Fellow's Job

QUALIFICATIONS AND DUTIES

Students may apply for the FYS Fellows Program if they meet all of the following qualifications:

- They took FYS at YCP and received a grade of 3.5 or higher.
- Their FYS professor submits a strong recommendation on their behalf.
- They have a minimum cumulative GPA of 3.0 at the time of application.
- They have no Student Code of Conduct violations on their record.

Fellows are expected to maintain a minimum 3.0 GPA and a clean conduct record at YCP during the time they serve in the Fellows' program. Fellows who fail to maintain these standards will meet with the program administrator to assess their fitness to continue in the program.

The Fellows' duties consist of the following elements:

- Attending their assigned FYS course, and supporting students and the faculty mentor during class meetings.
- Delivering mini-lessons on student success to their FYS course.
- Communicating with and supporting students outside of class via GroupMe and email.
- Keeping in contact with their faculty mentor and attending Fellows' studio group meetings.
- Facilitating one student engagement event with their studio group team.
- Keeping track of Common Hour completion data and keeping students apprised of their progress.

RANKS AND PAY RATES



New Fellow: Fellow who is working in their first FYS assignment, and who is usually a sophomore (but may be a freshman in special cases). Pay rate: $10.00 per hour, budget permitting.

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Leading Fellow: Fellow who has worked in the program for at least one semester, usually a sophomore or junior, and who serves as a mentor to new Fellows. Both Master and Leading Fellows may assist with selecting and training new Fellows. Pay rate: $11.15 per hour, budget permitting.



Master Fellow: Fellow who has worked in the program for at least two semesters, usually a senior, who serves the program as a studio group and event team leader, as a mentor to new Fellows and Leading Fellows, and as a consultant to the program. Pay rate: $13.00 per hour, budget permitting.

FELLOWS WORKING OTHER JOBS ON CAMPUS

Many Fellows work other jobs on campus at the same time. So long as the Fellow's schedule permits holding more than one campus job without impeding their progress toward graduation, there is usually no restriction.

The one restriction: First-time Fellows may not serve as Resident Assistants in the same semester. These two jobs are very consuming, and Fellows who find themselves overloaded are at high risk of dropping out of the Fellows program at an inconvenient time for their faculty mentor and students.

Campus jobs that are highly compatible with Fellowing:

- **Orientation Leader:** We are currently striving to have as many Fellows become OLs as possible, so they can be the OL for their FYS students throughout orientation weekend. Returning Fellows are encouraged to apply, and New Fellow hires will be prioritizing students who have been accepted as OLs.
- **Peer Advisor:** These students work with Academic Advising to help undeclared students navigate their choices of major program. They also work during June registration to help incoming students sign up for classes.
- **YCP Ambassador:** Ambassadors know a lot about the campus as part of their job giving tours and helping students and families understand all that YCP has to offer.

Notes:

RECRUITMENT AND TRAINING

New Fellows are primarily recruited from fall FYS courses by their FYS instructors and peer mentors. The job application link is first distributed in November.

Qualifying applicants are invited to group interviews in February, where finalists are selected for training. The number of slots available for new Fellows is based on the number of returning Fellows remaining in the program, as well as the projected number of FYS sections for the fall.



Spring training takes place in March and April, either virtually or in person (barring any public health restrictions). Both new and returning Fellows must attend the spring training, which includes basic program information for new Fellows, and updates to the program for returning Fellows. Training is also a time when all Fellows focus on acquiring or improving their communication, interpersonal and leadership skills.

In August, Fellows attend a Rev-Up session in Zoom. Rev-Up is a review of program highlights for the fall, plus any changes to FYS, Common Hour, or Orientation that have taken place over the summer. Rev-Up gives Fellows an opportunity to ask questions just before they meet their new students at orientation and begin work in their FYS sections.

New for Fall 2023: In September, all new Fellows will attend one Check-In session in person with the program administrator to assess the first few weeks of their work in FYS. Check-Ins are group sessions; new Fellows select the one that best fits their schedule. There will also be optional meetings when any Fellow can practice a mini-lesson and get feedback from the program administrator and Fellows who volunteer to attend those sessions.

FYS COURSE ASSIGNMENTS

Returning Fellows submit their preferred fall FYS section assignments when they respond to the end-of-term survey in the fall. If they indicate that they wish to work with the same faculty mentor again (and the faculty mentor agrees) they are given a reserved spot in that course for the following year. If not, they will select their preferred courses in the spring, *after* they register for their own fall courses. Master Fellows are given first preference in their assignments, followed by Leading Fellows, then new Fellows.

Notes:

When multiple Fellows wish to work with the same instructor, the ranking Fellow gets first choice, so long as the lower-ranked Fellow's academic schedule can accommodate a different assignment. When two Fellows of the same rank prefer the same section assignment, the Fellow whose academic schedule offers the least amount of flexibility to take a different assignment receives preference.

The overall objective is to assign each Fellow to a class they can attend and support, which may mean shuffling some placements until every Fellow has been assigned. Fellows' flexibility during this process is key to its success.

Sometimes, courses are canceled after assignments are finalized. This can happen anytime from May to August, due to enrollment fluctuations or a change in the instructor's availability to teach the course. Fellows who become displaced from their assignments will be reassigned as co-Fellows in other FYS courses. Fellows who cannot be reassigned to a course may choose to sit out a semester and have priority for a spring course assignment, and/or help to coordinate and staff First-Year Experience events.

ADMINISTRATIVE FELLOWS

There are some opportunities for Fellows to serve as assistants to the program administrator. Administrative Fellows manage logistical and communications tasks related to the Fellows' program and Common Hour. They coordinate interview groups for Fellow applicants, organize Fellows' training rosters, help place Fellows into studio groups, and manage Common Hour completion data reporting functions. AFs also serve as consultants to the administrator, contributing the perspective of an experienced Fellow to help guide the development of the program.

The Administrative Fellow works both fall and spring semesters. Much of their work can be done on their own time, at their convenience.

Fellows in these roles must be exceptionally responsive to communications from the administrator, be able to work independently to complete assigned tasks, and demonstrate leadership and initiative when working with other Fellows. Administrative roles are typically reserved for juniors or seniors whose course schedules cannot accommodate a section assignment. Fellows in this role are paid according to rank. They advance in rank along with their cohorts, even if they are not assigned to a course that academic year.

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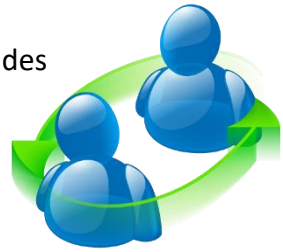
FELLOWS IN THE FYS SEMINAR



Fellows serve as academic mentors, models of campus engagement, and guides to campus information, services, and opportunities. Through contact with a Fellow assigned to their seminar course, first-year students see a positive example of engagement inside and outside of the classroom, receive support on assignments, and build rapport with a helpful, knowledgeable peer mentor.

Fellows also serve as assistants to FYS faculty, helping with classroom tasks and student engagement, collaborating on activities, and offering useful information about the student experience.

The Fellow's role in FYS encompasses five elements:

1. Exhibit a positive, welcoming, can-do attitude toward new YCP students.
2. Demonstrate model habits, especially in attendance and engagement in a college classroom.
3. Be informed about YCP, able to direct students to services as well as opportunities.
4. Provide an accessible, relatable peer connection throughout the semester.
5. Assist FYS faculty in classroom management, communicating with students, and sharing information and strategies that promote student success.



HABITS OF MIND AND BEHAVIOR

Fellows are expected to cultivate and exhibit the following character traits:



Responsibility: **Show up on-time, all the time.** Prepare for class and rehearse mini-lessons beforehand. Respond promptly to communications from students, faculty, and program administrators.

Notes:

Initiative: **Look for more ways to help.** Be an idea person, especially when collaborating with faculty. Be willing to try things that might fail, make adjustments, then try again.



Persistence: **Stay positive, even when things are not going as expected.** Do not take it personally when students fail to respond as you had hoped. Prepare for late-semester overload and fatigue so you can continue to show up for your FYS and support your students.



Flexibility: **Embrace the course topic and adopt a learning attitude**, even if it was not your first choice. Adapt to the faculty's work and communications style to be an effective, responsive assistant. Expect the unexpected from students, and be ready to pivot to address new issues and student needs as they arise.



WORK WEEK AND PAYROLL PROCEDURE

Fellows work an average of five to six hours per week for the weekly tasks listed below:

- **3 hours per week:** Attending their FYS seminar.
- **1 hour per week:** Communicating with faculty mentor OR meeting with their Fellows studio group.
- **1 hour per week:** Communicating with students outside of class, prepping for class.
- **1 hour, occasionally added:** Attending and/or facilitating an event hosted by their studio group or the FYE program. Most events last one hour or less. If they work part of the time, Fellows should record that amount.

New for Fall 2023: Fellows may attend additional events or activities coordinated by their faculty mentor for their FYS section that are held outside of class time. Fellows may report *up to two hours per semester* for these extra-curricular activities and receive compensation. Fellows who attend an extra-curricular class event or multiple events that take longer than two hours total will do so on a volunteer (non-paid) basis. The value of volunteering for these additional event hours is the learning experience itself and social opportunities with their students.

(Note: This rule does not apply to Fellows' engagement events or FYE campus events coordinated by the FYE program director. All Fellows who staff official FYE events are paid for their time.)

Notes:

It is up to each Fellow to decide whether they have the extra time to participate in extra-curricular class events – paid or not – and to coordinate that decision with their faculty mentor.

If a Fellow volunteers to attend an off-campus event with their FYS class, they should not be expected to drive other students, either in their own cars or in vehicles owned by the College. Fellows may volunteer to drive campus vans if they wish to do so and have the proper clearance from Campus Safety, but they may also decline, and the faculty mentor will find other drivers (faculty or professional staff preferred).

New for Fall 2023: Beginning July 1, 2023, Human Resources is using a new online pay system for all hourly employees, including students working campus jobs. Fellows will receive training on how to use the new system beginning with their pay period in August. The FYE program administrator will approve each student's timesheet report online for Fellows.

It is up to each Fellow to complete their online time report on schedule in order to get paid on schedule. For questions about the new pay system, Fellows should contact Human Resources Payroll, Manor Northeast Building, payroll@ycp.edu, 717-815-1320.

BOOKS AND SUPPLIES

Fellows should never have to purchase books or supplies for their FYS course. Faculty or the program administrator will supply everything the Fellow needs to keep up with students' reading assignments and conduct effective mini-lessons. If a Fellow is being asked to purchase books or supplies, or make copies for the course using their student copy account, they should request assistance from the program administrator.

INTEGRITY PLEDGE

Each Fellow, in accepting their position in the Fellows' program, commits to the following:

- Abiding by the guidelines specified in this handbook, including updates to the digital version.

Notes:

- Maintaining the qualifications that allowed them to apply for the program, including academic standing with a minimum overall GPA of 3.0 and a clean student conduct record at YCP.
- Remaining committed to their FYS course assignment and their studio group throughout the semester. Showing up and following through with responsibilities.
- Keeping up with program communications and responding promptly to questions, surveys, and directives from the faculty mentor, the administrative Fellow, and the program administrator.
- Treating all of their FYS students equally and fairly, and striving for inclusivity for all students in FYS and at YCP.
- Refraining from intimacy with their FYS students during the semester that they are working in that course.
- Taking care of themselves and managing their workload so that they can continue to provide support for their faculty mentor and their students.
- Upholding the high standards of the Fellows' Program. Disclosing to the program administrator any activity involving themselves or others that potentially places the integrity or function of the Fellows' program at risk.



RESIGNING OR LEAVING THE FELLOWS' PROGRAM

When Fellows sign up for spring training, they are making a commitment to accept a fall course assignment and see it through. Leaving the program during the fall semester disrupts the FYS class, confuses students, and burdens faculty. Leaving the program while the Fellow's assigned class is running *should not happen* except in very exceptional cases.

If a Fellow is questioning their ability to abide by the Fellows integrity pledge, they must seek support from the program administrator. The Fellow and the administrator will decide whether the Fellow can continue in their role, or whether they should step down and when.

Notes:

Fellows who are reported to be out of compliance with the expectations of the program will be required to meet with the program administrator to discuss whether they should remain in the program. Fellows who cannot meet their commitments will not be invited to return to the program the following year.

Notes:

Relationship with the Faculty Mentor

FACULTY AS MENTOR TO THE FELLOW



Faculty are expected to be informed about the Fellows' program, including changes that are made year-to-year. The FYS peer mentor program is described in this video for FYS instructors. Faculty are advised to follow these general guidelines in working with their Fellow:

DOs for Faculty Mentors

- ✓ Communicate regularly with your Fellow outside of class, whenever it's convenient for both of you. Fellows are paid one hour every two weeks for this task.
- ✓ Make your expectations clear, and give regular feedback so your Fellow can develop in their role.
- ✓ Provide your Fellow with a copy of every text that students will be reading for the course, and any other materials they need. Fellows should never have to purchase supplies or make photocopies on their own accounts.
- ✓ Schedule mini-lessons in advance, so Fellows have time to prepare and rehearse their presentations. Give meaningful feedback on each mini-lesson to help Fellows improve.
- ✓ Ask for the Fellow's feedback on course materials and activities.
- ✓ Communicate with the Fellow on what they should be telling students about the course and assignments.
- ✓ Keep the Fellow engaged in the classroom. If you do not have any specific tasks for them to do, ask them to participate in class discussions and activities as a model student.

DON'Ts for Faculty Mentors

- ✗ Do not leave the Fellow alone with the students in the role of monitor or substitute instructor. If you cannot be in class, the Fellow should be supported by a substitute faculty or staff member. The only exception to this rule is if the instructor and the Fellow agree that the instructor should be out of the room for part of the class when certain peer-to-peer topics are being discussed or you have planned for a "student take-over" class meeting.

Notes:

- ✘ Do not allow the Fellow to do their own course work in class, or use their cell phone or laptop unless you ask them to do so. If they seem disengaged during class, ask them to come up with additional ideas for how they can support you and the students.
- ✘ **New for Fall 2023:** Do not require Fellows to attend events outside of class time. They may volunteer to attend if their schedule permits. Fellows will be paid a maximum of two hours per semester to attend extra-curricular events for their FYS class. Beyond that, Fellows may choose to volunteer their time. But whether as paid staff or as volunteers, Fellows should not be pressured to attend extra-curricular events by their faculty mentor.
- ✘ **New for Fall 2023:** Do not expect Fellows to drive students to off-campus events (either in their own cars or campus vehicles). They may volunteer to drive a campus vehicle if they wish to do so and have the proper clearance from Campus Safety. However, having a professional staff or faculty member drive students off campus is preferred.
- ✘ Do not allow rude or inappropriate student behavior toward the Fellow to go unchecked. Students should treat the Fellow with respect at all times. Intervene in cases when students cross the line, and report their behavior to Student Affairs officers if it violates the YCP Student Code of Conduct.
- ✘ Do not allow problems or concerns with the Fellow to persist without contacting Dianne Creagh, ccreagh@ycp.edu, for assistance. Dianne is the Fellows' supervisor, and should be notified right away if a Fellow needs support or if the Fellow's behavior is impeding their performance in your course.

FELLOW AS MENTEE TO FACULTY

Successful Fellows will approach the relationship with their faculty mentor by exhibiting the following habits of mind and behavior that make them a Rock Star Fellow, an indispensable partner to the FYS instructor:

Habit 1: Reliability



- Show up, on-time, all the time. Come early if possible, and stay until the job is done.
- Prepare for class. Rehearse mini-lessons as if presenting them in a job interview.

Notes:

- Respond promptly to communications. If unable to answer right away, respond with an estimate for when a response will be forthcoming.

Habit 2: Initiative



- Look for ways to help. Offer to take work off the faculty member's plate.
- Be an idea person. Look for ways to contribute to the course and engage students inside and outside of class.
- Be willing to try things that might fail, and recognize the high value in learning from what *doesn't* go as planned. Ask for feedback from faculty and students to help improve the next attempt.

Habit 3: Persistence



- Stay positive. Students are depending on the Fellow's leadership and example to help them remain focused and buoyant.
- Don't take it personally. Negative or indifferent responses are not a reflection on the Fellow. Continue trying to communicate and engage.
- Prepare for late-semester overload and fatigue. Stay rested, organized, and healthy to continue showing up for your class. Help students understand that it happens to everyone, and how to cope.

Habit 4: Flexibility



- Embrace the course topic. Become familiar with it before the course begins. The Fellow's interest and enthusiasm are contagious – express them inside and outside of class.
- Adapt to the faculty's work and communications styles. Ask how they prefer to communicate, and when they want to meet.
- Expect the unexpected from students. Use the Fellow's support systems when encountering something that is unfamiliar or challenging.

Notes:

DIVERSITY AMONG FYS FACULTY

Each FYS instructor is free to teach their own course topic, and each brings their own strengths in teaching and methods from their field of scholarship (i.e., writing, business, social and behavioral sciences, or education). Instructors also have their preferred style of classroom management, course organization, and personal communication.

Fellows should expect each experience with a new FYS instructor to be somewhat different from their past FYS courses, and be prepared to adjust their own expectations and style accordingly.

COMMUNICATING WITH FYS FACULTY

It is important to respond promptly to faculty messages, to indicate the Fellow's attentiveness, willingness, and professionalism. Most Fellows are on top of this. But when they miss communications or have to be nudged to respond, faculty and administrators notice.

When reaching out to faculty, Fellows should be concise and specific. As a helpful visual, picture the faculty mentor sitting in the stands at their child's soccer game, checking email on their phone while keeping one eye on the game. The Fellow's message appears among 50 others that have come in since the last time they looked at their inbox. The Fellow can help their message stand out and communicate effectively by:

- Using a descriptive subject line: "Letter of recommendation" or "Concern about an FYS student" or "Question about tomorrow's class."
- Concisely describing the issue or context related to the question or request. If there is too much pertinent information to share in an email, the Fellow should request a phone call or in-person meeting



- Including a time frame for their response. "The scholarship board needs my letters of recommendation by the 15th," or "Students are asking for more information about the essay draft that is due on Monday," or "I would appreciate being able to present my mini-lesson next Thursday instead of Tuesday. Is that okay?"

Notes:

If the faculty mentor does not respond promptly, the Fellow should wait a reasonable amount of time before trying again. Most faculty are playing multiple roles in their jobs, in addition to managing households outside of their work. They can overlook messages from time to time.

If a Fellow is consistently receiving delayed responses or no responses from their faculty mentor, they should contact the program administrator for assistance.

SUPPORT FOR FACULTY-FELLOW RELATIONSHIPS

Fellows should seek advice promptly when the relationship with their faculty mentor is not functioning as well as it should.

Below is a list of circumstances that should prompt a Fellow to reach out for assistance. Experienced Fellows may be Leading or Master Fellows in their studio group, or any other higher-ranking Fellow. The program administrator is Dianne Creagh, ccreagh@ycp.edu, Fellows Coordinator.

CIRCUMSTANCE:	FELLOW SHOULD CONTACT:
Fellow is not being utilized in class.	**Experienced Fellow and/or program administrator**
Fellow is given too much responsibility.	
Fellow is given inappropriate tasks/duties.	
Communication has broken down.	
The relationship seems stalled, unproductive, and is not getting back on track.	

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CIRCUMSTANCE:

Faculty asks the Fellow to do something that is not in the Fellow's job description.

Faculty tells the Fellow they do not need to continue reporting to class.

Faculty leaves the Fellow alone to run the class, without a plan or back-up instructor.

Faculty speaks or behaves in a sexually inappropriate manner.

Faculty speaks or behaves in a hostile or threatening manner.



FELLOW MUST CONTACT:

Program administrator, right away

Notes:

Relationships with FYS Students



SOCIALIZING

One of the Fellow's most important roles is to be a "first friend" for new students. Fellows not only welcome students into their FYS course, but also into the vibrant life and opportunities that await them at YCP.

When Fellows see their new students on campus or in other classes, they should invite them into organizations and activities. Being recognized by a more experienced peer is a powerful boost for first-year students. It helps them feel more at home and encourages them to get involved on campus.

Fellows should feel free to connect with FYS students via their personal social media accounts. They can choose whether they feel comfortable letting students follow them on Instagram, Twitter, TikTok, or any other platform. Using personal social media with FYS students is optional for Fellows, using their own discretion.

If a Fellow chooses to share elements of their life outside of FYS with their students, they should strike a mindful balance between being themselves and being a role model. The Fellow is not responsible for the choices their students make, but they should understand the influence they wield with students who are just learning to navigate their new independence.

INTIMACY WITH STUDENTS IN THEIR FYS COURSE IS PROHIBITED



A Fellow is NEVER allowed to have an intimate relationship with a student who is taking their FYS course. The Fellow must not initiate intimacy with one of their FYS students, and must refuse invitations to engage in intimacy with any of their students. This is a zero-tolerance rule. Violating it means instant dismissal from the Fellows' program.

Although the Fellow does not grade the work of FYS students, the perception that the Fellow is bestowing favored treatment on one student over others can imply that the student is scoring higher

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because of the special relationship with their Fellow. That perception will cast doubt on the integrity of the Fellow, the FYS instructor, and the peer mentor program in general.

Complaints from other students who believe the Fellow is favoring a classmate would have to be investigated, and might eventually involve meetings with high-level administrators and parents of students. Complaints by any student that they were intimidated into being intimate with the Fellow or that their grade suffered after the relationship ended would likewise need to be examined, and could be grounds for a charge of violating the Student Code of Conduct.

If the Fellow is in a relationship with a student who is about to enter YCP, that student may not register for the same course that the Fellow is mentoring. The student must choose another section (preferred), or the Fellow must be reassigned. It is the Fellow's responsibility to alert the program administrator if the new student might end up in their FYS course. If the student is required to take that particular section of FYS, the Fellow must request to be reassigned, right away.

DECLINE, DOCUMENT, REPORT: RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOR

Most students behave appropriately toward the Fellow. Even when they are frustrated or agitated, they know the Fellow is someone who can help them.

But occasionally, students say or do things toward the Fellow that are inappropriate and/or that violate the Student Code of Conduct. No FYS Fellow should have to endure disrespectful, harassing, or abusive behavior by an FYS student. The Fellow's response follows a specific process that begins with the Fellow's own assessment of the student's behavior.

STEP 1: DECLINE.



Fellows must always refuse flirtatious or sexual overtures from one of their FYS students. They can do so politely by informing the student of the rules of the program. Most students, when told that Fellows cannot date their FYS students, will back off and accept the boundaries of the peer-mentor relationship.

Notes:

When it comes to rude or disrespectful behavior, Fellows may attempt to defuse it with empathy and an offer of assistance. "I'm sorry that you are frustrated. Maybe there is a way I can help you." Many students will realize their behavior was out of bounds, and apologize for taking their own problems out on their peer mentor.

Fellows may assess for themselves whether the student is likely to behave appropriately from that point forward. If the answer is yes, then the Fellow can simply document the exchange, and choose not to report it to the program administrator (although telling another Fellow or the instructor is advisable). If the answer is no, because the student persists or because the first approach by the student is aggressive, abusive, harassing, or otherwise concerning, the Fellow must report the incident. See guidelines for documenting and reporting below.

STEP 2: DOCUMENT.



Regardless of whether the Fellow chooses to report a first incident, they must document it, and any that follow. If the student behaves appropriately after that, the documentation may never be needed. Still, the Fellow must save the following information and have it ready to access:

- ✓ Date and time of the incident or communication
- ✓ What was written or said by all parties, including the Fellow
- ✓ Any images that were received or sent
- ✓ Anything the Fellow reported to someone else, such as a friend or faculty member

Documenting an incident establishes a record for future meetings or procedures, should the student's inappropriate behavior continue or escalate.

STEP 3: REPORT.



Fellows must report a concerning first approach by a student, as well as any repeated inappropriate behaviors. Fellows should make their report as soon as possible to their faculty mentor and to the program administrator. In-person reports are preferred, but email is also acceptable if the Fellow is off campus or it is an evening or weekend. Fellows should share all information they have about the incident(s), including what they have documented.

In cases of a student's behavior that could be perceived as persistent unwelcome contact, harassment, stalking, hostile or threatening behavior or communications, or similar, the

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administrator and Fellow will confer with the faculty mentor (if the student is in the Fellow's FYS section) so they can take appropriate measures in class to ensure that the Fellow is comfortable continuing to attend and work in their FYS.

The administrator will also make a report to the campus Title IX coordinator, as required by federal education law, and ask the Title IX coordinator to reach out to the Fellow. The Fellow is not obligated to meet with the coordinator or file a grievance with the Title IX office. However, it is recommended that the Fellow learn about the wide range of supportive options available to them to address the problematic conduct so it is no longer a distraction or impediment to the Fellow's education or campus experience.

Any student can reach out to the Title IX coordinator directly for information and advice about sexual or gender-based bias, harassment, or abuse that happened on or off campus:

Title IX at YCP (website)
717.815.1440, titleix@ycp.edu

In cases of a student's behavior that is perceived to reflect bias against another's race, ethnicity, religion, ability status, or other identity, Fellows should guide the student to make a report to YCP's Bias Response Reporting System. Fellows may also file their own report based on information they have received or conduct they have witnessed.

Any student can submit a report of racial, ethnic, religious, or other act of bias committed on or off campus:

Bias Reporting at YCP (website)
Office of Student Diversity and Inclusion: 717.815.1916, sdi@ycp.edu

Reports to this system will be immediately sent to and reviewed by the Student Diversity and Inclusion (SDI) Office and all reports will be treated with confidentiality. Incidents will be reviewed and acted on by the Bias Response Team which will include representatives from the faculty, Campus Safety, Title IX, Human Resources, Student Development and Student Conduct. We will also maintain contact with the reporter in terms of any additional information and when the case has been addressed. Please feel free to download the Bias Incident Toolkit provided on the site.

If a Fellow is unsure which office to contact, they should reach out to their faculty mentor, the program administrator, or either of the offices listed above for guidance.

Notes:

REPORTING CONCERN FOR A STUDENT

The Fellow might be privy to concerning information about a student in their FYS before the faculty mentor is aware of a problem.

Generalized concerns about a student's ability to engage in college, manage their lives responsibly, and cope with day-to-day challenges should be raised first with the faculty mentor, who can determine an appropriate course of action.

Here is a guide for responding to more specific issues an FYS student may present:

CONCERN:	FELLOW SHOULD CONTACT:
Student is considering dropping the course or dropping out of college.	**The faculty mentor**
Student has not been to class, has not been seen on campus, or has not responded to any outreach.	**The faculty mentor**
Student reports experiencing harassment, intimidation, violence or bias	**YCP Title IX Coordinator, 717.815.1440, titleix@ycp.edu** **Office of Student Diversity and Inclusion: 717.815.1916, sdi@ycp.edu**
Student is under significant financial strain, is unable to afford their course books, is missing meals, is homeless.	**The faculty mentor and/or the program administrator**
Student indicates potential for self-harm or harm to others.	**Campus Safety, if the threat seems imminent. 717.815.1314.** **The faculty mentor, as soon as they are available. The program administrator may also consult with the Fellow about what they have observed.**

Notes:

Any Fellow may reach Dianne Creagh at 631.603.5527 by phone or text at any time to discuss a concern about an FYS student or another Fellow.

Concerned about a student who is not in FYS? There are multiple ways to contact appropriate resources on campus:

- Consult with Student Development staff: **717.815.1461.**
- Email the YCP Care Team (staff who coordinate to address students in distress): **care@ycp.edu.**
- Fill out the Concern for a Student online form. Your concern will be forwarded to a Care Team representative.
- For emergencies involving a student on campus, contact Campus Safety at **717.815.1314.**

Notes:

GroupMe, Email, and Social Media

PURPOSES

Social media and email allow the Fellow to connect with students outside of class, and be available for student questions throughout the week. They also provide convenient, student-centered channels for notifications, such as event and assignment reminders, to help students stay alert, connected, and on track.

GROUPME

When Fellows first reach out to their students over the summer, they will invite students to join a GroupMe texting community for the course. Fellows will continue to invite students to join the group into the first few weeks of the semester.

Fellows can make GroupMe attractive by posting information about themselves, and inviting students to share their own fun facts. Here are some links to lists of ice-breaker questions for college students, or Fellows can use whatever questions are trending on social media:

100 Ice Breaker Questions for College Students

The Only List of Ice Breaker Questions You'll Ever Need

100 Quick Ice Breaker Questions to Keep in Your Back Pocket

Once the semester begins, Fellows can run contests on GroupMe, rewarding the first few students to respond to a question the Fellow posts, or share an image on a theme that the Fellow announces, such as a photo of their pet or where they would most like to travel. Fellows can use their course allowance to award small prizes for student participation in GroupMe discussions and activities.

GroupMe offers additional features such as a calendar and polls that the Fellow can use to help students keep up with assignments and stay engaged with the course.

Notes:

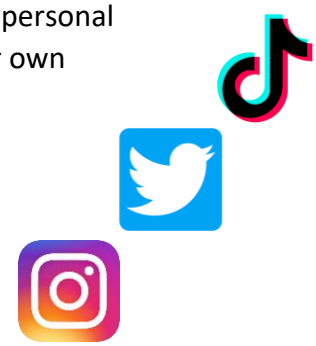
EMAIL



Although GroupMe is the preferred communication channel between Fellows and students, not all students respond to GroupMe invitations or use the app regularly. Fellows should continue to use email to reach students who do not join GroupMe, and repeat any important announcements by email, so that every student has access to the same information at the same time.

SOCIAL MEDIA

Fellows should feel free to connect with FYS students via their personal social media accounts. They can choose whether they feel comfortable letting students follow them on Instagram, Twitter, TikTok, or any other platform. Using personal social media with FYS students is optional for Fellows, according to their own discretion.



If a Fellow chooses to share elements of their life outside of FYS with their students, they should strike a mindful balance between being themselves and being a role model. The Fellow is not responsible for the choices their students make, but they should understand the influence they wield with students who are just learning to navigate their new independence and higher level of personal responsibility.

Notes:

Mini-Lessons

PURPOSES

Mini-lessons provide student-to-student mentoring on academic and college success. Through brief, interactive presentations on typical first-year issues, mini-lessons raise awareness, encourage students to reflect, and empower them to improve their college experience.

ELEMENTS OF A MINI-LESSON

A mini-lesson is:

- Conducted during an FYS class.
- Scheduled in advance in consultation with the FYS instructor.
- Brief, about 10 minutes.
- Given about every two weeks for a total of 6 or so mini-lessons during the semester.
- Engaging, with students actively participating in the lesson (not just listening).
- Highly relevant to the experiences and concerns of first-year students.
- Incorporating the Fellow's own voice and experiences.

MINI-LESSON TOPICS



Mini-lesson topics are generally up to the Fellow. The instructor might request some topics. The instructor and the Fellow might decide to align some topics with the Common Hour topic schedule.

Mini-lessons may focus on any of the following areas:

- **Essential tools** (how to use Canvas, how to access academic and writing tutors, how to use the YCP App to find out what is happening on campus, how to use Timely Care)
- **Strategies for academic success** (note taking, sticking to a study plan, how to email a professor, using Google Docs for group projects, preparing for big exams)

Notes:

- **Strategies for engagement** (what students do for fun on and off campus, strategies for making friends, joining or starting a club, all about Greek life)
- **How-to at YCP** (registering for classes, applying for housing, applying for a campus job, reserving a group study space at the library)
- **College life management** (making a schedule, managing loneliness and homesickness, dealing with roommate conflict, addressing changing relationships with friends and family, managing wellness)
- **My first year** (the Fellow's own experiences about what they wish they would have known when they were in FYS, what worked and did not work for them as a freshman, what they got out of their first year that has served them well since then)

Fellows may also ask students what they want to know, and create a mini-lesson around student-suggested topics.

SCHEDULING MINI-LESSONS

Fellows should schedule mini-lessons with the consent of the instructor, and as far in advance as possible, to allow the Fellow time to prepare. When giving lessons on time-sensitive topics (such as warning grades, registration, or preparing for finals), Fellows should schedule them when students most need that information.

PREPARING AND REHEARSING MINI-LESSONS

Each mini-lesson should be polished and well-rehearsed. This leadership moment reflects directly on the Fellow's professionalism and value to the course. Faculty view mini-lessons as an indication of how seriously the Fellow takes their job.

As they are rehearsing, Fellows should:

- Time their delivery, to make sure the mini-lesson does not run long and encroach upon the instructor's lesson plan for that day.
- Test all apps and digital activities to make sure they will work for the students.
- Test the student's response or activity by having someone role play a student for you.

Notes:

- Make sure the lesson is easy to access from the classroom computer to minimize delays when it is time to pull up the lesson.

Practice sessions will be provided in September for any Fellow (but especially first-timers) to give a mini-lesson to the program administrator and other Fellows in attendance. Fellows will be asked to sign up for a session they plan to attend, and come ready to give their mini-lesson to the group.

The purpose of these optional practice sessions is to alleviate some of the Fellow's nervousness about giving a lesson for the first time, build confidence, and proceed with constructive suggestions to help the lesson go as smoothly as possible with the class.

MAKING MINI-LESSONS INTERACTIVE



Mini-lessons are *not lectures*. They are opportunities for connection between students and the Fellow as they exchange ideas, questions, and strategies.

Each mini-lesson should be interactive by design, combining information offered by the Fellow with student contributions and participation. Fellows may use any number of strategies to invite student participation, including:

- Having students respond to a brief survey or question that kicks off the lesson.
- Pairing students up to share their thoughts with their neighbor before volunteering to share thoughts with the class.
- Having students reflect privately and share it only with the Fellow, as in an end-of-lesson reflection.

Fellows may use high-tech or low-tech tools to help students communicate their ideas:

- Nearpod, a free program that creates interactive slide shows with embedded activities that allow students to engage on their own mobile devices.
- GroupMe, the group texting app Fellows use for their classes that includes some activity functions, such as polls.

Notes:



- PollEverywhere, a free program that allows the Fellow to conduct live polling and response activities, including polling graphs, open-ended responses, and word clouds.
- Kahoot!, a free web-based gaming app for quizzes and contests.
  - Low-tech supplies such as note cards (which the program administrator can provide) that students can use to submit their response to the Fellow, or the classroom white board, where students can write their response to a prompt (such as putting a mark on a scale of 1 to 5 or writing a word or two).

Collecting student input data from mini-lessons allows the Fellow to follow up with GroupMe or in a future class and respond to student questions or pervasive concerns.

Student engagement in mini-lessons may be challenging to solicit at first. The Fellow should consult with the instructor to plan strategies that will help students overcome their reticence to participate. Once students begin participating in mini-lessons, they should become more comfortable and willing.

CONDUCTING MINI-LESSONS WITHOUT THE INSTRUCTOR PRESENT

The instructor should be present when a mini-lesson is happening, to support the Fellow as they lead the class. When an instructor cannot be present, they should have a colleague attend in their place, even if the Fellow has agreed to lead lessons or activities that day. If an instructor asks the Fellow to lead the class alone without support, the Fellow should inform the program administrator.

The exception to this policy is when the instructor and the Fellow agree that students are better served by having the instructor leave the room during a mini-lesson, to allow students more freedom to share their opinions and ask questions. In such cases, the instructor should remain close by to rejoin the class at the Fellow's request.

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SUGGESTED MINI-LESSON CALENDAR

The following topics are suggested for mini-lessons or brief classroom demonstrations.

August:

- How to use the portal and Canvas.

September:

- How to access and complete online Common Hour lessons.
- How to use the YCP App to find out what's happening on campus (could be repeated later in the semester).
- Dealing with loneliness and homesickness, common first-year issues.

October:

- How to deal with warning grades.
- Meeting with a professor during office hours and how to send a proper email to a professor.
- How to access academic tutors and coaches for support with difficult courses or course management issues.
- How to access the YCP Degree Planner, schedule an appointment with their academic advisor, and prepare for registration (follow-up to Ready, Set, Registration workshop given by Academic Advising in each FYS course).

November:

- Last-minute questions about preparing to register for spring courses.
- How to handle late-semester fatigue.
- How to get help from writing tutors for papers and presentations.

December:

- How to prepare for finals.
- Spring hot topics: Housing registration and Greek life.



Notes:

Studio Group

PURPOSES

Studio groups are forums for Fellows to exchange information, experiences, and strategies. In these peer-led meetings, Fellows seek support and advice, compare their role in FYS to that of Fellows in other courses, and offer support to their peers.

MEETING SCHEDULE AND STRUCTURE



New for Fall 2023: Fellows' studio groups meet **four** times during a normal semester, approximately once per month beginning in late August or early September. Fellows sign up for a studio group meeting time in the spring at the same time they select their course assignment preferences. Fall meeting dates are scheduled by administration.

A classroom space will be reserved for each studio group, but meetings may occur in any location, or they may be held via Zoom. Group members must all agree in order for the group to change the location or to go virtual, so that the meetings remain accessible to all original members. If a choice is made to meet over Zoom, it should be by unanimous consent.

Master Fellows (or Leading Fellows in a group with no Master Fellow) lead the studio group meetings, based on a schedule of topics provided by program administration. Master Fellows may introduce new topics for discussion, if the topic has relevance to the Fellows' experience. Master Fellows are encouraged to share leadership with Leading Fellows, to help them prepare for their role as Master Fellows the following year.

All group meetings should include some time for each Fellow to check in and report successes and/or challenges in their FYS course since the previous meeting, and to seek advice and support from the other group members. Master Fellows should allow some time for issues or questions brought up from previous groups to be resolved if needed.

Group meeting time may also be devoted to planning for the Fellows' engagement event for FYS students.

Notes:

ATTENDANCE REQUIREMENT

All Fellows are required to attend the meetings of their studio group. Master Fellows take attendance and report any absentees to the program administrator via their meeting notes.

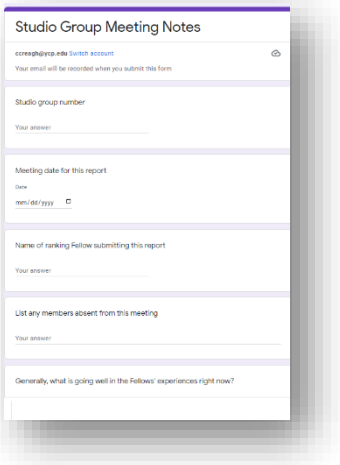


If a Fellow must miss a meeting, they should notify the Master Fellow in advance of their absence. Any Fellow who misses two meetings must discuss their absences with the program administrator. The purpose of the discussion is to help the Fellow solve the issues causing their absences or find a more convenient group to attend.

MEETING NOTES

Master Fellows are responsible for seeing that notes are taken at each meeting and submitted to the program administrator within a day of the meeting. Meeting notes may be taken and submitted online through the Google forms link given to each group. Notes will include:

- Group number
- Date of meeting
- Name of any Fellow absent from the meeting
- General feedback about Fellows' successes and challenges
- Insights from the "question of the week" discussion
- Any urgent or noteworthy information or questions that the Master Fellow needs to pass on to the program administrator



Notes:

If a Fellow discloses an issue in studio group (or outside of the group) that should be reported to administration (such as a problem with a faculty member or student), the Master Fellow should urge the Fellow to send a *separate* communication to the program administrator explaining the issue, and follow up to make sure they have done so. Please do not share personal information about any Fellow in the meeting notes online form unless the Fellow gives permission.

If the Fellow is hesitant, the Master Fellow should send the separate communication on their behalf. The program administrator will discuss it with the Master Fellow first, then approach the Fellow in question to provide support.

Notes: