one year probation.

PROBATION
The probation period will last at least 2 weeks (additional time length is at the discretion of the Writing Center Coordinator and Writing Fellow coordinators). The conditions of probation may include:

- References from Writing Program advisers, and/or other CWP employees or Fellows will be withheld for the duration of the probation period.
- The Site Manager (and President, if the Site Manager is unavailable) will stop in to the Fellow’s shifts during the probation period or ask to observe if appropriate (see observation etiquette in references section).
- Discretionary follow up meeting with the Writing Center Coordinator and Writing Fellow coordinators.
- If violations continue during the probation period, termination of employment may ensue at the discretion of the Writing Center Coordinator and the Writing Fellow coordinators.

Incident Reports

The President and/or respective Site Manager will prepare an incident report in advance of meetings concerning policy violations. All parties present at the meeting must read and sign the incident report, which will also include a written agreement about the terms of probation and future follow-up related to the incident. The original and at least one (1) copy of this incident report will be kept in a confidential file in the CWP Administrative Assistant’s office. Please see the “Resources” section for a copy of the incident report form.

“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.

Elected Office

Coordinator Positions in the Writing Fellows Organization

General Guidelines

All Fellows are encouraged to consider holding an elected office in the Writing Fellows organization. We encourage Fellows to hold only one position at a time due to the time commitment and work load required of coordinator positions, and our shared goal of ensuring that the elected board of
coordinators is as inclusive as possible. That being said, there may be circumstances in which it is in the best interest of the group as a whole 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 more than one person to one position, as when one Fellow is studying abroad for one semester or the position has many responsibilities. However, the President and former office holder should be consulted in these cases, and in general it is encouraged for one person to hold the office if possible.

Eligibility for Office

Fellows may run for elected office starting in the first semester in which they become active tutors. If a Fellow is studying abroad or is on a leave of absence from the University, she or he is eligible to run for office for the semester or year that she or he will return. Fellows running for office under either of these circumstances should send a short written statement to the President prior to the election attesting to her or his interest in and qualifications for the position and noting which Fellow 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 will be graduating, are eligible to vote.

Election Procedures

Elections for coordinators positions will be 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 they are welcome to contact the President to declare their candidacy. Interested individuals may also declare their intent to run for a coordinator position at the beginning of the meeting during which elections will be held.

The WRT 245 TA/Recruitment Coordinator will be selected by the Director of the College Writing Program prior to elections. TA and mentor candidates are usually asked to send the Director a letter of interest by early March.

Election procedures are as follows:

1. Elections will begin with a vote for the office of President, and proceed in the following order: Vice President, Publicity Chair, Programming Coordinator, Foreign Language Tutoring Coordinator, Site Manager (Writing Center), Site Manager (Carlson), and Site Manager (Sue B.).

2. Each candidate will make a short statement attesting to her or his interest in and qualifications for the position. Candidates who are abroad or who cannot attend due to a class
conflict should send a written statement to the current coordinator of their choice, and 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 the provided ballot (see the “Resources” section for a sample ballot).

4. Votes will be tallied at the conclusion of voting for each position, so that those who are not successful in their bid for a particular position may run for other positions of interest. 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 up the discrepancy.

5. In the event of a tie between more than two candidates, a re-vote for the two tied candidates will be taken. In the event of a tie between only two candidates, there will be a re-vote among current coordinators only. Note: If one of the tied candidates is currently a coordinator, she or he will recuse herself or himself from participating in 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 encouraged to hold a joint meeting prior to the end of the semester in order to share information and discuss tentative plans for the upcoming year.

**Election as Co-chairs**

In certain instances, two Fellows may request to run together as co-chairs for the same position. Co-chairs are defined as two Fellows who work together to act in the same position at the same time; a joint ticket may be defined as two Fellows who run together in order to act in the same function at different times (i.e. alternate semesters because of study abroad). Coordinator positions are generally designed to be held by one person at a given time, so co-chairs should generally be avoided. However, if two Fellows desire to run as co-chairs, they may do so at the discretion of the President, the current coordinator in that position, and if necessary, the Writing Center Coordinator.

**Note for Candidates who are Studying Abroad**

Coordinators are generally elected to serve in their position for a full year. However, in certain cases, a candidate may be unable to fulfill his or her duties for half of the year, e.g. due to study abroad, graduating early, etc. In such cases, candidates are encouraged to find another Fellow who is available for the opposite half of the year and to form a joint ticket; however, he or she may also choose to run alone (see below). These two Fellows would run together under one platform and be elected only 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 his or her individual platform for that position and only run as a pair. This should clearly be
explained to the voters. Any votes just for the Fellow who is available the full year and not for the official joint ticket pair will be regarded as ambiguous and discarded.

A Fellow who is only available for one semester may choose to run without a partner. However, in such cases, Fellows will be instructed that they may only list one name on their ballot. Therefore, if they vote for the study abroad candidate, they will not have a vote for who will fill that position while the candidate is abroad. (Thus, study abroad candidates are at a severe disadvantage if running alone and are strongly encouraged to form a joint ticket with another Fellow). In the event that the study abroad candidate wins the election, he or she will become the coordinator for the semester that he or she is in Rochester, and the runner-up will become coordinator in the alternate semester only.

_In the Event of a Re-vote_

If a re-vote is necessary for any of the positions, the following procedure should be followed:

1. If voting is indecisive for multiple positions, the President will seek to secure a location for an emergency staff meeting focused solely on elections. He or she should attempt to hold this meeting as soon as possible.

2. If time is limited, the re-vote may be held virtually. The President should first seek consent from all of the candidates who are affected to ensure that all are comfortable with a re-vote via email. Each candidate will send the President a typed platform of interest (about a paragraph). The President will then email the Fellows organization with the candidates’ names, positions, and platforms and set a limited time span for voting (i.e. one week). Fellows will be given the option to email the President their vote or to vote anonymously. The President will carry an envelope and ballots during the week of voting and will make himself or herself available for several “office hours”. During these times, Fellows who wish to vote anonymously may come to the Writing Fellows office, fill out a ballot, and put it into the envelope. The envelope should always remain with the President so as to prevent duplicate voting. (NOTE: If the current President is one of the candidates, the role of envelope keeper and email recipient should be filled by a graduating coordinator).

3. At the end of the voting period, the President (or graduating coordinator) will count up all of the votes and declare the winner via email.

_Unelected positions_

The Writing Fellows are a growing organization, and as such, there may be a number of projects that do not fall under the discretion of any current coordinator. 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 Writing Center Coordinator.
**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 shifting of a current position. Such changes should always be discussed and decided upon with the Handbook Committee, the current coordinators, and finally, with the full staff.

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

If a coordinator is no longer willing or is unable to perform his or her duties, he or she may resign from his or her position. 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 the role, he or she may speak to the Writing Center Coordinator or President to raise the issue; at the discretion of these two individuals, a warning meeting may be called to discuss the situation with the coordinator in question. If it is determined that the coordinator can no longer fulfill the role, the following procedure should be followed:

- **WARNING**: Meeting with Writing Center Coordinator and President/Writing Fellow coordinators; discretionary probation (as decided upon by at meeting with Writing Center Coordinator and Writing Fellow coordinators).

- **CONTINUED OFFENSES**: Meeting with Writing Center Coordinator and Writing Fellow coordinators; automatic probation from coordinator position, and 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 his or her 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:**

- Organize staff and coordinator meetings, including creating agendas and facilitating the meetings
• Attend bi-weekly Writing Center staff meetings, serving as a liaison between Fellows and Program staff and advocating on behalf of the Fellows on a variety of issues.
• At the beginning of each semester, collect Fellow availabilities and create Fellows schedule.
• Plan training seminars, e.g. Orientation in August, Mid-Year Training in January, Write-On brush-up session if necessary, etc.
• Keep in constant contact with Writing Fellow coordinators in order to stay up-to-date on each individual area. Offer assistance and support where/when needed.
• Keep in constant contact with Writing Program administrators. It may be helpful to work as a receptionist once a week in the Writing Center.
• Deal with management issues on a case-by-case basis, including: program development (including expanding services, hours, or offices), workplace procedures, personnel concerns, and disciplinary proceedings.
• Organize committee of Fellows to update handbook at the end of each academic year (usually in spring).
• Oversee the distribution, collection, and compilation of end-of-the-semester surveys.
• Work closely with Programming Coordinator on Write-a-Thon tasks
• Review sessions in FileMaker each week and closely monitor usage numbers
• If a coordinator position is vacant or a coordinator cannot fulfill his or her responsibilities at a given time, the President should be prepared to assume these responsibilities.

**Vice President**
The Vice President will primarily provide ancillary support to the President, as needed. Additionally, this position entails a great deal of managerial support to the Writing Fellows organization. Thus, the position can be looked at as a segue to the President position. In the event that the President is unable to perform his or her 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 occasionally and support the President as needed.

Major responsibilities:

• Serve as the chair of the handbook committee, which includes, but is not limited to, the following tasks: organize and coordinate meetings, periodically read the handbook for accuracy and grammar, and serve as the liaison for relevant issues that arise.
• Work with the College Writing Program Systems Analyst to maintain and monitor the Write-On distribution system; serve as the point person to handle any issues that may arise in Write-On; Update the Write-On list if a Fellow is temporarily unavailable to receive submissions. If necessary, hold meetings for Write-On tutors
• Organize and execute training sessions for Fellows returning from studying abroad
• Organize and execute training sessions for Google Voice
• Provide secretarial support for WF meetings
• Act as the mediator of the group, providing support for internal matters that may arise
• Serve as the ULW liaison, if needed
• Attend biweekly coordinators meetings as well as monthly 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:

- Serve as liaison between Fellows, mentors, and the WRT 245 instructor.
- Set up and monitor mentor groups by meeting every 2-3 weeks with instructor and the mentors to discuss the progress of the course, and ensure 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 his or her own mentor group.
- Go to class often (ideally every day) and encourage the mentors to go to the class as well.
- Prepare the professionalism presentation with the President for one class period.
- Monitor and assist Fellows-in-Training in completing their observations.
- Help 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 and Tanya's annual party.
- Attend biweekly Coordinators meetings as well as monthly 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:

- Work with publicity chair to promote the Writing Fellows position and application deadline to help boost application numbers.
- Coordinate Interest Meeting in early February.
- Update the Writing Fellow application and interview questions as needed.
- Work with the Writing Center staff to set up interviews.
- Organize and conduct interviews with the help of other volunteer Writing Fellows.
- Review applications along with the WRT 245 instructor and Fellows who conducted interviews.
- Attend biweekly Coordinators meetings as well as monthly 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 the Write-a-Thon. The ideal candidate for this position should have a basic knowledge of aesthetics and be detail-oriented.
Major responsibilities:

- Design slides, fliers and quarter sheets for the Fellows, the Fellow recruitment process, Write-On, Foreign Language Tutoring, the Write-a-Thon, and any other events or additional services we offer. Proofread fliers and written statements carefully and send them out to appropriate staff/coordinators to look over before making final edits.

- Distribute flyers to RAs, professors, WRT105 instructors, CPU boxes, Wilson Commons, and post them around campus. You may want to enlist the help of other Fellows to help with this process.

- In addition to flyers, advertise the Fellows in the various multimedia outlets available to students: ITS and Wilson Commons plasma screens, The Weekly Buzz, Weekend Highlights, the Campus Times, the Monthly Installment, Cinema Group, etc.

- Design signs with our correct hours to be placed outside locations on easel stands, and create one sign each semester to advertise the Write-a-Thon. Work with Jon Penn from Graphic Arts to get these printed.

- Utilize 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 of this.

- Email WF announcements and press releases to various lists: WRT105 classes, declared majors in various departments, RAs, etc.

- Along with President and Digital Tutoring Coordinator, maintain Facebook page by writing engaging updates and inviting fans. Monitor page insights, and create events for Write-a-Thon, recruitment, etc.

- Along with other Fellows and Coordinators, help brainstorm other methods of publicity and advertising.

- Attend biweekly Coordinators meetings as well as monthly 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:**
• Plan and assure smooth progress of the biannual Write-A-Thon. Write-A-Thon is held on the last Sunday before the end of classes, and planning usually begins more than a month before the event. Aspects of this process include:
  • Organizing food (with Kathy)
    o Pickup 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
  • Plan outreach events on campus that will help spread awareness of the Writing Fellows and their services, including:
    o Scare Fair—Writing Fellows volunteer to assist librarians on Halloween
    o Club Rochester or Wake-Up in Wilson
    o Study breaks
    o Freshmen Orientation events
  • Organize social events throughout the year to promote friendliness and cohesion among the Fellows. This may include:
    o Setting a location, date, and time
    o Contacting location to set up accommodations for a large group (if necessary)
    o Contacting Fellows regularly and collecting RSVPs
    o Arranging for rides
  • Coordinate events with other groups on campus that have similar goals (e.g. helping the library with the Scare Fair).
  • Attend biweekly Coordinators meetings as well as monthly full staff meetings.

Site Managers- Writing Center and Sue. B Offices

These two individuals maintain the walk-in sites, communicate ideas from Fellows and Coordinators to Fellows, and report back to the President.

Major responsibilities:

• Supplies: Make sure all sites have all the supplies needed, such as paper, pens, flyers, references, etc., all of which can be obtained from the Writing Center desk. Ask Fellows to contact you if they notice a supply is low or lacking.

• Accessibility: Encourage the Fellows to contact you first if they have a concern concerning the office for which you are responsible. The Site Manager should be the first point person for all walk-in office issues. This includes:
Sending an email of introduction at the beginning of each semester to all Fellows who will be working in your office and remind 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 identify common problems worth bringing to the large group meetings.

Office Space: Ensure that the office is always neat and tidy (may require extra work at beginning/end of semester) and seek to improve this space if possible. Also:

Post signs for students to indicate any revised hours for the Fellows, e.g. because of a semester break.

Post important information that affects the Fellows at Sue B and Writing Center locations, including schedules and policies. Also email any updates or changes to the Fellows.

Paper Logs: Keep track of times when the FileMaker database is down, and remind Fellows to use “paper logs” (now paperless Word documents saved to desktop of each computer) to record sessions during these times.

Instructions for use on first page of paper log template

Check 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: Manage the policy of Planned Absences. After a Fellow has found a substitute, he or she should email or call the Site Manager to notify him or her of the switch. Site Managers should follow up with the Fellows who have sent out emails for a substitute but have not yet notified the Site Manager. Additionally, Site Managers along with the President should manage the Absentee List.

Attend biweekly Coordinators meetings as well as monthly full staff meetings

Foreign Language Tutoring Coordinator (Disbanded indefinitely until program resumes)

This person oversees the Fellows’ foreign language tutoring program. In addition to facilitating discussion among the Foreign Language tutors and running a training program each semester, this Fellow coordinates the development of the program with the MLC Department, the CWP, and the Fellows.

Major Responsibilities:

Holding a training program each semester so that interested Fellows can become certified
• Serving as resource and guide for Foreign Language Fellows

• Acting as liaison between the CWP and the MLC

• Helping to establish formal protocol and guidelines for the Foreign Language program, including requirements for certification

• Assisting with recruitment pertaining to potential Foreign Language tutors

• Assisting with publicity for the Foreign Language program

• Attending biweekly Coordinators meetings, as well as full staff meetings

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. There are typically four (4) 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 the two categories mentioned above:

As Resources

• Publish their tutoring hours and make themselves available for observation by Fellows-in-Training

• Attend parties, events, and activities that Fellows-in-Training are participating in, especially if they also involve the current Fellows

• Make themselves available to the Fellows-in-Training for questions about tutoring and the class

• Attend the class at least once during the semester

As Group Leaders

• Attend the monthly mentor meetings with the TA and the WRT 245 teacher to discuss the content of their group meetings

• Schedule and hold monthly group meetings with your group of Fellows-in-Training

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 will be notified of the decision before elections for other positions.
Procedures for Amending Handbook

Procedures

At least once an academic year, usually in the spring semester, the Fellows will re-visit the handbook and revise it as agreed upon and deemed necessary. The President will lead this effort by calling “Handbook Committee” 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 one more time 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.
KEY PEOPLE AND CONTACT INFO

Stefanie Sydelnik (Vischansky), Assistant Director of the CWP and Point Person for Writing Fellows: stefanie.sydelnik@rochester.edu

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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.

I. 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.

I. 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 interesting, can you tell me more about ….? 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.

II. 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).
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 (or bottom of your laundry basket, or wherever) 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 (it might seem intuitive, but…)
- 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)
- And… if you’d wear it to senior night, it should probably stay on the hanger.

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
· LAYERS if you are working in Sue B., so that you can adapt to the office’s tropical climate (don’t say we didn’t warn you)
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 (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 heading (make sure it says "College Writing Program" in the column to the right).

5. Enter your hours! Be sure to put them in "correct" format, using a colon and including the AM or PM. For example:
   
   Punch in: 7:00PM
   Punch out: 11:00PM

6. Hit "Save" (bottom left)

7. 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 Kathy to fix this.

You cannot work more than 20 hours per week at all of your campus jobs combined.
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 by 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 AM
Guide to Session Summaries

Goals:
- To create a record of a student’s visits to the Writing Center (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:

I. 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.

II. 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.

III. 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.

IV. 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.”

Updated
02/2008
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:
1. Inform the tutors on duty that they wish to observe
2. Get permission from the tutors to observe them

After this permission is received, it is the job of the tutor to:
1. Ask the student if they would feel comfortable having their session observed
2. Introduce the Fellow-in-training to the tutee
3. 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.

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—though 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.

Importantly for current tutors, 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.
WEBSITE and ADDITIONAL RESOURCES

For more helpful tutoring resources and information about the Writing Fellows organization, check the Writing Program website at http://writing.rochester.edu.

Additional Resources:


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

Schedule of workshops for additional training: http://writing.rochester.edu/services/tutors/ongoing_training_workshops.html
LIST OF ALUMNI COORDINATORS AND THEIR CONTACT INFO

Seri Link: President, 2010-2012
Elizabeth Gabster: President, 2009-2010 (egabster2@gmail.com)
Meghan Gilligan: President, 2007-2009 (meg.gilligan@gmail.com)
Andy Friedson: President, 2006-2007

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 Manager: Victoria Pietruszka
Carlson Site Manager: Will Pellett
G119 Site Manager: 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 Manager
Hannah Donner: G-119 Site Manager

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 Manager
Meaghan DeWaters (spring): G-119 Site Manager
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 Manager (egabster2@gmail.com)
Melissa Smith: Writing Center Site Manager

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 Manager (egabster2@gmail.com)
Kelly Grossman: Writing Center Site Manager (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 Manager
Dana Mueller: Webmaster
Expectations for Tutee Behavior

Here at the Writing Center, 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 Writing Center 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 Writing Center 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 Writing Center Coordinator and the Director of the College Writing 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.