TUTOR / STAFF HANDBOOK

Campus Writing Center
Queensborough Community College / CUNY, Office of Academic Affairs

Policies and Procedures for Tutors, Facilitators, and Staff

Fall 2019
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CWC Philosophy

One Principle to Remember as a CWC Tutor:

Tutors ≠ Faculty

Course material covered: variable
Student understanding: 100%

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Student understanding: variable

The CWC Approach to Tutoring

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<th>What the Campus Writing Center DOES</th>
<th>What the Campus Writing Center DOES NOT DO</th>
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<td>Provide face-to face individual and small group tutoring, as well as e-tutoring</td>
<td>Take assignments by “drop-off” for editing</td>
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<td>Assist students to organize and articulate what it is they know</td>
<td>Assess / validate students’ content knowledge</td>
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<td>Assist students with reading comprehension</td>
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The Campus Writing Center is committed to:

- Providing one-to-one and small group tutoring for students seeking constructive feedback for any type of writing and/or reading task including all QCC coursework, personal statements, cover letters and resumes;

- Helping students to organize and complete papers, reports and journals for all classes across the curriculum;

- Helping students improve their critical thinking skills through modeling problem-solving approaches, learning styles strategies, and study skills; assisting students to use “questioning” techniques; and providing academic preparedness workshops;

- Fostering improved student retention to graduation by providing CUNY exit-from-remediation tutoring in writing and reading;

- Using educational technology as a learning tool, thereby fostering students’ acquisition of information literacy skills;

- Providing tutors with ongoing professional development to enable them to best facilitate students’ transition to independent learning.
Campus Writing Center Values Statement
The Campus Writing Center at Queensborough Community College (QCC) provides all students with the opportunity to experience constructive feedback from our staff of trained writing consultants in a Professional, welcoming, learner-centered environment. The CWC seeks to accomplish this by:

**Better Writers, Not Better Writing**

- Engaging writers in collaborative partnerships focusing on their readiness to accomplish writing tasks by helping them identify and refine the process through which they communicate their ideas;
- Encountering writers where they are, whether that means where they are within their writing process; their level of competence in expressing themselves; or their level of confidence in their writing ability;

**The Subject Is The Learner**

- Viewing the development of an individual’s writing voice and style as a lifelong learning process fostered by constructive feedback and self-reflection;
- Encouraging writers to critically and respectfully engage with the ideas of others while using their own voices in responding to any writing task;
- Challenging new writers’ misconceptions about the process of composing in order to help build greater confidence, self-reliance, and understanding of their own learning process;

**Community of Practice**

- Pursuing ongoing professional development for our staff so we may continue to provide the highest quality feedback to all the writers with whom we work;
- Committing to offering the most effective, evidence-based interventions to our writers and conducting regular assessment of our practices and outcomes to remain current with the best consulting practices;

**Open To All**

- 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.
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.

Campus Writing Center (CWC) personnel are hired on a part-time hourly basis, one semester at a time. Continued employment of CWC tutors is contingent upon completion of their in-service training requirement and a positive performance evaluation.

Qualifications

General Requirements

Current or recent college students must meet the following academic criteria to be considered for employment:

- A minimum of 24 credits earned;
- A- or better in EN101 and EN102 (or equivalent courses), as well as in any other course(s) which they offer to tutor;
- An overall GPA of 3.4 or better;
- The ability to explain English grammar to students, plus a satisfactory score on a general grammar proficiency exam; and
- Availability to work at least 15 hours per week.
- Availability to attend mandatory tutor trainings

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

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, in addition to academic transcripts demonstrating highest degree attained.

Additional Preferences for Writing Center Tutors

Applicants who meet the above academic requirements and can tutor both writing and literature courses; can offer substantial blocks of time, especially during high student-volume hours & evenings; and/or can demonstrate an understanding of and ability to facilitate student work with Writing Intensive assignments across different curricula are preferred. Applicants who can explain English grammar to students are strongly preferred.
Requirements for reappointment each semester

The CWC 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 CWC 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 CWC. “Good attendance and punctuality” means no more than 15% excused absences or latenesses from tutoring during the previous semester of employment (absences or latenesses where notice was given to CWC administration); and no unexcused absences or latenesses (absences or latenesses without any notice or call to the CWC) during the previous semester of employment.

- **Satisfactory attendance in Tutor Training**: Tutors must have satisfied the 8-hour in-service tutor training requirement in the previous semester, and must continue to attend the in-service tutor trainings in the current semester.

- **The ability to tutor grammar**: Tutors must be able to recognize grammar errors and explain grammar concepts to students.

- **The ability to facilitate student work on Writing Intensive (WI) assignments**: Tutors must demonstrate the ability to work with students on WI assignments. For instance, a candidate who meets all other criteria and demonstrates an understanding of WI and/or Writing Across the Curriculum philosophy and approaches would be preferred over a candidate who cannot address methods to facilitate students’ articulation of curricular understanding in writing.

- **Offering adequate hours of availability**: Tutors must offer adequate hours of availability, at least 15 hours per week, 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. In addition, tutors who offer evening & Saturday hours would be preferred over those who do not.
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 CWC), and forward a transcript or 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, 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. 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: writing ability; English grammar proficiency; applicability of academic skills; applicability of prior experience to the position; understanding of tutoring methods; interpersonal skills; and availability.

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 CWC 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 CWC prefers to hire / rehire tutors who offer 15 or more hours per week and are available for evening shifts.
**Hiring Decisions**

The interviewer’s comments and recommendations, along with the applicant’s writing sample, will be submitted to the CWC 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.

**Certification**

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 the AD) The certification will be a combination of:

1. **Observation** of experienced tutors’ tutoring methods.
   - 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, the Director, and/or Manager in a feedback meeting after the tutoring session.

2. **Role Play** of tutoring situations with an experienced tutor.
   - The experienced tutor and PT take turns being the “Student” and the “Tutor”, to play out a 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 Writing Intensive assignments; ESL students; students with learning disabilities; students with emotional issues; and/or students who are far behind the instructor’s pace.

Feedback from role plays 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.

3. Co-Tutoring sessions with a student under an experienced tutor’s guidance.

- Co-tutoring should be performed after observation, discussion, and role play. 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.

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, pp. 39-40), and the evaluations shared with the Director and/or Manager. Completed certification forms will be placed in the PT’s file. Provisional tutors will be paid at their base hourly tutor rate. (See page 18.)

**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 CWC 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. **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 Director’s discretion pending further observation and evaluation, student need, and budget availability.

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.

Tutor Schedules

The CWC requests that tutors provide a schedule of their available hours as early as possible before the start of each semester. While the CWC 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.

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 student need and budget considerations. Generally, the CWC schedules tutors for limited hours
in the beginning of each semester, and adds hours as needed. **Due to the sporadic nature of the academic calendar, the CWC 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.

Constantly updated tutor schedules are available for viewing online at [www.qcc.cuny.edu/write](http://www.qcc.cuny.edu/write) (click on “For Tutors”, then on “Check Your Schedule”). Tutors should check their schedules often, particularly in the first few weeks of the semester when appointments may be added every day. **It is the tutor’s responsibility to know what days and times he or she is scheduled to work.**

**Tutoring Sessions**

All tutoring sessions are 50 minutes. Tutors are then given 10 minutes to complete the appropriate paperwork. (Tutors are encouraged to fill out portions of their logs during the session. See pg. 13.) **Because of the nature of walk-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, walk-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.**

**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, they 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 Writing Center Manager 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.**

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.
Cell phone usage

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.

Weekly In-Service Tutor Training

The Campus Writing Center 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 CWC tutor’s employment as is his/her performance of tutoring services.**

The Campus Writing Center requires all tutors to fulfill its weekly in-service training requirement each semester, over and above attendance at the Orientation / Foundations of Tutoring training.

Orientation / Foundations of Tutoring Training

The Orientation / Foundations of Tutoring training requirement is a one or two-day seminar presented just before the beginning of each semester. Attendance is mandatory for all tutors and provisional tutors. This 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
- Writing Intensive (WI) and Writing Across the Curriculum (WAC) philosophy and tutoring techniques
- CWC procedures and policies
- College-wide policies and initiatives
- Use of educational technology and software

All tutors are required to actively participate in at least 8 hours of in-service tutor training per semester (over and above the pre-semester Orientation).
Tutors’ schedules will be blocked out, to allow time to attend these 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 CWC 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. 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.

Satisfactory completion of the minimum 8-hour ongoing in-service tutor training requirement each semester affects whether tutors are rehired, for which subjects, and for how many hours they are scheduled.

The ongoing in-service calendar of tutor training events offers tutors the opportunity to deepen their awareness and mastery of the pedagogies, strategies, and skills sets which were introduced through the Orientation. Training events for tutors often include:

- The Three Stages of Effective Tutoring
- Fostering critical thinking and successful study skills
- Hands Off Tutoring: Group Learning / Leading Strategies
- Assisting students to become better proofreaders
- Assisting students enrolled in Writing Intensive courses
- Facilitative strategies for assisting ESL students
- English grammar instruction

Some tutor training times may be used as open forums, in which tutors & staff can discuss CWC policies, trends, and any other concerns. Tutors will be paid at their base hourly tutor rate for attending training. (See page 18.)

### Swiping in and Out

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

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 to remember to swipe in and out for various activities during the day (class visits, TigerWrite, breaks, 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 AD before payroll can be approved.

Tutors also need to remind students to swipe in for each session. If a student has two sessions back-to-back – one at 1:00 and the next at 2:00, for example – the student must swipe in at 1:00 and again at 2:00 in order to ensure accurate recordkeeping for the program. Students who wish to renew their walk-in sessions (that is, stay to work with a tutor for an additional 50 minutes) must see the front desk to swipe in again. 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.

Tutors working with students who must complete a certain number of hours of tutoring (BE and ATB students, for example) must ensure that the students are swiped in for the correct class, so that their hours are accurately recorded. Students who are swiped in for the wrong course run the risk of not having all their hours credited to them. It is the responsibility of tutors and students to ensure that students’ time is accurately recorded. 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.

Tutor Logs

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, 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.

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.

Tutors must allow for time within the paid hour for the completion of these logs. **Therefore, time management is key! Tutors should ensure that students are aware that their tutoring time is 50 minutes long for appointments and walk-ins, so that tutors have adequate time to complete their logs.**
Tutor Logs are a tool for guiding students through the content mastery of their courses, while facilitating how they best learn and process new and difficult material. Further, they are an archive of each student’s progress, which can be inherited by the next tutor who works with the student. For this reason, adequate completion of tutor logs is seen as more than just a sentence or two jotted down about what content was covered during the session. Insufficiently detailed logs will be returned to tutors for elaboration. (See sample Tutoring Log in Appendix, page 50).

Observations and Evaluations

**TEF**

The CWC TEF (Tutor Evaluation Form) is used to assess tutor performance. 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. It will be implemented twice during the course of each semester:

1) The 3 stages of the TEF Tutor Cycle will be introduced to tutors during certification. Tutors will have the opportunity to familiarize themselves with the criteria by which they will be evaluated.

2) During the semester, a formal evaluation of each tutor’s performance will be conducted by the AD 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 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 CWC to students.

A second observation may be conducted if the mid-semester 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.

**Class visit facilitation**

A separate evaluation will be conducted to assess tutors’ facilitation skills during class visits. (See appendix, pg. 44) These evaluations will be conducted by a trained Senior Tutor. After the observation, a follow-up conversation between tutors and the observers will be scheduled.
Student’s Evaluation of Tutor Form

Students fill out the *Evaluation of Services Form* at the end of each semester to assess both the services they have received from the program in general, as well as from specific tutors (see Student Evaluation of Tutoring Form in Appendix, page 49).

The forms will be distributed by the front desk as students sign in during the last few weeks of tutoring. Tutors are asked to ensure that their students are filling out the form and returning it to the front desk before they leave the CWC.

At the end of each semester, the CWC Manager and Director tally students’ responses to program and tutoring services, looking at emerging patterns and trends, and adjusting service delivery accordingly for the following semester.

Absence/Lateness

**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 CWC exists to provide. Tutors are expected to be present for all appointments and walk-in shifts unless advance notice has been given to the CWC (*not* simply to the tutor’s students). Absences are monitored by the front desk, the AD, and the Payroll Manager.

**Excused Absences** If you must call out, the appropriate method is to send an email to CWC@QCC.CUNY.EDU at least an hour prior to the start of your shift. This allows other CWC staff time to reschedule appointments and seek out other tutors to cover your shift. More than five excused absences (when the CWC is notified ahead of time) may result in the removal of hours from tutors’ schedules.

**Unexcused Absences** If you miss a shift and do not notify the CWC ahead of time, it will be counted as an unexcused absence. More than two unexcused absences will result in the removal of hours from tutors’ schedules or in some cases, termination of employment.
**Tutor Lateness**

Tutors are expected to be on time for all shifts. There is no grace period for tutor lateness. If a tutor is late swiping in, his/her student may be reassigned to another tutor for that day. The late tutor may not be paid for that hour and asked to start work at the next hour. Latenesses are monitored by the front desk, the AD, and the Payroll Manager. More than five latenesses may result in the removal of hours from tutors’ schedules or in some cases, termination of employment.

**Student Absence**

An **unexcused absence** occurs when a student misses an appointment and does not call to notify the center. After two unexcused absences, a student may lose his/her weekly tutoring appointment or be prevented for making additional one-time appointments for the remainder of the semester.

An **excused absence** is when the student does call and notify the center, or when a student arrives more than 10 minutes late for a weekly or one-time appointment, and his/her tutor has been reassigned to another student. After three excused absences, a student may lose his/her tutoring appointment or may be prevented from making additional one-time appointments.

**Student Lateness**

Students are expected to be on time for appointments. There is a **5-minute window** for student lateness for weekly appointments (and for one-time appointments). If a student is late swiping in for a scheduled appointment, his/her tutor may be reassigned to another student for that day. This will count as an excused absence for the late student.

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**Hours of Operation, Scheduling, and Payroll**

**Hours**

Tutoring ends **promptly** at the end of each business day. **All necessary paperwork must be completed by closing time.** CWC staff are not permitted to remain in the center after 8pm on weeknights, after 5pm on Fridays, or after 3pm on Saturdays without the permission of the Director or the Academic Resource Center Manager.

**Scheduling**

**All** weekly tutoring appointment applications are made online or in person and handled by the AD. **All** one-time appointments are made online (by students) or through the front desk. Tutors may **not** make appointments with students, as time which the tutor believes he or she has free may have already been promised to another student by the front desk. For this reason, students who approach tutors to find out when they will have
free time should be redirected to the front desk. **Any appointment between a student and a tutor which has not been authorized by the front desk will not be honored, and the tutor will not be compensated for the hour.**

All walk-in students must also be assigned through the front desk. **No exceptions.** Again, students who approach tutors to find out when they will have free time should be redirected to the front desk. Extensions of or changes to tutoring schedules must be authorized by the AD before the extension or change occurs.

**Tutoring Sessions**

**Weekly tutoring 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 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 tutoring appointments** are 50 minutes long. Students must request a one-time appointment, in person at the front desk or by phone, up to six days in advance. Students can also make one-time appointments online. Students may schedule only one one-time appointment at a time. After that appointment is completed, s/he may schedule another one-time appointment. The student must swipe in again for each 50-minute session to allow the CWC to keep accurate records.

**Walk-in** tutoring sessions are 50 minutes long. Students must request walk-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.

**Students requesting additional time:** Students may sign up for an additional 50-minute session, provided they work independently in the center for 60 minutes before they continue with the same or another tutor. In some special cases the front desk or the AD may waive the 60-minute requirement and allow a student to have two consecutive walk-in sessions. (The student must swipe in again for each 50-minute session to allow the CWC to keep accurate records.)

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

Any authorized extension of tutoring hours on any given day must be documented by an administrative staff member’s initial on the tutor’s timecard (see sample Tutor Timecards/Timesheets in Appendix, pages 52 – 54). If there is no documentation of extension or change, the hour(s) in question will not be compensated.

It is imperative that tutor timecards/timesheets be signed and submitted to the CWC Payroll Manager by the end of tutors’ last day of work for the current pay period. (Tutors can now fill out and save their timesheets using a computer). It may not always be possible to back-pay tutors for late timecards / timesheets. Tutors should keep copies of their submitted timecards / timesheets, in case there is a discrepancy in pay.

The Payroll Manager cannot complete missing information for tutors; incomplete timesheets will be delayed until they are completely and correctly completed.

Tutor logs should be completed within the scope of each tutoring hour. Additional time spent on completing backlogged logs will not be compensated.

Tutors who work 500 or more hours on a tax-levy/city payroll accrue annual leave and sick time. These tutors are highly encouraged to use their annual leave time by June 30th, since any unpaid annual leave is paid out using the following fiscal year’s budget. (see pg. 57)

Pay dates for City and QSA are in the Appendix, page 55.

Tutor Wages

Tutors are paid an hourly part-time wage and may be paid through one or any combination of two different payrolls: QSA (student fees) or City (tax-levy). Because of this, all tutors must make arrangements to be cleared on both payrolls. The Payroll Manager will assist tutors in understanding the required procedures and completing the necessary paperwork, but it is the tutors’ responsibility to ensure that they are cleared in a timely fashion. Failure to do so may delay tutors’ pay.

Currently, the hourly pay-rate for tutoring, training, and certification is $15.00 (or $16.48 for tutors with a Doctorate degree)
TigerWrite is the Campus Writing Center’s 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.

Qualifications

All CWC tutors are trained to be e-tutors. Therefore, the only qualification is to complete the e-tutoring certification process as soon as possible. However, e-tutors should have the following basic computer literacy knowledge:

**Computer Literacy**

- Basic word processing skills, such as the ability to:
  - copy, cut and paste text
  - **highlight text**
  - change fonts / **colors** / **type size**
  - format text (**bold**, **italics**, **underlining**)
  - open and save files
- Ability to move (toggle) between tabs on an internet browser
- Ability to type accurately and self-proofread on screen (in order to model error-free edited American English)
- Computer able to open formatted MS Word and other .doc files (in order to work from home)

TigerWrite Certification

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. **All CWC tutors must be TigerWrite certified by the 8th week of their second semester working at the center.**

The e-tutor certification process includes **successfully** completing 10 “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 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 Campus Writing Center’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, 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 walk-in student to that tutor.

**In-Service Training Requirement**

Periodic in-service training sessions are required for certified e-Tutors. 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.

**Evaluations**

The e-Tutor Coordinator will evaluate e-tutors’ performance each semester.
Lateness

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 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.

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’s wage for each submission completed. Currently, the pay-rate per each e-tutor response completed off-site, is $15, (or $16.48 for tutors who hold a Doctorate.)

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.

Other Temporary 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. Tutors will be selected based on their qualifications, experience, and prior performance and evaluations. These tutors may need to fill out additional paperwork and be cleared for one or more of the following job titles:
Learning Center Assistant

Title: Learning Center Assistant  
Department: Learning Center  
Full Time/Part Time: Part-Time  
Pay Rate: $15.00

Justification for recommendation of pay rate of $15 per hour is described below. The rate will apply for the hours the tutor is performing the subsequent responsibilities.

Tutor will perform any, a combination of, or all of the following responsibilities:

1. Mentor other tutors.
2. Meet with other tutors to discuss discipline specific policy and procedure changes.
3. Oversee and supervise other tutors as needed by the director.
4. Perform administrative duties as needed such as operational maintenance of electronic databases.
5. Audit/Edit tutor logs and Starfish entries, and provide feedback to tutors.

Qualifications:

Required: 
Minimum of 12 earned credits; received a grade of B+ or better in courses for which a prospective tutor wishes to be considered; minimum of one complete semester working in the learning center for which a prospective tutor wishes to be considered; or the ability to prove competency in aforementioned qualifications; good communication skill.

Preferred: 
Minimum of 24 earned credits; received a grade of B+ or better in courses for which a prospective tutor wishes to be considered. minimum of two complete semesters working in the learning center for which a prospective tutor wishes to be considered; prior experience performing any, a combination of, or all of the responsibilities listed above; excellent communication skills.
Title: Tutorial Operations Assistant
Department: Learning Center
Full Time/Part Time: Part-Time
Pay Rate: $18.00

Justification for recommendation of pay rate of $18 per hour is described below. The rate will apply for the hours the tutor is performing the subsequent responsibilities.

Tutor will perform any, a combination of, or all of the following responsibilities:

1. Assist in the development, design and delivery of trainings/workshops for tutors/students.
2. Assist in the development, design of materials for tutors/students.
3. Perform administrative duties and essential operational functions such as departmental payroll, collection and review of data, assist in preparation of reports for the director, and creation/management of tutor schedules.

Qualifications:

 Required:
Minimum of 12 earned credits; received a grade of B+ or better in courses for which a prospective tutor wishes to be considered; minimum of one complete semester working in the learning center for which a prospective tutor wishes to be considered; or the ability to prove competency in aforementioned qualifications; excellent communication skills.

 Preferred:
Minimum of 24 earned credits; received a grade of B+ or better in courses for which a prospective tutor wishes to be considered. minimum of two complete semesters working in the learning center for which a prospective tutor wishes to be considered; prior experience performing any, a combination of, or all of the responsibilities listed above; excellent communication skills.
Title: Tutorial Services Leader
Department: Learning Center
Full Time/Part Time: Part-Time
Pay Rate: $23.57

Justification for recommendation of pay rate of $21.34 per hour is described below. **The rate will apply for the hours the tutor is performing the subsequent responsibilities.**

Tutor will perform any, a combination of or all of the responsibilities below:

- Assist in development of curriculum for workshops/trainings for tutors/students.
- Assist in development of instructional materials to use in workshops, tutoring sessions and trainings for tutors/students.
- Assist in creation, planning and implementation of department wide tutor trainings and/or tutor orientations.
- Assist in the creation and planning of specialized workshops for students.
- Assist in facilitation of workshops, orientations and/or trainings with an assessment component for tutors/students.
- Assist in formally evaluating tutor performance and report findings to director.
- Assist in evaluation of workshop/training participants using defined rubric/formal/informal assessments.
- Assist in training new facilitators.
- Provide facilitative support to groups of students attending in-center class visits.

**Qualifications:**

**Required:** Minimum of 24 earned credits; minimum of one complete semester working in the learning center for which a prospective tutor wishes to be considered; or the ability to prove competency in aforementioned qualifications; excellent communication skills.

**Preferred:** Associate’s degree or higher; minimum of two or more complete semesters working in the learning center for which a prospective tutor wishes to be considered; prior experience performing any, a combination of, or all of the responsibilities listed above; experience working in a busy student learning center environment a plus.
Small Group Tutoring (3 or more students at a time)

Sometimes, multiple students from the same class come for tutoring at the same time. There may be a need to group these students. If a tutor is assigned to work with 3 or more students, he / she will be paid at the “Tutorial Services Leader” rate for that hour. (See page 24).

Scheduled In-Center Class Visits (Small group tutoring)

The CWC welcomes instructors to bring their entire class for small group tutoring. Class visits are scheduled in advance by the instructor and the Writing Center Manager (AD). The guidelines for class visits are as follows:

1) The Writing Center Manager 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.

2) If there are not enough tutors already scheduled to work during class visits, the (AD) may call in extra tutors. Tutors who work directly with students from a scheduled class visit will be paid at the “Tutorial Services Leader” rate. (See page 24). All other tutors will be paid at their base tutor rate (See p. 18).

3) The (AD) may need to make last minute changes regarding which tutors will be assigned to work with small groups.

4) 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. Those tutors will be paid at the “Tutorial Services Leader” rate. (See page 24).

Reading Strategies, Grammar, and Other Specialized Workshop Facilitation

Workshops are large-group classroom situations (up to approximately 25 students) facilitated by one or more tutors. These workshops are overseen by the Tutor Coordinator. Tutors who facilitate workshops are paid at the “Tutorial Services Leader” rate. (See page 24). Some workshops may require tutors to plan ahead (collect or create educational materials, perform research, and / or create workshop outlines or lesson plans. Tutors will be paid at the “Tutorial Services Leader” rate for any hours they spend preparing for their scheduled workshop.
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 Writing Center 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.

Front desk positions

**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 CWC Staff or QCC Departments
- Welcome class visits / reserves tables
- Help keep center neat (chairs, flyers at reception desk, etc.)
- Ensure detailed messages to CWC 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 walk-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
- Print & updates the “Daily Available” grid, weekly appointment schedule, & one-time appointments
- Check emails/phones messages throughout the day and inform appropriate CWC Staff of changes affecting the daily schedule
- Prepare Space and Organize Staff for daily class visits and 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 class visits / makes adjustments
- Run reports to make sure all students have been checked in
- Assign tutors to work on TigerWrite and blocks their schedules
- Set up folders for walk-in & weekly appointment logs

** Clerical Aide**

Responsibilities include, but are not limited to:

- Answer phones
- Enter class visit attendance into the CWC database & Starfish
- Enter tutor logs into Starfish on a daily basis
- Skim, alphabetize, & file tutor logs
- Compile & e-mail confirmations for required tutoring sessions to BE instructors every few weeks.
- Maintain supply of all educational handouts (on wall, in drawers, etc.)
- Perform other clerical duties as needed

The Front Desk Evaluation Form (See page 45) is used to assess performance. The CUNY Office Assistant (L-113) and the Senior CLT (H-236) will use this form to evaluate Front Desk staff performance once per semester. If the COA or CLT feel it’s necessary, follow up evaluations may be conducted during the same semester.
Director:
Stefan Spezio
sspezio@qcc.cuny.edu
718-281-5007

Supervise overall program design, establish department policies, develop and oversees budget, determine hiring, and supervise all daily operations of the center. Pursue grant-funding opportunities. Supervise all F/T staff. Reports to the Dean for the Office of Academic Affairs.

Associate Director:
Joseph Labozzetta
jlabozzetta@qcc.cuny.edu
718-631-6663

Coordinate recruitment, interviews, certification, mentoring, training, and evaluation of tutors/e-tutors. Maintain data on tutoring student outcomes. Coordinates outreach to faculty re: In-Center Visits. Develop tutoring/tutor training materials. Support other academic support projects, materials development, and training. Supervise tutors/e-tutors, LC STEM Advisor, COA, and Administrative Aides. Reports to the CWC Director.

LC STEM Advisor / CWC Payroll Manager:
John Pian
jpian@qcc.cuny.edu
718-281-5398

Manage administrative paperwork, tutor timecards and (e)timesheets. Maintain budget accounting QSA, and City payrolls. Manage the quality assurance and accuracy of tutors’ absences and latenesses. Provide support for Starfish, and manages referrals for STEM and other students via Starfish. Support other academic support projects, materials development, and training. Reports to the CWC Director.

Associate Director:
Jose Holguin
jholguin@qcc.cuny.edu
718-281-5070

Provide specialized advising to students enrolled in Basic English courses. Provide general advisement services to students as needed. Manage responses and outreach efforts for Starfish Referrals. Manage outreach efforts to specialized student populations. Provide program and logistical information to CWC personnel. Support other academic support projects, materials development, and training as assigned. Reports to the CWC Director.

Assistant to Director/Calendar Coordinator:
Vivian Kaufman
vkaufman@qcc.cuny.edu
718-281-5709

Coordinate and maintain all schedule for CWC events (workshops, small group review sessions, BE specific course interventions). Coordinate and record Basic English data (registration, section times, staffing, etc.) for CWC use. Assist with CWC recordkeeping. Support other academic support projects as assigned. Reports to the CWC Director.

Computer Lab Technician:
Mark Rabinovich
mrabinovich@qcc.cuny.edu
718-631-6663

Oversee computer lab activity for workstations and laptops, and perform maintenance and repair of all hardware and software. Provide all computer programming initiatives, and database administration. Update and maintain the CWC website, and contribute to the technological architecture and design of TigerWrite e-tutoring application. Reports to the CWC Director.

Academic Resource Center Coordinator:
Naomi Ferguson
nferguson@qcc.cuny.edu
718-631-6663

Initial point of contact for the Writing Center during normal business hours. Direct student traffic on the tutoring floor, including student-tutor seating and “situation assessment.” Ensure performance of proper administrative procedure at the front desk. Ensure proper file management of all student/tutee files. Maintain inventory of supplies for the Center. Manage p/t Administrative Aides. Reports to Associate Director.
<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Information</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Tutoring Coordinator:</td>
<td>Christina Denny, <a href="mailto:cdenny@qcc.cuny.edu">cdenny@qcc.cuny.edu</a>, 718-631-6663</td>
<td>Monitors daily writing submissions to TigerWrite &amp; performs other administrative functions as needed; Reviews e-tutor feedback for quality control; Helps design &amp; implement online tutor training modules; Reviews completed online tutor training modules and provides feedback to tutors; Helps manage content and resources on the CWC website; Facilitates in-center professional development seminars; <strong>Reports to Associate Director.</strong></td>
</tr>
<tr>
<td>Adjunct CLT:</td>
<td>Vinay Patel, <a href="mailto:vpatel@qcc.cuny.edu">vpatel@qcc.cuny.edu</a>, 718-281-5070</td>
<td>Maintain all technology, hardware and software, in CWC Computer Lab (H-236). Oversee H-236 Front Desk personnel (scheduling, training, etc.). Maintain data records in CWC Database and Starfish for both Basic English and ATB student cohorts. Assist in the creation of end-of-year reports for CWC assessment. <strong>Reports to the CWC Director.</strong></td>
</tr>
<tr>
<td>Front Desk Staff (H-236):</td>
<td>Zioguang Chen (Shawn), 718-281-5070</td>
<td>College Assistant- Work front desk, enter data into the CWC database &amp; Starfish, provide technical support, supervise Computer Lab in absence of the Senior CLT. <strong>Reports to the CLT.</strong></td>
</tr>
<tr>
<td>Front Desk Staff (H-236):</td>
<td>Rizwan Masood, 718-281-5070</td>
<td>Tech Intern- Work front desk, enter data into the CWC database &amp; Starfish, provide technical support. <strong>Reports to the CLT.</strong></td>
</tr>
<tr>
<td>Front Desk Staff (L-113):</td>
<td>Isabel Robayo; Kate Howie; Preyaa Manohar; Sharon Rambhadjan, 718-631-6663</td>
<td>Maintain front desk database and Starfish entry and point of contact for the Writing Center; provide distribution of applications for tutoring, student evaluation forms, and other documentation/assessment materials, as needed. Ensure fair and timely scheduling of students and tutors for one-to-one and group sessions. Maintain printer and paper supplies for the Center (check printer trays, order needed supplies, etc.), and orderliness of storage room where paper and learning materials are kept. <strong>Reports to Academic Resource Center Coordinator and Associate Director.</strong></td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
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<td>--------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Classes start</td>
<td>Tuesday, August 27</td>
<td></td>
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<tr>
<td>Walk-in tutoring starts (weekdays)</td>
<td>Tuesday August 27</td>
<td></td>
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<tr>
<td>College closed / No tutoring</td>
<td>Monday, September 2</td>
<td></td>
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<tr>
<td>Classes follow a Monday schedule</td>
<td>Thursday, September 5</td>
<td></td>
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<tr>
<td>Saturday tutoring begins</td>
<td>Saturday, September 7</td>
<td></td>
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<tr>
<td>Appointment tutoring starts</td>
<td>Monday, September 9</td>
<td></td>
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<tr>
<td>Weekly tutor training starts</td>
<td>Monday, September 16</td>
<td></td>
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<tr>
<td>TEF evaluations start</td>
<td>Week of Mon., September 30</td>
<td></td>
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<tr>
<td>No classes / light tutoring</td>
<td>Mon., Sept. 30 &amp; Tues., Oct. 1</td>
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<tr>
<td>No classes / light tutoring</td>
<td>Tues., Oct. 8 &amp; Wed., Oct. 9</td>
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<tr>
<td>College closed / No tutoring</td>
<td>Monday, October 14</td>
<td></td>
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<tr>
<td>TigerWrite Certification Deadline</td>
<td>Monday, October 14</td>
<td></td>
</tr>
<tr>
<td>Classes follow a Monday schedule</td>
<td>Wednesday, October 16</td>
<td></td>
</tr>
<tr>
<td>College closed / No tutoring</td>
<td>Thurs., Nov. 28 – Sun., Dec. 1</td>
<td></td>
</tr>
<tr>
<td>Weekly appointment tutoring ends/ Last day of classes</td>
<td>Thursday, December 12</td>
<td></td>
</tr>
<tr>
<td>Semester ends / Walk-in tutoring ends</td>
<td>Friday, December 20</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

- CUNY Policy on Sexual Harassment (Title IX)
- Provisional Tutor Certification Form
- Tutor Evaluation Form (TEF)
- TEF for Class Visit Facilitation
- Front Desk Staff Evaluation Form
- Student Evaluation of Tutoring Services
- Sample Tutor Log
- Sample City Timesheet
- Sample QSA Timesheet
- Sample Daily Timecard
- Payroll Schedule
- CWC Organization Chart
- Time & Leave / Benefits Information
- Policy on working with Midterm / Final Exams
CUNY’s Policy on Sexual Harassment

CUNY’s Goals

- Prevent sexual harassment/sexual violence on our campuses - One incident is one too many
- Provide clear and forceful policies and procedures on addressing sexual harassment and sexual violence. Provide and promote education and awareness of staff and student obligations, and available resources
- Respond appropriately to students and employees who complain of sexual harassment/sexual violence
- Encourage, though not require, victims to report to law enforcement
- Provide an adjudication process that is fair to both complainant and accused

We Need to Hear From You

If you experience any form of sexual harassment, gender-based harassment and/or sexual violence, or observe or learn about any form of the above against an employee, you should contact:

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

Director of Human Resources:
Dean Liza Larios
Administration Building Room 505
(718) 631-6356
llarios@qcc.cuny.edu

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

- 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.

If you observe or learn about any form of sexual harassment and/or gender-based harassment of and/or sexual violence against a student you should contact:

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

Director of Human Resources:
What Is Sexual Harassment and Sexual Violence?

Sexual Harassment • Gender-based Harassment • Sexual Violence • Domestic/Intimate Partner/Dating Violence • Stalking

What Is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

- submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or
- such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

What Is Gender-Based Harassment?

Gender-based harassment is unwelcome conduct of a nonsexual nature based on actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

What Is Sexual Violence/Assault?

Sexual violence is an umbrella term that includes:

- sexual assault, such as rape/attempted rape, forcible touching, groping, grabbing and rubbing, criminal sexual act* and sexual abuse
- dating, domestic and intimate partner violence
• certain forms of stalking

*criminal sexual act is engaging in oral or anal sexual conduct with another person without such person’s consent

Who Are The Victims Of Sexual Harassment, Gender-Based Harassment And/Or Sexual Violence?

• Anyone – of any gender, gender identity, sexual orientation, physical or mental ability, religious affiliation, citizenship status, race, class or educational level – can be a victim of sexual harassment and/or sexual assault.
• For example, the scenarios depicted in the video clips included in this presentation could occur between individuals of any gender, gender identity or sexual orientation.
• Sexual harassment and/or sexual violence can occur between members of the same sex/gender.

Forms Of Sexual Harassment

Verbal Harassment can include unwanted

• Sexual comments, teasing, or jokes
• Catcalls
• Sexual slurs, demeaning words, or other verbal abuse
• Graphic or sexually suggestive comments
• Inquiries or discussions about sexual activities
• Pressure to accept social and/or electronic invitations, to meet privately, to date, or to have sexual relations
• Sexually suggestive letters or other written or visual communications, including emails, texts, snapchats, photos and other social media communications

At CUNY, sexual harassment also includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

• Recording or distributing images or audio of another person’s sexual activity, intimate body parts or nakedness without consent
• Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

Forms of Sexual Violence – Sexual Assault

• Sexual assault is a crime.
• Sexual assault is any form of sexual contact that occurs without consent and/or through the use of force, threat of force, intimidation, or coercion.
• Rape, attempted rape, forcible touching, criminal sexual act,* and sexual abuse are all forms of sexual assault.
• Sexual assault can be committed when someone has not given or is unable to give consent, for example, because of intoxication.
• Sexual assault can be a form of sexual harassment.
• Any unconsented or unwanted sexual contact may constitute a form of sexual assault.
  o Any form of sexual activity
  o Sexual touching
  o Grabbing/Groping
  o Kissing
  o Caressing
*criminal sexual act is engaging in oral or anal sexual conduct with another person without such person's consent.

Forms of Gender-Based Harassment

- Gender-Based Harassment includes:
  - Intentionally using the wrong pronoun to identify a transgender individual can be a form of harassment.
  - Mocking a person's appearance or clothing as more suited to a person of the opposite sex is a form of harassment.

Forms Of Sexual Violence - Stalking

Stalking is a crime.

It is intentionally engaging in a course of conduct directed at a specific person that:

- is likely to cause reasonable fear of material harm to the health, safety or property of that person, a member of that person’s immediate family or a third party with whom that person is acquainted; or
- causes material harm to the mental or emotional state of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of the person's family or a third party with whom the person is acquainted; or
- is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, when such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly instructed to stop.

Specific actions, such as sending a birthday card or standing across the street from someone’s house may be legal, but if they are part of a series of actions that cause fear or distress, they may be illegal.

Stalking includes cyber-stalking – using electronic forms of communication, including social media, to engage in the conduct described above.

Stalking does not have to be sexual in nature to constitute sexual violence.

Forms of Sexual Violence - Dating/Intimate Partner/Domestic Violence

- Dating/IP/Domestic violence is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse.
- It can consist of actions or threats of actions that intimidate, humiliate, isolate, frighten, coerce, threaten, blame or hurt someone.
- It can also consist of a single incident of sexual assault.
- Rape or any sexual offense, whether on a date or not, or by someone you know or do not know, is the same criminal offense.
- Between 80 and 90 percent of all people who have been raped know their perpetrator(s).
- On college campuses, alcohol is often involved in date rape.
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 to assist student victims in obtaining help, including immediate medical care, counseling and other essential services, as well as reporting to law enforcement.

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 may not engage in an intimate relationship with a student on his/her team.
- A professor may not engage in an intimate relationship with a student in his/her course.

Supervisors are strongly discouraged from engaging in consensual intimate relationships with non-student employees they supervise.

Supervisors are required to report any such relationships to their supervisors.

Responsible Employees

"Responsible Employees" are employees REQUIRED to report incidents of sexual harassment or sexual violence to their and/or Campus Title IX Coordinator.

- Title IX Coordinator and her/his staff
- Office of Public Safety employees
- Vice President for Student Affairs and Dean of Students and all staff housed in those offices
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants
- College President, Vice Presidents and Deans
- Athletics Staff
- Department Chairpersons/Executive officers
- Human Resources staff
- College/unit attorney and staff
- College/unit labor designee and staff
- Faculty members when leading off-campus trips
- Faculty or staff advisors to student groups
- Employees who are managers
- SEEK/College Discovery staff

Confidentiality - Employees

- Employees who wish to report an incident confidentially should contact support services available through CUNY’s Work/Life Program, that is administered by an independent company.
- Employees can report misconduct, confidentially if they choose, to the Office of General Counsel at http://www.cuny.edu/about/administration/offices/la/fillablereportmissconduct.pdf.
Confidentiality - Students

- **Only** certain employees can promise that a student’s allegations of sexual misconduct will be handled confidentially.
  - Counselors or other staff members in campus Counseling Center
  - Nurse, nurse practitioner or other staff member in campus Health Office/Wellness Center
  - Pastoral counselor if one is available at the campus
  - Staff member of Women’s Center, if available at the campus
- All other staff are either required or strongly encouraged to report.

What you should tell a student **before** she/he shares information about an incident of sexual misconduct:

- Remind the student that you are obligated (or encouraged) to report to Title IX Coordinator, Public Safety or Chief Student Affairs Officer.
- Explain that the information will only be shared with individuals with a legitimate need for the information.
- Explain that the student can share the information with a campus counselor who will keep it strictly confidential with rare exceptions.
- Encourage a student who experiences sexual violence to report the incident to law enforcement.

Employee Discipline

- The procedures for imposing discipline on many CUNY employees are governed by collective bargaining agreements. In many instances, discipline cannot be imposed without a hearing before a neutral fact finder who is not employed by the College.
- The complainant and accused 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

Disciplinary penalties can include:

For Students

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

For Employees (depending on collective bargaining agreements)

- Reprimand, suspension or termination of employment
- Demotion
- Fine or restitution
- Campus ban
- Continued no contact order
• College may also take other measures not governed by CBAs, such as removal from discretionary positions

On Campus Resources

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

**PUBLIC SAFETY**
Library – 3rd Floor
(718) 631-6320

**COUNSELING CENTER** (a confidential source)
Library Building Room 422
(718) 631-6370

**Office of Health Services** (a confidential source)
Medical Arts Lower Level Room MC-02
(718) 631-6375
HealthServices@qcc.cuny.edu

**CUNY Work/Life program** (a confidential source for employees)
(855) 492-3633
http://www.deeroaks.com/admin/index.asp
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: __________________________________________________________
_____________________________________________________________________________________
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? ____________________________________________________________
__________________________________________________________________________________________

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.

Other Comments: ____________________________________________
__________________________________________________________________________________________

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

Coordinator’s Comments: ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

40
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 greeted student in a friendly manner and provided adequate seating arrangements.  
   1 2 3 4

1b. Tutor briefly explained the CWC student-centered philosophy in order to promote a more productive session. “Have you been here before?” “May I explain our methods of tutoring?” “I can’t fix your grammar, but what I CAN do is ...”  
   1 2 3 4

1c. Tutor prompted student to take the initiative. “What would you like to work on today?” “How’s that English class going?” “Could you explain this assignment in your own words please?”  
   1 2 3 4

1d. Tutor helped student establish a good starting point for today’s session. “What have you completed so far?” “Have you ever done an assignment similar to this before?” “How do you usually work on an assignment like this?” “Tell me what you already know about ______.” “What did you work on during your last visit here?” “Are you currently in a CATW workshop?”  
   1 2 3 4

1e. Tutor involved student in setting a reasonable agenda. “We have ___ minutes. How shall we use them?”  
   1 2 3 4

Stage 2 – Working on the Task

2a. Tutor kept a “hands off” approach to the student’s work. “Would you like to read your paper aloud?” “That sounds good. Please write that down.”  
   1 2 3 4

2b. Encouraged student to do more talking/explaining/doing. “Uh huh. What else?” “So, what happens next in the story?” “Please have a seat in front of the computer.”  
   1 2 3 4

2c. Asked open-ended questions to promote critical thinking. “What do you think the author is trying to show? How do you know?” “How will this sentence help support your main idea?” “How does this topic relate to anything in your life?” “How do you know when to use articles like ‘a,’ ‘an,’ and ‘the’ before a noun?” “What does your instructor want you to learn from this assignment?” “What are some words that often cause fragments? Why?”  
   1 2 3 4
2d. After asking questions, tutor gave student enough time to think before answering.  

| 1 | 2 | 3 | 4 |

2e. Tutor encouraged student to evaluate his/her own work. "When you compare your previous draft to this one, what differences do you see?" “Do you think you answered all parts of the assignment? Can you show me where?” “Can you find and fix your next comma splice in this paragraph?” “Do you see any patterns in your corrections so far?”  

| 1 | 2 | 3 | 4 |

2f. Tutor helped student manage time left in session. “We have 10 minutes left. Do you want to continue working on _____ or would you like to work on something else?”  

| 1 | 2 | 3 | 4 |

2g. Tutor gave confirming statements that were tied to specific accomplishments, helping the student know what to keep doing independently of tutoring. “These details really made it clear to the reader.” “I like the way you narrowed down your topic.” “I noticed that you proofread your paragraph before you gave it to me. That’s exactly what you need to do!”  

| 1 | 2 | 3 | 4 |

2h. Tutor checked for understanding before moving forward. “Let’s go over that one more time.” “Can you explain to me WHY this is a run-on?” “If you were teaching this to someone else, how would you explain it?” “Before we move on, can you find another place in this paragraph where a comma is needed?”  

| 1 | 2 | 3 | 4 |

2i. Tutor referred to other sources of information during the session. “Let’s look that up online.” “Have you ever used a thesaurus before?” “If you’re not sure about _____, where could you find the information you need?”  

| 1 | 2 | 3 | 4 |

**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 at home?” “In addition to the internet, how else will you look for the information you need?” “What’s your next step?”  

| 1 | 2 | 3 | 4 |

3b. Explained that student can return for another walk-in session or appointment if desired (referred student to front desk) or can use other CWC services such as grammar clinics, iPass for online feedback, etc.  

| 1 | 2 | 3 | 4 |
Tutoring is a serious job. Most QCC students have very limited time to work with tutors, and therefore expect their tutors to be consistently present, on time, and fully attentive. In addition, tutors are expected to conduct themselves professionally at all times and adhere to the policies outlined in the Campus Writing Center’s latest Tutor Handbook.

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

A. Tutor conducts himself/herself in a professional, courteous manner.  

B. Tutor communicates well with other staff members *(notifies front desk when available for the next student, notifies front desk of breaks, all sessions go through front desk, etc.)*.

C. Tutor fills out tutor logs completely, appropriately, and punctually.

D. Tutor attends and participates in tutor trainings on a regular basis.
   - [ ] Tutor missed 0-1 training
   - [ ] Tutor missed 2-3 trainings
   - [ ] Tutor missed +3 trainings

E. Attendance
   - [ ] Tutor missed 0-3 scheduled shifts
   - [ ] Tutor missed 4-6 scheduled shifts
   - [ ] Tutor missed 7-10 scheduled shifts
   - [ ] Tutor missed +10 scheduled shifts

F. Lateness (More than 10 minutes)
   - [ ] Tutor was late 0-3 times
   - [ ] Tutor was late 4-6 times
   - [ ] Tutor was late 7-10 times
   - [ ] Tutor was late +10 times

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

43
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: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
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 _________________________________________________
Dear Student: Thank you for participating in this semester’s tutoring program. In order to make the next semester even better, please take a few minutes to complete this evaluation form. Your answers will be strictly confidential.

| This semester, how did you use the Writing Center? (Check all that apply.) |
|-----------------|-----------------|---------------|--------------|
|                  | appointment(s)  | occasional walk-in sessions | class requirement |

1) Did the front desk greet and help you in a timely manner each time you came to the Writing Center? ................................................... 4
   Always  Often  Sometimes  Never
   4   3   2   1

2) Were you treated with courtesy and professionalism by the front desk?.. 4
   Always  Often  Sometimes  Never
   4   3   2   1

3) Were you treated with courtesy and professionalism by your tutor?...... 4
   Always  Often  Sometimes  Never
   4   3   2   1

4) Was the staff able to answer all of your questions or direct you to the appropriate person / office? ................................................... 4
   Always  Often  Sometimes  Never
   4   3   2   1

6) If you made appointments, was your tutor on time? If you came for walk-in tutoring, did you get a tutor within 15 minutes?..................... 4
   Always  Often  Sometimes  Never
   4   3   2   1

7) Was your tutor able to answer your questions about writing and/or able to help you find the answers in other resources?............................ 4
   Always  Often  Sometimes  Never
   4   3   2   1

8) Were your tutor’s explanations clear? ............................................. 4
   Always  Often  Sometimes  Never
   4   3   2   1

9) Did your tutor(s) help you learn to do your work independently? ....... 4
   Always  Often  Sometimes  Never
   4   3   2   1

10) I came to the Writing Center because . . . .
    - I was referred by my instructor
    - I was referred by my academy’s freshman coordinator
    - I was referred by a friend
    - Someone from the Writing Center came to my class
    - I came with my class
    - I just came on my own

11) Would you recommend the Writing Center to a friend or classmate?    Yes  No

Please write any suggestions you have for improving program services below:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Thanks for helping us improve our services!
Student’s Assignment:

Student wanted to work on (specifically):

Tutor used the following student-centered strategies:

- Asked student open-ended questions to promote critical thinking
- Had student brainstorm ideas / create an outline
- Had student read aloud to catch his / her own errors
- 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 ______________________________________________________

Student was able to accomplish:

- 
- 
- 
- 
- 

Next steps for student to work on independently:
Starfish Speednotes

Check off the topics discussed and activities completed in this session.

A) Student Provided Materials

☐ Assignment / Writing Prompt
☐ Course Notes / Supporting Information
☐ Previous Draft(s) of Writing Task

☐ Relevant Readings / Sources
☐ Syllabus

B) Activity / Assignment

☐ Draft of Writing Task
☐ Incorporating Feedback
☐ Pre-Writing / Understanding the Assignment

☐ Preparing for Exam
☐ Using Laptop
☐ Working with Educational Technology

C) Skills / Topics Covered in Session

☐ Brainstorming / Thesis Development
☐ Citing / Documenting Sources
☐ Developing Main Ideas and Supporting Information
☐ ELL-Specific Strategies (Vocabulary / Cultural Literacy)
☐ Grammar and/or Syntax Review
☐ Incorporating Sources into Writing

☐ Outlining / Organizing Writing
☐ Presentation Skills (Verbal / Visual)
☐ Research techniques (Information Literacy)
☐ Revising Writing Task
☐ Strategies for Reading Comprehension (Annotating / Inferencing / Summarizing)

D) Next Steps

☐ Compose Draft Based on Session Notes / Outline
☐ Consult Professor for Guidance / Feedback
☐ Meet with a Librarian for Assistance

☐ Review Sources for Documented Essay
☐ Revise Draft and Return to Writing Center
☐ Submit Writing Task for Final Evaluation

51
Part-Time Classified Staff Time Sheet

<table>
<thead>
<tr>
<th>NAME (Last)</th>
<th>(First)</th>
<th>TITLE</th>
<th>DEPARTMENT/BUDGET #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>Jim</td>
<td>Coll. ASST./Tutor</td>
<td>0888 (3.50)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CunyFIRST Emplid:</th>
<th>Payroll Reference #:</th>
<th>Pay Period Covered: From:</th>
<th>To:</th>
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<tbody>
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<td>12345678</td>
<td>12345678</td>
<td>7/01/18</td>
<td>7/14/18</td>
</tr>
</tbody>
</table>

To BE FILLED IN BY PAYROLL ONLY:

<table>
<thead>
<tr>
<th>WORK UNIT</th>
<th>CF</th>
<th>PMS</th>
<th>WEEK NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Every consecutive 6-hour period must include 3/4 hour for lunch.
Every consecutive 7-hour period must include 1 hour for lunch.

EVENT CODE

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Date</th>
<th>IN</th>
<th>LUNCH</th>
<th>LUNCH</th>
<th>OUT</th>
<th>0100</th>
<th>1651</th>
<th>2850</th>
<th>*2651</th>
<th>**2652</th>
<th>Work</th>
<th>Shift</th>
<th>Annual</th>
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Comments:

*Documented Sick Leave
**Undocumented Sick Leave

Employee Name: Jim Smith
Signature: [Signature]
Date: 7/14/18

Supervisor Name: [Signature]
Date: [Date]

Key Entry Operator: [Signature]
Date: [Date]
# QCC ASSOCIATION SERVICES

## Employee Hourly Time Sheet

**To:** PAYROLL / ACCOUNTING  
**Name:** Joe Low  
**Title:** Tutor/Facilitator  
**Office:** CAMPUS WRITING CENTER  
**Social Security No:**  
**For Pay Period:** 02/05/2018 through 02/19/2018  
**From Bud/Dept:** (1)  

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>DATE</th>
<th>IN</th>
<th>LUNCH</th>
<th>OUT</th>
<th>TOTAL HOURS</th>
<th>Shift Hours</th>
<th>Sick Leave</th>
<th>Annual Leave</th>
<th>Employee Initials</th>
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Every consecutive 5-hour period must include 1/2 hour for lunch.  
Every consecutive 7-hour period must include 1 hour for lunch.

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<tr>
<th>Day of Week</th>
<th>DATE</th>
<th>IN</th>
<th>LUNCH</th>
<th>OUT</th>
<th>TOTAL HOURS</th>
<th>Shift Hours</th>
<th>Sick Leave</th>
<th>Annual Leave</th>
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**FOR ACCOUNTING USE ONLY:**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>Rate: $ _____ per hour</th>
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<tbody>
<tr>
<td>Gross Pay</td>
<td>$ _____ per hour</td>
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<tr>
<td>Shift Differential</td>
<td>$ _____ per hour</td>
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<tr>
<td>Administrative</td>
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<tr>
<td>Other</td>
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</table>

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

Employee Signature: ___________________________ Date: ________

Supervisor Signature: ___________________________ Date: ________
<table>
<thead>
<tr>
<th>Period Covered</th>
<th>Timesheets Due into business office</th>
<th>Actual Pay Date</th>
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<tbody>
<tr>
<td>1 30-Jun-19 to 13-Jul-19</td>
<td>16-Jul-19</td>
<td>July 26</td>
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<tr>
<td>2 14-Jul-19 to 27-Jul-19</td>
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<td>3 29-Jul-19 to 10-Aug-19</td>
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<td>4 11-Aug-19 to 24-Aug-19</td>
<td>27-Aug-19</td>
<td>September 6</td>
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<td>5 25-Aug-19 to 7-Sep-19</td>
<td>10-Sep-19</td>
<td>September 20</td>
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<tr>
<td>6 8-Sep-19 to 21-Sep-19</td>
<td>24-Sep-19</td>
<td>October 4</td>
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<td>7 22-Sep-19 to 5-Oct-19</td>
<td>8-Oct-19</td>
<td>October 18</td>
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<tr>
<td>8 6-Oct-19 to 19-Oct-19</td>
<td>22-Oct-19</td>
<td>November 1</td>
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<tr>
<td>9 20-Oct-19 to 2-Nov-19</td>
<td>5-Nov-19</td>
<td>November 15</td>
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<tr>
<td>10 3-Nov-19 to 16-Nov-19</td>
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<tr>
<td>11 17-Nov-19 to 30-Nov-19</td>
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<td>December 13</td>
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<td>12 1-Dec-19 to 14-Dec-19</td>
<td>17-Dec-19</td>
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<tr>
<td>13 15-Dec-19 to 28-Dec-19</td>
<td>31-Dec-19</td>
<td>January 10</td>
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<tr>
<td>14 20-Dec-19 to 11-Jan-20</td>
<td>14-Jan-20</td>
<td>January 24</td>
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<td>15 12-Jan-20 to 25-Jan-20</td>
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<td>16 26-Jan-20 to 8-Feb-20</td>
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<td>17 9-Feb-20 to 22-Feb-20</td>
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<td>March 8</td>
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<td>18 23-Feb-20 to 7-Mar-20</td>
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<td>19 8-Mar-20 to 21-Mar-20</td>
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<td>20 22-Mar-20 to 4-Apr-20</td>
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<tr>
<td>26 14-Jun-20 to 27-Jun-20</td>
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<td>July 10</td>
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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.
The following chart represents the reporting structure for the Campus Writing Center:

QCC Campus Writing Organizational Chart

Office of Academic Affairs
Arthur Corradetti
Dean of Institutional Effectiveness

Stefan Spezio
(HEO – Director)

Joseph Labozzetta
(HEA – Associate Director)

Mark Rabinovich
(CLT)

Adjunct CLTs

Vivian Kaufman
(aHEO – Asst. to Dir.)

John Pian
(HEA – Specialist)

Jose Holguin
(aHEO – Advisor)

Naomi Ferguson
(aHEO – Academic Resource Center Coordinator)

CWC Tutors (College Assistants)

CWC Tutors (College Assistants)

CWC Front Desk (College Assistants)
Time and Leave / Benefits Information:

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

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

NEW: 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](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](http://www.qcc.cuny.edu/hrlr/cAnTbenefits.html)
Policy on working with Midterm / Final Exams

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

The Writing Center’s 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 Writing 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 CWC tutor.

- 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.

- 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 CWC tutors when writing / preparing for exams. But, it is the student’s responsibility to follow any guidelines set by their instructor regarding academic integrity.