CHS | كلية الإنسانيات والعلوم
COLLEGE OF HUMANITIES AND SCIENCES

جامعة الامير سلطان
PRINCE SULTAN
UNIVERSITY
PSU.1998

The Writing & Tutoring Center

WTC

A Center for Academic Excellence

Handbook (Rules and Regulations)

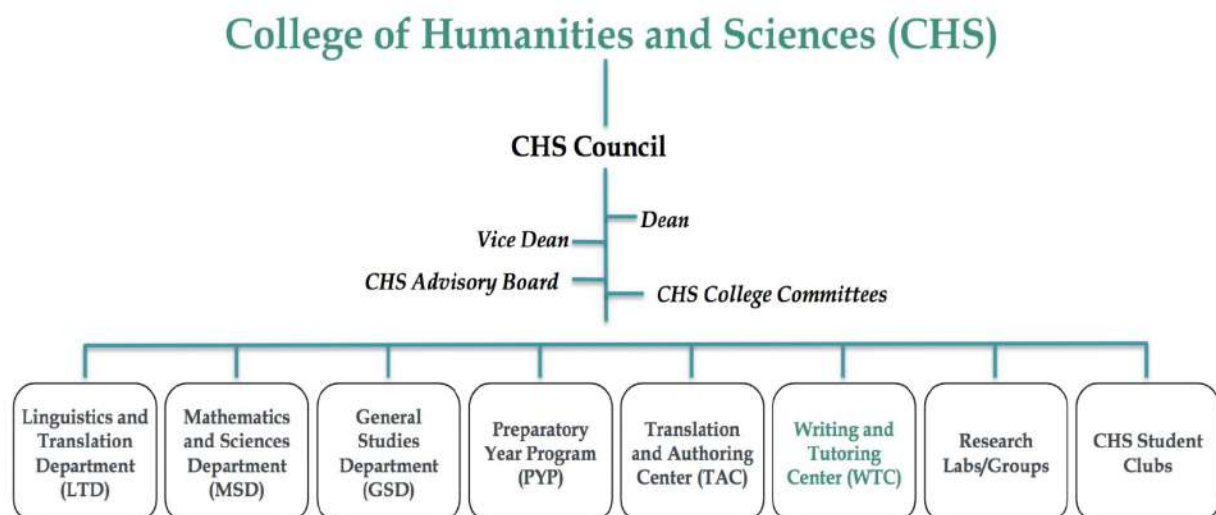**February, 2022**

Table of Contents

I. Glossary

All terms shall have the meanings hereunder assigned to them unless the context specifies otherwise:

- **PSU:** Prince Sultan University, Riyadh - Saudi Arabia (male and female campuses)
- **CHS**: College of Humanities and Sciences at Prince Sultan University
- **WTC:** Writing and Tutoring Center
- **Tutor:** a PSU instructor or a PSU student (*hired by the center*) to provide a tutoring and/or a writing session to a PSU graduate or undergraduate student. This could also include full-time or part-time tutors from outside PSU.
- **Tutee:** a PSU graduate or undergraduate student who is being taught by one of WTC tutors.
- **Tutoring Session:** a 60-minute group session (*50 minutes for discussion & 10 minutes for Qs*) where a tutor supports learning of any of the courses taught at Prince Sultan University (*depending on availability*). These tutoring sessions might be utilized as training sessions for other language skills such as speaking.
- **Writing Session:** a one-to-one 60-minute session (*50 minutes for discussion & 10 minutes for Qs*) where a tutor offers academic support and feedback about a written text or material.
- **Appointment:** a writing session or a tutoring session that usually takes place between a tutor and tutee(s) and is scheduled in advance.
- **Booking an appointment:** to book a session in order to ensure that the service(s) offered by the WTC will be provided on the date and time chosen.
- **Cancellation:** the deletion of a previously booked appointment from the booking system.
- **Synchronous feedback:** feedback given online or on-campus during the one-hour appointment.
- **Asynchronous feedback:** feedback given online or on-campus using controlled methods that allow tutors to take their time and provide specific, meaningful feedback to another client.
- **Webinars:** live online presentations.
- **Seminars:** onsite events where a speaker facilitates a discussion with the audience about a particular topic.
- **English instructors:** instructors who teach English writing courses or are otherwise qualified to teach English writing courses.
- **Arabic Tutors**: instructors who teach Arabic language courses or are otherwise qualified to teach Arabic courses.

II. Director's Message

The Writing and Tutoring Center (WTC) was initiated in 2021 as a project under the Educational Research Lab (ERL) and is currently guided by the College of Humanities and Sciences (CHS) at Prince Sultan University (PSU) to serve all students in various disciplines to overcome academic challenges and to guide them through individualized learning. The following figure *(figure 1)* shows the placement of the new Writing and Tutoring Center under the College of Humanities and Sciences' (CHS's) structure:

College of Humanities and Sciences (CHS)

CHS Council

Dean

Vice Dean

CHS Advisory Board

CHS College Committees

| Linguistics and Translation Department (LTD) | Mathematics and Sciences Department (MSD) | General Studies Department (GSD) | Preparatory Year Program (PYP) | Translation and Authoring Center (TAC) | Writing and Tutoring Center (WTC) | Research Labs/Groups | CHS Student Clubs |

Figure 1: WTC placement under the CHS's structure

Assisting students who face challenges in both their personal and academic learning is crucial. Therefore, the center's main objective is to provide mentoring and one-to-one guidance in all areas of academic subjects that include outlining, structuring, research, writing skills, referencing, and academic integrity. The WTC will primarily focus on assisting all students in their academic majors in supporting their learning by providing/offering opportunities for subject-specific tutoring to enhance students' study skills and achievement of learning outcomes. Furthermore, it aims to develop students' abilities to respond more accurately to course content via the provision of

constructive feedback enhanced by the kind of positive social dynamics only made possible through one-to-one interactions. It also seeks to increase learners' confidence, stimulate their motivation in writing, and reinforce lifelong writing habits and skills. Hence, the WTC is a student-centered step taken towards the refinement of the overall learning experience at PSU.

Dr. Norah Almusharraf, the Director of the Writing and Tutoring Center, *Lab Leader of Educational Research Lab (ERL). Assistant Professor in the Linguistics and Translation Department, College of Humanities and Sciences, PSU.*

III. Introduction

The Writing and Tutoring Center (WTC) is a newly founded center offering academic support to undergraduate and graduate students at Prince Sultan University. It also aims to offer PSU students much-needed academic services in order to improve the quality of their education and enhance their learning outcomes. Such academic support seems to be highly needed and utilized amongst other well-known local and international universities. Moreover, it also seeks to develop students' abilities to respond more accurately to course content via the provision of constructive feedback enhanced by the kind of positive social dynamics only made possible through one-to-one and group interactions, in addition to increasing learners' confidence, stimulating their motivation in writing, and reinforcing lifelong writing habits and skills. The WTC's services vary from assisting students in understanding their course material and enhancing their writing skills to helping students better comprehend academic integrity and avoid plagiarism. The WTC will be offering services in English and Arabic.

This document provides a detailed description of the WTC, its goals, and its services. It also elaborates on the rules and regulations of offering and booking the academic services the center offers and illustrates the roles and the expectations of the parties involved in such services.

IV. WTC Vision

The Writing and Tutoring Center (WTC) strives for excellence in providing academic support in writing and tutorship to equip students with the needed critical thinking skills, language proficiency, and lifelong academic habits and skills.

V. WTC Mission

The Writing and Tutoring Center (WTC) aims to provide academic support services (*one-to-one or study groups*) that aid undergraduate and graduate students at PSU with their learning and writing projects (*including research*) in all subject matters. WTC services vary from supporting students with their research papers and writing

assignments to offering tutoring sessions and explaining lessons and concepts across all disciplines or fields offered at PSU. The ultimate mission is to ensure that students are receiving adequate educational support as well as a rich learning experience.

VI. WTC Objectives

Taking into consideration PSU's vision, the WTC's objectives are to:
➔ Offer assistance to students of different levels/majors throughout their studies.
➔ Reflect PSU's culture and values.
➔ Develop students' study skills.
➔ Reduce students' academic anxiety levels.
➔ Improve communication skills and enhance individual and collaborative learning.
➔ Provide students with differentiated instruction.
➔ Increase students' confidence and motivation for learning and writing.
➔ Provide constructive feedback and remediation.
➔ Assist students in developing their projects/assignments.

VII. WTC Services

The main services of the WTC are to:
● Offer tutoring sessions of all subject matter across all disciplines.
● Assist students with their writing of outlines, assignments, and projects.
● Develop students' language skills.
● Offer on-campus & off-campus constructive feedback on writing.
● Generate Turnitin reports and provide consultations for academic integrity to avoid plagiarism.
● Train students to become tutors themselves (i.e. *peer reviewers*).

The WTC offers the following services:

A. *Tutoring* **services:**

➤ Providing academic tutoring sessions supervised by instructors along with the collaboration of senior students from all colleges to enhance the learning of all subject matter

➤ Hosting expert webinars, seminars, and tutorial sessions to provide insights and guidelines on academic skills and knowledge of all subjects (*English, Mathematics, etc.*)

➤ Offering resources that will enhance learner autonomy

B. *Writing* **services:**

➤ Providing academic assistance to students' writing projects supervised by English instructors from the CHS along with the collaboration of senior students through:

    1) **Synchronous sessions:** online or face-to-face in a designated place (*the tutor's office/library*)

    2) **Asynchronous feedback:** students who have deadlines to meet may not have the time to schedule a session so they can use the **asynchronous feedback** system. Students can upload their papers or writing on the WTC website to obtain asynchronous feedback. Within a week or less, they would receive brief feedback (*general correction*) on grammatical errors, mechanics, punctuation, and overall sentence structure. *However, this service is not offered right now and will be launched later.*

➤ Offering online resources such as **manuals and instruction**: introducing students to various writing styles and formats (including APA & MLA styles of citation, referencing, using articles and other resources, quotations and paraphrasing, and plagiarism)

Other **services:**

➤ Offering an online course on **academic integrity and plagiarism** (*certificates will be instantly awarded*)

➤ Providing **research training** on creating questions, abstracts, literature review, writing a bibliography, etc.

➢ Forming **academic study groups** where students are offered opportunities to form social circles & work collectively in helping each other with their writing skills
➢ Encouraging **national & international collaboration opportunities** though the international Affairs office (IAO)

VIII. WTC Governing Policies and Bylaws

Article (1): Governance: WTC Management Office Members

Section 1: The management office is the Director and/or the Associate Director.

Section 2: Based on the recommendation of the CHS Dean, the appointment of the management office will be officially issued by the University President.

Section 3: Under the management office, the center will be organized as follows (*see figure 2*):

- ❖ The **WTC Executive Committee,** which will be chaired by the **WTC Director**
- ❖ The **WTC Associate Director** who will report directly to the **WTC Director**.
- ❖ The **WTC Coordinator(s),** who will coordinate with **Administrative Assistants** from both campuses to assist and report the progress of the writing and tutoring services. Then, the **Coordinator(s)** will report directly to the **WTC Associate Director.**
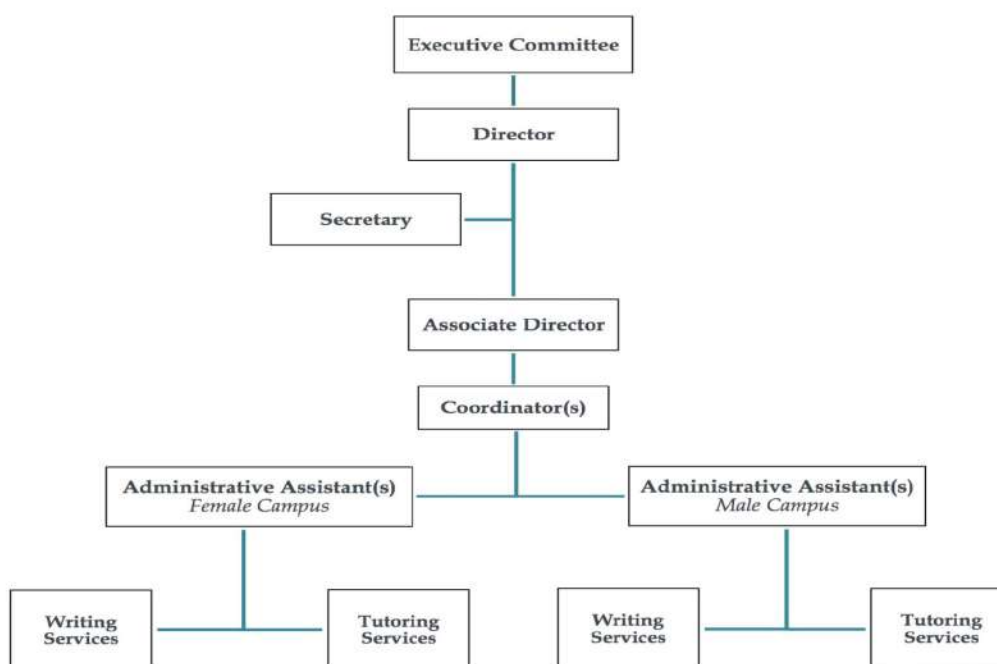
Figure 2: WTC office organizational chart

Article (2): Governance: WTC Executive Committee

Section 1: The Executive Committee Members (ECM) shall be recommended by the WTC Director and will be forwarded to the Dean of the CHS for approval.

Section 2: The ECM shall be appointed by the university council based on the recommendation of the CHS council.

Section 3: If a member wishes to withdraw from the executive committee, s/he should submit an acceptable justification letter to WTC management office members. The WTC Director may recommend a substitute for that member.

Section 4: The ECM shall be appointed for the whole academic year.

Section 5: The tasks of the ECM shall be assigned by WTC Director and/or Associate Director. The tasks of this committee will include but are not limited to:

❖ Participating in decision-making
❖ Voting for recruitment/enrolment of new members
❖ Evaluating policy and regulations related to the WTC
❖ Addressing immediate and urgent cases/issues related to both faculties and students

The ECM College Representatives:

College representatives are responsible for bridging connections between the WTC and their respective colleges. Their responsibilities include but are not limited to:

❖ Monitoring and reporting their own college's progress within the WTC (*both tutors and tutees engagement, improvement, etc.*)
❖ Coordinating the college's writing and tutoring requests and needs and reporting them to the WTC Coordinators throughout the academic year
❖ Recommending tutors (*both students and instructors*) to the WTC and encouraging them to apply from each of their respective colleges
❖ Encouraging the struggling students in their college to sign up for WTC sessions following the method of their preference (i.e. *meeting with those struggling students, asking instructors of those students to inform them to visit WTC, sending an email to the struggling students, etc.*)
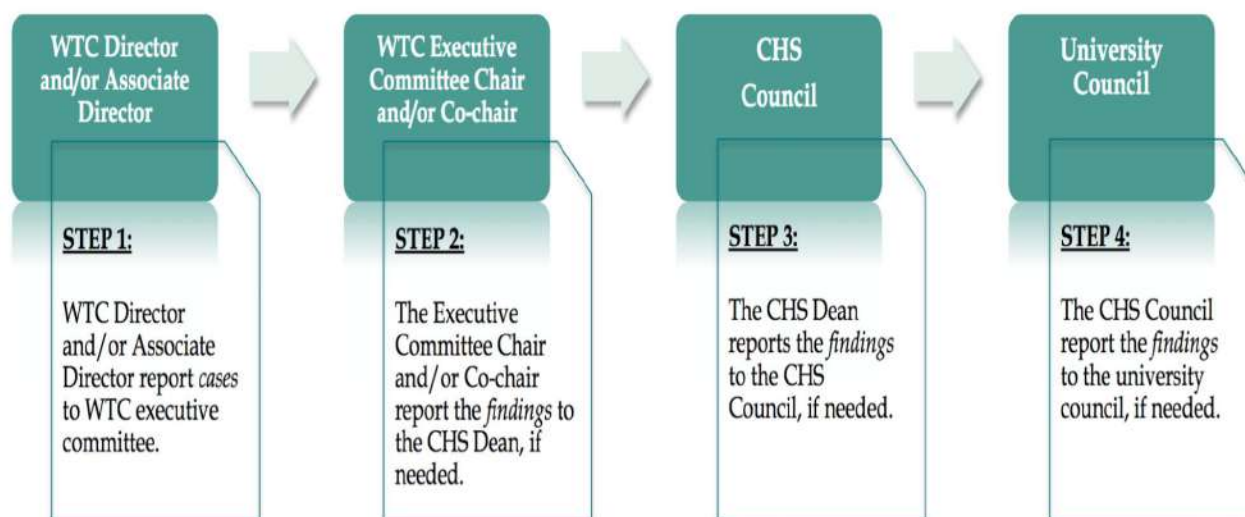
Article (3): WTC Organizational Decision-Making Structure

All decisions within the WTC will be structured as follows (*see figure 3*):

Section 1: the WTC Director and/or Associate Director (i.e. *Chair and/or Co-chair of executive committee*) report to the ECM cases/issues that need to be discussed to facilitate necessary actions and/or decisions to be made.

Section 2: The executive committee Chair and/or Co-chair then report their recommendations to the CHS Dean to be discussed in the college council (*if needed*).

Section 3: The college council then reports the recommendations to the university council (*if needed*).

WTC Director and/or Associate Director		WTC Executive Committee Chair and/or Co-chair		CHS Council		University Council
STEP 1: WTC Director and/or Associate Director report *cases* to WTC executive committee.		**STEP 2:** The Executive Committee Chair and/or Co-chair report the *findings* to the CHS Dean, if needed.		**STEP 3:** The CHS Dean reports the *findings* to the CHS Council, if needed.		**STEP 4:** The CHS Council report the *findings* to the university council, if needed.

Figure 3: *WTC Organizational Decision-Making Process*

IX. WTC Operating Policies and Bylaws

This section provides a reference for those aiming to use WTC services (i.e. *students*) or those who wish to apply and be hired by the WTC (*qualified students & faculty*). It also aims to guide and clarify the nature and manner of the academic support provided. These regulations govern the sessions that take place between a tutor and a tutee (*under WTC management*). *Please note that these policies and regulations are subject to change.*

Becoming a tutor is beneficial as it not only allows students and faculty an opportunity to share their knowledge and expertise with others but is also rewarding because it:
➔ Improves the tutor's problem-solving skills.
➔ Helps strengthen the tutor's communication skills.
➔ Widens the circle of one's positive effect on others.
➔ Broadens the tutor's perspective and knowledge of academic excellence.
➔ Develops the tutor's time-management skills.

For those interested in joining the WTC team and becoming one of its tutors, please refer to **Article (1), Article (2),** *and* **Article (3)** *to know more about the requirements and the job description.*

Article (1): Instructor Tutors

1.1. Instructors who are teaching full-time (*or part-time*) at PSU can become tutors for the WTC provided that their credentials are relevant to the course for which they wish to offer their services.

1.2. Tutors are **expected to**:
   a. **Offer** services to the campus for which they are working. Male tutors can *only* offer writing and tutoring sessions to male tutees. Female tutors can *only* offer writing and tutoring sessions to female tutees.
   b. **Attend** on time and leave at the end of the session (*one hour: 50 minutes for the discussion and 10 minutes for wrapping up and questions*).
   c. **Use** professional language in communicating with the tutees (i.e. *concrete, specific, and appropriately formal*).

d. **Provide** constructive feedback (i.e. *for illustrative purposes*) about the tutee's written ideas or outlines, essays, assignments, or papers (i.e. *focus on both strengths and areas of improvement*).

e. **Explain** concepts or content of courses and curricula being taught at PSU.

f. **Explain** plagiarism, its harmful effects and provide tips on how to avoid it.

g. **Listen** carefully to their tutees' concerns and queries.

h. **Offer** revision sessions, remedial exercises, or feedback about practice material.

i. **Review** any documents uploaded by the tutee when booking the appointment (e.g. *rubrics, writing documents, lessons, and material*).

j. **Identify** patterns or errors and offer explanations to avoid making them.

k. **Maintain** positivity throughout the session and avoid negative comments.

l. **Be actively involved** in providing the WTC with input that would help further develop the center.

1.3. Tutors must **avoid**:

a. **Being** involved with any tutees that s/he is currently teaching. No tutors should be tutoring their current students as this should be done during their office hours.

b. **Offering** any WTC academic services during their teaching hours, office hours, or academic advising hours.

c. **Assigning** grades to assignments.

d. **Encouraging** the tutee to deviate from the original content of the course.

e. **Writing** any part(s) of the assignment/project or conducting research (*or parts of it*) on behalf of the tutee.

f. **Offering** tutees writing ideas or writing points to include in their assignments.

g. **Forcing** tutees to follow their directions or feedback.

h. **Editing** tutees' work or making changes to them; tutors can only point out the errors, and the tutees should correct them themselves. The ultimate goal is to focus on the tutee's writing skills and help them improve their writing for the long-term.

i. **Helping** tutees by solving their homework for them or giving feedback that would correct their mistakes for them.

j. **Taking** quizzes, exams, or any forms of assessments on behalf of the tutees.

k. **Guaranteeing** a certain grade or promising the tutee that s/he would get a certain grade according to the rubric.

l. **Re-grading** an *already-marked* assignment according to the rubric.

m. **Providing** feedback for written texts that are not written by the tutee himself/herself.

n. **Conducting** the appointment via **other** platforms without the WTC's consent, or **working with tutees** after the appointment (*must be channeled under the WTC*).

o. **Criticizing** or **disrespecting** PSU instructors and their teaching methods.

p. **Meeting with tutees outside the designated WTC meeting** hours or PSU campus.

q. **Accepting any incentives or remuneration** directly or indirectly from the tutees for services done.

In addition to the above-mentioned policies, tutors are expected to attend any staff meetings and read instructions, updates, or guidelines shared via email. It is extremely crucial that they are reachable and available on their emails and mobile phones (*if needed*).

Tutors are also expected to plan out the one-hour session thoroughly. In other words, the following outline is advises for each session (i.e. the *one hour*):

- *5 minutes:* open the session by asking the tutee for their expectations and agenda for this session to prioritize the discussion items

- *45 minutes:* address the agenda items by providing the needed tutoring/writing services

- *10 minutes:* summarize the session and encourage the tutee to ask questions so that they can be answered. It's also suggested to have a quick revision to ensure optimum understanding of the session.

Article (2): Student Tutors

2.1. Students who are enrolled at PSU can become tutors for the WTC <u>provided that</u> they have achieved a grade of (**A**) or (**A+**) in the course for which they would like to sign up as a tutor.

2.2. Tutors (students) are **<u>expected to</u>**:

    a. **Offer** services to the campus for which they are working. Male tutors can <u>*only*</u> offer writing and tutoring sessions to male tutees. Female tutors can <u>*only*</u> offer writing and tutoring sessions to female tutees.

    b. **Attend** on time and leave at the end of the session (*one hour: 50 minutes for the discussion and 10 minutes for wrapping up and questions*).

    c. **Use** professional language in communicating with tutees (i.e. *concrete, specific, and appropriately formal*).

    d. **Provide constructive feedback** (i.e. *for illustrative purposes*) about the tutee's written ideas or outlines, essays, assignments, or papers (i.e. *focus on both strengths and areas of improvement*).

    e. **Explain concepts** or lessons for courses and curricula being taught at PSU.

    f. **Listen** carefully to their tutees' concerns and queries.

    g. **Educate** tutees about plagiarism and provide tips on how to avoid it.

    h. **Offer** revision sessions or **give** feedback about practice material.

    i. **Review** any documents uploaded by the tutee when booking the appointment (e.g., *rubrics, writing documents, lessons, and material*).

    j. **Identify** patterns or errors and offer explanations to avoid making them.

    k. **Maintain** positivity throughout the session and avoid negative comments.

    l. **Be actively involved** in providing the WTC with input that would help further develop the center.

2.3. Tutors (students) must **<u>avoid</u>**:

    a. **Grading** an assignment or giving it a mark.

    b. **Encouraging** the tutee to deviate from the instructions of the original instructor of the course.

    c. **Writing** any part(s) of the assignment or conducting research on any part on behalf of the tutee.

d. **Offering** tutees writing ideas or writing points to include in their assignments.

e. **Forcing** tutees to follow their directions or feedback.

f. **Editing** tutees' work or making changes to them; tutors can only point out the errors, and the tutees should correct them themselves. The ultimate goal is to focus on the tutee's writing skills and help them improve their writing for the long-term.

g. **Helping** tutees by solving their homework for them or giving feedback that would correct their mistakes for them.

h. **Taking** quizzes, exams, or any forms of assessments on behalf of the tutees.

i. **Guaranteeing** a certain grade or promising the tutee that s/he would get a certain grade according to the rubric.

j. **Re-grading** an *already-marked* assignment according to the rubric.

k. **Providing** feedback for written texts that are not written by the tutee himself/herself.

l. **Conducting** the appointment via **other** platforms without WTC consent or **working with tutees** after the appointment (*must be channeled under the WTC*).

m. **Criticizing** or **disrespecting** PSU instructors and their teaching methods.

n. **Meeting with tutees outside the designated WTC meeting** hours or PSU campus.

o. **Accepting any incentives or remuneration** directly or indirectly from the tutees for services done.

In addition to the above-mentioned policies, tutors (students) are expected to attend any staff meetings and read any instructions, updates, or guidelines shared via email. It is extremely crucial that they are reachable and available on their emails and mobile phones (*if needed*).

Tutors are also expected to plan out the one-hour session thoroughly. In other words, the following outline is advises for each session (i.e. the *one hour*):

- *5 minutes:* open the session by asking the tutee for their expectations and agenda for this session to prioritize the discussion items

- **45 *minutes*:** address the agenda items by providing the needed tutoring/writing services
- **10 *minutes*:** summarize the session and encourage the tutee to ask questions so that they can be answered. It's also suggested to have a quick revision to ensure optimum understanding of the session.

Article (3): Job Application

The WTC opens the opportunity to apply as a tutor to PSU students who meet the requirements, PSU faculty, and external faculty (*if needed*). The maximum number of hours a tutor can take is **2 *appointments per week*** (*this could be <u>altered upon demand</u>*).

A. Instructors (Over-time Compensation)

3.1. Full-time faculty affiliated with PSU can apply as tutors at convenient hours. The time and date of their tutoring/writing sessions will depend on the availability of slots.

3.2. In order to apply as a tutor for a particular course, the instructor's credential should be relevant to the course taught (i.e. *same discipline/major*). For example, those with a Math degree (M.S., B.S.) can tutor any relevant math courses.

3.3. In order to apply as a tutor for a particular course, the instructor should have **past teaching experience in** the subject area for which they would like to apply as a tutor.

3.4. **Qualification for writing tutors:** Both native and non-native speakers of English/Arabic can offer writing sessions provided that they have past experience teaching writing.

3.5. Applying as a tutor does not guarantee automatic acceptance. Tutors must sign a pledge to confirm that they have read the requirements and do not have conflicting schedules (**classes or office hours**). An interview (*in-person/phone call*) may be needed in some cases.

B. Students (Part-time Compensation)

3.6. Undergraduate and graduate students affiliated with PSU can apply as part-time tutors. The time and date of their tutoring/writing sessions will depend on the availability of slots.

3.7. In order to apply as a tutor for a certain course, a scan of the academic transcript must be uploaded (*in the WTC's designated portal/website*) to prove that the student has taken a grade letter of (**A+**) or (**A**) in the course for which they would like to tutor.

3.8. **Qualification for writing tutors:** While preference is given to instructors who taught the course or writing in general, those who got (A+) or (A) in the writing course can still apply as a tutor (*depending on tutoring requests*).

3.9. Applying as a tutor does not guarantee automatic acceptance. Tutors must sign a pledge to confirm that they have read the requirements and do not have conflicting schedules. An interview (*in-person/phone call*) may be needed in some cases.

The WTC has the right to terminate the employment of any tutor for reasons outlined in its policy handbook including, but not limited to, academic misconduct, disrespect, inability to be committed or punctual, dishonesty, low evaluation performance, complaints, and/or lack of immediate response to emails.

In addition, tutors are not allowed to refuse to take any appointments (*under their names*) after being booked by tutee(s), unless a valid excuse has been provided to WTC email (WTC@psu.edu.sa) in line with the WTC list of exemptions (i.e. *approved medical excuses, hospitalization, or death in the family, or legal obligations*).

Article (4): Appointments

All writing and/or tutoring sessions are subject to the availability of tutors and must be requested via our **online booking system**. Any verbal or personal agreements for tutoring services established outside the official online booking system are <u>not permitted</u> and will be reported for disciplinary action.

The WTC will have *four centers/ calendars* under the booking systems (two to be used by the male campus and two to be used by the female campus). Male tutees are <u>not allowed</u> to book an appointment from the female calendar(s). Female tutees are <u>not allowed</u> to book an appointment from the male calendar(s).

Name of the Service/Schedule	Target Campus
Writing Services (Male Campus)	**Only *male* tutors and tutees** can conduct appointments using this calendar.
Writing Services (Female Campus)	**Only fe*male* tutors and tutees** can conduct appointments using this calendar.

Tutoring Services (Male Campus)	Only *male tutors and tutees* can conduct appointments using this calendar.
Tutoring Services (Female Campus)	Only *female tutors and tutees* can conduct appointments using this calendar.

Each WTC appointment is a **one-hour-long** session conducted either on-campus or online. Tutees can book an appointment up to 7 days ahead of the time of the appointment.

Tutees may only book appointments for themselves. Booking an appointment on behalf of a third party is in violation of the rules and regulations. Similarly, tutors may only offer their own services, not those of their fellow tutors.

4.1. In order to use the booking system, tutees and tutors must have an active PSU username and password. If a password is expired, they are expected to follow the same system of changing an expired password. (*Please contact ITC for any issues related to usernames or passwords on this* **email:** ServiceDesk@psu.edu.sa).

4.2. Tutees can book up to **2 appointments per week**. (Note: *This is subject to the cancellation policy in Article 5*).

4.3. *Writing* sessions:

In order to utilize WTC writing services, tutees are expected to:

    a. Provide their college level, college name, the subject, and a brief description of their requirements of the session. ,

    b. Upload the written text as a PDF, Excel, or Word files before the appointment so that the tutor can have a look at it and write comments and feedback before the appointment date (*the written text should be a document that was written entirely by the tutee*).

    c. Acknowledge that the submitted document is plagiarism-free. If it has been proven that the tutee has submitted a plagiarized document or a document that was written by a third party, the tutee might be denied future services per the discretion of the WTC Director.

    d. Acknowledge that any document submitted adheres to PSU's codes of cultural and language appropriacy. No feedback will be given to any documents that are in violation of these institutional standards.

e. Upload the rubric that will be used for the assignment (*if applicable*) so that the tutor can know how the tutee is expected to be evaluated.

f. Prepare any possible questions before the appointment.

g. Print a **hard copy** (i.e., *paper copy*) of the assignment/writing, assignment instructions, and rubric and bring these documents with them to the appointment. (<u>Note:</u> *only required for face-to-face appointments*).

4.4. *Tutoring* sessions:

In order to utilize WTC tutoring services, tutees are expected to:

a. Provide their college level, college name, the subject, and a brief description of their requirements of the session. name of the course title, course instructor, the due date of the writing assignment (*if applicable*), any instructions specified by the instructor, etc. in the description box.

b. Upload the material/lessons as a PDF, Excel, or Word files to be further explained before the appointment so that the tutor has enough time to plan/prepare accordingly.

c. Acknowledge that any document or material adheres to PSU's codes of cultural and language appropriacy. No feedback will be given to any documents that are in violation of these institutional standards.

d. Prepare questions/concerns for the tutor before the appointment.

4.5. Come to the appointment prepared and on time whether the appointment is online or on-campus (*tutees are highly encouraged to come <u>5 minutes early</u>*). It is the tutee's responsibility to note the date, time, and location (*if any*) of the appointment.

4.6. If a tutee or a tutor is late by 10 minutes, the appointment is considered canceled or could be given to one of the walk-in tutees. (*Please refer to 4.8.*)

4.7 For face-to-face appointments, tutees might be asked to show their PSU ID before the appointment. Therefore, tutees using WTC services need to have a valid PSU ID.

4.8. If possible, the WTC will announce the times for the "walk-in" appointments each semester. For these appointments, tutees can have an appointment without booking it in advance via the system.

4.9. The WTC will generate an automatic evaluation survey about the appointment on the system for tutees to fill out. It is expected that the surveys are filled out honestly in order to make use of WTC services in the future.

4.10. If the appointment booking system is *misused* by an individual (e.g. *constant change of timing, deletion of booking or booking in large numbers, etc.*), the WTC has the right to limit the access of this individual or deny/suspend their services.

4.11. The WTC has the right to end or cancel the booking of an appointment for ethical reasons (cheating, dishonesty, misbehavior, etc).

4.12. **Tutoring Sessions:** tutees (*up to 10*) can join the group tutoring to have a session at the same time. However, each tutee will need to individually book this appointment before s/he can join the session.

4.13. Any services offered prior to or after the one-hour appointment (*e.g. via email or during the tutor's office hour*) shall not be considered an official WTC tutoring service.

While the WTC's main objective is to assist students with their academic study, we understand that each assignment has its own guidelines and instructions; tutees are therefore responsible for ensuring that the assignment/course guidelines are completely met. Incorporating any of the changes or discussion into an assignment/course is the tutee's choice.

Article (5): Cancellation of appointments

In the event that a tutee would like to cancel an appointment for any reason, please note the following:

5.1. **Cancellation:**
Late Cancellation: late cancellation of appointments is not permitted, and if necessary, should be done at least **5 hours** before the appointment. If a tutee has two late cancellations, their account will be deactivated until further notice.

5.2. **No show up:** Not showing up to an appointment might result in signing a pledge and/or denying our services for the future. In other words, if a tutee has not shown up for two sessions, their account will be deactivated until further notice.

Article (6): Ethical consideration

The writing and tutoring **online** sessions are monitored by the system. Therefore, both parties (*tutors and tutees*) are expected to adhere to PSU's academic policies and dress code during the appointments. In addition, please take into consideration the following points in order to use WTC services or become one of its tutors:

6.1. An instructor who is a tutor for the WTC _**must not**_ provide any writing or tutoring services for _his/her own students_. In the event that the tutee happens to be also a student registered on the tutor's _current_ students' list -on edugate, it is the tutor's responsibility to flag this (i.e. _for appointment cancellation_) and inform the WTC to look for alternatives.

6.2. Tutors are expected to keep the writing and tutoring sessions discussions confidential. This includes, but is not limited to, writing assignments or material shared by the tutee. A tutor is prohibited from using, saving, or sharing the tutee's work.

6.3. Tutors are expected to report any suspicious work or academic misconduct to the WTC.

6.4. Tutors and tutees are expected to share mutual respect and show professionalism during appointments. They are also expected to respect confidentiality.

6.5. Tutors are required to read the regulations detailed in the WTC Handbook and attend the orientation workshop(s) offered by the WTC -before signing up as tutors- in order to get an idea about the expectations of their roles.

6.6. Complaints will be handled by the WTC team and any issues should be directly reported to the WTC **email address** (WTC@psu.edu.sa).

6.7. Tutors and tutees are required to attend appointments on time and leave on time. They are also expected to ensure they are fully prepared for their appointments.

6.8. Tutors who have not applied to the WTC or have not been accepted shall not be allowed to give any writing or tutoring sessions.

6.9. Tutors and tutees are expected to be fully focused during their sessions and avoid any distractions (_including the use of mobile phones_).

6.10. Tutors are expected to report and keep records of their sessions. If a tutee does not show up or is over 10 minutes late, tutors should report that to the WTC (i.e. _mark them as "absent"_).

6.11. Tutees are expected to report appointments where the tutor does not show up or is over 10 minutes late to the WTC.

6.12. Tutors and tutees are expected to respect all PSU instructors and their teaching philosophies/approaches during the discussions.

6.13. For quality purposes, tutoring and writing sessions might be observed by WTC staff.

6.14. Tutors and tutees are expected to maintain academic integrity. Tutees' assignments and writing should be completed by the tutee before and after the appointment.

6.15. Any material used or submitted to be discussed during the appointments should be appropriate and adhere to PSU's acceptable topics and language. Tutors must report

any documents discussing inappropriate topics or language, and they must not offer any feedback for such documents.

Article (7): Payments, Remittance, or Compensation Governance

The WTC will have 40 tutors (*subject to change*). **Per the president's approval**, instructor tutors, who are eligible and have **a minimum to full teaching load**, will be paid per full service (i.e. *one-hour appointment or one asynchronous feedback session*) as it will be considered an **over-time** job (*refer to table 2*).

The **Accounting Office** will solely handle payment and compensation at PSU (****for more information about the payment rates, please refer to the** ***Faculty Governing Policies and Regulations (FGPR)*** 2019-2020). The **HR office** will be responsible for determining whether a tutor is qualified for "overtime" payment compensation, in addition to the approval/verification of the Chairperson about the teaching load and/or the availability of the tutor.

As for those instructors who have joined the WTC as tutors but *are not eligible and have not reached the minimum to full teaching load*, they <u>will not be paid</u> for their services as it will be considered **as volunteer work**.

Table 1: **Minimum teaching requirement per week according to FGPR**

Rank	Eligibility for payment compensation (*minimum teaching requirement*)
Ph.D. holders	*12 teaching units per week*
Lecturers	*14 teaching units per week*
Language Instructors	*20 teaching units per week*

A certificate of participation in the Writing/Tutoring Session(s) will be issued for employed tutors.

As for student tutors, the following pay rate has been suggested for their academic services. The pay rate in the table below refers to the compensation given for one service *"offering a one hour writing session or a one hour tutoring session"*.

Table 2: **Pay Rate for Graduate/Undergraduate Student Tutors**

Rank	Pay Rate
Undergraduate Students	**40 Riyals**

XI. WTC Staff Responsibilities

- **WTC Director:**

The WTC Director is responsible for leading the WTC into new horizons. His/her responsibilities include but are not limited to:

- Providing advice and counsel to the Associate Director on any issues raised or flagged throughout the academic year
- Representing the WTC in decision-making, meetings with higher management, and any other WTC-related events
- Managing WTC resources *(i.e. budget, staff allocation, number of tutors, etc.)*
- Developing progress plans by continuously overseeing WTC activities and operations, their progress, and coming up with new initiatives to expand on what the center can offer both students and instructors

- **WTC Associate director:**

The WTC Associate Director is responsible for managing the WTC on a more regular basis under the guidance of the Director. His/her responsibilities include but are not limited to:

- Overseeing the day-to-day efficient operation of the WTC by utilizing the reports raised by college representatives and administrative assistants to improve upon the center as a whole
- Solving any issues raised by the Administrative Assistants actively and in an efficient manner
- Consulting with Coordinator(s) to report the progress of the writing and tutoring services

- **WTC Coordinator(s):**

The WTC Coordinator is responsible for coordinating WTC services under the guidance of the Director and/or Associate Director. His/her responsibilities include but are not limited to:

- Coordinating with Administrative Assistants from both campuses to assist and report the progress of the writing and tutoring services
- Communicating with College Representatives to coordinate tutoring and writing services requests
- Handling WTC tutors and their communications (i.e. being their point of reference)

- **Administrative Assistant(s):**

The WTC Administrative Assistant is responsible for organizing WTC services under the guidance of the Director and/or Associate Director. His/her responsibilities include but are not limited to:

- Completing daily administrative tasks (*i.e. reviewing requests pertaining to tutors/tutees, answering general questions about the WTC, overseeing WTC email, etc.*)
- Developing marketing materials for the WTC on a regular basis to keep students and instructors engaged and interested in the services offered for both tutors and tutees
- Ensuring smooth day-to-day operation of the WTC (*i.e. website/app operation, room allocation for face-to-face sessions, tutor payment requests, etc.*)
- Generating and writing reports on tutor and tutee survey results once a semester and developing recommendations for the WTC to be submitted to the Associate Director
- Maintaining contact information for tutors and tutees by developing a directory and regularly updating the information on it for the internal use of WTC staff
- Reviewing tutor (*both students and instructors*) applications and raising qualified candidates to the WTC Associate Director

- Notifying tutors after their approval by the WTC Associate Director, providing them with the WTC handbook and the system guidebook for smooth and efficient onboarding.

XIII. Final Remarks and Future Outlook

The Writing and Tutoring Center's ultimate focus is to present a platform where all students gain an understanding of their subject matters. The WTC offers a student-centered learning experience to enhance students' academic and writing skills. This document is written to give a clear description of the WTC and the services it offers. In addition, the document details the requirements for utilizing these services and/or becoming a part of the center.

At last, the WTC is established to assist students throughout their college years and guide them in their quest for academic integrity. Based on students' and tutors' feedback, the WTC aspires to offer more— highly needed— services in the future, aiming to provide the best experience to those who are interested in trying (*or even offering*) our services.

For future implementation, we aspire to cater extensive services to target:

→ **Faculty/PSU staff members** (*non-English speaking*) who wish to develop their writing/speaking skills.
→ **English language testing** (e.g. *IELTS, TOEFL, etc.*) to be offered under the supervision of the WTC.
→ **Researchers who seek Academic Editing Services.**

→ **English Training Courses for the public**

Academic studies, though crucial, can present some challenges to students, and they require considerable effort. Hopefully, the WTC can be a frequently visited stop on the road to achieving *academic excellence*.

XIV. References & recommended useful websites

- **Academic Resource Center at Harvard University** - 2019-20 Handbook for Peer Tutors(https://academicresourcecenter.harvard.edu/files/arc/files/tutor_handbook_2019_20.pdf)
- **Academic Success and Tutoring Center** - Stony Brook University (https://www.stonybrook.edu/commcms/academic_success/hiring.php)
- **Harvard College Writing Center** (https://writingcenter.fas.harvard.edu/)
- **Harvard Extension School** (https://extension.harvard.edu/)
- **Individual Peer Tutoring - Princeton University** (https://odoc.princeton.edu/support/finding-help-academic-work/individual-peer-tutoring)
- **International Writing Center Association** (https://writingcenters.org/)
- **McGraw Center for Teaching and Learning - Princeton University** (https://mcgraw.princeton.edu/undergraduates/group-and-individual-tutoring/individual-tutoring)
- **Princeton Writing Program - Writing Center Fellows** (https://writing.princeton.edu/teaching-opportunities/writing-center)
- **PSU Faculty Governing Policies and Regulations** (2019-2020)
- **Purdue Online Writing Lab** (https://owl.purdue.edu/owl/purdue_owl.html)
- **The Center for Writing in English - King Saud University** (https://cwe.ksu.edu.sa/)
- **The John S. Knight Institute for Writing in the Disciplines - Cornell University** (https://knight.as.cornell.edu/writing-center-policies)
- **Tutoring and Learning Center - Columbia University** (https://pathwaystolearning.fas.columbia.edu/)
- **Writing & Math Center - Lehigh University** (https://studentaffairs.lehigh.edu/content/writing-center-guidelines-and-procedures)
- **Writing Center - The University of Arizona** (https://thinktank.arizona.edu/writing-center)
- **Yale Poorvu Center for Teaching and Learning** (https://poorvucenter.yale.edu/undergraduates/writing-center)

XV. Appendix

Appendix A (A soft copy of the Instructor/Tutor Pledge)

Name:

Phone Number:

Email:

PSU Employee Number (*if applicable***):**

This agreement is made between the **First Party** [Writing and Tutoring Center at Prince Sultan University] and the **Second Party** _____ (*full name of the tutor*) on _____ (*date*). In this agreement, the First Party hires the Second Party as a tutor for the Writing and Tutoring Center at Prince Sultan University provided that the Second Party agrees on the following:

1. I acknowledge that all the information that I have provided is accurate and that I meet all the job requirements to apply as a tutor:
   - I will not be tutoring my current students.
   - My academic credentials/background are related to the course.
   - I know that the priority is to the ones who taught the course before.
   - My tutoring hours do not conflict with my teaching and office hours.
   - **Qualification for English writing tutors-ONLY:** I am an English instructor with experience in teaching English writing.
2. This contract is for this semester only and shall be effective from my first appointment at the Writing and Tutoring Center.
3. I, the tutor, will be paid hourly and only for the *official appointments* approved by the Writing and Tutoring Center. Any services that I do -not within the appointments scheduled times- will not be compensated.
4. I have read the Writing and Tutoring Center Handbook, and I understand the rules and the regulations of the center. I will adhere to all the policies and regulations in this handbook and any other instructions shared by the Writing and Tutoring Center. I will also adhere to PSU rules, regulations, and instructions.
5. I understand that not adhering to any of these regulations could result in my contract termination.

6. I have noted the payment section in the Writing and Tutoring Center Handbook, and I know the pay rate that will be awarded to me.

Name:
Phone Number:
Email:
PSU ID:

This agreement is made between the **First Party** [Writing and Tutoring Center at Prince Sultan University] and the **Second Party** _____ (*full name of the tutor*) on _____ (*date*). In this agreement, the First Party hires the Second Party as a tutor for the Writing and Tutoring Center at Prince Sultan University provided that the Second Party agrees on the following:

1. I acknowledge that all the information that I have provided is accurate and that I meet all the requirements to apply as a tutor:
   - I got an (A+) or (A) on the course for which I will offer tutoring services.
   - I know that the priority is to the ones who taught the course before.
   - My tutoring hours do not conflict with my schedule hours.
2. This contract is for this semester only and shall be effective from my first appointment at the Writing and Tutoring Center.
3. I, the tutor, will be paid hourly and only for the *official appointments* approved by the Writing and Tutoring Center. Any services that I do -not within the appointments scheduled times- will not be compensated.
4. I have read the Writing and Tutoring Center Handbook, and I understand the rules and the regulations of the center. I will adhere to all the policies and regulations in this handbook and any other instructions shared by the Writing and Tutoring Center. I will also adhere to PSU rules, regulations, and instructions.
5. I understand that not adhering to any of these regulations could result in my contract termination.
6. I have noticed the payment section in the Writing and Tutoring Center Handbook, and I know the pay rate that will be awarded to me.

Appointment Day/Time:
Course:

Pre-appointment:
1. I was able to add the appointment easily to the calendar.
2. The timings of the slots were appropriate.
3. The duration of the appointment is reasonable.
4. Overall, please rate the booking experience and add any comments or suggestions about the booking system:

   _____

Appointment:
1. My tutee came on time.
2. It was easy to answer the tutee's questions and concerns.
3. My tutees paid attention to my instructions and feedback.
4. My tutee communicated their questions and concerns clearly.
5. My tutee came well-prepared.
6. My tutee made use of the appointment time.
7. It was easy to communicate with my tutee.
8. Overall, please rate your tutee and add any comments or suggestions about the appointment:

   _____

Post-appointment:
1. I enjoyed tutoring someone else.
2. I will add another appointment in the future.
3. I would recommend WTC services to my colleagues.
4. This service met my expectations.
5. Overall, please rate your experience and add any comments, suggestions for future services you would like the WTC to offer:

   _____

Appendix D (A soft copy of the post-appointment evaluation- Tutee's Version)

Tutor's Name:
Appointment Day/Time:
Course:

Pre-appointment:
1. I was able to book the appointment easily.
2. I had several options offered for the same course.
3. The timing of the appointment was appropriate.
4. The duration of the appointment is enough.
5. Overall, please rate the booking experience and add any comments or suggestions about the booking system:

    _____

Appointment:
1. My tutor came on time.
2. I felt comfortable asking questions and pointing out any issues I might have.
3. My tutor listened to me and responded to my questions.
4. My tutor explained difficult concepts easily and clearly.
5. My tutor came well-prepared.
6. My tutor made use of the appointment time.
7. My tutor suggested ways to improve my study habits and skills.
8. It was easy to communicate with my tutor.
9. I will book another appointment with this tutor.
10. Overall, please rate your tutor and add any comments or suggestions about the appointment:

    _____

Post-appointment:
1. The appointment was helpful.
2. I will book another appointment in the future.
3. I would recommend WTC services to my colleagues.
4. This service met my expectations.
5. Overall, please rate your experience and add any comments, suggestions for future services you would like the WTC to offer:

    _____