

**San Antonio College**

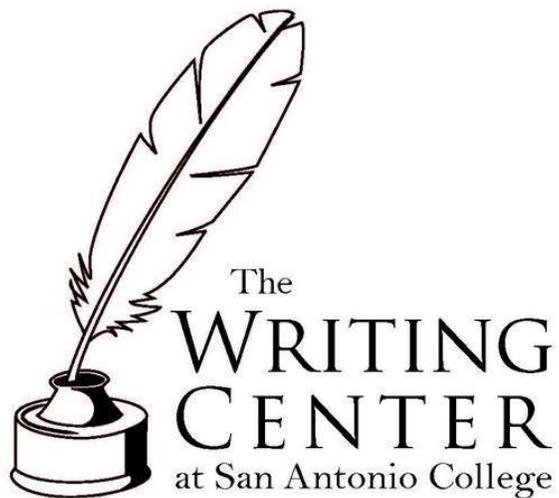
**Writing Center**

**Staff Manual**



**ALAMO COLLEGES**

**SAN ANTONIO COLLEGE**



## Writing Center Mission Statement

The Writing Center exists to promote excellence in writing and success in their academic careers for all stakeholders of San Antonio College. Towards this end, we extend our services to our student writers, to our tutors, to our faculty and staff, and to the College's larger public community.

**To Our Student Writers** – Because writers' needs are highly individual, the Writing Center favors one-to-one or small group conferences and workshops either in person or online. In our approach, we promote student learning and thinking by helping writers focus on issues of meaning and involving them in reflection on their own work. By building collaborative peer relations with student writers and modeling appropriate academic behavior, we help students build the confidence, articulate their ideas, acquire strategies, and learn the skills needed to engage effectively in their writing processes.

We do not privilege a certain level of writing or a certain discipline; we welcome all writers. We work to help students build a foundation for writing that will carry into their continued education. Our College Writing Center offers tutoring, resources and workshops centering on the needs of all writers in every discipline. We work to guide writers through a continued process of development that can be transferred to various tasks and situations.

**To Our Tutors** – In addition to pursuing the same goals amongst ourselves as we do with all writers, the Center supports the growth of our staff by encouraging a theoretical understanding and critical, reflective practice of tutoring. To foster this, the Writing Center facilitates conversation between peers, requires continued intellectual curiosity and research, and supports communication and participation with the wider writing center community and beyond through professional training and development.

**To Our Faculty and Staff** – In support of faculty efforts to promote student writing, the Center serves faculty and staff in all disciplines through classroom workshops, co-facilitation of presentations, and classroom-based group conferences. To further support members of the faculty and staff who would appreciate feedback on their writing, the Center provides collaborative peer response. We are prepared to work with faculty across the campus with writing, the promotion of writing, and innovative ways in which we may continue to provide support.

**To the Larger College's Community** - We further support the College's mission, values, and goals by offering our services to a larger academic and public community. Towards this end, we encourage the success and empowerment of writing and communication proficiency for all members of the Alamo District's other colleges, as well as members of the general public.

In addition, the SAC Writing Center extends and offers its training to all willing tutors of other writing centers from fellow community colleges within the Alamo Colleges district.

**To ourselves** – the Writing Center furthers the College's mission and its own by upholding high professional standards for its team members, dedicating its efforts towards student success, and self-monitoring. To fulfill these efforts, our staff's professional development adheres to the strict guidelines of the *College Reading & Learning Association* (CRLA). All of our efforts are geared towards the College's unique student body as well as its larger surrounding public community. Producing and maintaining stats regarding tutorials, workshops, orientations, and other engagements with the College, its writers, and the community allow us to monitor our progress and to recognize areas of improvement.

As a member of the wider community of writing and tutorial centers, the San Antonio College Writing Center is committed to providing excellent service to our constituencies with continuous professional development. We are a service the college community can trust to be ethically, fiscally, and professionally responsible due to regular and continuous assessment of our program and services.

# **General Qualifications & Code of Conduct**

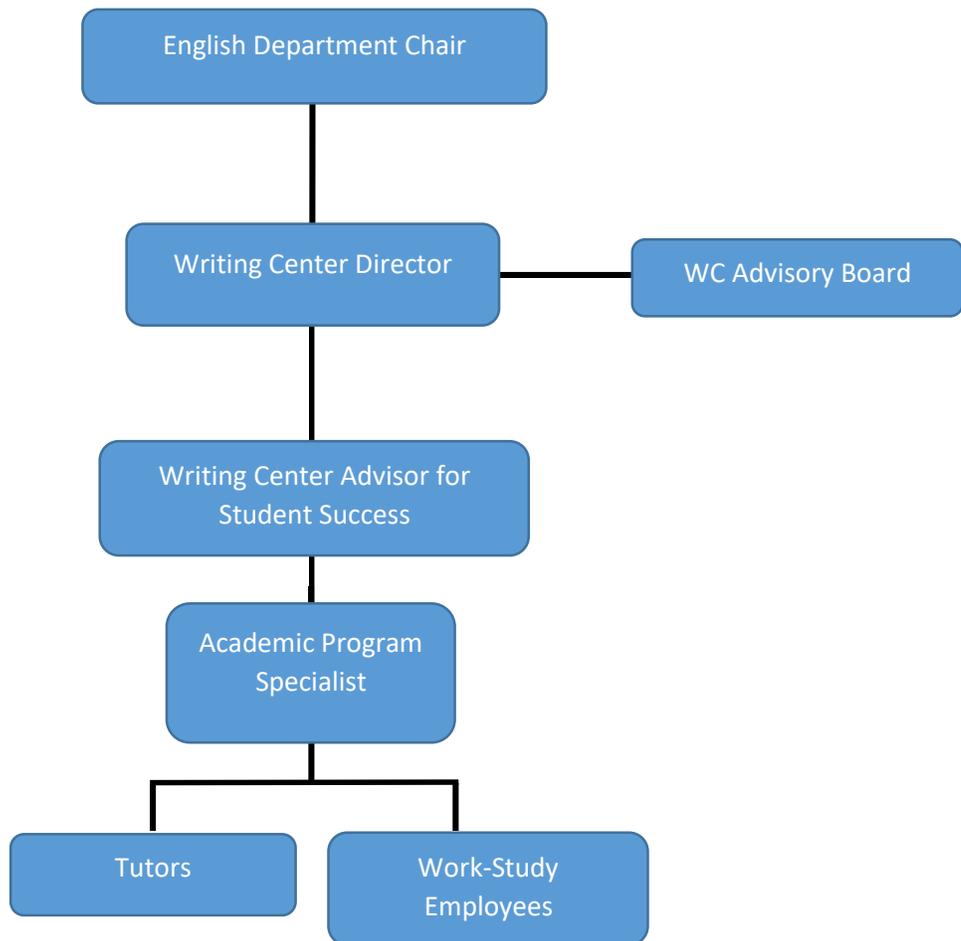
**What working in the Writing Center looks like:**

- Collaborative, interactive
- One-on-one
- Writer-centered (as opposed to writing-centered)
- Peer
- Listening
- Dialogue
- Helping
- Adapting
- Multi-modal

**Work Study Employees** at the SAC Writing Center are essentially tutors in training. All work study employees must have completed ENGL 1301 and be currently taking – or have completed – ENGL 1302. Work study employees interested in becoming tutors will be able to move into a tutoring position in a semester or less. Work study employees are expected to help Writing Center visitors with scheduling appointments, assisting students signing in and out on the lab use and tutoring computers, letting tutors know when their appointments have arrived, answering technical questions for clients, and answering the phone. The two most important requirements for a work study employee are to be friendly and attentive. All Writing Center visitors need to be greeted upon entering the Writing Center, and a positive friendly demeanor is important for client relations. Finally, work study employees need to be interested in Writing and helping writers. This is important for the transition from a work study employee to a tutoring role. Once the work study employee has completed ENGL 1302 with a grade of B or better, he or she will be expected to review the Level 1 training and begin tutoring observations. From that point forward the work study employees will be considered a tutor and follow all the tutoring guidelines.

**Tutoring** at the SAC Writing Center is writer-centered. Each tutoring session is conducted in either a one-on-one, face-to-face, group or online setting. Our sessions aim to be a collaborative effort between the tutor and client(s). While many of the SAC Writing Center tutors have advanced degrees, each tutor still serves as a client peer—listening to client concerns, engaging clients in dialogue, and seeking to help the client improve as a writer. This goal of working with clients as a writer is in direct opposition to tutoring centers that seek to edit papers. While the client’s goal might be to improve a paper, or receive a better grade, tutoring in the SAC Writing Center always seeks to improve the writer instead. While an improved paper may obtain a single good grade, an improved writer stands to produce any number of improved papers.

### Organizational Chart



The above chart represents the manner in which communication and duties flow. Tutors' and Student Assistants' first and direct lines of contact for all writing center related business are the academic program specialists. If the situation is dire, and no specialist is available, the tutors' next line of contact is the Writing Center Unit Assistant. Issues with regards to established policies must follow this same line of communication. If a solution is not found at the time an issue is brought to the attention of the Writing Center Unit Assistant, he or she will request the assistance and/or involvement of the Director. If your issue is with another employee, including any supervisor, try to work it out with that employee in a professional manner before asking the assistance of that employee's direct supervisor.

All writing center directives are discussed with and assigned by the Writing Center Director. Charges, assignments, and projects may be given by the director and assistant director, depending on the situation, to employees, but fluidity and collaboration are always key.

### 1. REQUIREMENTS TO BE A WORK STUDY TUTOR IN TRAINING

- a. Must be eligible for Federal Work Study program.
- b. Must have completed ENGL 1301 with a B or better, and be taking – or have completed – ENGL 1302 with a B or better
- c. Must have a GPA of at least 3.0
- d. Must complete weekly Staff Meetings and Training sessions

### 2. REQUIREMENTS TO BE AN HOURLY TUTOR

- a. Must have passed ENGL 1301 and 1302 (Composition I and II) with a B or better.
- b. Must have a GPA of at least 3.0.
- c. Must complete all tutor training through CRLA Certification Level 3.

### 3. CODE OF CONDUCT

- a. Tutors/Staff members should conduct themselves in a professional manner while at work.
- b. Arrive for your shift on time. **If you are going to be late you should call the front desk and speak with the supervisor on duty. Do not just speak to another staff member. Do not text any staff member or supervisor.** (Note: Failure to call-in will result in consequences.)
- c. **If you are going to be out, then – in addition to calling and letting the supervisor on duty know – you need to email your APS, the Writing Center unit assistant, and Director an explanation of why you are going to be out. Failure to do so will result in your absence being counted as a no-call / no-show.**
- d. Lateness or absenteeism without notifying the Director, Assistant Director, or Academic Program Specialist will not be tolerated because it shows lack of respect to the clients and co-workers who will be inconvenienced. **If you are going to be late or out you should call and speak with the supervisor on duty. Do not just speak to another staff member. Missing work three times for any reason will result in a meeting with the Director to discuss your situation.**

- a. **If you are late more than 10 minutes, the following consequences will take place: (always – no matter what – let a supervisor know about lateness)**
  - i. **3<sup>rd</sup> time: first write-up and discussion with supervisor**
  - ii. **6<sup>th</sup> time: second write-up and discussion with supervisor**
  - iii. **9<sup>th</sup> time: temporary suspension**
- b. **If you “no-call, no-show,” you will be written up and liable – per state law – to be terminated.**
- c. **If you are written up three or more times in a year, you will be terminated.**

- e. Arrange needed time off **at least a week in advance** so a replacement staff member can be rescheduled if necessary.

- f. Tutors/Staff members need to check the tutoring appointment schedule in *Google Calendar* to verify that they are scheduled for the correct times. (It is always possible for mistakes to sneak in.)
- g. All Tutors/Staff members must attend staff meetings when held. All staff members are responsible for making sure they are aware of any information covered in the staff meetings.
  - i. If a tutor/staff member fails to attend a meeting, he or she will need to ask fellow team members for the missed information.
- h. Tutors/Staff members working the front desk should update the calendar to mark if a client has arrived for his or her appointment. **The same Tutor/Staff member is also responsible for letting the tutor know that his or her client has arrived and is ready for his or her tutoring appointment.**<sup>2</sup>
- i. Keep conversation volume to a minimum. Do not converse so loudly as to disrupt the work of clients or staff. Avoid distracting or noisy activities. Do not crowd the front desk.
- j. Tutors/staff should remain visible and attentive at all times while on the clock. **Do not “work” in the back rooms.**
- k. Tutors/staff members should be aware of the appropriateness of their conversational topics as well as what they may view online at all times.
- l. Tutors and work-studies must stay until the advertised closing time. **No one should leave the centers early because he or she has no appointments, his or her job is complete, or any other reason unless first discussed with the specialist, unit administrator, assistant director, or director.** Students can often show up at the last minute to print or set up a tutoring appointment. *It is vital for the center’s sustainability that our hours of operation remain consistent.*
- m. A staff member must occupy the front desk at all times. While on the clock, all staff members must remain in their assigned center for the entirety of their shift.
- n. Should a staff member hold a dual role at *San Antonio College* as both a tutor and faculty member, it will be considered a conflict of interest for the staff member to tutor his or her currently enrolled students.
- o. Eating in the centers is allowed, but **all staff are expected to clean up after themselves.** Do not eat or drink on top of or around the student or tutor-station computers.
- p. Do not save files / assignments on staff computers, esp. the desktop. Instead, please use your own personal flash drives or other storage device.

#### 4. WHAT STAFF MEMBERS SHOULD DO WHEN THEY ARE NOT HELPING CLIENTS

- a. Staff members should frequently walk around the center and ask visitors what they are working on and if they need assistance.

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<sup>2</sup> This does not mean that front desk personnel are the tutors’ secretaries. Tutors must be aware of their appointments, and must keep track of their time. It is not solely the responsibility of front desk personnel to stop or interrupt a session.

- b. Staff members should be available and prepared to get up and assist a writer with quick answers. Fill out a “Quick Shot” form after.
- c. Staff members should push in chairs and keep the center neat.
- d. Staff members should complete any employee training found on Alamo Talent.
- e. Staff members should check the project board and contribute to the Writing Center’s library of handouts and videos on subjects related to writing.
- f. If the projects are complete, staff members should actively research writing center pedagogy by reading articles from <https://wljournal.org> or <http://www.english.udel.edu/wcj/>.
- g. Keep up to date with CRLA training and projects assigned.

**5. What to do when your APS is not scheduled to work or cannot be found**

- a. Follow the organizational chart located on page eight.
- b. For any questions or concerns, contact the Writing Center Advisor for Student Success
  - i. If the Writing Center Advisor for Student Success is not here, then contact the Writing Center Director with any questions or concerns.
- c. Always, regardless if the APS is scheduled to work or not, please feel free to email any questions or concerns to might have.

## Dress Code

Tutors and Work-Studies—please read and adhere to the following guidelines regarding the dress code; sign your name to the copy we provide you during your first week of employment:

When thinking about the dress code for the WC at SAC there are a couple of things to keep in mind: most tutors that work at the WC have obligations outside of work such as class, another job, or family; Texas' weather is highly variable and can get downright hot in the summers, and people have different forms of expression when it comes to fashion. Since the WC is a professional work place that services the SAC student population and community, we want to make sure that we are sending a visual message to both staff and students about the professional standards we uphold. Therefore, maintaining a professional dress code is important.

'If we have to ask ourselves if something is okay, we don't wear it.'  
- Rena Perez. *Tutor Perspectives on Dress Code in the Writing Center.*

When thinking about what to wear to work, aspects to keep in mind are comfortability and respectability. Don't feel pressured to wear business attire or a suit to work. Formal dress can come off as intimidating to the students we service. Instead, remember that the motto of the Writing Center is Peer tutoring, so as tutors our desire is to keep that peer image in place. Keep in mind that tutors' image should remain respectful of others and approachable. This is a college campus with a diverse population that the center services. It is a good idea to stay away from offensive outfits, such as logos and wording that convey marginalizing views. Although tutoring does not specifically require heavy movement, it is a good idea to wear clothing that will allow for comfortable movement.

Here are some suggestions to keep in mind when deciding what to wear to work:

- No short shorts
- No miniskirts (garments must be mid-thigh length or longer)
- No knee-length Capri pants (*mid-calf length is acceptable*)
- No t-shirts with obscene logos and/or language
- No baseball caps or hats
- No spaghetti strap shirts (*Unless covered at all times by a jacket/sweater*)
- No off-the-shoulder tops
- No shirts that expose excess cleavage
- No flip-flops
- No low hanging pants (Sagging)
- No garments designed to be worn as undergarments should be visible

**All Tutors and Work Study Employees MUST wear a lanyard with a name badge when on the clock!**

NOTE: If you have to question whether what you are wearing is appropriate, more than likely it is not suitable for work.

# **Job Duties and Procedures**

## 1. HOW TO GREET VISITORS, SIGN THEM IN FOR TUTORING OR COMPUTER USE

- a. Greet visitors as they come in.
  - i. Examples of what to say:
    - “Good morning, how can I help you today?”
    - “Thank you for visiting the Writing Center. How can I help you today?”
    - “Welcome to the Writing Center. What can I help you with today?”
- b. Ask them to sign in at the sign in station.
- c. Ask them if they are here for tutoring and if so check them in the Google Calendar.
  - change their status to “CM” for “came”
  - notify the tutor that the writer is waiting
  - if the client is early, invite him or her to use a computer while waiting
- d. Answer questions the visitor may have about which computers to use, printing policy, using go-print, hours of operation and services. If the visitor asks questions about his or her paper, suggest that the tutor is the best person to assist with these topics and ask if they would like an appointment.
- e. If the visitor has an appointment, do not walk them directly to the tutor. Instead, kindly ask them to have a seat and let his or her tutor know the tutee has arrived.

## 2. HOW TO ANSWER PHONE APPROPRIATELY, WHEN TO CHECK MESSAGES

- a. Live bodies are more important than the phone. If someone is IN the Center, work with him or her FIRST before you answer the phone.
- b. Answer the phone promptly and courteously. When you answer the phone, thank them for calling the Center and identify yourself by saying, “This is ....”
- c. Check messages in the morning or any time the orange light is blinking.
  - I. Ask your supervisor for the voicemail passcode
  - II. Use the “While You Were Out” slips of paper to take note of who called, for whom, and what his or her message was.

## 3. HOW TO HELP PEOPLE GET AN APPOINTMENT USING GOOGLE CALENDAR

- a. Log into [www.calendar.google.com](http://www.calendar.google.com) using the Center’s credentials
- b. Click the appropriate date
- c. Click on the needed time
- d. Insert the needed info
  - i. e-mail:
  - ii. phone:
  - iii. Prof:
  - iv. course:
  - v. type of assign./essay:
  - vi. your initials:
  - vii. date:
  - viii. tutor comments:
- e. Use these markers at the right of the client’s name:
  - i. (CM)      The client came to the appointment

- ii. (NS)        The client did not show
  - iii. (WI)       The client is a walk-in appointment
  - iv. (CX)        The client cancelled his/her appointment
  - v. (RS)         The client rescheduled his/her appointment
- f. Fill out an appointment reminder card with the date and time of their appointment, initial it, and give it to the client.
  - g. Students are allowed one appointment per-week, per-assignment. This can be overridden with the tutor's recommendation.
  - h. For Summer semesters and finals week, the Writing Center only takes walk-in appointments.

#### 4. ONLINE TUTORING

- a. Online tutoring appointments must be scheduled at least 24hrs in advance.
- b. Only schedule online tutoring appointments with tutors who have been trained to do online tutoring. Ask co-workers to find out who these tutors are.
- c. When scheduling online tutoring appointments, collect the same information from the writer and enter it into Google Calendar just as you would for regular tutoring appointment.
  - I. Be absolutely sure to confirm their email address is correct.
  - II. If the client does not have an active Gmail account, please offer the following account for their use:
    - [sacwconline@gmail.com](mailto:sacwconline@gmail.com)
    - Accdsacwc203
- d. Inform the writer that you will be sending them an email containing instructions for their upcoming appointment. Ask them to please respond to that email to confirm that it has been received.
- e. Using the [sacwctr@gmail.com](mailto:sacwctr@gmail.com) account, copy and paste the instructions below and send them to the writer in an email.
- f. These instructions for the writer are also located in the Google drive under the "Online Tutoring" folder. The document is titled "Online Tutoring Procedures for Writers."
- g. When you send the email, make sure the [sacwconlinetutoring@gmail.com](mailto:sacwconlinetutoring@gmail.com) account is CC'ed in the email.
- h. Within the email, notify the writer of the date and time of the appointment. If they are present in the center at the time, please also notify them in person.
- i. Lastly, in the email, request their response in order to confirm the appointment.

**BELOW IS AN EXAMPLE EMAIL SENT TO AN UPCOMING ONLINE TUTEE: (FEEL FREE TO COPY AND PASTE INTO AN EMAIL)**

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Hi, Writer. ←INSERT THE WRITER'S NAME HERE

In preparation of your upcoming online tutoring session on ***INSERT DATE AND TIME OF SCHEDULED ONLINE APPOINTMENT*** with one of the tutors at the San Antonio College Writing Center, please follow the following instructions:

- I. Email your assignment sheet and/or rubric and the document you wish to work on in the session to [sacwconlinetutoring@gmail.com](mailto:sacwconlinetutoring@gmail.com).
- II. If you do not already have a Google account, create one.
  - See instructions at the end of this document for more information on how to create a Google account.

***NOTE: \*\*\*IT IS HIGHLY RECCOMENDED YOU USE GOOGLE CHROME INTERNET BROWSER FOR YOUR ONLINE TUTORING SESSION\*\*\****

- III. The day of your appointment:
  - Gather all relevant materials before your session. At minimum please have the document you are working on (essay, draft, report, letter, resume, etc.) and any information you were provided with regarding the assignment. Additionally, it is highly recommended that you also gather additional class resources (the textbook, your notes, etc.) and any external sources you are using for the assignment (books, articles, recordings, etc.).
  - Log in to Google Hangouts.
    - a. See instructions at the end of the document for more information on how to log into Google Hangouts.
  - Call the Writing Center 10 minutes before your session is scheduled to begin to notify us you are ready for your appointment.
  - Wait for your tutor to invite you to a Hangout conversation.
    - a. On the Google Hangout page, click on the image of the three dots on the left under the image of the phone. Then, click on “Invites” and wait to see an invite from your tutor. The option to accept or decline an invite will be in the bottom right corner of your screen.

Creating a Google account:

- iv. Follow this link: <https://accounts.google.com/signup?hl=en>
- v. Note: If you already have an existing email address you wish to use, proceed to do so.
- vi. If not, skip and proceed directly to step x.
- vii. Underneath the box that says “Choose your username”, find the text that reads “I prefer to use my current email address” and click on it.
- viii. Enter all required information.
- ix. Follow the on-screen instructions to completion.

To access Google Hangouts:

- x. Log into a Google service.
- xi. Find the icon made up of a small grid of white squares in the upper right-hand corner of the window and click it.
- xii. Click “More” on the drop-down menu.
- xiii. Find and select the icon of a green speech bubble containing a quotation mark labeled “Hangouts”.

Have a good session!

- The San Antonio College Writing Center

j. For online tutors:

- I.** Regularly check the front desk, google calendar, and the online tutoring email account ([sacwconlinetutoring@gmail.com](mailto:sacwconlinetutoring@gmail.com)) for notifications of upcoming online appointments.
- II.** On the day of the online tutoring appointment:
  - Log into the **sacwconlinetutoring@gmail.com** account.
  - Check for a carbon copy of the instructions email sent to the writer.
    - A.** If there isn't one, check to make sure the instruction email was indeed sent to the writer using either the Writing Center's email address ([sacwctr@gmail.com](mailto:sacwctr@gmail.com)) or the online tutoring email address ([sacwconlinetutoring@gmail.com](mailto:sacwconlinetutoring@gmail.com)).
  - Check for an email from the writer with a copy of his/her assignment sheet or prompt, and a draft of what s/he has been working on.
    - A.** If you have not received one, email the writer reminding them of their appointment and requesting those materials.
- III.** Fifteen minutes before the online appointment begins:
  - Access Google Hangouts. Instructions for how to do this are located at the bottom of the email sent to online tutees.
  - Begin a new conversation by entering the writer's email address and sending them an invitation.
  - Open the document sent by the writer in Google Docs. Share it with writer's email address.
  - Wait for the writer to call the WC and/or join your Hangouts conversation.
    - A.** If the writer does not appear or contact the WC by the appointment start time, attempt to call the number they have provided.
- IV.** In the session:
  - Begin your session following the same procedures as sessions in the Writing Center.
  - Ask the writer if they have a microphone and if you may video call them.
    - A.** It is preferable to conduct the session verbally if possible. However, it is optional to utilize the video feature. Note that

use of video may cause connectivity issues if there isn't sufficient bandwidth available on either end of the call.

- Conduct the session with both Google Hangouts and Google Docs running simultaneously in separate windows.
- Make changes to the document using the "Suggesting" mode. Discuss changes or comments with the writer as you make them.
- At the end of the session type out a session summary. Send the writer a link to the WC Tutor Form and kindly ask them to fill it out and submit it. Have them copy and paste your tutoring summary.

## 5. HOW TO HELP AN INSTRUCTOR SCHEDULE AN ORIENTATION OR WORKSHOP

- a. If an instructor or staff member calls or comes in to The SAC Writing Center requesting an orientation or workshop, create a new event within the *Google* calendar at the requested time for the event. **Make sure there is someone available to provide that service at that time!** If unsure, let the instructor know we will get back to them and ask an Academic Program Specialist.
  - i. Within the subject line of the event, write ORIENTATION or WORKSHOP (if it is a workshop, make sure you ask what kind of workshop it is- MLA, APA, etc.), followed by the name of the instructor/staff member, class, and section number.
  - ii. In the description section, make sure you clearly state the **time and location** (building and room number) where the event will take place. In addition, add the instructor's email and phone number.
  - iii. Let the instructor/staff member know that you will be sending out a confirmation email regarding the set time for the orientation.
  - iv. Send out an email to the instructor/staff member asking them to confirm the time set for the orientation.
  - v. Remind the Academic Program Specialist(s) and Writing Center Unit Assistant about the orientation.

## 6. CONDUCTING ORIENTATIONS AND WORKSHOPS

Conducting workshops and orientations are extremely important at the Writing Center since these effectively expand the SAC WC's investment across campus. Furthermore, workshops and orientations provide an opportunity to let instructors and students know our pedagogy and the type of services we provide. With that being said, if you need to provide an orientation or workshop, make sure you adhere to the following guidelines:

- a. Before conducting an orientation/ workshops:
  - i. **Be prepared!** Make sure you gather all the materials you will need such as fliers with The SAC Writing Center Information, an Orientation Cheat Sheet, a Sign-in Form, and a few Frequent Writer Cards. If you are conducting a workshop, make sure you bring an iPad in case students want to set up an appointment. Get familiar with the material you are presenting. If necessary,

practice a few times on your own or with a fellow tutor to ensure you are ready when the time comes.

- b. During the orientation/ workshop:
  - i. Be on time. Make sure you have all your materials ready to go. Remember that you will act as the face of The SAC Writing Center. You want to make sure you give a good first impression to the instructor and students.
  - ii. Keep students engaged. Ask questions and listen to any questions or concerns they might have.
  - iii. Comply with the orientation/ workshop etiquette. Look at the Presentation Evaluation Survey to get a better idea of what is expected from you.
  - iv. After your workshop, respectfully thank your audience for their attention.
  - v. Let the instructor know you will be sending out an Orientation / Workshop evaluation survey: <https://goo.gl/forms/VqwP3uiPHSr3Hsyu1>

## 7. WALK-IN APPOINTMENT ETIQUETTE

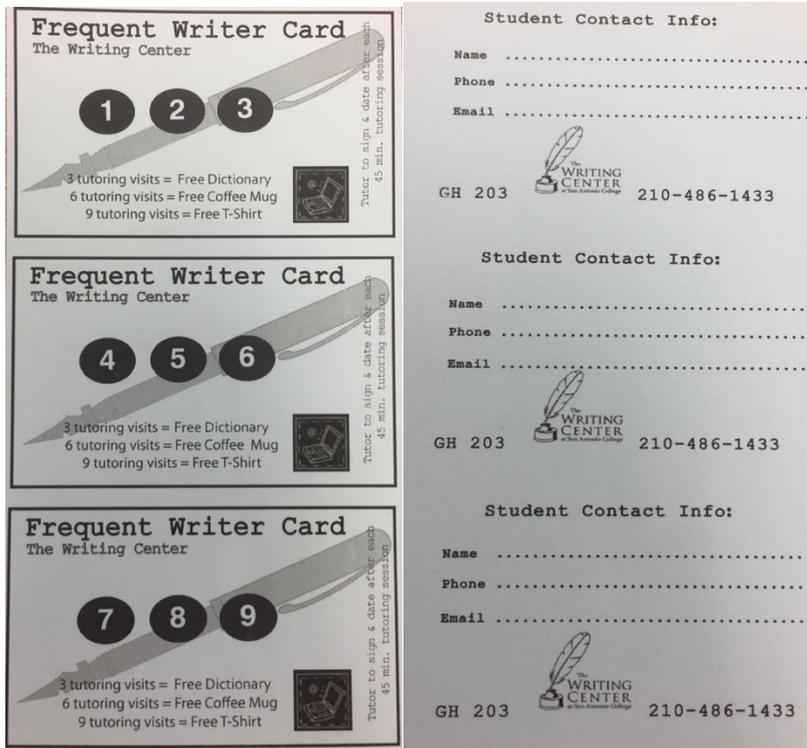
- a. Walk-in appointments are offered to writers who do not have an appointment scheduled and would like to see a tutor.
- b. They are given ***only if a tutor is available to see the writer.***
  - i. If the walk-in comes 10 or more minutes before the open appointment, feel free to schedule the appointment. However, if the walk-in does not come in 10 or minutes before the open appointment, ask the tutor first before offering the walk-in to the client. The tutor can, if they are working on other projects, choose to spend that time working on said project.
- c. Upon arrival, the writer needs to sign-in at the front desk.
- d. If the walk-in writer leaves the center and their name is called, their appointment is forfeited.
- e. Walk-ins are on a first come, first serve basis.

## 8. PROCTORING EXAMS

- a. The Writing Center offers test proctoring services only for professors who arrange such services to be provided for their students with the Writing Center.
- b. When proctoring tests
  - i. Before administering a proctored exam, make sure you – or a fellow co-worker – will be on the clock for an appropriate amount of time needed in order for the student to finish the exam.
    - In other words, don't agree to proctor if there is no one in the center to proctor.
  - ii. Have the student sign in.
  - iii. Follow any guidelines and instructions provided by the professor.
    - This includes reading out loud to the student any rules and instructions provided by the instructor.
  - iv. Monitor the student and make sure he or she is not cheating.
  - v. If you need to leave the Center for any reason, then let a co-worker know so that he or she can monitor the student while you are gone.

**9. FREQUENT WRITER PROGRAM**

- a. The San Antonio College Writing Center offers an incentive program for frequent visitors. This program is called The Frequent Writer Program.”
- b. The way this program works is with our “Frequent Writer Card.”
  - i. Give one of these cards to each writer after having a session with him or her.
- c. When a writer has an appointment for at least thirty minutes, they are granted one mark on a “Frequent Writer Card.”
  - i. To mark these cards, just sign your initials and date one mark.
- d. After three, six, and nine visits, the frequent writer earns a prize.
  - i. Have the writer fill out the back of the card; tear off the finished section, and then place the card in the jar at the front desk.
- e. The prizes periodically change, so instead of listing the prizes on the “Frequent Writer Card,” they are listed as levels.
- f. Here are some pictures of what the “Frequent Writer Card” looks like:



**10. USING GOPRINT SYSTEM**

- a. From time to time, you will have to help students set up and use their GoPrint account.
- b. No wireless printing is available at the moment. Students who bring in a personal laptop/tablet must either email the document to themselves or transfer a copy to a USB. (There are some at the front desk for this purpose)
- c. The campus no longer offers the physical GoPrint card. All students must create an online account to print.

**d. To open up GoPrint**

- i. There is a GoPrint icon at the bottom righthand side of the student computers (Thin Clients). Click on this to prompt the system to pop up. If this does not work try sending the document to print, and the GoPrint login screen should pop up. If neither of these options work for you, call another tutor, Charles, or an IT representative.

**e. To create an Account**

- i. On the login screen the option to create a new account is available. If the student already has an account proceed to log-in. If not have the student create one. The username can be whatever the student would like it to be. The email does not have to be the ACES email.
- ii. If the student cannot remember his/her username, password, or email have them call IT district. We do not have access to that information.

**f. To add value**

- i. To add value to an account the student can choose to use a debit or credit card or use the black kiosk to pay in cash (dollar bills only, no change). The kiosk will take the full dollar amount into the account. For example, it will take the entire \$5 even if the student meant to only deposit \$1.
- ii. For the option to use a credit card the student will need to click the option "Add Value" and enter in the amount desired. Then proceed to enter in the card information.
- iii. To pay in cash the student will log in using the keyboard on top of the kiosk and then feed the bill into the cash feeder. The machine will then print out a receipt with the account's new balance.

**11. SOCIAL MEDIA ENGAGEMENT**

- a. During your down time, spend a few minutes on one of our social media pages. Currently, the San Antonio College Writing Center has a Facebook and a Twitter page.
- b. The two pages are linked, so when you post to one page, the same post will show up on the other.

## Beginning and Ending the Day

### **\*IMPORTANT\***

Opening and closing procedures are **team efforts**. These responsibilities are to be **shared** amongst all employees who are scheduled to open or close.

#### **1. OPENING PROCEDURES:**

- a. Clock-in on your individual ACES account.
- b. Bring in any trashcans that are outside the door
- c. Check and refill if needed printer paper
- d. Put out the sandwich board sign (College Writing Center)
- e. Make sure lights are on and center is presentable
- f. Make sure the sign-in computers are ready for log-in
- g. Re-start any that need restarting
- h. Turn on the front desk computer and pull up the *Google Calendar*.
- i. Make sure all chairs are pushed in
- j. Check HANDOUTS and BROCHURES
- k. Make copies and refill if any are low/out
- l. Check phone and email for messages and appointments. A co-worker might have called-in sick, or late. If this happens, make note of it and notify a supervisor. If someone called to reschedule or cancel an appointment, then make the necessary changes in *Google Calendar*.
- m. Check the Google Calendar to see what appointments are scheduled.
- n. Tidy up the center if need be.
- o. Make coffee if not already made

#### **2. CLOSING PROCEDURES:**

- a. Announce the Center will be closing approx. 15 minutes before close
- b. Take out all trash cans and place them outside the door
- c. Make sure chairs are pushed in
- d. Clean and turn off the coffee maker
- e. Ensure that hallway by Jane's office is clean and tidy
- f. Log-off all thin client computers
- g. Place the "Do Not Use" signs back onto the tutor station computers
- h. Ensure the front desk and tutor stations are clean and tidy
- i. Place any found objects in the designated Lost & Found areas
- j. Make sure center is clean and presentable for opening next day
- k. Push in all chairs
- l. Bring in the sandwich board sign (College Writing Center)
- m. DO NOT turn off the front desk nor the sign-in computers.
- n. If there are empty handout folders, please refill them.
- o. Turn off all lights in each room.  
Clock-out of ACES

**3. DAILY PROCEDURES:**

- a. Check and load paper in the student printers.
- b. Stock carrels with pens, pencils, highlighters, white out, sticky notepads, etc.
- c. Straighten and neaten generally.
- d. Make sure to clean up after yourself on a regular basis (including the coffee mugs and eating areas).
- e. Push-in chairs
- f. Water plants

## Employee Training

Generally, at hiring, HR indicates that part of your duties and responsibilities of working for one of the Alamo Colleges is compliance training. For compliance training, the schedule varies. Some portions are required to be completed annually, while some are every two or three years. Employees in most categories are responsible for the minimum compliance training.

Compliance training topics require SAC Writing Center **hourly** employees to exhibit professional deportment, be aware and abide by federal law, and state and district processes.

Here is how to access your compliance training:

- Log into aces.
- Click on the EMPLOYEE tab.
- Under the Alamo Talent banner (located in the bottom right of the screen), click on “Click here to enter Alamo Talent.”
- Hover over the “My Learning” tab.
- A drop-down menu will appear. Click on compliance.

Each employee can view what is required by the district and by what deadline.

Here is a screen shot of the compliance training page:

Our compliance calendar is not meant to be all inclusive, but it aims to highlight important deadlines for our institution.

14 DAYS		30 DAYS		60 DAYS	
Active Shooter	Driver Safety	Ethics Training	(NEO) New Employee Orientation	IT Security Awareness & Training	Asset Management
Emergency Preparedness	Safe Environment	FERPA	Title IX	Drug Free Workplace	
Workplace Health and Safety		Conduct and Ethics Training		Legal Compliance	

This compliance calendar is not meant to be all inclusive, but it aims to highlight important deadlines for our institution.

The renewal schedule also appears on this page. These results may vary depending on job role.