

Roger Williams University

Writing Center

Tutor Code of Conduct

2011 - 2012

Practices and Policies

1. The Writing Center is part of the Center for Academic Development. The director of the Writing Center is the Assistant Director for Tutorial Support Services, Karen Bilotti (extension 3630). The secretary for Tutorial Support Services (TSS) is Wendy MacDonough. The phone number for the CAD is 254-3219. You should address your questions or concerns about tutoring to Karen and any payroll questions to Karen (email kbilotti@rwu.edu) or Wendy (email wmacdonough@rwu.edu).

2. The KRONOS system is used to calculate tutor payroll. For this system, tutors use their RWU Unicard to swipe through the KRONOS readers to record their “time-in” and “time-out” for each shift. Writing tutors will swipe in the Library (the reader is located on the first floor of the Library, near the elevator).

KRONOS is an all-University payroll system. Falsification of hours or other misuse of the system will result in termination from CAD and loss of your FWS award.

Guidelines for KRONOS are as follows:

- Tutors may not begin work until they have completed their FWS paperwork with the Financial Aid office and returned their yellow sheet to Wendy.
- **IMPORTANT: IF YOU FORGET TO SWIPE OUT AT THE END OF YOUR SHIFT, DO NOT SWIPE OUT AT A LATER TIME. YOU MUST CONTACT WENDY (wmacdonough@rwu.edu) OR KAREN (kbilotti@rwu.edu) BY EMAIL AND LET HER KNOW WHEN YOU ENDED YOUR SHIFT. THE NEXT DAY, YOU CAN RESUME SWIPING IN AND OUT. STUDENTS WHO FORGET TO SWIPE OUT MORE THAN ONCE RISK NOT BEING PAID FOR THE SHIFT THEY DO NOT SWIPE OUT FOR.**
- UNICARDS must be activated prior to swiping. Dining Services will activate your card if the reader fails to read it properly.
- Tutors must swipe in and out for all Writing Center tutoring, class hours, and training sessions. KRONOS calculates the time worked to the nearest hundredth of an hour.
- Tutors may only swipe their own cards through the KRONOS reader. Giving your card to another tutor for swiping and/or swiping another tutor’s card is cause for termination and loss of FWS funds.
- Employees are expected to stay in CAD during their tutoring hours. Tutors must swipe-out and swipe back in for absences that last longer than 10 minutes.

Tutors are paid every two weeks. The schedule is posted in CAD. Questions about your paycheck should be directed to Wendy or to the Financial Aid Office.

3. No student may work more than 6 hours in a shift, 8 hours in a day, or 20 hours in a week (35 hours a week when school is not in session). Students MUST take a ½ hour break after working 6 hours in a shift.

4. Tutors are required to wear a peer tutor badge during tutoring time. If you lose it or do not have one, please see Karen.

5. If you are going to be absent or more than a few minutes late, you must call CAD at 254-3219; please leave a message with Wendy and she will inform me.

6. Tutors must maintain regular, scheduled attendance. If for some reason you need to change an hour one week, please let Karen know in writing. Students depend, and I depend, on you to be at work when you are scheduled.

7. There should be no more than 5 peer tutors on duty at a time.

8. Please be sure that all students record their visit at the front work station using the TutorTrac system. This is an appointment recording and making system and tutors must ensure that tutees check in and out. Please escort all tutees to the front desk if they have not registered for their appointment. This is an important record that is used by instructors and Deans.

9. The Center for Academic Development should not be left unattended for any longer than five minutes. If your shift is over and there is no one at the desk, in the office area, or in the Writing Center, check to see if a Math tutor is available. If you know someone is going to return in a few minutes, you may leave the office open.

10. If necessary, you may leave the Writing Center for a maximum of 10 minutes per shift. However, you should not leave the Writing Center if there are no other tutors on duty. If you are the only tutor on duty and must leave the Writing Center, again, as stated in #8, be sure there is someone at the CAD desk.

11. On occasion, tutors are asked to cover the CAD front desk. Please answer the phone in the following manner: "Center for Academic Development. May I help you?" Please respond to Wendy's requests for help in a prompt, positive, respectful manner.

12. Tutors are expected to behave in a professional and respectful manner toward all University staff, faculty, and students.

13. Food in the CAD: Carry in--Carry out

Food and beverages are not allowed in the Library. Tutors who schedule work hours that contain meal times can get take-out from Dining Services and eat their meals in the Writing Center. The take-out containers must be completely covered and contained in the tutor's backpack or a closed bag when entering the Library. After eating in the Writing Center, tutors must clean their area

completely. All trash and empty take-out containers must be carried out of the Library building when the tutor ends a shift. No food debris must be left behind. No food containers or other debris should be deposited in any Library trash receptacle, including the receptacles in front of the main doors of the Library. Violation of this policy is cause for termination.

When I'm not tutoring...

14. When you are not tutoring, you must first read any assigned articles posted on the web site (during tutoring hours, of course); the address is <http://www.rwu.edu/academics/centers/cad/writing/tutoring/tutortrainingpage.htm>. You should consider reading assigned texts part of your professional responsibility.

15. All tutors must read and respond to two professional journal articles per semester. We subscribe to four journals, including the very readable *Writing Lab Newsletter* and *Writing Center Journal*. The *Newsletter*, in particular, devotes much of its space to peer tutor concerns in college writing centers. If you have read the articles and there are no tutees in need of assistance, you may do your homework.

16. All tutors should access the lively discussion sites for peer tutors, including Grammar Girl: Quick and Dirty Tips for Better Writing (<http://grammar.quickanddirtytips.com/>), The Praxis Blog (<http://projects.uwc.utexas.edu/praxis/?q=praxisblog>), and PeerCentered (<http://www.peercentered.org/>).

17. COMPUTER POLICY: THERE IS TO BE NO INSTANT MESSAGING. AT ALL. If a staff member or student reports that a tutor has been instant messaging, the following measures will be taken. First offense: the Assistant Director for Tutorial Support Services will address the issue with the tutor and inform the tutor of the penalty for the second offense. Second offense: the tutor may be terminated.

General computer use: if the computers are not being used by tutees, two tutors at a time may use the computers. However, tutees have priority over tutors for the use of the computers. Tutors who use the computers must be responsive to the needs of students who come in to the Center, as well as their fellow tutors who may have an increased work burden as a result of tutors who absent themselves through prolonged computer use.

18. NO CELL PHONE USE. IF YOU HAVE AN EMERGENCY, PLEASE GO OUTSIDE THE LIBRARY TO MAKE YOUR CALL.

19. Unnecessary or loud noise will not be tolerated. The CAD is an office area; we are conducting business, meeting with parents and faculty members, tutoring students, and administering tests. Please be respectful of our academic environment.

Philosophy

1. Our philosophy in the RWU Writing Center is that we are interested in the progress of the writer, not simply the paper. So, we will go over a paper with a student by asking questions that will prompt the student to discover for him or herself what revisions need to be made. If we notice that a student has a comma splice, we will define what a comma splice is and discuss the ways to fix a comma splice. We will give the student sample comma splices to revise and then discuss those revisions. But, the student must revise the comma splice in the paper. Likewise, if a tutor should notice that a student has lost focus in a paragraph, the tutor should not immediately map out a new paragraph structure. Instead, ask the student to detail, out loud, the plan in the paragraph. Ask meaningful questions about the execution of this plan. Ask the student where he or she sees successful execution and where he or she perhaps sees faulty execution. How might the strategies that worked for successful execution be employed where there is faulty execution? Our tutor education plan seeks to build confidence and skill so tutors can determine when students need more directive assistance and when students have the ability and knowledge base to engage in non-directive tutoring.

2. You must be enthusiastic and ready to tutor! When a student comes in to the Center for help, please greet the student with a cheerful “Hi. What would you like to work on today?” Students should not have to stand and wait for someone to agree to tutor. If there are several tutors in the Center, you can agree before a student comes in who will help the next student. You can also, if there are enough tutors on duty, ask the student what subject he or she needs help in; if the course is other than Introduction to Academic Writing or Expository Writing, a tutor with experience in that course would be the logical choice.

3. It is imperative that we provide an atmosphere which is comfortable and inviting to students. During a tutoring session, you should be fully engaged in working with a particular student or students; you should not, for example, be doing your own homework or talking with other tutors. Likewise, tutors must be respectful of tutees and of their fellow tutors who are in the process of tutoring; please keep noise and distractions to a bare minimum while tutoring is in session.

4. Tutors must respect the confidentiality of all students; do not discuss with other tutors a particular student’s grades, ability, or personality. You may discuss, in generic terms, a tutoring experience you would like peer feedback on. In such cases, avoid using names and any other identifying particulars. You might want to use a generalized hypothetical: What is the best way to help a student who doesn’t understand comma splices? If you have concerns about a student’s academic performance, please see Karen or confer with one of the faculty tutors.

5. Tutors must **never, ever** criticize an instructor’s personality, assignments, or teaching methods.