

The Center for Tutoring and Academic Support



Queensborough Community College / CUNY,
Office of Academic Affairs

Policies and Procedures for
Tutors, Facilitators, and Staff

Fall
2020

TUTOR & STAFF HANDBOOK

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CTAS Fall 2020

1. General Information

1.1 Hours of Operation

Spring & Fall Semesters

Mon-Thurs: 10am to 7pm (appointment and drop-in)

Friday: 10am to 4pm (appointment and drop-in)

Saturday: 10am to 3pm (appointment and drop-in)

Summer & Winter Sessions

Mon-Thurs: 10 am to 5 pm (appointment and drop-in)

Friday: 10 am to 4 pm (appointment and drop-in)

1.2 CTAS Location & Contact Information

The Center for Tutoring and Academic Support (CTAS) is located on the first floor of the Library Building. The best ways to reach us are to email AskCTAS@qcc.cuny.edu or call (718) 631-6660.

1.3 CTAS Philosophy

One Principle to Remember as a CTAS Tutor:

Tutors \neq Faculty



Course material covered: variable

Course material covered: 100%

Student understanding: 100%

Student understanding: variable

Tutoring Vs. Teaching

What the CTAS DOES

- Provide face-to face individual and small group tutoring, as well as e-tutoring
- Clarify and reinforce concepts, and areas of confusion
- Help students review the material covered in class
- Review problems that are similar to homework problems
- Assist students to organize and articulate what it is they know
- Assist students with reading comprehension
- Help students get the most out of their textbook
- Facilitate learning by incorporating open-ended questioning strategies
- Help students develop independent study skills
- Emphasize critical thinking skills and reinforces student self-assessment
- Train its tutors & facilitators
- Provide excellent customer service

What the CTAS DOES NOT DO

- Take homework or writing on a drop-off basis
- Assume the role of the instructor and teach (lecture) students who missed class
- Correct or grade homework
- Edit, proofread, or grade papers
- Help with take-home tests and actual questions from homework assignments or lab reports
- Provide answers to homework questions or provide ideas for student papers
- Interpret readings or a textbook for students

The CTAS Approach to Tutoring

As the charts above suggest, CTAS promotes a student-centered model of tutoring, where we put the **student** at the center of every session. Using this model, the most successful sessions are very engaging and conversational, with back and forth dialog between the student and the tutor. With the help of their tutor, students should set the agenda at the start of a session and remain in charge of that session throughout. Tutors merely facilitate the learning by asking solid open-ended questions and rephrasing questions when the student struggles to answer the first time. In addition, CTAS tutors should never assume the role of “Instructor,” nor should they simply provide all the answers or “fix” writing or homework errors.

Good tutors will also “think out loud” when modeling how to complete a specific task. CTAS tutors should also take advantage of teachable moments, especially when it comes to demonstrating successful study skills that may be useful to tackle a particular assignment.

And finally, CTAS tutors should be friendly and provide a comfortable learning environment for students. The best tutors are often “people persons!”

Our Mission and Goals

CTAS Mission Statement

In accordance with the mission and goals of Queensborough Community College (QCC) and operating under the auspices of the Office of Academic Affairs, the Center for Tutoring and Academic Support is committed to supporting the holistic development of today's students through collaborative partnerships focusing on improving student readiness for academic excellence.

Goals for Students

- Support students in identifying, practicing, and improving academic behaviors necessary for student success;
- Identify and use practical technological solutions to enhance student access to CTAS resources;

- Support development of students' proficiency in written and oral communication, and information literacy;
- Assist in efforts to improve college retention, persistence, and graduation rates through student engagement.

Goals for Staff

- Develop, maintain and expand collaborative initiatives with departments and programs across campus to support student success;
- Provide CTAS staff with professional development opportunities and supports needed to nurture and enhance a student-centered collaborative learning environment.

2. Face-to-Face Tutoring

Tutoring is a serious job. Each student has very limited time to work with his or her tutor, and therefore has the right to expect tutors to be consistently present, on time, and fully attentive. Prospective tutors must demonstrate an awareness of the responsibility that tutors have towards their students.

2.1 CTAS Policy

High Quality Tutoring

CTAS is committed to hiring well-qualified tutors and offering the most effective, evidence-based interventions for our students. CTAS staff conduct regular assessment of our practices and outcomes to remain current with the best consulting practices available. In addition, CTAS provides extensive ongoing professional development for our staff so we may continue to provide the highest quality services.

Open To All

CTAS is all about cultivating an inclusive learning community that values diversity in all forms including - linguistic, ethnic, cultural, gender, religious, sexual, socioeconomic class, ability and neurodiversity - and respecting them as essential aspects and perspectives of a thriving community of practice and inquiry.

Qualifications to Become a Face-to-Face Tutor

The names and contact information of two academic references who are familiar with the applicant's skills must be submitted as part of the CTAS Employment Application. In addition, applicants must provide a copy of their most recent unofficial college transcript. An applicant who is not a current or recent college student must submit a resume which reflects experience in teaching, tutoring, writing, or some other related skill.

Subject Tutors

General Requirements

- 12 Completed College Credits
- 3.0 GPA
- Grade of B+ in the course or courses you are requesting to tutor
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend mandatory professional development events/trainings
- Good listening skills
- A desire to work with and help others

Preferred Qualifications:

- 24 Completed College Credits or more
- 3.4 GPA or Higher
- Grade of A- in the course or courses you are requesting to tutor
- 15 hours of availability per week
- Ability to tutor multiple courses
- Strong evidence of written and oral communications skills
- Prior tutoring experience

Writing Tutors

General Requirements

- 12 Completed College Credits
- 3.0 GPA
- Grade of A- or better in EN 101 and EN 102 or equivalent courses
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend mandatory professional development events/trainings
- Good listening skills
- A desire to work with and help others

Preferred Qualifications:

- 24 Completed College Credits or more
- 3.4 GPA or Higher
- 15 hours of availability per week
- Ability to tutor both writing and literature courses
- Ability to facilitate student work with Writing Intensive assignments across different curricula
- Strong evidence of written and oral communications skills
- Ability to explain English grammar to students
- Prior tutoring experience

Requirements for reappointment each semester

The CTAS will employ tutors on a semester-by-semester basis to work with students, based on the following qualifications:

- Satisfactory TEF evaluations: Tutors' TEF (Tutor Evaluation Form) evaluations from the previous semester must demonstrate that they possess, overall, "proficient" or "outstanding" ability to facilitate individual and group tutoring sessions according to CTAS philosophy.
- Positive student satisfaction record. Tutors who have had numerous complaints lodged against them or have had multiple verbal or written warnings from the Director may not be considered for reappointment.
- Attendance record. Tutors must have consistently demonstrated good attendance and punctuality during the previous semester's employment with the CTAS. "Good attendance and punctuality" means no more than 5 shifts or 15% excused absences or latenesses from tutoring during the previous semester of employment (absences or latenesses where notice was given to CTAS administration); and no more than one unexcused absence or lateness (absences or latenesses without any notice or call at least two hours before the start of a shift to the CTAS) during the previous semester of employment.
- Satisfactory attendance in Tutor Training. Tutors must have satisfied the CTAS in-service tutor training requirement in the previous semester, and must continue to attend the in-service tutor trainings in the current semester.

- Offering adequate hours of availability. Tutors must continue to offer adequate hours of availability, most of which during high-volume tutoring times throughout the semester. For instance, a candidate who offers large blocks of late morning/early afternoon hours would be preferred over one who offers only a few scattered evening hours.

The Tutor Hiring Process

Submission of Applications

An applicant who is responding to an online Personnel Vacancy Notice / call for tutors (posted to the CUNY and/or QCC websites under Job Opportunities) may email his/her resume, cover letter, and transcript as per the instructions. The applicant will be contacted shortly thereafter as to the status of the application. Other tutor applicants may submit a hard-copy application (available at the CTAS), and forward a transcript and resume.

The front desk distributes and collects all Tutor Applications. Completed Tutor Applications are forwarded to the Associate Director (AD), who will open a file for the applicant and review the application. The applicant will be informed of the status of the application and, if appropriate, told which pieces of documentation are needed to complete his/her file (transcript/resume, letter of recommendation, hours of availability, etc.).

Consideration for an interview will be determined both by the applicant's documentation on file and by student need for tutoring in the subject area(s) offered. Interviews will be scheduled by the (AD).

Interviews

All interviews will be conducted by one or more full-time professional staff members. At the interview, a brief overview of the program will be given and issues of pay-rates, scheduling procedures and tutor log responsibilities will be explained. For Writing Tutor applicants, a short grammar proficiency test will be given, and a writing sample will also be taken at the interview.

Applicants will be evaluated on specific qualifications in the following categories: applicability of academic skills; applicability of prior experience to the position; understanding of tutoring methods; interpersonal skills; availability; writing ability (Writing Tutors); and English grammar proficiency (Writing Tutors).

Interviewers will gear their questions and discussion with the applicant to reflect these qualifications. Each interviewer may also record any comments related to a holistic evaluation of the applicant's performance in each category.

Applicants' hours of availability are also a consideration in the evaluation of an applicant for hire. The CTAS prefers to hire tutors whose availability reflects consecutive, rather than intermittent, hours/blocks of time. This helps to ensure that tutors are best able to keep a scheduled appointment with a student. In addition, the CTAS prefers to hire / rehire tutors who offer 15 or more hours per week.

Hiring Decisions

The interviewer's comments and recommendations, along with the applicant's writing sample (Writing Tutors), will be submitted to the CTAS Director. The Director will consider these recommendations, any/all sample indicators of the applicants' mastery of subject content, and student need for tutoring in the subject(s) offered in order to make the final decision whether to invite the applicant to begin the certification process, hold the application on file for further review, or not continue with the application at this time.

- If the Director's decision is to invite the applicant to begin the certification process, the applicant will be contacted and invited to schedule time(s) to perform the certification/mentoring procedure;
- If the Director's decision is to hold the application for further review due to budgetary constraints or staffing overload, the application will be held on file for one year and a letter will be sent to the applicant advising him/her of the status of the application;
- If the Director's decision is not to continue with the application, a letter will be sent to the applicant informing him/her of the decision and thanking the applicant for his/her interest.

Guidelines for Attire

While we do not have a "dress code," we do expect you to dress appropriately for the position (i.e. avoid "dressing to distract"). Clothing which may be appropriate and fashionable outside the workplace, may detract from your credibility when you're acting in a professional capacity. Please keep in mind that your role in relationship to students is an advisor. We would like our students to feel that you take their concerns seriously and that you bring professionalism to the job. How you present yourself can add value to your session without a lot of effort.

These types of clothing are casual but still professional:

Jeans (not faded or ripped) or slacks
Shirts with collars, such as Polo Shirts
Button-down shirts or blouses (one or two buttons open)
Dresses and Skirts which aren't too short

The following clothing does not present a professional appearance:

Tank tops; midriff tops; shirts with potentially offensive words, logos, pictures or slogans;
halter-tops; sweatshirts or sweat pants, revealing tops and leggings.

As always, personal hygiene and grooming is also essential when working in a professional environment.

Cell Phone Policy

Many tutors use their cellphones when not in session, and that's fine. But all phones should be kept on vibrate mode to reduce distractions to students and tutors who are working. Tutors who are in session should not use their cell phones at all, even if students are working alone for a few minutes. Students are reluctant to ask for help if they see their tutor using a cell phone, or a tablet or laptop, for that matter. Phone calls should be made outside the center, as to limit distraction.

The Certification Process

Until an applicant has successfully completed his/her certification requirement, he/she is termed a Provisional Tutor. Provisional Tutors cannot tutor students on their own until certification has been successfully completed.

A Provisional Tutor (PT) must successfully complete a minimum of 15 hours of certification with high-performing, experienced tutors before being given a schedule of students. (The process will be overseen by STEM Advisors and the AD) The certification will be a combination of an orientation to the CTAS, tutoring observations, role playing sessions, and co-tutoring sessions.

The PT's progress through the certification process will be evaluated by the experienced tutor(s) via a Provisional Tutor Certification Form (see Provisional Tutor Certification Form in

Appendix), and the evaluations shared with STEM Advisors and the Associate Director. Completed certification forms will be placed in the PT's file. Provisional tutors will be paid at their base hourly tutor rate during certification.

Orientation to CTAS

CTAS STEM Advisors and/or senior tutors will introduce Provisional Tutors (PT) to the policies and mission of the CTAS through a mentoring program. This program address QCC and CTAS policies and procedures, student-centered tutoring pedagogy, questioning strategies, reading/note-taking strategies, ethics and compliance, and managing difficult or complex tutoring sessions.

Observation of experienced tutors

PTs sit in on a minimum of six sessions with an experienced tutor. The PT watches quietly, taking notes if desired, but does not interfere with the session. Questions or comments should be discussed with the experienced tutor and/or the Associate Director in a feedback meeting after the tutoring session.

Role Playing / Tutoring Scenarios

In **role playing**, the experienced tutor plays the role of the "Student" and the PT plays the role of a "Tutor" during a 30-50 minute mock tutoring session. Topics which can be role-played include: students who are unrealistic, uncooperative, or unprepared; students who have distinct learning styles/learning preferences; students with difficult assignments or questions; ESL students; students with learning disabilities; students with emotional issues; and/or students who are far behind the instructor's pace.

Feedback from role playing mock sessions should underscore how the solutions offered by the "Tutor" made the "Student" feel; what was helpful and unhelpful; what was facilitative and what was controlling; and what went right, and what might have been strengthened. A successful role play session should be geared toward creating a safe environment that presents issues that might arise during an actual tutoring session.

New tutors may also be given **tutoring scenarios** pertaining to non-academic issues that may arise during sessions. Similar to mock sessions, topics covered during these scenarios include how to communicate with students who may be, for example, anxious, nervous, embarrassed, unprepared, or have unrealistic expectations. These tutoring scenarios emphasize the need for tutors to not only be adept in the content matter, and it highlights the customer-service and communication skills required to be an effective and well-rounded tutor.

Co-Tutoring

Co-tutoring should be performed after observations and role play (or tutoring scenarios). In co-tutoring, the PT takes primary responsibility for the tutoring session. The experienced tutor quietly watches and takes notes without commenting, interfering or breaking into the session unless the PT asks for help, or it becomes apparent that he/she is in a situation that will worsen without guidance. Once the situation is remedied, the experienced tutor will give full responsibility back to the PT.

Duration of Certification

Although the certification process is intended to be implemented over 15 hours, the AD may decide that the PT would benefit from additional training before tutoring students alone. In this case, the certification process may be protracted up to 8 additional hours to allow the PT time to become comfortable with CTAS facilitative pedagogy. A PT about whom the AD has strong reservations or who is not making progress toward certification will meet with the Director and/or AD to determine whether certification should be pursued.

The successful completion of the certification requirement should be performed over no fewer than three days. There is no upper limit on the number of days a PT may take to complete this requirement satisfactorily. The pace is determined by the availability and performance of the PT and the number of tutoring sessions available to observe or co-tutor. **However, regardless of how protracted the certification process may be, PTs cannot have schedules of their own until they have successfully completed certification.**

Completion of Certification

Upon successful completion of the certification process, a “*Provisional Tutor*” becomes a Tutor, and may receive an initial schedule of up to 20 hours per week. Additional hours can be added at the Associate Director’s discretion pending further observation and evaluation, student need, and budget availability.

Tutor Schedules

The CTAS requests that tutors provide a schedule of their available hours as early as possible before the start of each semester. In some cases, tutors may be asked to submit their availability on a month-by-month basis. While the CTAS realizes that it may occasionally become necessary for some tutors to change the hours they have offered, tutors should understand that this causes disruption to already-scheduled students who are counting on their appointments. Because of the responsibility tutors bear towards their students, such changes should be requested only when absolutely necessary.

Excessive schedule changes may result in the removal of hours from tutors' schedules or in some cases, termination of employment.

If you plan to work in other departments on campus, please make sure you let us know! This may impact your CTAS work schedule, and in some cases, may limit the number of hours you may work per week or semester.

Constantly updated tutor schedules are available for viewing online at www.qcc.cuny.edu/ctas. Tutors should check their schedules often, particularly in the first month of the semester when appointments and training sessions may be added every week. It is the tutor's responsibility to know what days and times he or she is scheduled to work and take breaks.

General Scheduling Policy

When scheduling, the CTAS will choose hours from those offered by each tutor. Offering an hour does not guarantee working that hour, as scheduling is determined by many factors, including student need and budget considerations. However, tutors should offer as many available hours as possible. This **may** give us the flexibility to 1) assign the total number of hours tutors have requested to work and 2) match your hours with the needs of the students and the center.

Generally, the CTAS schedules tutors for limited hours in the beginning of each semester, and adds hours as needed. Tutors will not be given hours until they have completed the latest mandatory pre-semester training. Due to the sporadic nature of the academic calendar, the CTAS cannot guarantee tutors a steady number of hours on a weekly basis. This is especially true during Winter and Summer intersessions, Spring Break, and any other times when most students are not on campus.

Assigning Students to Tutors

All tutoring sessions must be arranged through the front desk. Front desk staff do their best to assign students to tutors on a fair and consistent basis. However, there may be times when a particular tutor will be assigned more students than their peers:

- Weekly / one-time appointments – These are made in advance, and there may be days when particular tutors have more appointments than their peers.
- Student requests – Many students feel comfortable working with certain tutors, and unless there is a valid reason to not pair a student with a particular tutor, front desk staff will do their best to give students their first choice.

- Front desk discretion – Front desk staff may have reason to believe that a student would work best with a particular tutor.

Reluctance to Tutor Specific Students

Tutoring is not an easy job. Tutors must be ready to work with a diverse, urban community college student body, consisting of students of all ages and with various cultural and academic backgrounds. Therefore, some sessions may be challenging than others. Tutors should consult with the Director or Associate Director for advice on how to handle difficult tutoring situations, even if it's during an actual session. In addition, tutors may ask for advice on this matter during weekly tutor trainings or via e-mail.

It is highly discouraged for tutors to reject a student unless he/she is physically or verbally threatened or harassed in any way. Any potentially dangerous situations should be brought to a full-time staff member's attention immediately.

Other Work for Tutors

The Director of the Writing Center may need tutors to perform other job duties above and beyond tutoring students one-to-one. These duties may include, but are not limited to:

- Helping with basic clerical work
- Making photocopies
- Mentoring Provisional Tutors
- Conducting research
- Completing asynchronous training modules
- Responding to TigerWrite papers (Writing Tutors)
- Conducting classroom visits (virtual or in person) to promote the center
- Helping with other special projects as needed

Requesting Time Off

CTAS asks that tutors and support staff request to use annual leave accrued at least two weeks in advance. In addition, if tutors or support staff need to request time off, we ask that they email their request to either: JLabozzetta@gcc.cuny.edu or ANestoras@gcc.cuny.edu as early as possible.

Calling Out Sick

If tutors and other support staff need to call out sick they must notify The CTAS by calling 718-631-6660 at least two hours prior to the start of their shift.

Swiping In & Out

The CTAS utilizes an electronic swipe-card system to record both part-time staff (tutor and administrative aides) and student attendance.

Tutors & College Assistants

Tutors, part-time college assistants, and administrative aides must use their CUNY ID card to swipe in at a designated computer before beginning their shifts and after completing them. In addition, if the tutor leaves the building or is not available to work during a period of time (e.g., lunch break), the tutor must swipe out, then swipe in again when he or she returns. **It is also important for tutors to remember to swipe in and out for various activities during the day (breaks, workshops, clerical work, class visits, TigerWrite, etc.) to ensure that the front desk knows which tutors are available at any given time and that Payroll has an accurate record of hours worked and number of students served. Failure to do so may result in removal of hours.** Any discrepancies between employee timesheets and swipe-in swipe-out reports must be brought to the attention of the Associate Director before payroll can be approved.

Students

Tutors also need to remind students to swipe in & out for each session. Tutors may not begin a session without a printed tutor log for that session. In addition, tutors should ask students, at the start of each session whether they have swiped in. This will help ensure accurate payment for tutors and accurate record-keeping for the program. At the end of each session, tutors should remind students to swipe out at the designated desk. That tells the front desk that they may assign the tutor a new student in 10 minutes.

It is also the tutor's responsibility to keep accurate timekeeping records for students who are required to complete a certain number of tutoring hours in a given semester. For example, if a student is required to stay for a full 50-minute session but leaves after 30 minutes, the tutor must inform the front desk so that the session start & end times can be adjusted in the database. In addition, if a student requests a tutoring "receipt," the tutor must write the actual start & end times on the receipt.

Front Desk Staff

Just like tutors, part-time college assistants and administrative aides must use their CUNY ID card to swipe in at a designated computer before beginning their shifts and after completing them. In addition, if a College Assistant leaves the building or is not available to work during a

period of time (e.g., lunch break), he/she must swipe out, then swipe in again when he or she returns.

Absence / Lateness Policy

Tutoring is a serious job. Students depend on their tutors to be available according to the posted schedules and appointment times; excessive absences and latenesses disrupt the learning environment that the CTAS exists to provide. Tutors and staff are expected to be present for all scheduled shifts unless advanced notice has been given to the CTAS. Absences are monitored by the front desk, the Associate Director, and the Payroll Assistant(s). Please note that CTAS staff members should not ask other staff members to work their shifts. All schedule changes must go through the front desk.

Tutors & Part-Time Staff

Excused Absences/Latenesses (when the CTAS is notified ahead of time)

If staff member will be absent or late, the policy is to send an email to ASKCTAS@QCC.CUNY.EDU **at least 2 hours prior to the start of the shift**. This allows other CTAS staff time to reschedule appointments and seek out other tutors to cover shifts. More than five excused absences/latenesses or 15% of scheduled shifts may result in the removal of hours from a staff member's schedule. If a pattern emerges and a CTAS staff member is having difficulty maintaining his/her schedule or being punctual, they must speak with a supervisor to discuss whether any schedule changes need to be made.

Unexcused Absences/Latenesses (when the CTAS is **not** notified ahead of time)

If staff member misses a shift or is late and does not notify the CWC ahead of time, it will be counted as an unexcused absence/lateness. More than one unexcused absence/lateness may result in the removal of hours from that staff member's schedule or in some cases, termination of employment.

Grace Period for Lateness

There is no grace period for lateness. The late staff member may not be paid for that hour and may be asked to start work on the next hour. If a tutor is late signing in, his/her student may be reassigned to another tutor for that session.

Students

Students are expected to show up and to be on time for all appointments. If a student misses more than 3 appointments, regardless of whether they notify CTAS in advance, he/she will be blocked from making any future appointments for the duration of the semester. In addition, if a student is late (5 minutes or more) more than 5 times, that student will be blocked from making any future appointments for the duration of the semester. In either of these cases, the student must speak with a supervisor before being allowed to schedule future appointments.

It is understandable that students may need to cancel a scheduled appointment from time to time. Therefore, students have the ability to cancel a previously scheduled one-time appointments online up to 2 hours prior to the start time of the session. However, if a student cancels more than 5 appointments, that student will be blocked from making any future appointments for the duration of the semester until he/she speaks with a supervisor.

Tutoring Sessions

All standard tutoring sessions are 50 minutes. However, some drop-in sessions may be as short as 30 minutes. (This often happens when a tutor is not available for a full 50-minute session and the student believes that 30 minutes is sufficient). At the end of each session, it is imperative that students swipe out upon leaving. Tutors are then given 10 minutes to complete the appropriate paperwork and must be ready to work with a new student after that 10 minutes. Failure to follow the “10-minute rule” may result in the removal of hours from tutors’ schedules or in some cases, termination of employment. (For this reason, tutors are encouraged to fill out portions of their logs during the session). **Because of the nature of drop-in tutoring, tutors may be assigned a student at any time while they are on the clock, even if it is just for a short session. Unlike appointments which start on the hour, drop-in sessions may start at any time.** Therefore, during busy times, it is possible for a tutor work with more than one student in a given hour. Tutors are expected to start a new tutoring session as soon as they are given a new log.

Students are allowed up to three tutoring sessions per day. In special cases, the Associate Director or the Director may allow students to have more than three sessions on a given day.

The CTAS currently offers the following types of one-on-one tutoring sessions:

Weekly Appointments

Weekly tutoring appointments (with the same tutor throughout the semester) are scheduled on weekdays only and are 50 minutes long. The remaining 10 minutes of the hour are to be used to complete the tutoring log. It is the tutor's responsibility to manage the tutoring session time adequately to ensure that the final 10 minutes are spent completing the log completely and accurately.

One-Time Appointments

One-time tutoring appointments are 50 minutes long. Students can request a one-time appointment in person at the front desk or by phone for the same day or up to six days in advance. **It is highly recommended that front desk staff make same day appointments rather than tell students to just come back later.** Students can also make one-time appointments online but not for the same day. (The cut off time for making a one-time appointment for the next day is midnight.) Students may schedule up to 4 one one-time appointments at a time, not exceed 4 in the current week. All appointments are based on tutor availability. Students may request a specific tutor for one-time appointments. However, only the appointment is guaranteed, not which tutor they will work with.

Drop-in Tutoring

Drop-in tutoring sessions are 50 minutes long, but can be as short as 30 minutes. Students must request drop-in tutoring at the front desk by using the QLESS virtual check-in system. The front desk will summon the student through QLESS, assign a tutor, and swipe the student in with the student's QCC ID card. There are many factors to consider when assigning students to tutors. **Therefore, some tutors may end up tutoring more students than others during any given shift.**

Policy on Number of sessions a student may have

While the CTAS would like to offer as many tutoring sessions to students as possible, there are staff and budgetary restrictions that require us to set the following limits:

- Students may have up to 3 tutoring **sessions** per day and up to 8 tutoring **sessions** per week. (A week = Monday – Saturday). These can be a combination of drop-in sessions, one-time appointments, and weekly appointments.
- The number of scheduled appointments a student can have is 2 weekly (recurring) appointments per week, **plus** up to 4 one-time appointments per week.
- The number of appointments a student can make online at one time is up to 4.

Policy on Back-to Back Sessions

Students may sign up for an additional 50-minute session, provided the next session is for a **different subject** and with a **different tutor**.

Pre-Semester Training (Orientation)

The CTAS Pre-Semester training is a one or two-day seminar presented just before the beginning of each fall and spring semester. Attendance is mandatory for all tutors and front desk staff. Tutors and front desk staff will not be scheduled for the current semester until completing pre-semester training.

Overview

The paid orientation provides new tutors with a solid grounding in facilitative strategies, and offers incumbent tutors a skills refresher before the semester begins, utilizing demonstrations and practice in areas such as:

- Student-centered tutoring techniques
- One-to-one and small group tutoring skills
- Use of educational technology and software, as well as other resources

In addition, tutors and staff learn about CTAS procedure and policy changes, as well as college-wide policies and initiatives.

Make-up Orientation

CTAS offers tutors and front desk staff who miss orientation a make-up session. The make-up session is usually held the second or third week of the semester. Since tutors and front desk staff cannot be scheduled until they have completed orientation, anyone who cannot attend either orientation session will not be permitted to work for the duration the semester.

In-Service Tutor Training

The CTAS promotes a very rigorous training program for all of its tutors and e-tutors every semester. **Professional development is as integral a part of a CTAS tutor's employment as is his/her performance of tutoring services.** Therefore, The Campus Writing Center requires all tutors to fulfill its weekly in-service training requirement each semester, over and above attendance at the pre-semester training.

Overview

Tutors' schedules will be blocked out, to allow time to attend paid, weekly in-service trainings. Attendance at all training workshops is monitored, and a copy of the total number of tutor training hours accumulated each semester is kept in each tutor's personnel file. Tutors are expected to actively participate in all training events in order to gain the most from the experience, and in order to help ensure provision of a standard high level of student-centered tutoring in accordance with CTAS philosophy. If a tutor misses a regularly scheduled training, it is that tutor's responsibility to attend another training that covers the same topic. Tutor trainings are usually scheduled 3 or 4 times per week so that all tutors are able to attend. Some trainings may be completed online, using the CWC website, in which case tutors will be given a 7-day window to complete the training.

Satisfactory completion of the minimum ongoing in-service tutor training requirement each semester affects whether tutors are rehired, for which subjects, and for how many hours they are scheduled.

Some tutor training times may be used as open forums, in which tutors & staff can discuss CTAS policies, trends, and any other concerns. Tutors will be paid at their base hourly tutor rate for attending training.

Make-up training policy

If a tutor is not able to make up a missed training, he / she must meet with another tutor to discuss the topic and to obtain any materials that were handed out that week. The tutor must also notify the AD after meeting with another tutor. Some trainings may be completed online, using the CWC website, in which case tutors will be given a 7-day window to complete the training.

Tutor Logs

Standard tutoring sessions are 50 minutes long. The remaining 10 minutes of each paid hour are for completion of the Tutor Log. Tutors are required to complete a Tutor Log for every session (including shorter sessions), and to insert that log, or a copy of it, into the student's folder. (Weekly appointments only) Tutors are also required to submit each original log to the front desk, so that they can enter the information into **Starfish**, QCC's online student referral system. **Completion of the necessary clerical work right after each session is mandatory**, and is considered part of a Tutor's paid hour. Once a student swipes out, the front desk may assign a new student to the tutor after 10 minutes.

Tutors are highly encouraged to fill out portions of the log during the session. Once a copy of the log has been submitted to the front desk, tutors have 5 minutes until they may be assigned their next student.

Tutor Observations / Evaluations

The CTAS TEF (Tutor Evaluation Form) is used to assess tutor performance each semester. The TEF, developed by tutors and professional staff together, is based on a 3-stage Tutor Cycle of strategies for interacting with students and guiding them through their tutoring sessions. The 3 stages of the TEF Tutor Cycle are introduced to tutors during certification and often discussed during in-service tutor trainings. That way, tutors will have the opportunity to familiarize themselves with the criteria by which they will be evaluated.

The TEF is also used to evaluate tutors on how well they follow policies and procedures necessary for the center to run efficiently. Absences, latenesses, and tutor training attendance are all reported in this section of the TEF. In addition, tutors are scored on their level of professionalism and their ability to work well with others.

Informal Evaluations

During the second or third week of each semester, tutors will be given a blank TEF form and will be asked to do a self-evaluation during a real session. That way, they can become more familiar with the criteria with which they will be formally evaluated. If a tutor wishes, he/she may share the results of the informal self-evaluation with other tutors, the AD, or the STEM advisors and ask for advice on tutoring techniques that might improve their tutoring skills.

In addition, The AD or STEM advisors may occasionally sit in on various sessions and give constructive criticism or point out things that the tutor are doing well.

Formal Evaluations

During the semester, a formal evaluation of each tutor's performance will be conducted by the AD, a STEM Advisor, or a trained Senior Tutor using the TEF criteria. After the TEF observation, a follow-up conversation between tutors and the observers will be scheduled. This conversation usually takes place right after the observation and will identify areas of strength, areas needing improvement, and a plan for addressing those areas which need improvement.

The goal of this discussion is to enhance the quality of facilitation provided by the CTAS to students.

Follow up Evaluations

A second observation may be conducted if the first assessment of tutor performance does not indicate satisfactory performance. If necessary, the second observation will be done by the AD. If progress and performance is still unsatisfactory after this second observation, it may be necessary to reduce the number of hours on the tutor's schedule, or not approve appointment for the following semester.

Additional Training

If a tutor's first assessment does not indicate satisfactory performance, additional training may be provided. In these cases, the tutor will work with the AD, STEM advisors, and Senior Tutors to improve his/her tutoring skills. A customized training program will be set up by the AD or STEM Advisors.

Payroll

The CTAS uses physical, paper timesheets, which must be submitted to the CTAS Payroll Assistant by the end of the tutor's last day of the workweek. (Tutors and staff can also fill out their timesheets using fillable Pdf forms online.) If a timesheet is not submitted on time, we cannot guarantee that it will be processed in time for the next pay period. CTAS strongly urges tutors and staff to keep copies of their submitted timesheets, in case there is a discrepancy in pay.

City / QSA Timesheets

Tutors are hired and paid through one or two different payrolls: 1) City University of NY (QCC Payroll – white form) and 2) QCC Student Fees (QSA). For those who are on the City University of NY payroll, timesheets are due at the end of every week. Tutors must complete the appropriate timesheets. For those who are on the QCC Student Fees payroll (QSA), timesheets are due at the end of every two-week period. Please refer to the appendix for schedule of the due dates and pay dates.

Payroll Procedures

Timesheets must be submitted to the CTAS Payroll Assistant by the end of the tutor's last day of the workweek. Timesheets cannot be processed if an employee's work, break, arrival, or departure time does not correlate with the database swipe in/out system reports. Tutors and

staff should refer to the chart below to determine how to fill out their timesheet if they have arrived late. The rule allows for a seven (7) minute window for lateness. After seven minutes, tutors must record the next quarter-hour on their timesheet.

If a tutor works more than 5 hours but less than 7, the tutor is required by law to include a 30 minute lunch break for 5 consecutive hours of work. Also, if a tutor works more than 7 hours, the tutor is required to include a 60 minute lunch break for 7 consecutive hours of work.

No cross-outs or white-outs are permitted on the paper timesheet; use black or blue pens only. Any timesheets with stray marks will be returned to the tutor, which may cause a delay in processing the paycheck.

How to fill out your timesheet if you are late:

<u>Tutor/Staff arrival time</u>	<u>Timesheet Input Time</u>
9:00 – 9:07	9:00
9:08 – 9:22	9:15
9:23 – 9:37	9:30
9:38 – 9:52	9:45
9:53 – 10:07	10:00

Payroll deadlines

The college has strict payroll processing deadlines. Therefore, the CTAS requires timesheets to be submitted to the CTAS Payroll Assistant by the end of the tutor’s (or staff member’s) last day of their work week.

Late / Incorrect Timesheets

Late timesheets will be held and paid in the next pay cycle. And since the Payroll Assistant cannot complete missing information for tutors, incomplete timesheets will be delayed until they are completely and correctly completed.

Annual Leave / Sick Time Accrual

Annual Leave

All tutors and front desk staff are hired as “College Assistants.” During the first three years of employment at QCC, a College Assistant’s annual leave is accrued throughout the fiscal year. However, the leave balance cannot be used until the employee works 500 hours. Therefore, when a College Assistant completes 500 hours of work, he/she will have accrued 33 hours of annual leave. Thereafter, the College Assistant who has completed 500 hours of work will accrue 1 additional hour of annual leave for every 15 hours that he /she works. Once a College Assistant has worked 500 hours in 3 years, the leave can be used as it accrues. College Assistants will accrue 1 hour of annual leave for every 11 hours worked at the start of their fifth year.

If a College Assistant works in more than one Department, the hours he/she works are cumulative – the hours worked in all departments are added together to compute the 500 hour mark. Also, if the employee works in more than one Department, the annual leave he/she uses can be split between Departments, subject to the approval of the respective Supervisors.

College Assistants can’t work more than 1,040 hours in a fiscal year (July 1 – June 30) on City (Tax Levy) payroll.

Sick Leave

College Assistants (CAs) are entitled to receive sick leave if they work 500 or more hours in any given fiscal year. CAs will be credited with one (1) hour of sick leave for every twenty (20) hours worked.

Sick leave may only be used for reasons of personal illness of the employee. It is *not* interchangeable with annual leave. Sick leave is paid at the **regular CA/Tutor hourly rate** for the employee.

The number of sick leave hours used cannot exceed the original number of scheduled hours for that day.

If a CA is sick for more than three consecutive workdays, a doctor’s note must be submitted to the College’s Payroll Office indicating the nature of the illness and stating that the employee is capable of returning to work.

Tutoring Resources

There are numerous ready-to-use handouts and worksheets in the center, as well as reference books and textbooks. In addition, CTAS tutors and staff are constantly researching online for helpful links to helpful credible websites and documents that can be used by tutors and students. The CTAS website houses a vast collection of both subject-specific and writing-specific resources.

2.2 Workshop Facilitators & Small Group Tutoring

Even though most of our tutoring sessions are conducted on a one-to-one basis, The CTAS also offers small group tutoring and larger workshops.

Workshops are large-group classroom situations (up to approximately 25 students) facilitated by one or more tutors. Workshops are developed, scheduled, and overseen by the STEM advisors or the AD.

Small groups are tutoring sessions of between 2 to 5 students, usually facilitated by just one tutor. Small groups can be scheduled by students online, but they are sometimes scheduled by the front desk, STEM advisors or the AD.

The CTAS STEM Advisers also develop and conduct a variety of workshops to assist students cultivate effective study strategies and develop techniques to perform well in their courses. These workshops cover topics such as; verbal and written communication skills for English-language learners, effective notetaking, active reading strategies, reading textbooks in different disciplines, and general study techniques and test-taking skills.

Qualifications to facilitate groups/ workshops

The CTAS schedules tutors to facilitate small groups or workshops based on many factors, including overall tutoring experience; prior small group or workshop experience; reliability, prior tutor evaluations (TEFs), and the nature or topic of the workshop. To be considered for larger workshops, a tutor must have worked at least one full academic semester.

Facilitating in-center class visits (Writing)

The CTAS welcomes instructors to bring their entire class for small group tutoring. Class visits are scheduled in advance by the instructor. The guidelines for class visits are as follows:

- The Associate Director schedules tutors to work during class visits in advance. The (AD) considers many factors when scheduling tutors to work with class visits, including prior small group experience; reliability, prior tutor evaluations (TEFs), and the nature of the writing assignment.
- If there are not enough tutors already scheduled to work during class visits, the (AD) may call in extra tutors.
- The (AD) may need to make last minute changes regarding which tutors will be assigned to work with small groups.
- Some tutors who facilitate class visits that are scheduled after 5pm might work with up to 8 students at a time, since there are less tutors available during evening hours.

Formal evaluations

At the discretion of the Director and Associate Director, small group sessions and larger workshops may be formally evaluated by the STEM Advisors, the AD, or Senior tutors. The criteria for these evaluations focus on overall good tutoring strategies, as well as classroom management strategies.

2.3 Front Desk Staff:

Front desk staff are extremely important to the center. They are often the first point of contact for students, QCC staff, and visitors to campus. In addition, they are responsible for accurate and timely data collection, which is used for departmental reports and quality control. Front desk staff also handle scheduling conflicts and may need to adjust tutors' break times on given days.

The CTAS is a busy place, and front desk staff may occasionally have to deal with frustrated students. However, unless it is a minor problem that can be remedied with a simple explanation or by making an appointment for a frustrated student, front desk staff should refer these students to senior staff members.

Qualifications to work front desk

The names and contact information of two references who are familiar with the applicant's skills must be submitted as part of the CTAS Employment Application.

General Requirements

- Excellent interpersonal and communication skills
- Basic knowledge of personal computers, the Internet, etc.
- Ability to multitask in a busy work environment
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend mandatory professional development events/trainings
- A desire to work with and help others

Preferred Qualifications:

- 15 – 20 hours of availability per week
- Strong evidence of written and oral communications skills
- Prior experience working in a busy receptionist position
- prior experience providing excellent customer service to customers / clients

Front Desk scheduling process

When scheduling, the CTAS will choose hours from those offered by each front desk employee. Offering an hour does not guarantee working that hour, as scheduling is determined by many factors, including student need and budget considerations. However, front desk staff should offer as many available hours as possible.

Generally, the CTAS schedules front desk staff for limited hours in the beginning of each semester and during times when most students are not taking classes. Due to the sporadic nature of the academic calendar, the CTAS cannot guarantee front desk staff a steady number of hours on a weekly basis. This is especially true during Winter and Summer intersessions, Spring Break, and any other times when most students are not on campus.

Front Desk job duties

Front desk job duties are divided into four categories or titles: Receptionist, Scheduler, Check-in Person, and Clerical Aide.

Front desk job duties are detailed as follows:

Receptionist

Responsibilities include, but are not limited to:

- Greet QCC Students/Staff /Faculty in a friendly and professional manner.
- Create a positive first impression as an individual and a representative of CWC.
- Asks all students to sign in upon arriving
- Direct students to sign in to QLess upon arrival
- Answer phones and respond to inquiries in a clear and effective manner.
- Refer clients to appropriate CTAS Staff or QCC Departments
- Welcome class visits / reserves tables (Writing FD staff)
- Help keep the center neat (chairs, flyers at reception desk, etc.)
- Ensure detailed messages to CTAS Staff:
 - Time of Call
 - Name of Caller
 - Purpose of Call

Scheduler

Responsibilities include, but are not limited to:

- Summon students using QLess
- Check in students for drop-ins & appointments
- Walk students to tutor tables
- Plan ahead for long and short range needs for the day.
- Monitor the “Daily Tutoring Sessions Log” sheet (Makes sure all tutor logs have been turned in)
- Keep track of which tutors are next / available ‘ on break
- Monitor the tutor “live grid,” weekly appointment schedule, & one-time appointments
- Check emails/phones messages throughout the day and inform appropriate CTAS Staff of changes affecting the daily schedule
- Prepare space and organize staff for daily workshops

Check-in Person

Responsibilities include, but are not limited to:

- Make one-time & weekly appointments
- Monitor online appointment registration
- Make changes to tutor schedules & breaks / notifies tutors of these changes
- Help schedule tutors for workshops / makes adjustments
- Run reports to make sure all students have been checked in
- Assign tutors to work on TigerWrite and block their schedules (Writing only)
- Set up folders for drop-in & weekly appointment logs

Clerical Aide

Responsibilities include, but are not limited to:

- Answer phones
- Swipe students out when their session is over
- Enter class workshop attendance into the CTAS database & Starfish
- Enter tutor logs into Starfish on a daily basis
- Skim, alphabetize, & file tutor logs
- Maintain supply of all educational handouts (on wall, in drawers, etc.)
- Perform other clerical duties as needed

Requirements for reappointment each semester

The CTAS will employ front desk staff on a semester-by-semester basis, based on the following qualifications:

- Satisfactory evaluations: Front Desk Staff members' evaluation forms from the previous semester must show overall, "proficient" or "outstanding" scores on all evaluation categories. In addition, front desk staff who have had numerous complaints lodged against them or have had multiple verbal or written warnings from the Director may not be considered for reappointment.

- Attendance record. Front desk staff must have consistently demonstrated good attendance and punctuality during the previous semester's employment with the CTAS. "Good attendance and punctuality" means no more than 5 shifts or 15% excused absences or latenesses from tutoring during the previous semester of employment (absences or latenesses where notice was given to CTAS administration); and no more than one unexcused absence or lateness (absences or latenesses without any notice or call at least two hours before the start of a shift to the CTAS) during the previous semester of employment.
- Offering adequate hours of availability. Front desk staff must continue to offer adequate hours of availability, most of which during high-volume tutoring times throughout the semester. For instance, an employee who offers large blocks of late morning/early afternoon hours would be preferred over one who offers only a few scattered evening hours.

Handling problems with tutors & students

Occasionally, front desk staff will encounter problem situations involving students, co-workers, QCC employees, or visitors. Front desk staff are encouraged to be courteous and professional and to provide good customer service at all times, even when dealing with a difficult situation. However, this does not mean that they should be disrespected or treated poorly at any time. Therefore, staff are urged to immediately notify a supervisor in any of the following situations:

- a tutor or student refuses to follow CTAS or QCC policies after you have explained them
- a situation escalates or cannot be adequately resolved in a timely matter
- a staff member feels threatened, bullied, or harassed in any way
- a staff member or student requires more assistance than you can provide

Formal evaluations

The Front Desk Evaluation Form (See Appendix) is used to assess performance. Front desk staff members' direct supervisor will use this form to evaluate Front Desk staff performance once per semester. If the direct supervisor or the AD feel it's necessary, follow up evaluations may be conducted during the same semester.

3. Live Distance Tutoring

3.1 CTAS Policy

High Quality Online Tutoring

CTAS is committed to hiring well-qualified tutors and offering the most effective, evidence-based interventions for our students. CTAS staff conduct regular assessment of our practices and outcomes to remain current with the best consulting practices available. In addition, tutors are trained at how to use Blackboard Collaborate Ultra and other online resources to make the most out of each and every live distance tutoring session.

Open To All

CTAS is all about cultivating an inclusive learning community that values diversity in all forms including - linguistic, ethnic, cultural, gender, religious, sexual, socioeconomic class, ability and neurodiversity - and respecting them as essential aspects and perspectives of a thriving community of practice and inquiry.

Qualifications to become an online tutor

The names and contact information of two academic references who are familiar with the applicant's skills must be submitted as part of the CTAS Employment Application. In addition, applicants must provide a copy of their most recent unofficial college transcript. An applicant who is not a current or recent college student must submit a resume which reflects experience in online teaching, online tutoring, or some other related skill.

Subject Tutors

General Requirements

- 12 Completed College Credits
- 3.0 GPA

- Grade of B+ in the course or courses you are requesting to tutor
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend online mandatory professional development events/trainings
- General knowledge of basic computer tasks
- Good listening skills
- A desire to work with and help others

Preferred Qualifications:

- 24 Completed College Credits or more
- 3.4 GPA or Higher
- Grade of A- in the course or courses you are requesting to tutor
- 15 hours of availability per week
- Ability to tutor multiple courses
- Strong evidence of written and oral communications skills
- Prior tutoring experience / Prior online tutoring experience

Writing Tutors

- 12 Completed College Credits
- 3.0 GPA
- Grade of A- or better in EN 101 and EN 102 or equivalent courses
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend mandatory online professional development events/trainings
- General knowledge of basic computer tasks
- Good listening skills
- A desire to work with and help others

Preferred Qualifications:

- 24 Completed College Credits or more
- 3.4 GPA or Higher
- 15 hours of availability per week
- Ability to tutor both writing and literature courses
- Ability to facilitate student work with Writing Intensive assignments across different curricula

- Strong evidence of written and oral communications skills
- Ability to explain English grammar to students
- Prior tutoring experience / Prior online tutoring experience

The Certification process

Until an applicant has successfully completed his/her certification requirement, he/she is termed a Provisional Tutor. Provisional Tutors cannot tutor students on their own until certification has been successfully completed.

A Provisional Tutor (PT) must successfully complete a minimum of 15 hours of certification online with high-performing, experienced tutors before being given a schedule of students. (The process will be overseen by the AD) The certification will be a combination of an orientation to the CTAS, tutoring observations, role playing sessions, and co-tutoring sessions.

The PT's progress through the certification process will be evaluated by the experienced tutor(s) via a Provisional Tutor Certification Form (see Provisional Tutor Certification Form in Appendix), and the evaluations shared with the Associate Director. Completed certification forms will be placed in the PT's file. Provisional tutors will be paid at their base hourly tutor rate during certification.

Orientation to CTAS

CTAS STEM Advisers and/or senior tutors will introduce Provisional Tutors (PT) to the policies and mission of the CTAS through a virtual mentoring program. This program address QCC and CTAS policies and procedures, online tutoring pedagogy, Blackboard collaborate tutoring platform, student-centered tutoring pedagogy, questioning strategies, reading/note-taking strategies, ethics and compliance, and managing difficult or complex tutoring sessions.

Online Observations

Provisional Tutors observe on a minimum of six online sessions with an experienced tutor. The PT watches quietly, taking notes if desired, but does not interfere with the session. Questions or comments should be discussed with the experienced tutor and/or the Associate Director in a feedback meeting (on TEAMS or BB Collaborate) after the tutoring session.

Online role-playing

In online **role playing**, the experienced tutor plays the role of the "Student" and the PT plays the role of a "Tutor" during a 30-50 minute mock tutoring session. Topics which can be role-played include: students who are not familiar with using BB Collaborate features and tools; students who are unrealistic, uncooperative, or unprepared; students who have distinct

learning styles/learning preferences; students with difficult assignments or questions; ESL students; students with learning disabilities; students with emotional issues; and/or students who are far behind the instructor's pace.

Feedback from role playing mock sessions should underscore how the solutions offered by the "Tutor" made the "Student" feel; what was helpful and unhelpful; what was facilitative and what was controlling; and what went right, and what might have been strengthened. A successful role play session should be geared toward creating a safe environment that presents issues that might arise during an actual online tutoring session.

New tutors may also be given **tutoring scenarios** pertaining to non-academic issues that may arise during sessions. Similar to mock sessions, topics covered during these scenarios include how to communicate with students who may be, for example, anxious, nervous, embarrassed, unprepared, or have unrealistic expectations. These tutoring scenarios emphasize the need for tutors to not only be familiar with the subject matter, but also adept at basic computer skills, customer-service, skills, and communication skills required to be an effective and well-rounded tutor.

Online co-tutoring

Online co-tutoring should be performed after observations and role play (or tutoring scenarios). In co-tutoring, the PT takes primary responsibility for the tutoring session. The experienced tutor quietly watches and takes notes without commenting, interfering or breaking into the session unless the PT asks for help, or it becomes apparent that he/she is in a situation that will worsen without guidance. Once the situation is remedied, the experienced tutor will give full responsibility back to the PT.

Duration of Certification

Although the certification process is intended to be implemented over 15 hours, the AD may decide that the PT would benefit from additional training before tutoring students alone. In this case, the certification process may be protracted up to 8 additional hours to allow the PT time to become comfortable with CTAS facilitative pedagogy. A PT about whom the AD has strong reservations or who is not making progress toward certification will meet with the Director and/or AD to determine whether certification should be pursued.

The successful completion of the certification requirement should be performed over no fewer than three days. There is no upper limit on the number of days a PT may take to complete this requirement satisfactorily. The pace is determined by the availability and performance of the PT

and the number of tutoring sessions available to observe or co-tutor. **However, regardless of how protracted the certification process may be, PTs cannot have schedules of their own until they have successfully completed certification.**

Completion of Certification

Upon successful completion of the certification process, a “*Provisional Tutor*” becomes a Tutor, and may receive an initial schedule of up to 20 hours per week. Additional hours can be added at the Associate Director’s discretion pending further observation and evaluation, student need, and budget availability.

Tutor schedules

The CTAS requests that tutors provide a schedule of their available hours as early as possible before the start of each semester. In some cases, tutors may be asked to submit their availability on a month-by-month basis. While the CTAS realizes that it may occasionally become necessary for some tutors to change the hours they have offered, tutors should understand that this causes disruption to already-scheduled students who are counting on their appointments. Because of the responsibility tutors bear towards their students, such changes should be requested only when absolutely necessary.

Excessive schedule changes may result in the removal of hours from tutors’ schedules or in some cases, termination of employment.

Constantly updated tutor schedules are available for viewing online at www.qcc.cuny.edu/ctas. Tutors should check their schedules often, particularly in the first month of the semester when appointments and training sessions may be added every week. It is the tutor’s responsibility to know what days and times he or she is scheduled to work and take breaks.

If you plan to work in other departments on campus, please make sure you let us know! This may impact your CTAS work schedule, and in some cases, may limit the number of hours you may work per week or semester.

General Scheduling Policy

When scheduling, the CWC will choose hours from those offered by each tutor. Offering an hour does not guarantee working that hour, as scheduling is determined by many factors, including student need and budget considerations. However, tutors should offer as many available hours as possible. This **may** give us the flexibility to 1) assign the total number of hours tutors have requested to work and 2) match your hours with the needs of the students and the center.

Generally, the CTAS schedules tutors for limited hours in the beginning of each semester, and adds hours as needed. Tutors will not be given hours until they have completed the latest mandatory pre-semester training. Due to the sporadic nature of the academic calendar, the CTAS cannot guarantee tutors a steady number of hours on a weekly basis. This is especially true during Winter and Summer intersessions, Spring Break, and any other times when most students are not on campus.

Requesting Time Off

CTAS asks that tutors and support staff request to use annual leave accrued at least two weeks in advance. In addition, if tutors or support staff need to request time off, we ask that they email their request to either: JLabozzetta@gcc.cuny.edu or ANestoras@gcc.cuny.edu as early as possible.

Calling Out Sick

If tutors and other support staff need to call out sick they must notify The CTAS by sending a chat message via TEAMS at least two hours prior to the start of their shift.

Using MS TEAMS

The CTAS uses Microsoft Office 365 “TEAMS” as its main method of communication among staff on a day-to-day basis. TEAMS offers a variety of tools for CTAS staff to communicate and collaborate in order for the center to run smoothly. TEAMS consists of “members” who may belong to more than one specific TEAM. The CTAS uses two different TEAMS: one for subject tutoring staff and tutors and one for writing tutoring staff and tutors. Within each TEAM, members can set up “channels” organized by categories. All tutors and staff are required to log in to TEAMS at the start of each shift and should monitor their TEAM’s channels and chats for messages throughout the day.

Checking in & out

All CTAS staff are required to use their respective “Check in-out” channel to:

- check in at the start of their shift;
- check out for breaks;
- check back in after breaks;
- check out at the end of their shift

All part-time staff should start a new “post” at the start of each shift to check in for the day and “reply” to that same post to check in and out for breaks and to check out for the day. That way, the Payroll Assistant and Associate Director can easily verify employees’ work hours for accurate timekeeping records. Any discrepancies between employee timesheets and check in / out times on TEAMS must be brought to the attention of the Associate Director before payroll can be approved.

Monitoring the General Channel

Within TEAMS, the general channel is where tutors and staff post messages meant for everyone to see. This is where tutors will find a list of weekly and one-time appointments for that day, information about cancelled or added tutoring sessions, and important messages from full-time staff.

Working with files

Each channel within a TEAM has a “Files” section, where any TEAM member can upload or view documents. Members can add folders and sub folders as needed. CTAS staff can go to the files section of a channel to find documents such as: staff schedules, commonly used handouts, or blank timesheets, to name a few.

Absence / lateness policy

The CTAS Payroll Assistant, Associate Director, and Director rely solely on the “Check in-out” channels of each TEAM to monitor absences and latenesses. Since there is no other way to verify attendance, tutors and front desk staff may not be paid for time for which they were not checked in.

Excused Absences/Latenesses (when the CTAS is notified ahead of time)

If staff member will be absent or late, the policy is to send an email to ASKCTAS@QCC.CUNY.EDU **at least 2 hours prior to the start of the shift.** This allows other CTAS

staff time to reschedule appointments and seek out other tutors to cover shifts. More than five excused absences/latenesses or 15% of scheduled shifts may result in the removal of hours from a staff member's schedule. If a pattern emerges and a CTAS staff member is having difficulty maintaining his/her schedule or being punctual, they must speak with a supervisor to discuss whether any schedule changes need to be made.

Unexcused Absences/Latenesses (when the CTAS is **not** notified ahead of time)

If staff member misses a shift or is late and does not notify the CWC ahead of time, it will be counted as an unexcused absence/lateness. More than one unexcused absence/lateness may result in the removal of hours from that staff member's schedule or in some cases, termination of employment.

Grace Period for Lateness

There is no grace period for lateness. The late staff member may not be paid for that hour and may be asked to start work on the next hour. If a tutor is late checking in, his/her student may be reassigned to another tutor for that session.

Online Tutoring sessions

All standard tutoring sessions are 50 minutes. However, some drop-in sessions may be as short as 30 minutes. (This often happens when a tutor is not available for a full 50-minute session and the student believes that 30 minutes is sufficient). At the end of each session, tutors are given 10 minutes to complete the appropriate paperwork and must be ready to work with a new student after that 10 minutes. Failure to follow the "10-minute rule" may result in the removal of hours from tutors' schedules or in some cases, termination of employment. (For this reason, tutors are encouraged to take notes for their logs during the session). **Because of the nature of drop-in tutoring, tutors may be assigned a student at any time while they are on the clock, even if it is just for a short session. Unlike appointments which start on the hour, drop-in sessions may start at any time.** Therefore, during busy times, it is possible for a tutor work with more than one student in a given hour.

The CTAS currently offers the following types of virtual one-on-one tutoring sessions:

Weekly appointments

Students meet with the same tutor throughout the semester. One Blackboard Collaborate “session” is created for the entire semester, and the student and tutor use the same link each week to access their online sessions. Weekly appointments are scheduled on weekdays only and are 50 minutes long. The remaining 10 minutes of the hour are to be used to complete the online tutoring log. It is the tutor’s responsibility to manage the tutoring session time adequately to ensure that the final 10 minutes are spent completing the log completely and accurately.

One-time appointments

One-time appointments are 50 minutes long. Students are urged to make one-time appointments online for up to six days in advance, but not for the same day. (The cut off time to make a one-time appointment for the next day is midnight). If students need to make a one-time appointment for the same day, they should visit the CTAS Virtual Front Desk on our homepage. Students may schedule up to 4 one one-time appointments at a time, not exceed 4 in the current week. All appointments are based on tutor availability. Students may request a specific tutor for one-time appointments. However, only the appointment is guaranteed, not which tutor they will work with.

Drop-in tutoring

“Drop-in” tutoring sessions are 50 minutes long (but may be as short as 30 minutes) and are conducted using BB Collaborate “Breakout Rooms.” Students can request drop-in tutoring by simply clicking on one of two links on the CTAS website: Subject Drop-in Tutoring and Writing Drop-in Tutoring. Tutors are required to stay logged in to their respective BB Collaborate session during their entire shift, unless they have an appointment. There are many factors to consider when assigning students to drop-in tutors. **Therefore, some tutors may end up tutoring more students than others during any given shift.**

CTAS Policy on number of sessions per day / week

While the CTAS would like to offer as many tutoring sessions to students as possible, there are staff and budgetary restrictions that require us to set the following limits:

- Students may have up to 3 tutoring **sessions** per day and up to 8 tutoring **sessions** per week. (A typical week = Monday – Saturday). These can be a combination of drop-in sessions, one-time appointments, and weekly appointments.

- The number of scheduled appointments a student can have is 2 weekly (recurring) appointments per week, **plus** up to 4 one-time appointments per week.
- The number of appointments a student can make online at one time is up to 4.

CTAS Policy on back-to-back sessions

Students may sign up for an additional 50-minute online session, provided the next session is for a **different subject** and with a **different tutor**.

Getting help with tech issues

The CTAS has a dedicated staff of CLTs and College Assistants who can help with technical and computer-based issues that may arise. Tech staff are scheduled in such a way as to provide technical assistance for each hour the CTAS is open.

CTAS Tech Staff constantly monitor CTAS TEAMS in case another staff member requires assistance. Tutors and staff should post a message in the TEAMS “Technical Issues” channel or send a chat to the “Tech Staff” group.

However, tutors are urged to try basic fixes for common technical issues that may arise during online tutoring sessions, such as logging back in to the BB Collaborate session, unmuting their microphones before contacting the tech staff for help. If tutors still require technical assistance after attempting to remedy the problem themselves, **they should provide tech staff with the original BB Collaborate link that was sent to them** for the session. That way, tech staff can quickly join the session.

Pre-Semester training (Orientation)

Just like in-center orientation, The CTAS Pre-Semester training is a one or two-day virtual seminar presented just before the beginning of each fall and spring semester. The CTAS uses BB Collaborate breakout rooms to conduct orientation. Attendance is mandatory for all tutors and front desk staff. Tutors and front desk staff will not be scheduled for the current semester until completing pre-semester training.

Overview

The paid virtual orientation provides new tutors with a solid grounding in facilitative strategies, and offers incumbent tutors a skills refresher before the semester begins, utilizing demonstrations and practice in areas such as:

- Student-centered tutoring techniques
- One-to-one and small group tutoring skills
- Use of educational technology and software, as well as other resources
- Online tutoring strategies

In addition, tutors and staff learn about CTAS procedure and policy changes, as well as college-wide policies and initiatives.

Make-up Orientation

CTAS offers tutors and front desk staff who miss orientation a virtual make-up session. The make-up session is usually held the second or third week of the semester. Since tutors and front desk staff cannot be scheduled until they have completed orientation, anyone who cannot attend either orientation session will not be permitted to work for the duration the semester.

Weekly online trainings

The CTAS promotes a very rigorous online training program for all of its tutors and e-tutors every semester. **Professional development is as integral a part of a CTAS tutor's employment as is his/her performance of tutoring services.** Therefore, The Campus Writing Center requires all tutors to fulfill its weekly in-service training requirement each semester, over and above attendance at the pre-semester training.

Overview

Tutors' schedules will be blocked out, to allow time to attend paid, virtual in-service trainings. Attendance at all training workshops is monitored, and a copy of the total number of tutor training hours accumulated each semester is recorded. Tutors are expected to actively participate in all virtual training events in order to gain the most from the experience, and in order to help ensure provision of a standard high level of student-centered tutoring in accordance with CTAS philosophy. If a tutor misses a regularly scheduled online training, it is that tutor's responsibility to attend another training that covers the same topic. Tutor trainings are usually scheduled 3 or 4 times per week so that all tutors are able to attend. Some trainings may be asynchronous, in which case tutors will be given a 7-day window to complete the training.

Satisfactory completion of the minimum ongoing in-service tutor training requirement each semester affects whether tutors are rehired, for which subjects, and for how many hours they are scheduled.

Some online tutor training times may be used as open forums, in which tutors & staff can discuss CTAS policies, trends, and any other concerns. Tutors will be paid at their base hourly tutor rate for attending training.

Make-up training Policy

If a tutor is not able to make up a missed training, he / she must meet online with another tutor to discuss the topic and to obtain any materials that were handed out that week. The tutor must also notify the AD after meeting with another tutor.

Online tutor logs

Standard tutoring sessions are 50 minutes long. The remaining 10 minutes of each paid hour are for completion of the Tutor Log. Tutors are required to complete a Tutor Log for every online session (including shorter sessions). ***Completion of the necessary clerical work right after each session is mandatory***, and is considered part of a Tutor's paid hour. Once a student is finished with a session and leaves the breakout room, the front desk may assign a new student to the tutor after 10 minutes. For this reason, tutors are highly encouraged to fill out portions of their online tutor logs during the session.

The CTAS uses fillable pdf logs, which can be found on the website by visiting the "For Tutors" section. Once a student or front desk staff member schedule an appointment, a tutor log is generated and stored online. The online tutor logs online are sorted by the student name. Tutors must log in to access and complete their online logs.

If tutors need to make any changes after submitting their completed logs online, they can log back in, click on the tutor log they previously completed, and make any necessary changes. Tutors should make sure they save any changes before logging out of the system

Online tutor evaluations

An online version of the same TEF (Tutor Evaluation Form) is used to assess tutor performance each semester. The TEF, developed by tutors and professional staff together, is based on a 3-stage Tutor Cycle of strategies for interacting with students and guiding them through their tutoring sessions. The 3 stages of the TEF Tutor Cycle are introduced to tutors during certification and often discussed during in-service tutor trainings. That way, tutors will have the opportunity to familiarize themselves with the criteria by which they will be evaluated.

The TEF is also used to evaluate tutors on how well they follow policies and procedures necessary for the center to run efficiently. Absences, latenesses, and tutor training attendance are all reported in this section of the TEF. In addition, tutors are scored on their level of professionalism and their ability to work well with others.

Informal Evaluations

During the second or third week of each semester, tutors will be e-mailed a blank TEF form and will be asked to do a self-evaluation during a real session. That way, they can become more familiar with the criteria with which they will be formally evaluated. If a tutor wishes, he/she may share the results of the informal self-evaluation with other tutors, the AD, or the STEM advisors and ask for advice on tutoring techniques that might improve their tutoring skills.

In addition, The AD or STEM advisors may occasionally sit in on various BB Collaborate sessions and give constructive criticism or point out things that the tutor are doing well.

Formal Evaluations

During the semester, a formal evaluation of each tutor's performance will be conducted by the AD, a STEM Advisor, or a trained Senior Tutor using the TEF criteria. The evaluator will join the online session, but will not interact in any way. After the TEF observation, a follow-up conversation between tutors and the observers will be scheduled using a new BB Collaborate link... This conversation usually takes place right after the observation and will identify areas of strength, areas needing improvement, and a plan for addressing those areas which need improvement. The goal of this discussion is to enhance the quality of facilitation provided by the CTAS to students.

Follow up Evaluations

A second observation may be conducted if the first assessment of tutor performance does not indicate satisfactory performance. If necessary, the second observation will be done by the AD. If progress and performance is still unsatisfactory after this second observation, it may be necessary to reduce the number of hours on the tutor's schedule, or not approve appointment for the following semester.

Additional Training

If a tutor's first assessment does not indicate satisfactory performance, additional training may be provided. In these cases, the tutor will work with the AD, STEM advisors, and Senior Tutors to improve his/her tutoring skills. A customized training program will be set up by the AD or STEM Advisors.

Tutor wages / payroll

For online tutoring, The CTAS uses fillable versions of the same timesheets used in center. All timesheets must be e-mailed to the CTAS Payroll Assistant by the end of the tutor's last day of the workweek. If a timesheet is not submitted on time, we cannot guarantee that it will be processed in time for the next pay period. CTAS strongly urges tutors and staff to keep electronic copies of their submitted timesheets, in case there is a discrepancy in pay.

City / QSA Timesheets

Tutors are hired and paid through one or two different payrolls: 1) City University of NY (QCC Payroll – white form) and 2) QCC Student Fees (QSA). For those who are on the City University of NY payroll, timesheets are due at the end of every week. Tutors must complete the appropriate timesheets. For those who are on the QCC Student Fees payroll (QSA), timesheets are due at the end of every two-week period. Please refer to the appendix for schedule of the due dates and pay dates.

Payroll Procedures

Timesheets must be e-mailed to the CTAS Payroll Assistant by the end of the tutor's last day of the workweek. Timesheets cannot be processed if an employee's work, break, arrival, or departure time does not correlate with the check in/out times on the CTAS TEAMS channel. Tutors and staff should refer to the chart below to determine how to fill out their timesheet if they have arrived late. The rule allows for a seven (7) minute window for lateness. After seven minutes, tutors must record the next quarter-hour on their timesheet.

If a tutor works more than 5 hours but less than 7, the tutor is required by law to include a 30 minute lunch break for 5 consecutive hours of work. Also, if a tutor works more than 7 hours, the tutor is required to include a 60 minute lunch break for 7 consecutive hours of work.

No cross-outs or white-outs are permitted on the paper timesheet; use black or blue pens only. Any timesheets with stray marks will be returned to the tutor, which may cause a delay in processing the paycheck.

How to fill out your timesheet if you are late:

<u>Tutor/Staff arrival time</u>	<u>Timesheet Input Time</u>
9:00 – 9:07	9:00
9:08 – 9:22	9:15

9:23 – 9:37	9:30
9:38 – 9:52	9:45
9:53 – 10:07	10:00

Payroll deadlines

The college has strict payroll processing deadlines. Therefore, the CTAS requires timesheets to be e-mailed to the CTAS Payroll Assistant by the end of the tutor’s (or staff member’s) last day of their work week.

Late / Incorrect Timesheets

Late timesheets will be held and paid in the next pay cycle. And since the Payroll Assistant cannot complete missing information for tutors, incomplete timesheets will be delayed until they are completely and correctly completed.

Annual Leave / Sick Time Accrual

All tutors and front desk staff are hired as “College Assistants.” During the first three years of employment at QCC, a College Assistant’s annual leave is accrued throughout the fiscal year. However, the leave balance cannot be used until the employee works 500 hours. Therefore, when a College Assistant completes 500 hours of work, he/she will have accrued 33 hours of annual leave. Thereafter, the College Assistant who has completed 500 hours of work will accrue 1 additional hour of annual leave for every 15 hours that he /she works. Once a College Assistant has worked 500 hours in 3 years, the leave can be used as it accrues. College Assistants will accrue 1 hour of annual leave for every 11 hours worked **at the start of their fifth year.**

If a College Assistant works in more than one Department, the hours he/she works are cumulative – the hours worked in all departments are added together to compute the 500 hour mark. Also, if the employee works in more than one Department, the annual leave he/she uses can be split between Departments, subject to the approval of the respective Supervisors.

College Assistants can’t work more than 1,040 hours in a fiscal year (July 1 – June 30) on City (Tax Levy) payroll.

3.2 Workshop Facilitators & Small Group Tutoring

Even though most of our tutoring sessions are conducted on a one-to-one basis, The CTAS also offers online small group tutoring and larger workshops.

Workshops are online large-group classroom situations (up to approximately 25 students) facilitated by one or more tutors. Workshops are developed, scheduled, and overseen by the STEM advisors or the AD.

Small groups are online tutoring sessions of between 2 to 5 students, usually facilitated by just one tutor. Groups are capped at 5 students in order to ensure a more productive session. Small groups can be scheduled by students online, or are sometimes scheduled by the front desk, STEM advisors or the AD.

The CTAS STEM Advisers also develop and conduct a variety of online workshops to assist students cultivate effective study strategies and develop techniques to perform well in their courses. These workshops cover topics such as; verbal and written communication skills for English-language learners, effective notetaking, active reading strategies, reading textbooks in different disciplines, and general study techniques and test-taking skills.

Qualifications to facilitate groups / workshops online

The CTAS schedules tutors to facilitate small groups or workshops online based on many factors, including overall online tutoring experience; ability to use all of BB Collaborate's teaching tools; prior small group or workshop experience; reliability, prior tutor evaluations (TEFs), and the nature or topic of the workshop. To be considered for larger workshops, a tutor must have worked at least one full academic semester.

Facilitating workshops and small groups online

All online workshops and small groups are conducted using BB Collaborate sessions and breakout rooms. It is strongly recommended that facilitators plan ahead for their workshops and small groups. In addition, facilitators should enter the BB Collaborate session early to share documents, and, if necessary, to create breakout rooms in advance.

Facilitating online class visits (Writing)

The CTAS welcomes instructors to have their entire class join a BB Collaborate session for online small group tutoring. Class visits are scheduled in advance by the instructor. During online class visits, students are placed into breakout rooms with a tutor. Instructors are given “Moderator” access so that they may move from group to group. The guidelines for class visits are as follows:

- The Associate Director schedules tutors to work during class visits in advance. The (AD) considers many factors when scheduling tutors to work with class visits, including prior small group experience; reliability, prior tutor evaluations (TEFs), and the nature of the writing assignment.
- If there are not enough tutors already scheduled to work during class visits, the (AD) may call in extra tutors.
- The (AD) may need to make last minute changes regarding which tutors will be assigned to work with small groups.
- Some tutors who facilitate class visits that are scheduled after 5pm might work with up to 8 students at a time, since there are less tutors available during evening hours.

Formal evaluations

At the discretion of the Director and Associate Director, small group sessions and larger workshops may be formally evaluated by the STEM Advisors, the AD, or Senior tutors. The criteria for these evaluations focus on overall good tutoring strategies, as well as classroom management strategies and online tutoring strategies.

TigerWrite e-Tutoring

TigerWrite is a free web-based e-tutoring system to help students with their writing. A TigerWrite e-tutor is a specially trained and certified writing tutor who works online, communicating electronically with students. (The TigerWrite system is asynchronous; that is, e-tutors and students do not have to be online at the same time because they do not chat in “real time.”)

E-Tutoring is a serious job. Students depend upon their e-tutors to return their work in a timely fashion with consistent, high-quality responses that will enable them to move forward with their writing on their own.

E-Tutors who pick up an assignment from the TigerWrite queue are committed to completing it within 24 hours. If e-tutors cannot complete the assignment within that time frame, they need to release the assignment back to the queue as soon as possible to be picked up by another e-tutor. This will help TigerWrite provide the best service possible to students.

E-Tutors working from off campus who release unfinished assignments back to the queue are not remunerated for any time they may have spent working (from home) with the students' submission. Consistently late submissions of e-tutor feedback (taking longer than 24 hours) may result in removal of hours from tutors' schedules or, in some cases, termination of employment.

TigerWrite philosophy

TigerWrite is valuable as a supplement to live tutoring, and as an additional outreach to those who benefit from asynchronous academic support. When submitting papers to TigerWrite, students are encouraged to share their assignment guidelines and also identify the writing concerns they would like the tutor to focus on. Within 48 hours, a CTAS writing tutor will respond with personalized feedback that the student can use to think critically about the assignment/task and revise the paper independently. TigerWrite tutors aim to enrich students' understanding of academic writing by responding to their stated concerns, by identifying one or more key areas for improvement in a draft, and by using student-centered techniques to guide the writer toward strengthening the paper. Sessions are grounded in the TigerWrite TLC principles of Tone, Learning, and Clarity: The tone should be professional and encouraging; the focus should be on the student's learning and growth as a writer; and the feedback should be clear and easy for the student to apply to their writing. By the close of a TigerWrite session, the tutor will have provided the student with specific, student-centered suggestions for revision and encouraged their continued academic growth.

The Certification process

When a new tutor is hired, he/she is considered a *Provisional e-Tutor*. Provisional e-tutors cannot respond to actual student submissions until certification has been successfully completed. Since the CTAS relies on in house tutors to respond to all TigerWrite submissions,

all CWC tutors must be TigerWrite certified by the 8th week of their second semester working at the center. This gives new tutors more than a full semester to be ready to work with student papers.

The e-tutor certification process includes **successfully** completing 10 online “modules” and a brief quiz. Each module consists of brief pedagogical lessons, short-answer questions, and/or practice feedback to students. Provisional e-tutors should work on the training modules during their regularly scheduled tutoring hours, when they have no students. The Provisional e-Tutors’ progress will be monitored and evaluated by the e-Tutoring Coordinator, and the results shared with the AD and Director.

Duration

Although the certification process is intended to be implemented over approximately 10-20 hours, if the e-Tutoring Coordinator believes that a Provisional e-Tutor would benefit from additional training before e-tutoring students by him or herself, the certification process may be protracted up to 10 additional hours to allow the Provisional e-Tutor time to become comfortable with the CTAS’s facilitative pedagogy and technology. The Director and/or AD will contact any Provisional e-Tutor about whom the e-Tutoring Coordinator has strong reservations or who is not making satisfactory progress toward certification to determine whether certification should be pursued.

Completion

Upon successful completion of the certification process, a “*Provisional e-Tutor*” becomes a certified e-Tutor. Administrative staff will block certain hours from all tutors’ schedules, especially during busy times, so that they may work on TigerWrite submissions. If a tutor is designated to be an e-tutor for a given hour and there are no submissions on the queue, the front desk may assign a drop-in student to that tutor.

In-service training

Periodic in-service training sessions are required for certified e-Tutors. These trainings may be synchronous or asynchronous. Through an online interactive platform, e-tutors will be introduced to useful information on topics such as effective online pedagogy, e-tutoring non-Humanities papers, helping students avoid plagiarism, assisting with ESL/ELL student writing online, etc.

Formal evaluations

The e-Tutor Coordinator and other Senior Tutors will evaluate e-tutors' performance each semester. The TigerWrite evaluation form (see Appendix) is based on the TigerWrite TLC principles (Tone, Learning, Clarity). It is used to analyze a tutor's TigerWrite session(s) each semester, to ensure that all e-tutors provide a similar level of service to our students. It is also used to identify areas for additional training, and as a self-evaluation tool for TigerWrite tutors and trainees.

TigerWrite resources

On the TigerWrite site, tutors can log in and pick up new asynchronous sessions or review their previous sessions. The "Training and resources" section of TigerWrite contains online training modules, assignment sheets from instructors, the TW Tutor Evaluation Form, and various tip sheets on tutoring using TigerWrite.

E-Tutor wages

It is estimated that the *average* time that e-Tutors will need to respond to a writing submission is one hour. Therefore, after successfully completing certification, e-Tutors who work from home are paid one hour at their base rate for each submission completed.

A tutor who is assigned to work in the Center on any particular day may – at the discretion of the AD – be asked to respond to TigerWrite submissions during his/her shift. In that instance, the e-Tutor would be only paid his/her base hourly tutor rate for that hour. **Tutors cannot be paid doubly for both: 1) the scheduled hour, and 2) for e-tutor responses, at the same time.** An e-tutor who starts working on an assignment in the center and finishes the response at home will be paid one hour's wage for that response, **provided that most of the work was done from home.**

Online Front Desk Staff

Front desk staff are extremely important to our online tutoring operations. They often have direct contact with students via phone or e-mail. In addition, they are responsible for many of the day-to-day scheduling procedures, as well as accurate and timely data collection, which is used for departmental reports and quality control.

Qualifications to work front desk

The names and contact information of two references who are familiar with the applicant's skills must be submitted as part of the CTAS Employment Application.

General Requirements

- Excellent interpersonal and communication skills
- Basic knowledge of personal computers, the Internet, etc.
- Ability to multitask in a busy work environment
- Must be able to offer a minimum of 10 hours per week of availability
- Must be available to attend mandatory professional development events/trainings
- A desire to work with and help others

Preferred Qualifications:

- 15 – 20 hours of availability per week
- Strong evidence of written and oral communications skills
- Prior experience working in a busy receptionist position
- prior experience providing excellent customer service to customers / clients using an online platform

Front Desk scheduling process

When scheduling, the CTAS will choose hours from those offered by each front desk employee. Offering an hour does not guarantee working that hour, as scheduling is determined by many factors, including student need and budget considerations. However, front desk staff should offer as many available hours as possible.

Generally, the CTAS schedules front desk staff for limited hours in the beginning of each semester and during times when most students are not taking classes. Due to the sporadic nature of the academic calendar, the CTAS cannot guarantee front desk staff a steady number of hours on a weekly basis. This is especially true during Winter and Summer intersessions, Spring Break, and any other times when most students are not on campus.

Front Desk job duties

Front desk primary job duties for online tutoring differ from those performed while physically at the center.

Using BB Collaborate

Creating sessions for online tutoring and training

Front desk staff are trained to use Blackboard Collaborate to create sessions that can be used for one-to-one tutoring, group tutoring, workshops, online tutor trainings, and practice sessions for tutors and other staff. In addition, front desk staff are responsible for sending out the links to various students and tutors throughout the day. Session links should be sent to students' official QCC email accounts.

Managing Drop-in Tutoring

Front desk staff are also responsible for managing all drop-in tutoring sessions using BB Collaborate breakout rooms. Before the start of each day, front desk staff should log in to the BB Collaborate "Writing Tutoring" session to prepare for that day's session. (The BB Collaborate session will be set up each semester by the AD and will have an end date of the last day of classes.) Front desk staff must be logged in as the role of "Moderator" in order to fully manage drop-in tutoring for a given day.

Just like with in-center drop-in tutoring, front desk staff are in charge of greeting students as they enter and placing with the next available tutor on a first come-first served basis.

Making appointments

Although students mainly schedule their own one-time appointments, front desk staff are the ones who must check the weekly appointment registration section of the CTAS database and match students with tutors (based on subject and availability). Students may only register or request weekly appointments online by submitting their hours of availability, but weekly appointments are actually scheduled and entered into the CTAS database by front desk staff of the AD. After making weekly appointments, front desk staff need to notify students via phone and e-mail of their new appointment time and starting date.

Virtual Front desk

The Virtual Front Desk or Virtual “Office” is a BB Collaborate session with no end date. It is meant to be similar to a receptionist area in a physical setting. Front desk staff are responsible for monitoring the session at all times, so they may assist students as they enter. The only appointments that can be made in the VFD are same-day one-time appointments. Students requesting other types of appointments or drop-in tutoring should be directed to the CTAS website.

Managing tutor schedules

In the event that tutors call out, front desk staff are responsible for making changes to tutor schedules and changing tutors’ breaks. Front desk staff should use the CTAS TEAMS channel to notify tutors of any changes. In addition, front desk staff may assign tutors to work on TigerWrite assignments during busy times. (Writing only)

Handling problems with tutors & students

Although front desk staff have no face-to-face contact with students during online tutoring, they may still encounter problem situations involving students, co-workers, QCC employees, or visitors. Front desk staff are encouraged to be courteous and professional and to provide good customer service at all times, even when dealing with a difficult situation. However, this does not mean that they should be disrespected or treated poorly at any time. Therefore, staff are urged to immediately notify a supervisor in any of the following situations:

- a tutor or student refuses to follow CTAS or QCC policies after you have explained them
- a situation escalates or cannot be adequately resolved in a timely matter
- a staff member feels threatened, bullied, or harassed in any way
- a staff member or student requires more assistance than you can provide

Other job duties

In addition to the job duties mentioned above, front desk staff are responsible for helping with important clerical work, such as:

- Daily check in/out reports
- Weekly tutoring reports
- Starfish data entry
- Student outcomes report (non CUNY students only)
- Other clerical work as needed

Requirements for reappointment each semester

The CTAS will employ front desk staff on a semester-by-semester basis, based on the following qualifications:

- Satisfactory evaluations: Front Desk Staff members' evaluation forms from the previous semester must show overall, "proficient" or "outstanding" scores on all evaluation categories. In addition, front desk staff who have had numerous complaints lodged against them or have had multiple verbal or written warnings from the Director may not be considered for reappointment.
- Attendance record: Front desk staff must have consistently demonstrated good attendance and punctuality during the previous semester's employment with the CTAS. "Good attendance and punctuality" means no more than 5 shifts or 15% excused absences or latenesses from tutoring during the previous semester of employment (absences or latenesses where notice was given to CTAS administration); and no more than one unexcused absence or lateness (absences or latenesses without any notice or call at least two hours before the start of a shift to the CTAS) during the previous semester of employment.
- Offering adequate hours of availability. Front desk staff must continue to offer adequate hours of availability, most of which during high-volume tutoring times throughout the semester. For instance, an employee who offers large blocks of late morning/early afternoon hours would be preferred over one who offers only a few scattered evening hours.

Handling tech problems

The CTAS has a dedicated staff of CLTs and College Assistants who can help with technical and computer-based issues that may arise. Tech staff are scheduled in such a way as to provide technical assistance for each hour the CTAS is open. Front desk staff are not responsible for handling tech issues, although they are welcome to join a session and help with basic problems if they have the time. Tutors are directed to use CTAS TEAMS to contact tech staff with any computer or tech issues. However, front desk staff may be asked to provide the **original BB Collaborate link** for a particular session. That way, tech staff can quickly join the session.

Formal evaluations

The Front Desk Evaluation Form (See Appendix) is used to assess performance. Front desk staff members' direct supervisor will use this form to evaluate Front Desk staff performance once per semester. If the direct supervisor or the AD feel it's necessary, follow up evaluations may be conducted during the same semester.

4. Appendix

- a) Important dates: Fall 2020
- b) CUNY Policy on Sexual Harassment (Title IX)
- c) Provisional Tutor Certification Form
- d) CTAS Tutor Evaluation Form (Live Distance Tutoring)
- e) TEF for Class Visit Facilitation
- f) TigerWrite TEF
- g) Front Desk Staff Evaluation Form
- h) Student Evaluation of Tutoring Services
- i) Sample Tutor Log (Writing)
- j) Sample Tutor Log (Subject)
- k) Sample City Timesheet
- l) Sample QSA Timesheet
- m) Sample Daily Timecard
- n) Payroll Schedule
- o) CTAS Organization Chart
- p) Time & Leave / Benefits Information
- q) Policy on working with Midterm / Final Exams (Writing-papers)
- r) Policy on working with Homework assignments (subj

IMPORTANT DATES

Classes start	Wednesday, August 26
College closed / No tutoring	Monday, September 7
Tutoring starts (no weekly appts.)	Tuesday, September 8
No classes scheduled	Fri., Sept. 18 – Sun., Sept. 20
Weekly appointments start	Monday, September 21
Weekly tutor training starts	Week of September 21
No classes scheduled	Monday, September 28
Classes follow a Monday schedule	Tuesday, September 29
College closed / No tutoring	Monday, October 12
TEF evaluations start	Week of October 13
TigerWrite Certification Deadline	N/A
Classes follow a Monday schedule	Wednesday, October 14
Classes follow a Friday schedule	Wednesday, November 25
College closed / No tutoring	Thurs., Nov. 26 – Sun., Nov. 29
Weekly appointment tutoring ends/ Last day of classes	Sunday, December 13
Semester ends / Drop-in tutoring ends	Saturday, December 19

CUNY’s Policies and Procedures against Sexual Misconduct

Report all incidents of sexual harassment to your Title IX Coordinator, Director of Public Safety, or Chief Student Affairs Officer

Sexual Harassment Is Prohibited On Our Campus

- Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination on college campuses. It states:
 - “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance.”
- Sexual harassment, in all the forms just discussed, is a kind of sex discrimination.
- CUNY’s policies and procedures relating to sexual misconduct also cover the requirements of the Reauthorization of the Violence Against Women Act and New York State’s Campus Safety Act and Enough Is Enough legislation.

CUNY’s Policy On Sexual Misconduct

Related Policies:

CUNY Policy on Equal Opportunity and NonDiscrimination

Workplace Violence Policy

Domestic Violence Policy

Policy on Sexual Misconduct

Every member of the CUNY community, including students, employees and visitors deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence.

The University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services.

Student-Employee Relationships

Faculty members and other employees are prohibited from engaging in consensual intimate relationships with students for whom they have a professional responsibility. For example:

- an athletic coach cannot engage in an intimate relationship with a student on his/her team.
- A professor cannot engage in an intimate relationship with a student in his/her course.

Where Should I Go?

- If you experience or observe any form of sexual harassment and/or sexual assault you should contact:
 - Your Title IX Coordinator OR
 - Public Safety Office OR
 - Student Affairs Office OR
 - A College Mental Health Counselor
 - We also encourage you to report all cases involving any form of sexual violence and/or stalking to the NYPD. We will assist you if you wish.

Title IX Coordinator: Belinda Delgado
Administration Building, Room 413
(718) 281-5755 • bdelgado@qcc.cuny.edu

Public Safety Director: Mr. John Triolo
Library – 3rd Floor
(718) 631-6320 • jtriolo@qcc.cuny.edu

Student Affairs: V.P. Brian Kerr
Library Building, Room 412
(718) 631-6351 • bkerr@qcc.cuny.edu

Confidentiality

- What if I am not ready for an investigation that might disclose my identity?
 - The College encourages you to report the incident to one of the College's mental health counselors.
 - These counselors can talk to you confidentially, with rare exceptions, and can help you make the best decision for you.

-
- Certain employees have a duty to report any incident of sexual harassment to the Title IX Coordinator and/or Director of Public Safety and/or Chief Student Affairs Officer.
 - However, they will limit their report to only those individuals with a need to know.
 - If you request that your identity remain confidential, the Title IX Coordinator will try to honor that request if possible. Remember that this will limit the effectiveness of the investigation.

Staff who must report to Title IX Coordinators:

- Title IX Coordinator and staff
- Office of Public Safety Employees
- VP For Student Affairs and Dean of Students and all staff houses in those offices
- Residence Life staff, including Resident Assistances in CUNY owned or operated housing
- College President, Vice Presidents and Deans
- Athletic Staff
- Department Chairs
- Human Resources staff
- University Office of the General Counsel employees
- College/unit attorney and staff
- Faculty member when leading off-campus trips
- Faculty or staff advisors to student groups
- Employees who are managers
- SEEK/College Discovery staff

-
- Federal law requires college campuses to track and report certain crime statistics.
 - Therefore, all reported incidents of sexual assault/violence, including unwanted touching, domestic/dating/intimate partner violence and stalking are reported to the Public Safety Dept. pursuant to this law.
 - Although the incident must be reported, your identity will not be reported.
 - Only certified or licensed mental health professionals acting in that capacity are exempt from this reporting requirement.

What Happens...? Questions & Answers

What Happens After A Complaint of Sexual Harassment/Sexual Violence Is Made?

- All student complaints of sexual harassment are promptly investigated by the Title IX Coordinator, with assistance from Public Safety and Student Affairs where appropriate.
- The Public Safety Director is notified of all complaints of sexual harassment.
- All students are encouraged, though not required, to report all incidents of sexual violence to the NYPD. Public Safety will help you make the report.
- Where appropriate, the College will implement security measures, to keep you and the campus community safe.
- Assistance is often provided pending the investigation. For example, the College may offer:
 - Security escort
 - Class rescheduling/reassignment

- Counseling
- Academic assistance
- No Contact Order

How Long Does the Investigation Take?

- Whenever possible, the investigation is completed in 60 calendar days. If it is not possible to complete the investigation in that time, both parties are notified of the status.

How Are Penalties Imposed?

- CUNY has disciplinary processes that must be followed before penalties can be imposed.
- There are different processes for students, staff and faculty members.

Student Discipline

- The College is required to follow the procedures in Article XV of CUNY's Bylaws before disciplining a student.
- If, after investigation, it is determined that a student engaged in sexual harassment and/or sexual violence, disciplinary charges will be brought by the College.
- If disciplinary charges are brought, a hearing will be held before the Faculty-Student Disciplinary Committee.
- In certain circumstance, an emergency suspension may be imposed.
 - In these cases, the disciplinary hearing must take place within 10 business days.

How Does The Student Disciplinary Hearing Work?

- During the hearing, a College representative presents the evidence, including witness testimony, against the accused student.
- Both the complainant and the accused have the right to be present during the hearing and to have an advocate present.
- The College must prove the alleged misconduct by a preponderance of the evidence.
 - This means the College must prove that it is more likely than not that the accused student engaged in the alleged misconduct.
- Both the complainant and the accused will be notified of the outcome of the hearing in writing.

Employee Discipline

- When it is determined that an employee engaged in sexual harassment and/or sexual violence, the College will take all necessary steps to pursue discipline in accordance with the procedures in the applicable contract.

- The procedures for imposing discipline on many CUNY employees are governed by legal contracts. In many instances, discipline cannot be imposed without a hearing before a neutral fact finder who is not employed by the College.
- The complainant will be informed in writing of the outcome when the disciplinary procedure is complete.
- While these proceedings are pending, the College will take all reasonable measures to separate the complainant from the accused.

Possible Penalties

If it is determined that sexual harassment or sexual violence has been committed by another student or by a faculty or staff member, CUNY will seek to impose disciplinary measures, in accordance with the proper procedures.

Disciplinary measures can include:

For Students

- Probation, suspension, expulsion
- Removal from dorm and/or extracurricular activities including athletics
- Campus ban

For Employees

- Reprimand, suspension or termination of employment

Do I Have To Testify At The Disciplinary Hearing?

- Students are not required to testify at disciplinary hearings.
- However, if witnesses do not testify at the hearing, it may be less likely that fact finder(s) will find the conduct occurred or impose the penalty the College seeks.

What Is Retaliation?

- Retaliation is illegal.
- Retaliation is adverse treatment of an individual because he/she made a sexual harassment/sexual violence complaint, opposed sexual harassment/sexual violence, or cooperated with an investigation.
- The accused is not permitted, directly, or through a third-party, to intimidate, threaten or coerce the complainant or any other participant in the investigation/disciplinary process including witnesses, panel members, and investigators.
- The College will seek to discipline anyone found to have engaged in retaliation.

What Is An Order of Protection?

An **Order of Protection (OOP)** is a court order, authorized by a Judge, informing an individual to stay away from a complainant.

- The College does not have the ability to grant an OOP but Public Safety will help enforce an order.
- OOP can either be “full” orders, informing the individual to stay away entirely, or “partial” orders where communication or inappropriate behavior is prohibited.

Types of Orders of Protection (OOP)

- **There are two different types of OOPs:**
 - **Criminal Court Orders:** A judge will automatically grant a Criminal Court OOP on behalf of a complainant when there are criminal charges pending against a defendant.
 - **Family Court Orders:** These OOP are available to individuals involved in a domestic relationship. The complainant must petition the Family Court directly for the Order.

Violations of either orders are illegal and punishable by up to a year in jail.

Resources

Queensborough Community College

Title IX contacts on campus

Title IX Coordinators	Office of Public Safety	Chief Student Affairs Officers
Belinda Delgado	John Triolo	V.P. Brian Kerr
(718) 281-5768	(718) 631-6384 / (718) 631-6320	(718) 631-6351
bdelgado@qcc.cuny.edu	jtriolo@qcc.cuny.edu	bkerr@qcc.cuny.edu

The Campus Writing Center
Provisional Tutor Certification Form

Provisional Tutor's Name: _____

Directions: For each part of the certification process, please record comments based on the content of your tutoring session and what you have observed from the provisional tutor (PT). For role playing and co-tutoring, try to include observations about how well the PT knows his/her content area, how well the PT relates to students, how he/she handles a group, and how well he/she is able to change his/her style according to the needs of the student. Be sure to be clear and honest when providing comments.

Observation 1

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 2

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 3

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 4

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 5

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 6

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Observation 7

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

Briefly describe this session: _____

Role Play/Discussion 1

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

What are some strengths of the PT? _____

What could be improved AND how? _____

Role Play/Discussion 2

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

What are some strengths of the PT? _____

What could be improved AND how? _____

Co-Tutoring 1

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

What are some strengths of the PT? _____

What could be improved AND how? _____

Other Comments: _____

Please rate your overall impression of the Provisional Tutor by circling the appropriate number.

⊗ 1 2 3 4 ☺

Co-Tutoring 2

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

What are some strengths of the PT? _____

What could be improved AND how? _____

Other Comments: _____

Please rate your overall impression of the Provisional Tutor by circling the appropriate number.

⊗ 1 2 3 4 ☺

Co-Tutoring 3

Senior Tutor's Name: _____ Date: _____ Course: _____ Time in Session: _____

What are some strengths of the PT? _____

What could be improved AND how? _____

Other Comments: _____

Please rate your overall impression of the Provisional Tutor by circling the appropriate number.

⊗ 1 2 3 4 ☺

Center for Tutoring and Academic Support of QCC
TUTOR EVALUATION FORM (TEF)
For Live Distance Tutoring

Date:	Tutor:	Evaluated by:
-------	--------	---------------

For each step, rate the tutor, by circling the best choice from the following rubric:

- 1 Outstanding: Tutor couldn't have covered the step any better!
- 2 Proficient: Tutor did a good job of covering this step, using several different strategies.
- 3 Needs Improvement: Tutor attempted the step but needed to do more.
- 4 Unsatisfactory: Tutor did not cover the step at all.

Stage 1 – Opening the Session / Setting the Agenda

1a. Tutor briefly explained the CTAS student-centered philosophy in order to promote a more productive session.

Score:

Comments:

1b. Tutor explained how the online session will run and what tools can be used in a BB Collaborate session. (Share screen & files, chat feature, whiteboard, upload pdf files, etc.)

Score:

Comments:

1c. Tutor helped student establish a good starting point for today's session. *"Is this the first time you've used BB collaborate?" "What have you completed so far?" "Have you ever done an assignment similar to this before?" "Tell me what you already know about _____." "What did you work on during your last session?"*

Score:

Comments:

1d. Tutor involved student in setting a reasonable agenda. *"We have _minutes. How shall we use them?" "It would be faster if I share my screen. Would that be ok?"*

Score:

Comments:

Stage 2 – Working on the Task

2a. Tutor kept a "hands off" approach to the student's work and encouraged the student to do more talking / explaining / doing. *"Would you like to work through a problem on your own?" "What do your notes say?" "Would you like to read your paper aloud?" "Write that down."*

Score:

Comments:

2b. Asked open-ended questions to promote critical thinking. *"Now that we have gone through this concept, how do you think you could apply it?" "What might be a logical next step to think about?" "How will this sentence help support your main idea?" What do you think the author is trying to show?*

Score:

Comments:

2c. After asking questions, tutor gave student enough time to think before answering.

Score:

Comments:

2d. Tutor encouraged student to evaluate his/her own work. *"Can you show me where you made the mistake?" "What do YOU think about...?" "Do you think you answered all parts of the assignment?"*

Score:

Comments:

2e. Tutor helped student manage time left in session. "We have 20 minutes left. Do you want to continue working on _____ or would you like to work on something else?"

Score:

Comments:

2f. Tutor checked for understanding before moving forward. "Let's go over that one more time." "Can you explain to me WHY _____?" "If you were teaching this to someone else, how would you explain it?" "Before we move on, can you summarize what we just talked about?"

Score:

Comments:

2g. Tutor referred to other credible sources of information during the session / asked student to refer to in-class notes or handouts. "Let's look that up online." "Have you ever used this website before?" "If you're not sure about _____, where could you find the information you need?"

Score:

Comments:

2h. Tutor offered student advice or support with study skills and/or test taking strategies pertaining to the subject. *"One way to write a Business Plan, is to....."* *"Have you ever tried doing it this way?"* *"Some students write their thesis statements last..."* *"When you read a Science textbook, it's a good idea to..."*

Score:

Comments:

2i. Tutor seemed to have adequate knowledge of the subject matter.

Score:

Comments:

Stage 3 – What's Next?

3a. Helped student identify what s/he will do independently when the session is over. *"Now that you've accomplished this, what do you plan to work on next?"*

Score:

Comments:

3b. Tutor explained the procedures & policy for making another appointment if desired. Tutor explained other services available. (Possible workshops, group tutoring, Virtual Front Desk, CTAS online resources, etc.)

Score:

Comments:

Other Notes / Comments:

Tutor Name: _____ Semester: _____ Evaluated by: _____

Class Visit Facilitator Tutor Evaluation Form (TEF) Facilitating a small group is different from one-on-one tutoring. This form is used as a way to analyze a small group session, in order to ensure that students are all actively participating in the group, are doing most of the work during the session, and are learning new ways to take control of their own learning at the same time.

1 = Outstanding 2 = Proficient 3 = Needs Improvement 4 = Unsatisfactory

- A. Tutor begins the group session on time. 1 2 3 4

- B. Tutor sets a reasonable agenda with students according to the assignment guidelines and/or instructor's requests. 1 2 3 4

- C. Tutor encourages all students in the group to actively participate. 1 2 3 4

- D. Tutor suggests collaborative activities, rather than individual work. (Tutor does not alienate any student.) 1 2 3 4

- E. Tutor addresses each student's individual needs & concerns. 1 2 3 4

- F. Tutor encourages *students* to do most of the thinking, talking, & doing. 1 2 3 4

- G. Tutor refers to other sources of information. 1 2 3 4

- H. Tutor conducts himself / herself in a professional manner. 1 2 3 4

Comments: _____

TigerWrite Tutor Evaluation Form (TW-TEF)

Tutor Name: _____ Date(s): _____ Evaluated by: _____

TigerWrite Tutor Evaluation Form (TW-TEF): This evaluation form is based on the TigerWrite TLC principles (Tone, Learning, Clarity). It can be used to analyze a tutor's TigerWrite session(s) each semester, to ensure that all e-tutors provide a similar level of service to our students. It can also be used to identify areas for additional training, and as a self-evaluation tool for TigerWrite tutors and trainees.

1=Outstanding 2=Proficient 3=Needs improvement 4=Unsatisfactory

1. TONE

1 ○ 2 ○ 3 ○ 4 ○

- The tutor's tone toward the writer is professional, warm, and encouraging.
- The tutor makes the feedback feel personalized by addressing the student by name and by substantively mentioning/incorporating specific content of the writer's paper in the session.

Comments:

2. LEARNING

1 ○ 2 ○ 3 ○ 4 ○

2A. The tutor focuses on the student's growth as a writer and:

- Praises a specific aspect of the writer's work so far (to identify something to continue doing independently of tutoring).
- Responds thoughtfully to the student's specific questions, feedback requests, and comments on revisions (if 2nd/3rd draft).

- Identifies key ways to improve the paper** in terms of Assignment Fulfillment, Global Issues, and Local Issues – without providing too much or too little feedback.
- Scaffolds feedback for key improvements** by (1) stating the issue, (2) showing/explaining why it's a concern, (3) using a learning strategy to address the problem (i.e. pasting in example(s) from student text for self-critique; asking open-ended or pointed questions to help with brainstorming; providing models, parallel examples, or explanations, etc.), and (4) aiding writer in connecting that advice to their own text/writing process.

Comments:

2B. Tutor promotes the student's independent learning and: 1○ 2○ 3○ 4○

- Engages the student in **critical thinking** about their assignment, writing genre, and/or text.
- Respects the student's learning and authority as writer, and avoids copy-editing or dictating specific rewrites.**
- Informs the writer of ways to continue learning** after the session (additional CTAS services, web links to review topics covered).

Comments:

3. CLARITY

1 ○ 2 ○ 3 ○ 4 ○

- It is clear how to connect the tutor's advice back to what the student has written.
- The TigerWrite feedback is **logically organized** and **easy to navigate**.
- The tutor's feedback **models professional edited English** and contains few or no mechanical errors.
- Word choice is accessible** and neither wordy nor vague. **Sentence structure is direct**.
- The tutor makes **judicious and effective use of online writing features** -- short paragraphs, bullets or numbers for lists, typeface effects (bold, underline, italics, highlights) -- to enhance the student's ability to find and comprehend key points.

Comments:

FRONT DESK STAFF EVALUATION FORM

QCC CAMPUS WRITING CENTER

Rate the employee by circling the best choice from the rubric next to each category. Then, write specific notes, explaining why the employee deserves the score you've chosen.

Employee _____ Evaluated by _____ Date _____

1 - Customer service 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

Criteria for evaluating this category:

- Create a positive first impression as an individual and a representative of CWC.
- Answer phones and respond to inquiries in a clear and effective manner.
- Ensure detailed messages to CWC Staff:
 - Time of Call
 - Name of Caller
 - Purpose of Call
 - Any Additional Pertinent Details

NOTES:

2 - Quality of work / work habits 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Maintains the accuracy/ timeliness of tutoring sessions.
- Effectively uses and adheres to CWC policies and procedures.
- Provides adequate information and follow through any necessary steps to assist students and staff.
- Projects are handled efficiently.
- Prioritized, think quickly and logically when dealing with high volume/stressful situations.
- Refraining from engagement in personal activities while working (Facebook, shopping, YouTube, Netflix, Homework, Texting, etc).

NOTES:

3 - Planning and organizing work 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Plan ahead for long and short range needs for the day.
- Print out and Review:
 - Daily Tutoring Schedule
 - One-Time Appointments
 - Weekly Appointments
- Prepare Space and Organize Staff for daily:
 - Workshops
 - Class Visits
 - Small Group Tutoring Sessions
- Check emails/phones messages throughout the day and inform appropriate CWC Staff of changes affecting the daily schedule.
- Inventory Supplies and Informs Supervisor of Items to be Ordered.
- Pay attention to the appearance of the office:
 - Tables
 - Chairs
 - Flyers
 - Work station

NOTES:

4 - Job standards (knowledge, skills) 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Knowledge of office policies and procedures.
- Communicates any need for changes.
- Able to manage phone operations correctly (Hold / Intercom)
- Hours of Operations.
- Knowledge of All Types of CWC Services and Related Schedules Including:
 - Walk-ins
 - One-Time Appointments
 - Weekly Appointments
 - Small Group Sessions
 - Workshops
 - Conversation Hour
 - Reading Strategy Review Session
 - Grammar Groups
 - Additional Services as Needed
- Knowledge of Tutor Certification Process.
- Familiarity with tutors' individual specialties and skills.
- Maintains security of CWC materials (Computer and Room Keys).

NOTES:

5 - Relationships with others 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Demonstrates cooperation with supervisors, tutors, fellow front desk employees, students, and the general public.
- Understands that communication between tutors and the front desk is needed to keep CWC operating.
- Maintains professional demeanor with fellow staff while in CWC.

NOTES:

6 - Initiative 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Identifies ways to make significant contributions to the CWC.
- Proactively starts projects, and attempts non-routine jobs and tasks.
- Shows energy, enthusiasm, and ingenuity related to new ideas, programs, and procedures needed for CWC.

NOTES:

7 - Attendance & Punctuality 1 outstanding 2 proficient 3 needs improvement 4 unsatisfactory

- Comes to work on time as scheduled on a regular basis.
- Notifies CWC if late. Lateness should be a rarity.
- Notifies CWC in advance if unable to work (minimum of 2 Hours).

NOTES:

Evaluation Summary

- Exceeds requirements
- Meets requirements
- Meets some requirements, but must improve
- Does not meet requirements

Job strengths: _____

Areas for improvement: _____

Suggestions / comments / expectations: _____

Evaluator signature _____

Employee signature _____

Director signature _____

CTAS Student Survey



Your Tutor's Name: []

Course: []

Please answer the following four questions based on the scoring scale below. **Your answers are confidential!**

Scale

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Somewhat Agree
- 5 = Agree
- 6 = Strongly Agree

1. My tutoring session was productive.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

2. My tutor was courteous and enthusiastic about helping me learn.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

3. The on-line tutoring platform is easy to navigate/use.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

4. Scheduling a tutoring appointment was easy.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Please answer the following two questions by typing your responses in the boxes below. **Your answers are confidential!**

5. Did you experience any technical difficulties during your session?

Yes No

If you answered "Yes", please describe the difficulties you experienced during your session.



6. Other comments / suggestions?

Queensborough Community College

The Center for Tutoring and Academic Support

Tutoring Log for Writing

Student:		Tutor:		
Instructor:		Course / Section:		
Day:	Date:	Start:	End:	

Student's Assignment:

Student wanted to work on:

Tutor used the following student-centered strategies: (Please **SELECT** any strategies used.)

- Asked student open-ended questions to promote critical thinking
 - Had student brainstorm ideas / create an outline
 - Had student analyze / proofread his / her own work
 - Asked student to explain key concepts in his / her own words
 - Had student use the Web or other sources to find information
- Other (Type here :)->

Student was able to accomplish:

Next steps for the student:

Starfish Speednotes

Please **SELECT** any topics discussed and activities completed in this session.

A) Student Provided Materials

- | | |
|--|--|
| <input type="checkbox"/> Assignment / Writing Prompt | <input type="checkbox"/> Relevant Readings / Sources |
| <input type="checkbox"/> Course Notes / Supporting Information | <input type="checkbox"/> Syllabus |
| <input type="checkbox"/> Previous Draft(s) of Writing Task | |

B) Activity / Assignment

- | | |
|---|--|
| <input type="checkbox"/> Draft of Writing Task | <input type="checkbox"/> Preparing for Exam |
| <input type="checkbox"/> Incorporating Feedback | <input type="checkbox"/> Using Laptop |
| <input type="checkbox"/> Pre-Writing / Understanding the Assignment | <input type="checkbox"/> Working with Educational Technology |

C) Skills / Topics Covered in Session

- | | |
|---|--|
| <input type="checkbox"/> Brainstorming / Thesis Development | <input type="checkbox"/> Outlining / Organizing Writing |
| <input type="checkbox"/> Citing / Documenting Sources | <input type="checkbox"/> Presentation Skills (Verbal / Visual) |
| <input type="checkbox"/> Developing Main Ideas and Supporting Information | <input type="checkbox"/> Research techniques (Information Literacy) |
| <input type="checkbox"/> ELL-Specific Strategies (Vocabulary / Cultural Literacy) | <input type="checkbox"/> Revising Writing Task |
| <input type="checkbox"/> Grammar and/or Syntax Review | <input type="checkbox"/> Strategies for Reading Comprehension (Annotating / Inferencing / Summarizing) |
| <input type="checkbox"/> Incorporating Sources into Writing | |

D) Next Steps

- | | |
|---|--|
| <input type="checkbox"/> Compose Draft Based on Session Notes / Outline | <input type="checkbox"/> Review Sources for Documented Essay |
| <input type="checkbox"/> Consult Professor for Guidance / Feedback | <input type="checkbox"/> Revise Draft and Return to Writing Center |
| <input type="checkbox"/> Meet with a Librarian for Assistance | <input type="checkbox"/> Submit Writing Task for Final Evaluation |

Queensborough Community College
 Center for Tutoring and Academic Support: LC
Tutor Log - Individual Session

For Office Use Only:
TT Initials: _____
SF Initials: _____

Student:		Student ID#:	
Instructor:		Course Title and Number:	
Tutor:	Date:	Start Time:	End Time:

A. Reason(s) student came for tutoring: <input type="checkbox"/> Review/Difficulty with course content <input type="checkbox"/> Review assignment guidelines <input type="checkbox"/> Review concepts from homework/graded exam/ lab report* <input type="checkbox"/> Prepare for upcoming exam/quiz <input type="checkbox"/> Learn/Practice study skills <input type="checkbox"/> Other _____	B. List of topics/concepts: _____ _____ _____ _____
C. Student brought the following materials: <input type="checkbox"/> Textbook <input type="checkbox"/> Handout(s)/Review sheet(s) <input type="checkbox"/> PowerPoint slides <input type="checkbox"/> Class notes <input type="checkbox"/> Syllabus <input type="checkbox"/> Other _____ <input type="checkbox"/> None of the above	D. Before the session, the student: <input type="checkbox"/> Read the textbook <input type="checkbox"/> Reviewed course material (such as class notes, review sheets, PowerPoint slides, flash cards, etc.) <input type="checkbox"/> Developed questions <input type="checkbox"/> Worked on exercises/problems/questions <input type="checkbox"/> Consulted instructor <input type="checkbox"/> Other _____ <input type="checkbox"/> None of the above
E. Description of tutoring session: <input type="checkbox"/> Discussed concept(s) to gain deeper understanding <input type="checkbox"/> Reviewed vocabulary/terminology <input type="checkbox"/> Read/Reviewed textbook and/or other course material <input type="checkbox"/> Established/Reinforced prerequisite knowledge <input type="checkbox"/> Worked on exercises/problems/questions <input type="checkbox"/> Reviewed assignment guidelines <input type="checkbox"/> Reviewed/Practiced study skills and strategies <input type="checkbox"/> Other _____	F. Suggestions for further study: <input type="checkbox"/> Review textbook and/or other course material <input type="checkbox"/> Take more notes in class <input type="checkbox"/> Work on practice exercises/problems/questions <input type="checkbox"/> Practice study skills <input type="checkbox"/> Attend additional tutoring sessions <input type="checkbox"/> Conduct research <input type="checkbox"/> Consult instructor <input type="checkbox"/> Be confident with the knowledge acquired <input type="checkbox"/> Other _____

**Answering questions directly from homework/graded exam/lab report is prohibited. Tutors may review related concepts or do similar problems.*

G. Additional information/comments regarding the session:

Student's Signature: _____

Tutor's Signature: _____

Student's signature indicates acknowledgment of, but not necessarily agreement with, information documented.

CTAS Tutor Log 8/2019

Print

Save

Reset

Master Reset



Part-Time Classified Staff Time Sheet

NAME (Last) (First)		TITLE	DEPARTMENT/BUDGET #:		
CunyFIRST Emplid:	Payroll Reference #:	Pay Period Covered From: To:	Budget Line:	College Assistant	
				Tech Fee	
				Continuing Education	

To BE FILLED IN BY PAYROLL ONLY:	WORK UNIT	CF	PMS		WEEK NO.
		Record #	CD:	JSN:	

Every consecutive 5-hour period must include 1/2 hour for lunch.

Every consecutive 7-hour period must include 1 hour for lunch. **EVENT CODE**

Day of Week	Date	Date	IN	LUNCH OUT	LUNCH IN	OUT	0100	1651	2850	*2651	Other	Employees Initials
	Month	Day					Work Hours	Shift Hours	Annual Leave	**2652		
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
SATURDAY												

Comments:

*Documented Sick Leave
 **Undocumented Sick Leave

Total Work Hours	0
Total Annual Leave Hours	0
Total Sick Hours	0
Total Other Hours	0
Grand Total	0

I state that these hours have not been submitted for payment on any other payroll:

Employee Name: _____ Signature: _____ Date: _____

Supervisor Name: _____ Signature: _____ Date: _____

Key Entry Operator: _____ Date: _____

QCC ASSOCIATION SERVICES

Employee Hourly Time Sheet

To: PAYROLL / ACCOUNTING

For Pay Period _____ through _____

Name: _____

Office: **WRITING CENTER**

Title: _____

From Bud/Dept: (1) _____

Social Security No: _____

(2) _____

Day of Week	DATE		IN	LUNCH		OUT	TOTAL HOURS	Shift Hours	Sick Leave	Annual Leave	Employee Initials
	Month	Day		Out	In						
SUNDAY											
MONDAY											
TUESDAY											
WEDNESDAY											
THURSDAY											
FRIDAY											
SATURDAY											

Every consecutive 5-hour period must include 1/2 hour for lunch.

Every consecutive 7-hour period must include 1 hour for lunch.

Day of Week	DATE		IN	LUNCH		OUT	TOTAL HOURS	Shift Hours	Sick Leave	Annual Leave	Employee Initials
	Month	Day		Out	In						
SUNDAY											
MONDAY											
TUESDAY											
WEDNESDAY											
THURSDAY											
FRIDAY											
SATURDAY											

Hours	
Sick Leave	
Annual Leave	
Grand Total	

FOR ACCOUNTING USE ONLY:

Total Hours ____	Rate: \$ ____ per hour
Gross Pay	\$ ____ per hour
Shift Differential	\$ ____ per hour
Administrative	\$ ____ per hour
Other	\$ ____ per hour

I state that these hours have not been submitted for payment on any other payroll

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

QUEENSBOROUGH COMMUNITY COLLEGE
 OF THE CITY UNIVERSITY OF NEW YORK
 BIWEEKLY PAYROLL SCHEDULE 2020 - 2021

Period Covered			Timesheets Due into business office	Actual Pay Date	
1	28-Jun-20	to 11-Jul-20	14-Jul-20	July	24
2	12-Jul-20	to 25-Jul-20	28-Jul-20	August	7
3	26-Jul-20	to 8-Aug-20	11-Aug-20	August	21
4	9-Aug-20	to 22-Aug-20	25-Aug-20	September	4
5	23-Aug-20	to 5-Sep-20	8-Sep-20	September	18
6	6-Sep-20	to 19-Sep-20	22-Sep-20	October	2
7	20-Sep-20	to 3-Oct-20	6-Oct-20	October	16
8	4-Oct-20	to 17-Oct-20	20-Oct-20	October	30
9	18-Oct-20	to 31-Oct-20	3-Nov-20	November	13
10	1-Nov-20	to 14-Nov-20	17-Nov-20	November	27
11	15-Nov-20	to 28-Nov-20	1-Dec-20	December	11
12	29-Nov-20	to 12-Dec-20	15-Dec-20	December	24
13	13-Dec-20	to 26-Dec-20	29-Dec-20	January	8
14	27-Dec-20	to 9-Jan-21	12-Jan-21	January	22
15	10-Jan-21	to 23-Jan-21	26-Jan-21	February	5
16	24-Jan-21	to 6-Feb-21	9-Feb-21	February	19
17	7-Feb-21	to 20-Feb-21	23-Feb-21	March	5
18	21-Feb-21	to 6-Mar-21	9-Mar-21	March	19
19	7-Mar-21	to 20-Mar-21	23-Mar-21	April	2
20	21-Mar-21	to 3-Apr-21	6-Apr-21	April	16
21	4-Apr-21	to 17-Apr-21	20-Apr-21	April	30
22	18-Apr-21	to 1-May-21	4-May-21	May	14
23	2-May-21	to 15-May-21	18-May-21	May	28
24	16-May-21	to 29-May-21	1-Jun-21	June	11
25	30-May-21	to 12-Jun-21	15-Jun-21	June	25
26	13-Jun-21	to 26-Jun-21	29-Jun-21	July	9

All timesheets should be approved by the supervisors for approval first.
 Final approved timesheets must be submitted to the business office by
 5:00 PM on the **Tuesday** following each pay period

**Please Note: New Employees Packets and all payroll information must be
 submitted on or before the first day of work.**

Time and Leave / Benefits Information:

Annual and Sick Leave Accruals For CA (College Assistants)/Tutors and NTAs (Non-Teaching Adjuncts)

For: Tax-Levy, and QSA (modified QCC policy)

QCC POLICY CONCERNING NEW YORK CITY'S EARNED SICK TIME ACT

In compliance with New York City's Earned Sick Time Act (Paid Sick Leave Law), covered employees of certain employers must provide paid sick leave to employees who work more than 80 hours per calendar or fiscal year. All employers shall provide a minimum of one hour of sick time for every thirty hours worked by an employee. This means that employees can start to accrue their sick leave at 30 hours of work if they will be working more than 80 hours a year. However, employers shall not be required under this chapter to provide more than forty hours of sick time for an employee in a calendar year. For further information, go to the FAQ:

http://www.nyc.gov/html/sbs/downloads/pdf/paid_sick_leave/Employers_PaidSickLeaveOnePager.pdf

ANNUAL LEAVE ACCRUAL

College Assistants (CAs) are permitted to work 1,040 hours in any fiscal year (July 1st to June 30th). Annual leave is accrued after 500 hours during a fiscal year. After 500 hours, CAs will be credited with one (1) hour of annual leave for every fifteen (15) hours worked, retroactive to their first hour of work, and moving forward thereafter.

College Assistants who work in more than one department in CUNY are contractually limited to a **total** of 1,040 work hours in a fiscal year – not 1,040 hours in each assignment.

Annual leave accruals are to be used ***as part of*** a College Assistant's contractual limit of 1,040 work hours within a fiscal year, and **not in addition to** that limit.

SICK LEAVE

College Assistants (CAs) are entitled to receive sick leave if they work 500 or more hours in any given fiscal year. CAs will be credited with one (1) hour of sick leave for every twenty (20) hours worked.

Sick leave may only be used for reasons of personal illness of the employee. It is ***not*** interchangeable with annual leave. Sick leave is paid at the ***regular CA/Tutor hourly rate*** for the employee.

The number of sick leave hours used cannot exceed the original number of scheduled hours for that day.

If a CA is sick for more than three consecutive workdays, a doctor's note must be submitted to the College's Payroll Office indicating the nature of the illness and stating that the employee is capable of returning to work.

For additional information regarding HR/Labor Relations policies, procedures and/or forms, please visit the QCC Human Resources and Labor Relations website at:

<http://www.qcc.cuny.edu/hrlr/cAnTbenefits.html>

Policy on working with Midterm / Final Exams (WRITING)

TAKE-HOME FINAL/MIDTERM **EXAMS** (Outline, essay or a series of shorter writing “responses”):

The CTAS default policy is to help students with **ANY writing task for any course** they are currently taking. Therefore, if a student brings any type of writing-related “take home exam” to the center with the goal of having a tutor review the writing or offer any other assistance, it is the tutor’s job to ask the student if they have permission (from their instructor) to work on that exam with a CTAS tutor.

1. If the student does have permission to get help with the “exam,” the tutor may read and provide feedback just as they would with any other paper.
2. If the student does not have permission to work with a tutor on a writing “exam,” tutors may not read or offer feedback on any pre-written papers, paragraphs, or outline that will be used for that exam. However, tutors may still discuss “generic” writing / outlining strategies that students may apply later to their exams.

In most cases, QCC instructors **DO** allow their students to work with CTAS tutors when writing / preparing for exams. But, it is the **student’s** responsibility to follow any guidelines set by their instructor regarding academic integrity.

Policy on working with Homework / Take-home exams (SUBJECTS)

Tutors cannot help students with take-home tests or actual questions from homework assignments/lab reports. This includes completing or correcting an assignment for or with a student. However, tutors can help students understand the content of a homework assignment or lab report by providing similar examples. Tutors may also help students learn studying techniques in order to prepare for a test.