ABOUT US

The Origins of the Writing Fellow Program

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

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

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

Who We Are

The College Writing Fellows are undergraduate peer tutors who provide critical feedback to students in the process of editing and revising their work. Writing Fellows help with all academic and non-academic writing projects. We collaborate with students at every stage of the writing process, from brainstorming to revision; we help tutees plan, draft, revise, edit and proofread papers more effectively by catering a session to the tutee's specific concerns and needs. But we are always careful to respect the student's work as their own. Rather than involve ourselves in the writing process directly, we teach methods and tools to independently address writing issues that students can use themselves on future work.

The Fellows represent a variety of class years, backgrounds, and disciplines. Students are selected to take the *WRT 245: Advanced Writing and Peer Tutoring* class based on their own writing abilities, personal qualities, and dedication to professional service and excellence as demonstrated through an intensive application and interview process. Upon satisfactory completion of the WRT 245 class and its requirements, the students begin work as Writing Fellows in the Writing, Speaking, and Argument Program.

What Makes Us Unique

Did you know that, although the Writing Fellows run our own organization as any extracurricular club, we are employees of the University? As a campus student group, the Fellows are an organization whose membership consists solely of undergraduates and whose daily activities are managed by undergraduates. However, we are simultaneously a branch of the Writing, Speaking, and Argument program (WSAP).

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

Who We Serve

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

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

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

Overview of Our Services

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

Current services include:

Walk-in office hours: Students may walk into any Writing Fellows office during working hours and seek an in-person tutoring session. A tutoring session should not exceed 50 minutes.

Appointments: The Writing Fellows do also offer appointments. Students may make appointments through the WSAP website to reserve a slot with a Writing Fellow. Appointments are currently available in the Carlson and Susan B. Anthony Hall offices.

Write-On tutoring: Students may submit papers online to the Writing Fellows. Papers are forwarded to one Fellow, who is required to respond to the student with feedback within 48 hours.

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.

Write-a-Thon: At the end of each semester, the Fellows staff the Writing, Speaking, and Argument Program office in Rush Rhees Library for 18 hours of tutoring. The Write-a-Thon traditionally opens at 2 PM on the last Sunday before the end of classes and closes at 8 AM the following Monday morning.

Workshops

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

Involvement with Other Campus Activities and Groups

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

The Writing Fellows have traditionally participated in a variety of other on-campus events, including Freshman Orientation and the Scare Fair. These opportunities are important venues for Fellows to make connections and promote our services across campus. All Fellows are encouraged to bring opportunities for involvement and co-sponsorship to the attention of the

Programming Coordinator or President. Fellows are not required to work such events, although they are encouraged to do so and are fully compensated for time spent planning and working such events.

ACADEMIC HONESTY

Academic Honesty in the College

The College Center for Advising Services offers the following articulation of the importance of academic honesty to the University of Rochester community:

The College of Arts, Sciences and Engineering at the University of Rochester comprises a community of scholars who are committed to the pursuit of excellence in learning, teaching, creativity and research. Honesty and integrity create the conditions of trust and open communications that are fundamental to our shared endeavor. Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. Academic dishonesty is a serious violation of the trust upon which the success of our community depends. The AS&E Academic Honesty Policy is both an articulation of the kinds of behaviors that violate this trust and the means by which that trust is safeguarded and restored. All undergraduate and graduate students, staff, and faculty in the College must abide by the Academic Honesty Policy.

A detailed description of the College's Academic Honesty policy for instructors, students and staff is available at www.rochester.edu/college/honesty/.

This section is a direct excerpt from https://www.rochester.edu/college/ccas/AdviserHandbook/AcadHonesty.html.

Academic Honesty in the Writing Center

Overview and Guiding Principles

It is essential that tutors uphold the honesty and integrity on which our scholarly community depends, both in their own work and in their work with the writers we serve. Tutors should familiarize themselves with the College's Academic Honesty Policy and be committed to upholding that policy.

Writing Fellows are in a unique position of providing feedback and support to their peers and providing feedback at all stages of the writing process. Fellows should remember their training and be mindful of maintaining an appropriate boundary between their role as a tutor and reader, and the tutee's role as author and writer. The WSAP resource "Academic Integrity: Understanding How to Give and Receive Help when Writing Papers," a document that has been adopted as part of the College's Honesty Policy, should serve as a guideline to help tutors and their tutees understand the reader's role and writer's role.

Here are a few key principles to keep in mind and help us uphold and support academically honest communication in our community, while still creating a safe and welcoming space for writers to ask questions and seek support with citation.

- As peer writing tutors, it is not our job to catch or detect plagiarism. This does not mean that you cannot address suspected issues (see below), but does mean that you are not responsible for detecting any instance of plagiarism that may occur in a paper you are tutoring.

- Until a text has been turned in to the course instructor as the writer's own, academic dishonesty has not occurred. This is significant in that most of the writing we see is still in draft stage and has not yet been submitted. This means that Writing Fellows should not be in the position of accusing of a student of academic dishonesty; also, and of critical importance, is that it allows us to focus on the educational opportunities around citation in the session.

- While we are not responsible for catching or accusing students of plagiarism, we are aware that this is a serious issue with high stakes for the student and the integrity of our community. Therefore, if a student asks a question about using and citing sources, or if you notice an issue that may point to inappropriate source use or plagiarism, you should encourage the writer to prioritize that issue, helping them to recognize the seriousness of it.

- As in all sessions, respect each student's unique background. Some writers may have very limited experience with citing sources of various kinds in academic writing, and may come from backgrounds or contexts where the expectations around citation were very different. Help familiarize these writers with the conventions and expectations around citation here at the University of Rochester.

Plagiarism

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

Therefore, it is not your responsibility as a tutor to catch plagiarism, to detect it, or to confirm that plagiarism has, in fact, occurred. Fellows should never accuse a student of plagiarism. Instead, Fellows should treat such instances as educational opportunities that could help students

develop more effective techniques of citing and referencing sources, and most importantly, understand the principles motivating the use of documentation. If issues of academic honesty, plagiarism, source use, and/or citation have been discussed and addressed in the session, tutors should be sure to capture this in their session summaries.

Detecting Plagiarism
While 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 occurred, plagiarism can sometimes be 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.

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

First, 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.

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

Ideally, you want the student to explain that she or he worked with a friend or used an outside source. Students who come to tutoring are typically 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.

Difficult Cases

It may not always be the case that students are immediately cooperative and willing to address academic honesty issues in their work.

If you are seeing what seems to be inappropriate source use or plagiarism in the paper, and the writer insists that that the professor does not require citations:
● Work with the student to check the assignment prompt and course syllabus for expectations around academic honesty. This will, oftentimes, clarify the situation.
● State that, in your understanding, this may constitute a violation of University policy regardless. Offer to pull up the policy to consult with the student and/or encourage them to read relevant parts on their own.
● Recommend that the student to talk with the professor and/or the TA again about the expectations around source use in this assignment.
● Contact WSAP Associate Director, Stefanie Sydelnik, to share more details about the situation and your concerns. She will determine the appropriate next steps, if any, for the particular case.

If the student feels they have no worthy ideas of their own:
● Discuss the topic, and identify the writer's feelings and ideas towards the prompt;
● Use those ideas as a starting point to brainstorm.

If the student willingly intends to breach the academic honesty policy:
● Write down as much information as possible.
● Inform the tutee that you have a responsibility to inform your supervisor, and that she may act upon it.
● Contact Stef. She will confer with the Board on Academic Honesty and determine how to proceed.

Parts of this section were adapted from a handout created by Lucas Avelar.

Helping Tutees with Citations

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 they typically cite and reference sources and their experience citing sources. If the student has shared that they are international, you may want to ask about how they use sources in writing in their home culture and how that is similar to or different from expectations in western academic discourse.

● If they are unfamiliar with how and why we cite sources, talk to them about the principles underlying citation in American academic writing. Your goal is to help them understand that we want audiences/readers to be able to recognize when you are drawing on a source and that you need to signal that for readers and provide a pathway for readers to find that information.

● Ask if their instructor has provided or recommended any particular sources on citation; if they have, consult those with the writer. If the instructor has not, or, as a supplemental resource, you can work with them to show them online resources such as Purdue Owl's instructions and guides on different forms of citations and help walk them through how they might use these resources.

● 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.

● If you are able, explain any conventions that the student doesn't know, providing examples and giving the student an opportunity to then apply the convention to their own writing.

● 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.

Maintaining Academic Integrity when Tutoring
It's also important to maintain your academic integrity as a tutor. We want to help students preserve their authorial integrity and must therefore avoid crossing from the role of a reader to the role of a writer. For more information, see this document on when giving help becomes an academic dishonesty issue.

The academic honesty section of the handbook was written with help from Stefanie Sydelnik in April 2017.

POLICY VIOLATIONS AND THE STRIKE SYSTEM

The Strike System

The policies and procedures of the Writing 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 Writing Fellows use a strike system to keep track of violations that affect the internal functioning and/or external reputation of the Writing, Speaking, and Argument Program. The Writing 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 email from the President.
2nd strike: Meeting with administrators; discretionary probation.
3rd strike: Termination of employment at the discretion of the Director of the WSAP or one year probation.

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

Some of the violations include:

Minor
- Missing a plus-one deadline
- Inappropriate conversation in the Writing Fellow office.
- Failing to hang up posters

Medium
- Missing a mandatory meeting without advance notice and explanation
- Showing up late for work

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

Procedures for the Writing Fellows President to Receive a Strike

The Writing 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 Writing Fellows Coordinators, if they feel the President has failed to appropriately assign themselves a strike or punishment, may themselves assign strikes, or punishments, to the President by a secret majority vote at the coordinators meeting.

Probation

Probation is a specific punishment that may be employed by the Writing 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 Writing Fellow Coordinators). The conditions of probation may include:

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

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

"Clean Slate" Policy

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

Procedures for Change or Removal of Elected Personnel

Coordinators who are no longer willing or able to perform the duties of their office may resign from their positions.

If a Fellow is concerned about a current coordinator not fulfilling their role, the Fellow may **anonymously** speak to the advisor or President to raise the issue. At the discretion of the advisor

and President, a meeting may be called to discuss the situation with the coordinator in question. If the advisor and President believe there is legitimate concern about the coordinator's ability to fulfill the role, the following procedure should be followed:

First there will be a meeting with advisors and President/Writing Fellow coordinators; discretionary probation (as decided upon by at meeting with WSAP Coordinator and Writing Fellow coordinators). If there are continued offenses, there will be a meeting with WSAP Coordinator and Writing Fellow coordinators; automatic probation from coordinator position; President assumes duties.

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

LEADERSHIP

Elected Position Guidelines and Procedures

General Guidelines

All Fellows are encouraged to consider holding elected office in the Writing Fellows organization.

We encourage Fellows to hold only one position at a time due to the time commitment and workload required of Coordinator positions. That being said, there may be circumstances in which it is in the best interest of the group to have one Fellow hold more than one elected office.

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

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

Eligibility for Office

Fellows may run for elected office in the first semester they become active tutors up until the spring prior to their final year as an undergraduate (including KEY and Take 5).

Eligibility for Voting in Election

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

Election Procedures

Elections for Coordinator positions are held towards the conclusion of the spring semester (usually in late March or April) on a date decided upon by the Coordinators. Those interested in running for elected office should send a platform out via email prior to the meeting, although Fellows may announce interest at the election meeting itself and give their platform in person.

Election procedure is as follows:

1. Elections begin with a vote for the office of President, and proceed in the following order: Vice President, Publicity Coordinator, Programming Coordinator, and Site Coordinator.

2. All candidates make a short statement attesting their interest and their qualifications for the position. After each candidate running for a position has made their statement, all candidates will leave the room, giving the group an opportunity to discuss their qualifications.

3. Fellows present at the meeting will do a blind vote. Fellows may vote for only one candidate, and votes will be cast by a show of hands. Votes will be counted by the current President, or, if the President is running for the position, the highest ranking coordinator who is not running for the position will count the votes.

4. Votes are tallied at the conclusion of voting for each position.

5. In the event of a tie between two or more candidates (but not all), there will be a round of run-off voting between the tied candidates. If there is a tie between all the candidates, the current coordinators will vote amongst themselves (although it should be noted that if a current coordinator is one of the candidates, they may not participate in the vote).

Once a vote has been taken and tallied, the results are final.

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

In the case that a position remains vacant
The outgoing executive board should make it a priority to ensure there are Fellows interested in running for each position.

If a position remains vacant after the election, it is at the digression of the new President to schedule a special election. The position should be filled as soon as possible, but if the President feels it is appropriate to wait until after the summer, the election may take place at the first fall staff meeting. When the special election does take place, it should follow normal election procedures.

Procedures for Amending, Adding, or Eliminating Elected Positions

Due to growth and the leadership of individual Fellows, changes may require the creation of a new Coordinator position or the elimination or redefining of a current position. Such changes should be discussed and decided first by the current Coordinators, and then with the full staff.

<div align="center">***Coordinator Position Descriptions***</div>

President

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 organizes and leads staff and Coordinator meetings, in addition to attending monthly WSAP staff meetings. The President sets the Writing 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. In the case that there is a vacant Coordinator position, the President will assume these responsibilities, until the re-vote procedure has been followed.

Vice President

The Vice President provides support to the President as needed. Additionally, this position entails a great deal of managerial support to the Writing Fellows organization, including taking minutes at all meetings, and overseeing the Write-On system. In the event that the President is unable to perform the position's duties, the Vice President would assume leadership of the Writing Fellows organization until a vote may be taken. As such, the Vice President should be briefed on the President's duties.

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, including setting up and monitoring mentor groups, and attending each class. 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.

Publicity Coordinator

This person is responsible for organizing the publication of our services to the rest of campus. The Publicity Coordinator should make sure that both students and faculty are aware of our hours, locations, and services, as well as any special events we host, such as Write-a-Thon, the Fellow recruitment process, and Write-On. The Publicity Coordinator should make use of social media, campus advertising platforms, and fliers, and also is responsible for running the Facebook

page. The ideal candidate for this position should have a basic knowledge of aesthetics and be detail-oriented.

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 they create.

Site Coordinator

The Site Coordinator maintains the walk-in sites. Major responsibilities include making sure all sites are clean and have all the supplies needed, such as paper and pens. The Site Coordinator should encourage Fellows to report concerns regarding their office. The Site Coordinator should be the first point person for all walk-in office issues.

Policies and Work Rules

Scheduling Policies

<u>*Timely communication*</u>

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 coordinators of issues.

<u>*Scheduling*</u>

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

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

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

Meeting and Special Event Procedures

<u>*Staff and Coordinator Meetings*</u>

Writing Fellows staff meetings are held when necessary, based on the discretion of the Coordinators. Traditionally, staff meetings are held at the beginning of the semester. Each

semester there is also the Write-a-Thon staff meeting, and in the spring there is typically a recruitment staff meeting.

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

Write-A-Thon Policies

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

If Fellows believe they will not be able to work the Write-A-Thon, they must contact the President at least two weeks prior to the Write-A-Thon to secure permission and make arrangements to work the required one hours for the event in another way (for example: by helping with publicity efforts or assisting with other tasks as determined by the Programming Coordinator).

Absence Policies

Planned Absence

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

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

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

Unexpected Absence and Reporting Late to Work

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

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

1. If a tutee is waiting, tell the tutee to text Google Voice to be put on the waitlist
2. If the Fellow is less than 5 minutes late, text them
3. If the Fellow is more than 5 minutes late, call them
4. If the Fellow is more than 10 minutes late, send emergency coverage email
5. If no-one responds to the coverage email within 10 minutes and the Fellow is more than 15 minutes late, call the President

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

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

Shift Neutrality

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

In cases where a Fellow has dropped an unreasonable number of hours, the President may speak with the Fellow to determine why this is the case. The President may give the Fellow a warning

and, if necessary, issue a strike or arrange a meeting with staff to figure out a mutually agreeable course of action.

Compensation

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

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

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

Payroll Procedures

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

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

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

For more information about payroll procedures, please contact the President or the WSAP Program Administrative Assistant.

Workplace Procedures

Office Procedures

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

Opening

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

During Tutoring Shifts

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

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.

Fellows are permitted to do homework, study, or complete other Writing Fellow related work, although tutors must still appear available and be aware of students approaching the office. If headphones are being used, one must be left out. Any Writing Fellow work should be prioritized before moving onto personal work.

Office locations should not be left unattended for any reason. Fellows should take turns using

restrooms, etc. On the rare occasion that both Fellows must leave the office at the same time, a sign should be left on the door indicating when the Fellows will return and the office site should be left secure (locked).

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

Google Voice

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

To use the virtual waitlist:

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

If the wait list is growing, or if an office has back-to-back appointments, keep sessions short – 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, and lock the main door. Fellows in all office locations should be sure to dispose of any trash in tutoring spaces and return supplies to their original location.

Logging Sessions

All tutoring sessions must be logged in the Writing, Speaking, and Argument Program FileMaker Pro database. All session summaries must have the course, subject area, and instructor fields accurately filled.

Each session begins by entering the tutee's university ID number into Filemaker in order to begin a new session summary. The Fellow should confirm all of the information above the blue

line on the log: if this is the student's first visit, what class the paper is for, if it is a ULW class, if English is the student's first language, etc. At the conclusion of the tutoring session, the Fellow fills out the session summary log 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 must 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 Site Coordinator or the President.

Plus-One and Additional Services

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

Write-On Protocol

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

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

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

Advertising Protocol

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

The expectations for posting fliers are as follows:

- Each person choosing an advertising plus-one is assigned a specific area which they will be expected to poster with fliers that the Publicity Coordinator designs and prints. These locations typically remain constant but are subject to change at the discretion of the Publicity Coordinator, who will notify all advertising Plus-Ones of any changes.
- The advertising Plus-Ones are expected to post the fliers within 3 days of an email notification from the Publicity Coordinator. 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.
- Upon successful completion of posting fliers, advertising Plus-Ones are expected to notify the Publicity Coordinator.

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

Undergraduate Writing Groups

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

Upper Level Writing (ULW) Protocol
Though not counted as a Plus-One, the ULW program provides an opportunity to work extra hours by providing support to specific upper level writing classes, especially in the sciences.

Fellows sign up for a specific class or a specific peer review date and are responsible for attending the ULW event and any training sessions associated with it. If a Fellow cannot attend their ULW session for any reason, they should contact the Vice President with as much advance notice as possible and contact the Fellows in order to find a substitute. Failure to report to a ULW class is considered a violation of Writing Fellows policies.

PROFESSIONAL EXPECTATIONS

Ethics and Responsibilities

Mission Statement and Guiding Principles

As a service-oriented student group, the Writing Fellows foster a community of writers by supporting students across the college in their efforts to become better writers. We provide a welcoming environment for tutees and empower them with the ability to improve as writers and readers. To meet our goals and support the college's goals, we 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 Writing Fellows are held to a higher standard of honesty built on a foundation of respect for personal integrity. Dishonesty is a serious violation. Examples of dishonesty within the context of the program include falsifying information, abusing Writing Program resources, and lying about the fulfillment of personal duties.

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

- Not asking other tutors to violate the honesty policy for you.
- Acting in a professional 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 Fellows' President.

If a tutor fails to respect fellow tutors, this behavior will be addressed as a violation of Writing 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 Writing 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 different 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 Coordinator- and Writing Program Director-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 discus 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: tutoring hours are always staffed by at least two 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 the other Fellow on-shift.

- If you feel that a situation is becoming potentially dangerous, end the session as gracefully as possible and call Public Safety, the Site Coordinator, or the President, depending on the seriousness of the situation.
- 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 Writing Fellows should not share any information about a student with anyone other than WSAP administrators, WRT 245 mentors, or that particular student. Private information includes tutees' names, grades, tutoring status, enrollment in any special programs (such as CETL or EAPP), students' academic difficulties, etc. This information should not be shared with students' parents, professors*, friends, or 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.