Policies and Procedures for Tutors, Facilitators, and Staff

Queensborough Community College / CUNY, Office of Academic Affairs
Table of Contents

CWC Philosophy ........................................................................................................................................... 1

The CWC Approach to Tutoring ................................................................................................................ 1

CWC Policy ...................................................................................................................................................... 2

Face-to-Face Tutors ...................................................................................................................................... 3

Qualifications .................................................................................................................................................. 3

Tutor Hiring Process ...................................................................................................................................... 5

Certification .................................................................................................................................................... 6

Tutor Schedules ............................................................................................................................................ 8

Weekly In-Service Tutor Training ................................................................................................................. 9

Orientation / Foundations of Tutoring Training ............................................................................................. 9

Swiping in and Out ....................................................................................................................................... 10

Tutor Logs ..................................................................................................................................................... 11

Observations and Evaluations ....................................................................................................................... 12

Absence/Lateness ......................................................................................................................................... 13

Hours of Operation, Scheduling, and Payroll ................................................................................................. 14

Tutor Wages .................................................................................................................................................. 16

TigerWrite e-Tutors ....................................................................................................................................... 16

Qualifications .................................................................................................................................................. 17

Certification (iTRAIN) ..................................................................................................................................... 17

In-Service Training Requirement ................................................................................................................. 18

Evaluations .................................................................................................................................................... 18

Lateness ......................................................................................................................................................... 18

e-Tutor Wages ............................................................................................................................................. 19

Other Temporary Work for Tutors ................................................................................................................ 19

Learning Center Assistant ............................................................................................................................ 20

Tutorial Operations Assistant ....................................................................................................................... 21

Tutorial Services Leader ............................................................................................................................... 22

Workshop Co-Facilitators, Senior Workshop Facilitators, & Small Group Tutors .................................. 23

Qualifications .................................................................................................................................................. 25

Hiring Process ............................................................................................................................................... 26

Certification ................................................................................................................................................... 26

Workshop Co-Facilitator and SWF Schedules ................................................................................................. 27

In-Service Training ....................................................................................................................................... 28

Observations and Evaluations ....................................................................................................................... 29

Workshop Facilitator / Small Group Tutor Wages ......................................................................................... 30

CWC Staff ....................................................................................................................................................... 33

Important Dates Spring 2017 .......................................................................................................................... 35

Appendix ......................................................................................................................................................... 36
CWC Philosophy

One Principle to Remember as a CWC Tutor:

Tutors ≠ Faculty

Course material covered: variable
Student understanding: 100%

Course material covered: 100%
Student understanding: variable

The CWC Approach to Tutoring

<table>
<thead>
<tr>
<th>What the Campus Writing Center DOES</th>
<th>What the Campus Writing Center DOES NOT DO</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Assist students to organize and articulate what it is they know</td>
<td>Assess / validate students’ content knowledge</td>
</tr>
<tr>
<td>Assist students with reading comprehension</td>
<td>Provide ideas for students to include in their papers</td>
</tr>
<tr>
<td>Facilitate learning by incorporating open-ended questioning strategies</td>
<td>Make inferences for students</td>
</tr>
<tr>
<td>Emphasize critical thinking skills and reinforces student self-assessment</td>
<td>Interpret readings for students</td>
</tr>
<tr>
<td>Communicate with course instructors</td>
<td></td>
</tr>
<tr>
<td>Train its tutors &amp; facilitators</td>
<td></td>
</tr>
</tbody>
</table>
## Hours of Operation

**L-118**
- Mon-Thurs: 9 am to 8 pm (appointment and walk-in)
- Friday: 9 am to 5 pm (appointment and walk-in)
- Saturday: 10 am to 3 pm (walk-in only)

**H-236 Computer Lab**
- Mon-Thurs: 9 am to 8 pm (walk-in only)
- Friday: 9 am to 5 pm (walk-in only)
- Saturday: 10 am to 3 pm (walk-in only)

---

### 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 workshops 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.
Face-to-Face Tutors

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.

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; 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.
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 Tutor/e-Tutor Coordinator (T/eTC), 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 T/eTC.

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.
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 10 hours of certification with high-performing, experienced tutors before being given a schedule of students. (The process will be overseen by the T/eTC.) 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 Coordinator(s) 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. 37-38), and the evaluations shared with the Director and/or Coordinator(s). Completed certification forms will be placed in the PT’s file. Provisional tutors will be paid at their base hourly tutor rate. (See page 16.)

Duration of Certification

Although the certification process is intended to be implemented over 10 hours, the T/eTC 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 T/eTC has strong reservations or who is not making progress toward certification will meet with the Director and/or T/eTC to determine whether certification should be pursued.

The successful completion of the certification requirement should be performed over no fewer than two 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.

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 (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.

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 (e-)tutor’s employment as is his/her performance of (e-)tutoring services.

The Campus Writing Center expects 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 half-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
- Critical thinking and problem-solving skills
- Use of educational technology and software

All tutors are expected 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 meet with another tutor to discuss the topic and to obtain any materials that were handed out that week.

Satisfactory completion of the minimum 8-hour ongoing in-service tutor training requirement, as well as the ongoing CAT-W 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
- Applying composition theory to writing tutoring
- 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

Tutors will be paid at their base hourly tutor rate for attending training. (See page 16.)

---

**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. (See the T/eTC if you do not have a CUNY ID card.) 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 important to remember to swipe in and out to ensure that the front desk knows which tutors are available at any given time for appointments and walk-in students, and that Payroll has an accurate record of hours worked and number of students served. Any
discrepancies between employee timesheets and swipe-in swipe-out reports must be brought to the attention of the T/eTC 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, including CATW small group participants, 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 (ATB students, for example) must ensure that the students swipe both in and out so that their hours are accurately recorded.** Students who do not swipe out 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.

---

**Tutor Logs**

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. 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.

**Tutoring sessions are 50 minutes long. The remaining 10 minutes of each paid hour are for completion of the Tutor Log.**

Tutors must allow for time within the paid hour for the completion of these logs. **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. The log is also a primary means of communication between the CWC and departmental professors. For this reason, adequate completion of tutor logs is seen as more than just a sentence or two jotted down about what
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 CWC Tutor Coordinator or a trained Senior Tutor using the TEF criteria. At this time, tutors will also complete the TEF self-assessment. After the TEF observation, a follow-up conversation between tutors and the observers will be scheduled. This conversation will identify areas of similarity and disparity between the tutors’ self-assessment and the observers’ assessment; areas of strength and 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 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.

**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 39).

The forms will be distributed by the front desk as students sign in during the last two 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 Coordinators 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.

**Tutor Absences**

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 T/eTC and the Payroll Manager. If you must call out, the appropriate method is to contact the Director, Academic Resource Center Manager and the Front Desk Supervisor via email at least two hours prior. This allows other CWC staff time in order to reschedule appointments and seek out other tutors to cover your shift. More than 15% excused absences or latenesses (when the CWC is notified ahead of time) or any unexcused absences or latenesses (when the CWC is not notified ahead of time) may 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 appointments and scheduled walk-in shifts. There is no grace period for tutor lateness. If a tutor is late swiping in for a scheduled appointment or walk-in hours, his/her student may be reassigned to another tutor for that day. The late tutor will not be paid for that hour. Latenesses are monitored by the front desk, the T/eTC, and the Payroll Manager. More than 15% 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 tutoring appointment.

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 **10-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.

---

**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.**

**Scheduling**

*All* weekly tutoring appointments applications are made online or in person and handled by the Tutor/e-Tutor Coordinator. *All* one-time appointments are made 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 T/eTC 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 at the front desk up to six days in advance. Students may schedule only one one-time appointment at a time. After that appointment is completed, s/he may schedule another one-time appointment through the front desk. 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. The front desk will 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 30 minutes before they continue with the same or another tutor. In some special cases the front desk or the T/eTC may waive the 30-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.)

**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 49 – 51). 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 on time.** 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 **must** use their annual leave time by June 30th. **(see pg. 50)**

Pay dates for City and QSA are in the Appendix, page 52.
Tutor Wages

Tutors are paid an hourly part-time wage, commensurate with their degree or accumulated college credits. They 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:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Pay Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 64 credits</td>
<td>$12.26</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>$12.53</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>$13.45</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>$14.80</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$16.48</td>
</tr>
</tbody>
</table>

TigerWrite e-Tutors

TigerWrite is the Campus Writing Center’s web-based e-tutoring system to help students with their writing. An 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.

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

- Email account
- 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)
  - use and manipulate drawing objects: circles, boxes, callouts
- Ability to use a mouse
- Typing speed of at least 30 words per minute
- Computer with Internet access (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. (NEW) 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 responding to a sample writing assignment and the e-tutor’s feedback. 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 T/eTC, and the results shared with the Director.

**Duration**

Although the certification process is intended to be implemented over approximately 20 hours, if the T/eTC believes that an 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 T/eTC will contact any Provisional e-Tutor about whom the T/eTC
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. The T/eTC 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

Monthly 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 critical thinking, learning disabilities, ESL student writing, “hands off” tutoring, Writing Intensive courses, etc. In addition, tutors wishing to be considered for CUNY Writing Test prep tutoring must satisfactorily complete additional e-training in these subjects.

### Evaluations

The T/eTC will evaluate e-tutors’ performance each semester.

### Lateness

e-Tutors (working from home) 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 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, according to their highest level of education obtained (see below).

Currently, the pay-rate per each e-tutor response completed off-site, is:

- Under 64 credits $12.26
- Associate’s Degree $12.53
- Bachelor’s Degree $13.45
- Master’s Degree $14.80
- Doctorate $16.48

A tutor who is assigned to work in the Center on any particular day may – at the discretion of the eTC – 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. You 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 each 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:
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: $21.34

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. (CATW Workshops)
- 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.
Workshop Co-Facilitators, Senior Workshop Facilitators, & Small Group Tutors

The CWC offers CAT-W prep in both tutoring and workshop situations.

CUNY exit-from-remediation in writing (CAT-W) exam prep workshop co-facilitators, as well as senior workshop facilitators (SWF), are employed by the CWC on an intermittent basis to conduct exam preparation workshops for students taking the CAT-W re-test. Based on student need, experienced CWC tutors may also be scheduled to tutor small groups (3 or more students) for CAT-W test preparation.

Small Group Tutoring (CAT-W / In-Center Class Visits 3 or more students at a time and scheduled in advance: paid at the same rate as Workshop Co-Facilitator.

Small-group CAT-W tutoring is covered by the Face-to-Face Tutors section of this Handbook (see pages 3 - 15). This tutoring, as well as all other tutoring, is overseen by the Tutor/e-Tutor Coordinator (T/eTC), who collects availability and assigns schedules for these tutors. Questions regarding scheduling of tutoring should be directed to the T/eTC; questions regarding content or materials may be referred to the Test Preparation Coordinator and/or T/eTC. While every effort is made to schedule 3 or more students in each group, tutors will only receive the group rate of pay (p. 30) if 3 or more students show up for each scheduled session. If a tutor is absent for a scheduled small group session, she/he may take these hours as annual or sick leave (if accrued), paid at the base tutor rate (See page 16).

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 Tutor/e-Tutor Coordinator (T/eTC). The guidelines for class visits are as follows:

1) The Tutor/e-Tutor Coordinator schedules tutors to work during class visits in advance. The (T/eTC) 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 (T/eTC) 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 22). **All other tutors will be paid at their base tutor rate (See p. 16).**

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

**CAT-W, Grammar and Other Specialized Workshop Facilitation**

Workshops are large-group classroom situations (up to approximately 25 students) co-facilitated by two Workshop Facilitators or one SWF, who follow lesson plans provided by the CWC. These workshops are overseen by the Test Prep Coordinator or the Tutor Coordinator. Questions regarding scheduling, content, or materials should be directed to the appropriate staff member. If a workshop facilitator is absent for a scheduled day of a workshop, **she/he may take these hours as annual or sick leave (if accrued), paid at the base tutor rate** (See p. 16).

**Facilitating workshops is a serious job.** Students depend upon their Workshop Co-Facilitators and SWFs to help them pinpoint and work on the skills sets they need to improve in order to succeed in college. Workshop Co-facilitators and SWFs have a responsibility towards their students to prepare thoroughly, work in harmony with co-facilitators, model excellent attendance and punctuality, and provide consistently high-quality feedback. Workshop Co-Facilitators and SWFs are responsible for providing written feedback on papers after each day of the workshop.

The Campus Writing Center (CWC) Workshop Co-Facilitators and Senior Workshop Facilitators (SWF) are hired on a part-time hourly basis, one workshop cycle at a time. Continued employment of CWC Workshop Co-Facilitators and Senior Workshop Facilitators is contingent upon completion of their in-service training requirement, and a positive performance evaluation.
New Workshop Co-Facilitators and SWFs are accepted on the basis of these requirements, as well as the CWC’s current need for workshop facilitators:

**General Requirements for Workshop Co-Facilitators**

Workshop Co-Facilitators must meet the following academic criteria to be considered for employment:

- A minimum of 24 credits earned;
- A grade of A- or better in EN101 and EN102 (or equivalent courses);
- Overall GPA of 3.4 or better
- Competent writing sample
- Demonstrate ability to explain English grammar to students and a satisfactory score on a general grammar proficiency exam
- 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.

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.

**General Requirements for Senior Workshop Facilitators**

Senior Workshop Facilitators are hired as *Non-Teaching Adjuncts* and must meet the following academic criteria to be considered for employment:

- Bachelor’s degree in Composition, English, ESL or related field
- 1 year of college teaching experience or equivalent
- Familiarity with the CUNY Exit-From-Remediation in Writing Test
- Background in learning styles, awareness of disability and ESL issues, and/or familiarity with Writing Across the Curriculum (WAC) pedagogy and composition theory
- Highly competent writing sample
- Demonstrate ability to explain English grammar to students **and** a satisfactory score on a general grammar proficiency exam
**Additional Requirements**

Both Workshop Co-Facilitators and SWFs must be comfortable working with large groups of up to approximately 25 students and following lesson plans provided by the CWC. Workshop Co-Facilitators must also be able to function smoothly with co-facilitators and demonstrate adequate classroom management and facilitation skills; SWFs must be able to facilitate workshops alone and demonstrate classroom management and facilitation skills well beyond the level of a Workshop Co-Facilitator. Both positions require a willingness and ability to devote significant time to preparation, both before the workshop begins and as it progresses.

**Hiring Process**

**Workshop Co-Facilitators**

Submission of applications, interviews and hiring decisions follow the same procedures as for CWC Face-to-Face Tutors (see pages 3 - 15).

**Senior Workshop Facilitators**

An applicant who is responding to an online Personnel Vacancy Notice / call for Senior Workshop Facilitator (posted to the CWC website at [www.qcc.cuny.edu/write](http://www.qcc.cuny.edu/write); click on **Jobs@CWC**, then on **P/T Writing Support Specialist**) may email his/her resume and cover letter as per the instructions; the applicant will be contacted shortly thereafter as to the status of the application. Senior Workshop Facilitator applicants may also submit a hard-copy of the resume and cover letter to the Test Preparation Coordinator (TPC).

A file will be opened with the applicant’s name. The applicant will be informed of the status of the application and, if appropriate, which pieces of documentation are needed to complete his/her file (resume and cover letter).

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

**Certification**

Until an applicant has successfully completed his/her certification requirement, he/she is termed a **Provisional Workshop Facilitator** (PWF) or **Provisional Senior Facilitator Specialist** (PSWF). PWFs and PSWFs cannot co-facilitate or conduct workshops until certification has been successfully completed.

Certification for provisional facilitator consists of observing and participating in one complete workshop cycle led by experienced Workshop Facilitators or SWF. During this
time, provisional facilitators are expected to attend all planning sessions and all hours of all workshop sessions. During the majority of the workshop sessions, provisionals participate as a student would; towards the end of the workshop, they lead one or two activities. Provisionals also comment on several student papers in order to receive feedback from the Workshop Co-Facilitators or SWF on the accuracy, prioritization, and helpfulness of their commentary. **Provisional facilitators will be paid at their base hourly tutor rate.** (See page 16.)

Those provisional facilitators who wish to certify to lead more than one type of workshop must complete the same certification process for each type of workshop.

The progress of PWFs through the certification process will be evaluated by the workshop facilitators and shared with the Test Prep Coordinator (CAT-W). The progress of PSWFs will be evaluated by the Test Prep Coordinator.

**Completion of Certification**

Upon successful completion of the certification process, a **“Provisional Workshop Co-Facilitator”** or **“Provisional Senior Workshop Facilitator”** becomes a Workshop Facilitator or SWF, and may be scheduled to facilitate workshops in subsequent workshop cycles according to performance, student need, and budget availability.

While conducting workshops, Workshop Co-Facilitators and SWFs are expected to:

- Attend every day of the workshop and arrive sufficiently ahead of time to be able to begin each workshop session on time;
- Carefully read the Lesson Planners and use them to plan ahead (in conjunction with co-facilitators, if any);
- Comment on student writing after workshop hours (CAT-W workshops);
- Submit daily rosters and detailed workshop logs to the TPC; At conclusion of workshop cycle, facilitators will be expected to enter daily attendance into college database (and will be compensated for two hours of additional work).
- Keep in contact with the TPC (for CAT-W workshops) about any situations involving students or other facilitators which may arise;
- Attend weekly trainings and/or trainings prior to each workshop cycle.

**Workshop Co-Facilitator and SWF Schedules**

The CWC requests that Workshop Co-Facilitators and SWFs provide a schedule of their available hours as early as possible before the start of each workshop cycle. This allows the Test Prep Coordinator (for CAT-W & EN101 Skills workshops) and the T/eTC to block training times and set workshop dates and times as soon as possible.

While the CWC realizes that it may occasionally become necessary for some Workshop Co-Facilitators or SWFs to change the hours they have offered, they should understand that this causes disruption to many students whose workshops and learning may be
affected, as well as to their co-facilitators who may have to shoulder an extra burden. Changing availability after a schedule has already been issued may cause closure of the workshop, if an appropriate substitute cannot be found in time. Because of the responsibility Workshop Co-Facilitators and SWFs bear towards their students and/or co-facilitators, such changes should be requested only when absolutely necessary.

When scheduling, the CWC will choose hours from among those offered by each Workshop Co-Facilitator or SWF. Offering an hour does not guarantee working that hour, as scheduling is determined by student need and budget considerations. In the event the CWC cancels a workshop section more than 72 hours before the start, the Co-Facilitator or SWF will not be compensated for the time. In the event the CWC cancels a workshop section within 72 hours of the start, the Co-Facilitator or SWF may work the same hours as a writing tutor and will be paid at the base tutor rate.

In-Service Training

The Campus Writing Center promotes a very rigorous training program for all of its workshop Co-Facilitators and Senior Facilitators every semester. Professional development is as integral a part of a CWC workshop facilitator’s and specialist’s employment as is his/her performance of workshop duties. Co-Facilitators and Senior Facilitators will be paid at their base hourly tutor rate for in-service training. (See page 16.)

Facilitators’ 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 meet with another tutor to discuss the topic and to obtain any materials that were handed out that week.

Orientation / Foundations of Tutoring training

The Orientation / Foundations of Tutoring training requirement is a day-long seminar presented just before the beginning of each semester. Attendance is mandatory for all workshop facilitators and provisional workshop facilitators. This paid Orientation provides new facilitators with a solid grounding in facilitative strategies, and offers incumbent facilitators a skills refresher before the semester begins, utilizing demonstrations and practice.
Senior Workshop Facilitators and Workshop Co-Facilitators must attend the specialized trainings offered prior to each workshop cycle in which they are facilitating.

CAT-W workshop facilitators who wish to tutor students preparing for the CUNY Writing Test must participate in 1 hour per week of specialized CAT-W tutor training.

Satisfactory completion of these trainings affects whether facilitators are rehired, and for how many workshops they are scheduled.

Observations and Evaluations

During each workshop cycle, a formal evaluation of each Workshop Co-Facilitator and SWF’s performance will be conducted by the TPC, T/eTC, or an appointed Senior Facilitator. After the observation, a follow-up conversation between Workshop Co-Facilitator or SWF and observer will be scheduled. This conversation will identify areas of strength and areas needing improvement, and a plan for addressing those areas which need improvement. It is a constructive evaluation with the goal of the discussion centering on enhancing the quality of facilitation provided by the CWC to students.

A second observation may be conducted if the first performance assessment does not indicate satisfactory performance. If progress and performance is still unsatisfactory after this second observation, it may be necessary to reduce the number of workshops on the Workshop Co-Facilitator’s or SWF’s schedule, or not to approve appointment for the following cycle.

Workshop Evaluation Form

Students fill out a Workshop Evaluation Form at the end of each cycle to assess the services they have received during their workshop. Evaluations focus on the communication and delivery of workshop content, time management, classroom facilitation and other relevant responsibilities and skills. The forms will be distributed by the Workshop Co-Facilitators and SWFs during the last day of the workshop, but will be collected by students and brought to the TPC (for CAT-W workshops) by students to ensure confidentiality.

At the end of each cycle, the TPC, T/eTC and/or Director tally students’ responses to program and workshop services, looking at emerging patterns and trends, and adjusting service delivery accordingly for the following cycle.
Currently, the pay-rates are:

<table>
<thead>
<tr>
<th><em>Workshop Co-Facilitator &amp; Small Group Tutor (3 or more students at a time)</em></th>
<th><em>Senior Workshop Facilitator</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>will be paid at the “Tutorial Services Leader” rate</td>
<td>Will be paid according to the Senior Workshop Facilitator’s current <em>Non-Teaching Adjunct</em> hourly rate</td>
</tr>
<tr>
<td>$23.57 per hour</td>
<td></td>
</tr>
</tbody>
</table>

*Workshop Facilitators, Senior Workshop Facilitators, and Small Group Tutors will be paid at their base hourly tutor rate for all certification and training hours (See page 16.)
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 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
- 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
  - Any Additional Pertinent Details

**Scheduler**

Responsibilities include, but are not limited to:

- 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:
  ▪ Workshops
  ▪ Class Visits
  ▪ Small Group Tutoring Sessions

**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, & mail out tutor log copies to instructors who request them
• 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 42) is used to assess performance. The CUNY Office Assistant (L-118) 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.**

Academic Resource Center Manager:
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.**

Test Prep Coordinator:
Robin Levine
rlevine@qcc.cuny.edu
718-281-5011
Coordinate, oversee and implement CATW test preparation intervention services. Recruit, assign, train, and evaluate all facilitators; maintain data on all workshop student outcomes. Advise students regarding best practices/strategies for qualifying for CATW. Support other academic support projects, materials development, and training. Supervise workshop facilitators, and CWC Learning Support Specialist. **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.**

LC STEM Advisor:
Jose Holguin
jholguin@qcc.cuny.edu
718-281-5070
Create and perform outreach to specialized student populations (Probation, ASAP, CUNYStart, etc.) with a special focus on Basic English (BE). Manage responses for Starfish Referrals. Assist in monitoring Front Desk in CWC Computer Lab. Support other academic support projects, materials development, and training. **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.**

Senior CLT:
Sami Baig
sbaig@qcc.cuny.edu
718-281-5070
Maintain all technology, hardware and software, in CWC Computer Lab (H-236). Coordinate educational technology searches, functioning as point of contact for new software and hardware solutions. Oversee H-236 Front Desk personnel (scheduling, training, etc.). Oversee Adjunct CLT staff (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. **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.**

---

**CUNY Office Assistant (COA Level IV):**
Naomi McQueen  
nmcqueen@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 Academic Resource Center Manager.**

---

**Front Desk Staff (H-236):**
Goutam Kundu  
Eugene Sedita  
718-281-5070  
Adjunct CLT- Work front desk, enter data into the CWC database & Starfish, provide technical support, supervise Computer Lab in absence of the Senior CLT. **Reports to the Senior CLT.**

---

**Front Desk Staff (H-236):**
Francisco Latacela  
Vinayak Patel  
718-281-5070  
College Assistant- Work front desk, enter data into the CWC database & Starfish, provide technical support, supervise Computer Lab in absence of the Senior CLT. **Reports to the Senior CLT.**

---

**Front Desk Staff (H-236):**
Leslie Ramirez  
Moroni Guevara  
718-281-5070  
Tech Intern- Work front desk, enter data into the CWC database & Starfish, provide technical support. **Reports to the Senior CLT.**

---

**Front Desk Staff (L-118):**
Kelly Gahagan; Isabel Robayo; Felicia Capozzi; Preyaa Manohar  
718-631-6663  
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. **Reports to CUNY Office Assistant and Academic Resource Center Manager.**
Important Dates Fall 2017

Orientation / Foundations of Tutoring
Monday, Aug. 21

First day of classes / Walk-in tutoring starts
Friday, Aug. 25

No Classes / No tutoring
Saturday, Sept. 2

College Closed
Monday, Sept. 4

Appointment tutoring starts
Tuesday Sept. 5

Weekly tutor training starts
(week of) Monday, Sept. 11

Classes & Tutoring follow a Thursday Schedule
Tuesday, Sept. 19

No Classes (Light Tutoring)
Wed. Sept. 20 – Fri. Sept. 22

No Classes (Light Tutoring)
Fri. Sept. 29 – Sat. Sept. 30

TEF evaluations start
Week of Monday, Sept. 26

College Closed (No Tutoring)
Monday Oct. 9

TigerWrite Certification Deadline
Saturday, Oct. 21

Classes & Tutoring follow a Friday Schedule
Tuesday, Nov. 21

College Closed (No Tutoring)
Thursday Nov. 23 – Sunday Nov. 26

Weekly appointment tutoring ends/
Last day of classes
Tuesday, Dec. 12

Walk-in tutoring & one-time
appointments end
Wednesday Dec. 20
Appendix

- Provisional Tutor Certification Form
- Tutor Evaluation Form (TEF)
- Front Desk Staff Evaluation Form
- Student Evaluation of Tutoring Services
- Sample Tutor Log
- Sample City Timesheet
- Sample QSA Timesheet
- Sample Daily Timecard
- Payroll Schedule
- Time & Leave / Benefits Information
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.

1  2  3  4

Coordination Comments: __________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Co-Tutoring 2
Senior Tutor’s Name: ________________  Date: ________  Course: ________  Time in Session: _________

What are some strengths of the PT? _________________________________________________
_____________________________________________________________________________________
What could be improved AND how? _________________________________________________
_____________________________________________________________________________________

Other Comments: ________________________________
_____________________________________________________________________________________

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

1  2  3  4

Coordinator’s Comments: ________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


38
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.  

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...”

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?”

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?”

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

**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.”

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.”

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?”
2d. After asking questions, tutor gave student enough time to think before answering.

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?"

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?"

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!"

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?"

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?"

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?"

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, ifPass for online feedback, etc.
In addition to using solid tutoring strategies, tutors should act as professionals. Tutoring is a serious job. Most QCC students have very limited time to work with tutors, and therefore have the right to 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*.

A. Tutor comes to work on time as scheduled and notifies CWC in advance if he/she cannot make it to work.

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

C. 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.*).

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

E. Tutor attends and participates in tutor trainings on a regular basis.

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

42
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:
<table>
<thead>
<tr>
<th>Evaluation Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceeds requirements</td>
</tr>
<tr>
<td>□ Meets requirements</td>
</tr>
<tr>
<td>□ Meets some requirements, but must improve</td>
</tr>
<tr>
<td>□ Does not meet requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions / comments / expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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? .................................
   Always: 4  Often: 3  Sometimes: 2  Never: 1

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

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

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

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

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

9) Did your tutor(s) help you learn to do your work independently? ......
   Always: 4  Often: 3  Sometimes: 2  Never: 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!
### Tutoring Log

<table>
<thead>
<tr>
<th>Student:</th>
<th>Tutor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Course / Section:</td>
</tr>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

#### Starfish Referrals:

#### Student’s Assignment:

Student wanted to work on (specifically):

#### Tutor used the following student-centered strategies:

- [ ] Had student set reasonable goals for the session
- [ ] 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 the following during the session:

- 
- 
- 
- 
- 
- 
- 

---

47
### Starfish Speednotes for Tutoring Session

#### Activity / Assignment

- Practiced / reviewed for CATW exam
- Practiced for reading exam / assignment
- Practiced for ATB writing objective exam
- Practiced specific grammar skills
- Reviewed a graded essay / paper
- Worked on a high stakes writing assignment
- Worked on a low stakes writing assignment
- Worked on a lab report
- Worked on a resume / cover letter
- Worked on a scholarship essay
- Worked on a student appeal letter

#### Specific Skills Covered in Session

- Discussed general computer skills
- Discussed brainstorming / outlining
- Discussed critical thinking / analysis skills
- Discussed drawing conclusions / making references
- Discussed developing ideas
- Discussed documenting sources / in text citations
- Discussed incorporating quotes / paraphrasing
- Discussed research skills
- Worked with QCC Library online database
- Discussed reading comprehension skills
- Discussed vocabulary skills
- Discussed annotating a reading
- Discussed grammar
- Discussed organization / structure
- Discussed proofreading strategies

#### Student Accomplishments

- Student improved understanding of text / reading / exam
- Student gained better understanding of assignment
- Student did some writing for the assignment
- Student made revisions to his / her writing
- Student found / fixed own grammar errors
- Student learned new study strategies
- Student found useful secondary sources

#### Educational Technology Used

- Student used a wireless laptop
- Student used a desktop computer
- Student used writing-specific software
- Student used reading-specific software
Payroll No. 464 • Weekly Employee Hourly Time Sheet

<table>
<thead>
<tr>
<th>Name (Last)</th>
<th>(First)</th>
<th>REFERENCE NUMBER</th>
<th>DEPARTMENT CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe</td>
<td>Smith</td>
<td>1234567</td>
<td></td>
</tr>
</tbody>
</table>

Every consecutive 5-hour period must include 1/2 hour for lunch. Every consecutive 7-hour period must include 1 hour for lunch.

<table>
<thead>
<tr>
<th>Day of week</th>
<th>DATE</th>
<th>BREAK</th>
<th>IN</th>
<th>OUT</th>
<th>Work Hours</th>
<th>Shift Hours</th>
<th>Annual Leave</th>
<th>Sick Leave</th>
<th>Employee</th>
<th>Hour</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>08</td>
<td>24</td>
<td>9:00</td>
<td>10:00</td>
<td>2:00 6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>Doe</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08</td>
<td>25</td>
<td>1:00</td>
<td></td>
<td>5:00 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doe</td>
</tr>
<tr>
<td>Wednesday</td>
<td>08</td>
<td>26</td>
<td>12:00</td>
<td>3:00</td>
<td>3:30 6:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>Doe</td>
</tr>
<tr>
<td>Thursday</td>
<td>08</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>08</td>
<td>28</td>
<td>12:00</td>
<td></td>
<td>5:00 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doe</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Work Hours 23
Total Annual Leave Hours
Total Sick Leave Hours
Grand Total 23

FOR PAYROLL USE ONLY

RATE

These hours have not been submitted for payment on any other payroll nor on any other timesheet submitted.

Employee Signature Doe Smith Date 08/28/2016
Supervisor Signature Date
Key Entry Operator Date

* Documented Sick Leave
** Undocumented Sick Leave
**Employee Hourly Time Sheet**

**To:** PAYROLL / ACCOUNTING  
**Name:** Joe Low  
**Office:** CAMPUS WRITING CENTER  
**Title:** Tutor/Facilitator  
**From Bud/Dept:** (1)  
**Social Security No:** (2)

<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>
</tr>
</thead>
<tbody>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDAY</td>
<td>02</td>
<td>07</td>
<td>9:00</td>
<td>1:00</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>JL</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>02</td>
<td>08</td>
<td>10:00</td>
<td>1:00</td>
<td>4:00</td>
<td>5.5</td>
<td></td>
<td></td>
<td>JL</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>02</td>
<td>09</td>
<td>2:00</td>
<td></td>
<td>4:00</td>
<td>2</td>
<td></td>
<td></td>
<td>JL</td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td>02</td>
<td>12</td>
<td>10:00</td>
<td>3:00</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>JL</td>
</tr>
</tbody>
</table>

Every consecutive 5-hour period must include 1/2 hour for lunch.  
Every consecutive 7-hour period must include 1 hour for lunch.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDAY</td>
<td>02</td>
<td>14</td>
<td>9:00</td>
<td>1:00</td>
<td>2:00</td>
<td>5:00</td>
<td></td>
<td></td>
<td>JL</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>02</td>
<td>15</td>
<td>11:00</td>
<td></td>
<td>12:00</td>
<td>1</td>
<td></td>
<td></td>
<td>JL</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOR ACCOUNTING USE ONLY:**

| Total Hours | Rate: $ _______ per hour | Gross Pay | $ _______ per hour | Shift Differential | $ _______ per hour | Administrative | $ _______ per hour | Other | $ _______ per hour |

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

**Employee Signature:** ___________ **Date:** ______

**Supervisor Signature:** ___________ **Date:** ______
Daily Time Card

Tutor (first and last name)  Smith Doe  Day  Thursday  Date: 08/27/16

| Start  | End   | Enter one of the following for each time slot: Walk-in; Appointment; No student; ACT / CPE Group; Break; Admin work; Certification; Mentoring; Training; Workshop facilitating
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>1:00</td>
<td>Tutor Orientation</td>
</tr>
<tr>
<td>1:00</td>
<td>2:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00</td>
<td>2:30</td>
<td>Walk-in</td>
</tr>
<tr>
<td>2:30</td>
<td>3:15</td>
<td>No student</td>
</tr>
<tr>
<td>3:15</td>
<td>3:45</td>
<td>Walk-in</td>
</tr>
<tr>
<td>3:45</td>
<td>5:00</td>
<td>No student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name(s) (please print)</th>
<th>Student Name(s) (please print)</th>
<th># of students worked with</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>JimmY Doe</td>
<td>1</td>
<td>EN-101</td>
</tr>
<tr>
<td>Jeb Doe</td>
<td></td>
<td>2</td>
<td>55-570</td>
</tr>
</tbody>
</table>

Total # of Hours 7

Signature  Smith Doe  Date: 08/27/16
### QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

**BIWEEKLY PAYROLL SCHEDULE 2017 - 2018**

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

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

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

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

For: Tax-Levy, and – 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:


What this actually means, at the level of CUNY, and the college, is reflected in the following email from V.P. of Finance and Administration, William Faulkner:

From: Faulkner, William
Sent: Tuesday, April 21, 2015 6:43 AM
To: Quiroz, Miguel; Pincus, Dion
Cc: Ding, Chenxi; Burdi, Glenn; Cook, Bonnie; Shi, Lucy; Leung, Wilson
Subject: Re: NYC Paid Sick Leave

Dear all,

Due to the risk involved of having to provide medical benefits to all Auxiliary employees, we will be putting all tutors on tax levy. We will move the Auxiliary allocation to tax levy to support that. Any exceptions will be approved individually as we go forward. We need to minimize the number of folks that are carried on both payrolls.

This will not only protect the Auxiliary and the College, it will be easier to hire, less expensive (no 15% overhead) which can be applied directly to salaries, avoid Labor Relations issues and make it easier to track.

In real English, what the college plans to do is to ensure that no more than 49 employees are payrolled from QSA funds. At the point of payrolling the 50th person, the entire dirth of medical and pension benefits would have to be provided to all employees payrolled through QSA – a cost the college cannot afford to shoulder.

Therefore, with the exception of a few persons across the entirety of the operations of the whole college who will be payrolled through QSA, everyone else who had been paid from QSA before, will now be paid from the college’s tax-levy payroll. The QSA funding the Writing Center receives will be “turned into” tax-levy dollars, and the CA / tutoring staffs of all learning centers will now be paid exclusively from the City/tax-levy payroll. One timesheet; one paycheck; one set of time and leave rules and accruals.

The City/tax-levy payroll does, however, have a controlling 1,040 hour cap on the number of hours a CA/tutor can work in a fiscal year. So for those tutors whose work-loads generally exceed the 1,040 hour per year cap, a special accommodation will be made to allocate a few of the 49 available QSA payrolled spots so that those CA/tutors who work in excess of 1,040 hours can continue to work, once they reach the hour cap, beyond the 1,040 hours.
The following rules apply to the time and leave accruals of CA/Tutors payrolled through City/tax-levy:

**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)*