

# ABOUT US

## *Mission Statement*

Our mission is to teach students how to speak in public, assist them with current assignments, and promote the art of public speaking in the campus community.

## *The Origins of the Speaking Fellow Program*

Dr. Amy Arbogast first conceived of the Speaking Fellow program while teaching Writing 105 as a graduate student instructor. She saw how valuable the writing fellows were for her students' essays and wished that there was a similar resource available for students to turn to when working on presentations. Having worked as a public speaking tutor during her undergraduate education at Allegheny College, Amy was confident that a similar center would succeed at the University of Rochester.

Over the summer of 2012, Amy worked with Dr. Deborah Rossen-Knill, Director of what was then known as the College Writing Program, and Dr. Stefanie Sydelnik, the Associate Director, to create the Speaking Fellow Program. The primary goal was to build from the successful Writing Fellow model and to allow for crossover among fellows, but to train Speaking Fellows separately in order to focus on the specifics of public speaking. The first group of Speaking Fellows was built from a pool of current Writing Fellows in order to establish consistency across the programs and to develop the already established tutoring knowledge base of those Fellows. In Spring 2013, Amy trained the first group of five Speaking Fellows in a 2-credit, half semester course, Writing 246, "Spoken Communication and Peer Tutoring." The Fellows started speaking tutoring in March and finished the semester with around twenty sessions.

Starting in Fall, 2013, the Speaking Fellow training course (now Writing 247, a 4-credit version), opened to non-writing fellows. In addition to tutoring sessions, the Speaking Fellows began to offer workshops for groups on campus, including classes, Greek organizations, and student workers in different departments. In Spring, 2017, the Speaking Fellows also introduced casual, academic, and professional conversation practice.

The Speaking Fellows now work with students on a variety of public speaking projects, including planned presentations and more improvisational types of communication. They work closely with the Writing Fellows and work to foster an inclusive, collaborative tutoring community that is cognizant of the differences in writing and speaking tutoring, but also of our shared mission in the Writing and Speaking Center.

### *Who We Are*

The College Speaking Fellows are undergraduate peer tutors who provide critical feedback to students in the process of preparing for public speaking. The Speaking Fellows represent a variety of class years, backgrounds, and disciplines. Speaking Fellows help with a wide range of academic and non-academic speaking, including formal and informal presentations, interviews, and conversation practice. We collaborate with students at every stage of their preparation process, and cater each session to a tutee's specific goals and needs. In this process, we respect the student's autonomy in their work, and focus on encouraging more confident, effective speakers while giving students the tools to create better assignments in the short-term.

### *Who We Serve*

The College Speaking Fellows serve all University of Rochester undergraduates, graduate students, faculty, and staff with a valid University ID.

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

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

### *Overview of Our Services*

The Speaking Fellows provide a variety of tutoring options to University of Rochester students.

Current services include:

**Appointments:** Students may make appointments for tutoring through the WSAP website to reserve a slot with a Speaking Fellow. As with all tutoring sessions, scheduled appointments should not exceed 50 minutes.

**Walk-in office hours:** Students may walk into the Speaking Fellows office during working hours and seek an in-person tutoring session. If the Fellow(s) on shift is already with a tutee, students may text the Speaking Fellows to be added to their waitlist. The waitlist is actively managed and updated, and students are contacted by the Fellow(s) on duty in between sessions.

**Workshops & Involvement with Other Campus Activities and Groups:** The Fellows have a history of working with student groups and organizations at the University beyond their regular tutoring hours. For example, collaboration could be in the form of a presentation, a workshop, or a co-sponsorship. “Workshops” are developed by the Speaking Fellows’ Workshop Committee in tandem with interested university organizations. These opportunities are important venues for Fellows to make connections and promote our services across campus.

# LEADERSHIP

## President

The President serves as an advocate for the Speaking Fellows and works as a liaison between the Fellows and Program administrators, as well as University faculty, staff, and departments. They work closely with Speaking Center Coordinator. The president sets the Speaking Fellows schedule at the beginning of the semester, and closely monitors usage numbers. They also deal with management issues on a case-by-base basis, including: program development (including expanding services, hours, or offices), workplace procedures, personnel concerns, and disciplinary proceedings.

The President is elected at the end of the Spring Semester by a majority vote of the current Fellows. Candidates make a short (roughly 3 minute) presentation to the Fellows, who are then encouraged to ask the candidates questions. While one candidate presents, the other(s) wait outside of the room for their turn. After presentations, the Fellows will ask questions of the candidate on any topic related to the position. When all candidates have presented and answered the questions posed, Fellows will vote in a secret ballot to decide the new President. The Speaking Fellows Coordinator will count the ballots and any ties will be broken by counting the vote of the outgoing President twice. The vote tally will never be announced.

## *Committees*

### Committee Leadership

Committee heads are appointed by the President, based on their understanding of interest and who would be best for the job. The President can also decide to have the committee themselves choose their chairperson, or can choose for a committee to not have to chairperson.

### Committee Placement

Each Speaking Fellow is assigned to a committee. Speaking Fellows should give the President their first, second, and third choices of assignment, and the President will do their best to accommodate those preferences.

## *Committee Descriptions*

*(More Lengthy Explanations can be Found In Policies and Work Rules)*

The Hiring Committee meets only during the fall semester. They are responsible for overseeing the hiring process, which includes: assisting the Publicity Committee in hiring-related PR,

reviewing applications, arranging and conducting interviews, and making final decisions on who to invite to be in the class.

The Publicity Committee meets during the fall and spring semesters. They are responsible for designing and distributing posters and maintaining social media accounts.

The Workshop Committee also meets during both the fall and spring semesters. They contact professors and groups who might like to hold class workshops, and assign Fellows to run those workshops.

The Handbook Committee is active on an as needed basis. The 2016-2017 Handbook Committee was comprised of two Speaking Fellows who met biweekly with a group of Writing Fellows to create the initial version of this handbook.

# PROFESSIONAL EXPECTATIONS

## *Ethics and Responsibilities*

### Mission Statement and Guiding Principles

As a service-oriented student group, the Speaking Fellows support students across the college in their efforts to become better speakers. We provide a welcoming environment for tutees and empower them with the ability to improve their spoken communication. To meet our goals and support the college's goals, we seek to create a safe and honest working environment. The guidelines below are critical to this goal.

### Internal Honesty Policy

In addition to the University's Academic Honesty Policy, the Speaking Fellows are held to a higher standard of honesty built on a foundation of respect for personal integrity. Dishonesty is a serious violation. Examples of dishonesty within the context of the program include falsifying information, abusing WSAP resources, and lying about the fulfillment of personal duties.

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

- Not asking other tutors to violate the honesty policy for you.
- Acting in a professional manner whenever an issue arises.
- Speaking to each tutor as a respected peer.
- Treating co-Fellows with respect with regards to shift coverage requests. (This includes not excessively requesting coverage and being mindful that other Fellows may want to cover shifts.)

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

If a tutor fails to respect fellow tutors, this behavior will be addressed as a violation of Speaking Fellow policies, and the tutor at fault will be disciplined according to the Discipline section of the handbook.

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

The Speaking Fellows must work to create a friendly tutoring environment for everyone. The first way to ensure such an environment is to keep the social and personal separate from the professional. To achieve this, the Fellows must:

- Not use tutoring sessions to pursue intimate relationships with tutees.
- Use discretion when tutoring friends. Make sure your friend understands your distinct role as a tutor, and understand that it may be better to let your partner Fellow tutor your friend.
- Be aware of body language and dressing appropriately. Jeans and casual wear are appropriate, but we ask that employees avoid wearing clothing that is revealing or potentially offensive to WSAP visitors (i.e. attire with political, religious, sexual, or other slogans and images that might render another party uncomfortable).
- Keep the work of the Fellows “in the offices.” Do not tutor outside of your hours unless it is as part of a Speaking Center Coordinator-approved event.
- Not use 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 discuss sessions with non-Fellows.

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

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

Each Fellow should take steps to maintain a safe environment for themselves and the other Fellows. There is already one safety net built into the tutoring system: Speaking Fellows always work near and at the same time as Writing Fellows so that no Fellow will ever be alone with a tutee. Fellows should feel comfortable relying on their partner Fellow to help extricate them from uncomfortable situations. There are several guidelines that Fellows should keep in mind if they find themselves in an uncomfortable or potentially dangerous situation:

- Communicate clearly whenever possible -- if a tutee’s actions make you uncomfortable, try to address the issue directly with them.
- If you are unable to address the issue directly with the tutee, excuse yourself politely and discuss the situation with another Fellow or WSAP employee on-shift.

- If you feel that a situation is becoming potentially dangerous, end the session as gracefully as possible and call Public Safety immediately. Efforts to contact the President should also be made, but only after Public Safety has been called and the tutee is dismissed.
- If a student seeks additional help in-person or online after a tutoring session, inform them that it is not appropriate for them to seek tutoring help from you outside of the professional environment. Direct them to a structured tutoring environment or to the Director of the Writing, Speaking, and Argument program to establish an organized way to meet their needs.

### *Privacy*

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

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

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

# POLICY VIOLATIONS AND THE STRIKE SYSTEM

Generally, disciplinary actions taken for Speaking Fellow policy violations abide by the following guidelines. Confidentiality between the Fellow in violation, the President, and the Speaking Center Coordinator is maintained in disciplinary measures taken, including termination. Responses to individual violations are treated with care, and the President and Speaking Center Coordinator have significant flexibility in approaching each violation.

## *The Strike System*

The policies and procedures of the Speaking Fellows are essential to ensuring the professionalism of our organization, and to creating a workplace based on mutual respect. Therefore, violations of these policies are not taken lightly.

The Speaking Fellows use a strike system to keep track of violations that affect the internal functioning and/or external reputation of the Fellows program. The Speaking Fellows President will have full discretion in deciding whether a potential violation merits a strike and what the punishment for a strike will be.

This strike system will roughly adhere to the following format:

1st strike: Warning from the President.

2nd strike: Meeting with administrators; discretionary probation.

3rd strike: Termination of employment at the discretion of the Speaking Fellows Coordinator, or one year probation.

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

Some of the violations include:

### Minor

- Missing a committee deadline
- Inappropriate conversation in the Speaking Fellow office
- Failing to hang up posters

### Medium

- Missing a mandatory meeting without advance notice and explanation [in accordance with the rules laid out in Policies and Work Rules]
- Showing up late for work

### Major

- Skipping a shift without warning
- Breaking confidentiality of a session
- Inappropriate behaviour with a tutee

### *Procedures for the Speaking Fellows President to Receive a Strike*

The Speaking Fellows President is not immune from receiving strikes for policy violations. The President must assign themselves strikes and appropriate punishment if they have violated the policy. The Speaking Fellows Coordinator, if they feel the President has failed to appropriately assign themselves a strike or punishment, may assign strikes, or punishments, to the President.

### *Probation*

Probation is a specific punishment that may be employed by the Speaking Fellows President when a fellow receives a strike.

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

- References from the Speaking Center Coordinator, and/or other WSAP employees being withheld for the duration of the probation period.
- The Speaking Fellows Coordinator (or President, if the Coordinator is unavailable) stopping into the Fellow's shifts during the probation period or asking to observe.
- Discretionary follow up meeting with the WSAP Director and Speaking Center Coordinator.

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

### "Clean Slate" Policy

Each Fellow gets a "clean slate" in terms of tardiness and absences after a period of one calendar year. That is, violations from a year before do not carry over to the next year. **Strikes remain in the Fellow's file and are noted for references.**

### Procedures for Change or Removal of Elected Personnel

If the President is no longer willing or able to perform the duties of their office they may resign from their position.

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

There will be a warning: and meeting between Coordinator and President; discretionary probation (as decided upon by the Coordinator). If there are continued offenses, there will be automatic probation from the Presidency.

At the next full staff meeting, there will be a vote to impeach the President. This vote will happen through blind ballot, although the President will have an opportunity to defend themselves. The President may not vote. If there is a majority vote for impeachment, the President is officially removed from their post. A new election should be held as soon as possible. If there is no majority, the President resumes their duties.

## **ACADEMIC HONESTY**

### Honesty Policy

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. Tutors should familiarize themselves with this policy and know how to reach it if students have questions during a session. For additional questions regarding the University of Rochester's Academic Honesty policy, please see:

<http://www.rochester.edu/college/CCAS/AdviserHandbook/AcadHonesty.html>.

### *Honesty in session*

Speaking Fellows tend to run into academic honesty issues less frequently than writing fellows, simply because it's much harder to plagiarize in a speech than in an essay. At the same time, plagiarism is probably harder to spot because we don't have the essay in front of us, whereas changes in tone or even font can jump out immediately.

We are not academic dishonesty "watchdogs." Never accuse students of plagiarizing. If you suspect that a student is misusing or not fully citing a source, start with general questions like "have you thought about citations in your speech?" or "what kinds of citations is your professor expecting?" Help students cite sources orally and in visual aids by guiding them to explore the conventions expected in their class or field and by explaining typical methods of citations in presentations.

We want to treat these situations as learning opportunities, focusing on helping the student understand why and how to cite within their presentations, rather than as moments to accuse or judge. We want the tutoring room to remain a space where students feel comfortable experimenting, making mistakes, and asking questions – and we want to be a resource that can guide them to make effective choices.

If you ever feel truly uncomfortable in a session and think that a student is intentionally plagiarizing, do not confront the student. Continue to rely on the general questions above and if you still feel uncomfortable after that conversation, reach out to the Speaking Fellows President and Speaking Center Coordinator privately regarding the situation.

This section was written with help from Amy Arbogast in the 2017 spring semester.

# POLICIES AND WORK RULES

## *Scheduling Policies*

### *Timely communication*

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

### *Scheduling*

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

All Fellows besides the President must serve on one of the following committees: 1) Publicity, 2) Workshops, 3) Hiring, or 4) Handbook. If a given committee does not meet in a given semester (e.g. Hiring), Fellows who are members of that committee must serve on at least one active committee during that given semester. Fellows are also encouraged to participate on more than one of these Committees.

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

## *Absence Policies*

### *Planned Absence*

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

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

In the case of missing a staff or committee meeting, the Fellow should contact the Fellow in charge of the meeting to notify them of their absence.

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

### *Unexpected Absence and Reporting Late to Work*

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

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

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

1. If a tutee is waiting, tell the tutee to text Google Voice to be put on the waitlist
2. If the Fellow is less than 5 minutes late, text them
3. If the Fellow is more than 5 minutes late, call them
4. If the Fellow is more than 10 minutes late, send emergency coverage email and GroupMe message
5. After sending the message, immediately call the President

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

It is the President’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.

### *Shift Coverage and Shift Neutrality*

While shift changes are not systematically recorded, Fellows are expected to aim for Shift Neutrality; when asking for coverage for a shift, a Fellow should offer to cover an additional shift to maintain at a number of shifts neutral to that which they are scheduled for. At the discretion of the Speaking Center Coordinator or the Speaking Fellows President, fellows may be contacted about dropping too many shifts.

### *Compensation*

The policy for the compensation of writing fellows is founded on these basic guidelines:

1. Speaking Fellows are paid for any time spent tutoring, attending meetings, attending ongoing training workshops to develop tutoring skills and strategies, aiding in WSAP publicity efforts, and performing coordinator and mentor duties (including sending emails).
2. Speaking Fellows are not paid for time spent in activities designed to encourage group bonding, community building, and a sociable atmosphere among Fellows. While we encourage Fellows to attend and participate in such events, they do not fall within the parameters of billable work activities.

Speaking 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 (including planning, but not attending, social events), and aiding WSAP publicity efforts (e.g. hanging up fliers, etc.).

The Fellows are paid bi-weekly, in accordance with the University payroll system. By default,

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

### *Exceptions to the Compensation Policy*

Fellows are not compensated for WSAP-sponsored workshops that do not directly relate to tutoring. Fellows are encouraged to attend these events for personal development and initiative, but if the workshop is not mandatory and is not directly benefiting the Speaking Fellows organization, Fellows 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 for someone to cover their shifts. Please contact the Coordinator or the Director of the Writing, Speaking, and Argument Program with any questions about the compensation policy.

### *Payroll Procedures*

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

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

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

For more information about payroll procedures, please contact the President or the Speaking Center Coordinator.

## *Workplace Procedures*

### Opening

At the start of each shift, Fellows unlock the office door (by key or ID card) and leave it accessible. Fellows working in each location should place the Speaking Fellows sign on its easel in each respective location outside the office door, in order to make visible the Fellows' services to passersby. The Fellow should also log on to Filemaker and Google Voice.

### During Tutoring Shifts

When a tutee enters to begin a shift, the Fellow should greet the student and open the database to begin a session record (see below). While Fellows do not typically ask tutees to provide photo ID at the initiation of a tutoring session, they may do so at their discretion. Fellows should always ensure that the door is open and appropriate signs are placed in the hallway outside.

While friends are permitted to stop by the office, the tutor should let them know that if a tutee approaches they must leave. The tutor should still continue to appear available, which means conversations should not be extended so as to keep the tutor from noticing interested tutees.

Office locations should not be left unattended for any reason. If the Fellow leaves to go the restroom, they should either leave a sign on the door indicating that the Fellow will return, or notify an idle Writing Fellow that they are temporarily leaving.

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

### Google Voice

Speaking 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](http://voice.google.com).
- Enter the username and password provided by the President
- If you receive a message from a student, reply and offer to tutor them, giving the student 10 minutes to arrive at the office. If they arrive within that window, they have a reserved spot. Otherwise, move on to the next tutee.

- If no students have messaged the account, periodically check in during your shift to alleviate the inflow of students at other offices.

If the waitlist is growing, or if an office has back-to-back appointments, keep sessions short – ideally, no longer than 45 minutes per tutee. If possible, begin having 30 minute sessions in order to be sure that students who have requested help will be tutored.

### Closing

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

### Logging Sessions

All tutoring sessions must be logged in the Writing, Speaking, and Argument Program FileMaker Pro database. During the Speaking Fellows class, WRT 247, Fellows are trained to operate this system. For a refresher seek help from a fellow tutor or the President.

At the beginning of a tutoring session, the Fellow asks the tutee for their university ID number. Using this number, the Fellow pulls up the tutee's information in the database and creates a new session summary log. The Fellow should confirm all of the information above the blue line on the log: if this is the student's first visit, what class the assignment is for, if English is the student's first language, etc. At the conclusion of the tutoring session, the Fellow fills out the session summary log detailing what happened in the session, either in collaboration with the tutee or independently after the tutee has left. The tutor should fill out the "Action Plan" with the tutee.

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

In the event the database is unavailable at the time of the tutoring session, the Fellow should email the WSAP Web and Database Programmer to alert them of the issue. The Fellow should also send a session summary with all necessary information. This would include everything that is typically filled out in a normal session summary, including the date and start and end time of the session.

Questions about the database should be directed to the Writing, Speaking, and Argument Program's Web and Database Programmer, the Speaking Center Coordinator, or the President.

### *Committees*

In addition to walk-in hours, Fellows are required to participate in a Committee. These include: Publicity, Workshops, Hiring and Handbook.

Committee selection is done collectively by the Speaking Fellows, but the President may assign Fellows to a Committee if there are not enough Fellows supporting it. After selecting the Committee(s) on which they would like to participate, Fellows are held accountable for all responsibilities they hold on their Committee(s).

**The Publicity Committee** aims to promote the Speaking Fellows and their services through on-campus flyering and by maintaining an active social media presence. The Publicity Committee should periodically develop promotional materials for Speaking Fellows services and employment materials during hiring cycles. These posters should be placed throughout the campus with help from all Fellows. Additionally, the Publicity Committee coordinates social media accounts, including but not limited to the Facebook page, which is shared with the Writing Fellows. The Publicity Committee has also designed new logos and signage for the Speaking Fellows. In addition to these described responsibilities, the Publicity Committee should actively seek out opportunities for future promotion of the program. The Publicity Committee meets in the fall and spring semesters.

**The Workshops Committee** organizes workshops for professors and student groups in the fall and spring semesters. These workshops are organized during times where all Fellows can help, but the Committee takes the lead on planning the logistical and material components of workshops. In practice, the Committee accepts requests that align with the Speaking Fellows' mission and services, and those that can be reasonably staffed by the Fellows.

**The Hiring Committee** meets each fall to oversee the hiring process by assisting the Publicity Committee in developing PR materials for employment recruitment, reviewing applications, arranging and conducting interviews, and making decisions on who to invite to take WRT 247. Typically, the Hiring Committee holds group interviews, with 2 fellows moderating per interview, and all candidates do an individual interview with the Speaking Fellows Coordinator. Communication with the broader group of Fellows and the Speaking Center Coordinator is maintained in each phase of the hiring process.

**The 2016-2017 Handbook Committee** was comprised of two Speaking Fellows who met biweekly with a group of Writing Fellows to create the initial version of the handbook. In the future, the Handbook Committee need not engage in the entire revision process of the handbook in tandem with the Writing Fellows, but should maintain communication to share ideas and practices about both the handbook structure itself as well as about creating effective tutoring spaces. In order to ensure the handbook's relevancy over time, each year, the President should consider convening a Handbook Committee to assess revisions to the handbook. Members of that committee were Stephen Wegman, Azfar Merchant, and Jason Altabet.