

STUDENT ACADEMIC SUCCESS CENTER  
UNIVERSITY OF CALIFORNIA, DAVIS

2205 Dutton Hall (530) 752-2013

**TUTOR TRAINING HANDBOOK**

How to be a successful SASC tutor



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## INTRODUCTION

Welcome to the Student Academic Success Center (SASC) tutoring program. As employees of the SASC, tutors are expected to use the procedures and adhere to the policies provided in this manual.

The primary goal of the SASC tutoring program is to help tutees meet the following [educational objectives](#):

- Develop effective communication skills
- Develop higher cognitive skills
- Cultivate the virtues (ethics, responsibility, honor, tolerance, respect, and empathy)
- Develop focus and depth in one or more disciplines
- Develop leadership skills
- Develop a goal setting perspective
- Prepare for lifelong learning

If you experience any difficulty understanding the procedures and regulations outlined in this manual, please see your supervisor or a tutor assistant. The SASC is available to work with you to make sure that you are the best tutor that you can be.

### What is Tutoring?

Tutoring is an age-old practice. A tutor is a person who gives instruction to an individual or a small group. The purpose of tutoring is to help tutees help themselves, or to guide them to a point at which they become independent learners and no longer need a tutor.

### Benefits

There are many benefits to being a tutor:

- Heightens sense of competency/adequacy in conforming to a new role
- Encourages higher levels of thinking
- Permits more advanced students to study below-level material without embarrassment
- Increases motivation to learn in order to maintain their new role
- Increases ability to manage own learning and study strategies
- Increases subject-specific knowledge
- Increases understanding of the subject area
- Improves attitude toward the subject area
- Provides more empathy among students

And also many benefits to tutees:

- Offers a more individualized, systematic structured learning experience
- Provides greater congruence between teacher and learner
- Improves academic performance and personal growth

- Improves attitude toward subject area
- Generates stronger effects than other individualized teaching strategies
- Motivates self-paced and self-directed learning
- Provides intensive practice for those who need it
- Improves self esteem

Tutoring also benefits the university:

- Increases opportunity to reinforce instruction
- Increases positive student interaction
- Enhances measurable positive changes in attitude towards teaching/learning for the participants
- Improves educational climate

### Characteristics of Good Tutors

Intelligence alone does not indicate success as a tutor, but what kind of person and what kind of student you are does. It takes a certain kind of person to be a good tutor.

Some of the characteristics noticeable in good tutors are:

- Positive outlook: the belief that things can be changed through action
- Desire to help others: willingness to become involved with people first-hand and in depth
- Empathy: the ability to feel what another person is feeling
- Even disposition: patience, gentleness, understanding and fairness
- Open mindedness: a willingness to accept other people and their point of view
- Initiative: the ability to see what needs to be done and to do something about it
- Enthusiasm: a liking for your subject and a wish to share it with others
- Reliability: punctual, dependable, and steady
- Honesty: the ability to establish a supportive and open relationship with another person
- Humor: the ability to reduce tension with laughter and increase rapport
- Compassion: being organized and on time and establishing a learning relationship

Ultimately, tutoring is sharing yourself with another student in a way that makes a difference in both of your lives.

### Setting Up the Tutoring Session

It is important to shape the tutoring environment. If you follow these basic procedures, you will have a successful session

- Prepare yourself for the tutoring session
- Prepare a greeting and review expectations
- Be prepared for potential problems

## Meeting Your Student's Needs

In order to meet your tutee's needs, assess their understanding of the subject by asking questions. Determine their needs and expectations to ensure their success in the subject. Strategies will vary, but do remember to engage the student. Try not to lecture and attempt to use good questioning techniques.

## PROGRAM EXPECTATIONS

Tutors are expected to have a strong sense of commitment to the goals of the program and to each individual tutee's progress. The success of the program is dependent on the dedication and skills of the tutors. You must be committed to the program and take personal interest in the students.

Tutors are expected to follow the guidelines set forth in this Tutor Training Modules Handbook, the [UC Davis Code of Academic Conduct](#), the [UC Davis Policy and Procedure Manual](#) and the [UC Davis Principles of Community](#).

You are also expected to:

- Develop a professional, honest, caring, and comfortable relationship with your tutees
- Know, understand, and use the rules, regulations, and procedures regarding scheduling, absences, and drops
- Check your email for tutoring schedules and department updates
- Attend mandatory training sessions
- Prepare for and attend each tutoring session
- Focus the tutoring session on subject material
- Be interactive during the tutoring process
- Complete and submit all required payroll and absent forms promptly and accurately

## TUTORING POLICIES AND PROCEDURES

### Tutor Conduct

#### Relationships with Tutees

If you get involved in a personal relationship with your tutee, your personal behavior conflicts with your position as a tutor. To avoid a conflict of interest, you are advised to have the tutee transferred to another tutor.

#### Dress Code

Dress must be acceptable for a workplace environment. Avoid clothing that does not adequately cover what it is meant to cover. Shorts that are too short or shirts that show your stomach should not be worn while working. Do not wear clothing with profanity or inappropriate images.

## Sexual Harassment

Sexual Harassment is prohibited by law and by University policy. [UC Davis Policy and Procedure Manual Section 380-12](#) defines sexual harassment as:

*Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:*

- *submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activity.*
- *submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting such individual.*
- *such conduct has the purpose or effect of unreasonably interfering with an individual's University performance or creating an intimidating, hostile, or offensive University environment.*

Jokes or comments with sexual content may constitute sexual harassment. Behavior that creates an intimidating, offensive, or hostile environment and affects the tutee or tutor's ability to function properly may constitute sexual harassment.

This program will not tolerate any tutor **or** tutee being subjected to sexual harassment. The campus community will take all necessary steps to protect students, staff, and faculty from sexual harassment and all forms of sexual intimidation and exploitation.

## LGBTQIA Information

For LGBT information, the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center (LGBTQIARC) is open from 10:00 a.m. - 6:00 p.m. Monday through Thursday and 10:00 a.m. – 5:00 p.m. on Friday and is located in the Student Community Center across from Rock Hall. Please visit the [UC Davis LGBTQIA Resource Center](#) for more information about the LGBTQIARC and LGBT Education.

You may call the campus Sexual Harassment Anonymous call line at (530) 752-2255 at any time for assistance in resolving sexual harassment complaints. Students may also receive informal counseling and formal assistance with sexual harassment complaints by contacting any of the following offices: Vice Chancellors, Deans of the Schools and Colleges, or the Office of Judicial Affairs. In addition, the ASUCD Student Grievance Center, the Campus Counseling Center, and the Women's Resources and Research Center are all available to provide referral services.

## Disciplinary Actions and Dismissal

Tutors are expected to be courteous, friendly, and eager to help students. Tutors who display inappropriate or unethical work conduct will be removed from the position.

## Reasons for Disciplinary Action and Dismissal

Your employment as a tutor is governed by the [University of California Association of Graduate Student Employees/United Auto Workers Contract](#).



The SASC may discipline tutors up to and including dismissal from their position. Conduct that may result in discipline in individual cases might include but is not limited to:

- Failure to maintain good academic standing (minimum GPA of 3.0 required)
- Tutor training absences
- Excessive tutoring absences
- Falsification of hours on timesheets
- Dropping hours which the tutor has already been assigned
- Ineffective tutoring (tutee complaints concerning performance level or attitude)
- Poor handling of supervision (disagreement with program goals, objectives, policies, or guidelines)
- Sharing/allowing a student to copy an old exam without the professor's permission
- Academic fraud or dishonesty—doing work for a student
- UC Davis Code of Academic Conduct violation
- NCAA Impermissible Academic Assistance violation (if tutoring ICA student-athletes)
- Extra Benefit violation (if tutoring ICA student-athletes)

### The Disciplinary Process

Discipline may include a verbal warning, a letter of warning, suspension without pay, or dismissal. The choice of discipline to be used is dependent upon the circumstances of the situation.

### Tutor Mailroom

The tutor mailroom is located in 2260 Dutton Hall. You will find the following items used for tutoring in the tutor mailroom:

- Black file cabinet
- Bulletin board
  - Pay period information
  - Tutoring updates
- Instructional Materials Development/ Tutor Training Modules materials
- Blank forms including:
  - Timesheets
  - TRIO Progress reports
  - Individual sign-in sheets
  - First session packets
- Drop off basket

### Tutor Training

Drop-in Tutor Training (frequently called Discovery Training) is required for all drop-in, Residence Hall, problem solving, and similar tutoring positions. Tutors are required to complete one hour of in-person training per quarter for their first two quarters working in a drop-in position. Training dates provided during the quarter will be emailed to tutors.

Individual tutors are not required to attend Discovery Training. Trainings for individual tutors are not required as of now, but this may change in the future. Writing tutor training is required for all new writing tutors. New writing tutors are required to attend tutor training weekly during Fall Quarter.

All tutors must complete online trainings required by the University. The four online trainings tutors may be assigned are: Online Security Risk Prevention, Ethics Briefing, Principles of Community, and UC Sexual Violence & Sexual Harassment Prevention Training. These are assigned randomly throughout the year, so tutors do not need to worry about completing these trainings until they receive an email instructing them to complete the training by a certain date.

Returning tutors will be asked to complete an online Policies and Procedures Review.

TUTORS WHO DO NOT COMPLETE THE TRAINING REQUIREMENT WILL NOT BE ELIGIBLE FOR FUTURE EMPLOYMENT WITH THE SASC.

**Preparation Time**

Preparation time, or “prep” time, is paid time each week that tutors can use to review subject material. Prep time can be done at your convenience. Only certain tutoring positions are eligible for paid prep time:

Tutoring Position	Paid Prep	How to Calculate Paid Prep Hours
Non-writing drop-in tutoring	Yes	1 hour/series/week
Individual tutoring	Yes	1 hour/series/week *
Writing drop-in	No	–

\*Tutors who have individual tutoring assignments for a course within the same series with which the tutor has a drop-in assignment will only receive one hour of prep. For example, if a tutor works in the Residence Halls for MAT 17 and also has MAT 17A and 17C individual tutoring assignments, then this tutor will only receive one hour of prep.

All tutoring programs outside of individual tutoring are considered drop-in tutoring assignments. For example, if a tutor works in both the Residence Hall and the SASC drop-in room for a single subject, the tutor is only allowed to claim one hour of prep for these two assignments per week.

When using prep time, drop-in tutors should focus on the material they struggled with when taking the course or anything they may have forgotten. It can be sometimes hard to gauge where the classes are at for the courses for which drop-in tutoring is offered, so tutors so be prepared to cover as much as possible. For individual tutors, their prep time should be tailored towards their tutees. This can be accomplished by emailing the tutee ahead of the tutoring sessions to see what they would like to cover, asking the professors to be added to SmartSite or Canvas, and/or using prep time to attend lecture or professor office hours.

## Tutor Absences

As with any employment position, regular attendance is required and expected of all tutors working for the SASC. Excessive absences will not be tolerated and are subject to disciplinary action up to and including dismissal from the position.

It is the responsibility of the tutor to inform the SASC and the Residence Halls or individual tutee (if applicable) if the tutor is unable to attend a scheduled tutoring session or tutor training.

## Excused Absences

For an absence to be considered excused, tutors must complete the following:

- Notify the SASC by submitting a Tutor Absence Form online via <https://goo.gl/forms/C5ymv4L1tJgCoug1> **for each day absent**.
  - The link to this form can also be found in ANY assignment email sent to you.
  - Tutors must submit the form **before** the scheduled tutoring assignment that will be missed (at least two hours before absence).
- On top of submitting the online Tutor Absence Form, tutors in Residence Hall and individual tutoring positions have additional steps for reporting absence:
  - For Residence Hall tutors:
    - Email [aactutor@ucdavis.edu](mailto:aactutor@ucdavis.edu).
    - If after 4:00PM, also call (530) 752-5566.
  - For individual tutors:
    - Notify individual tutee of tutor absence

Absences are considered excused if the absence is due to illness, medical or dental appointments, family emergencies, or related excuses considered appropriate by the SASC. Please note that informing the Tutor Management Team of an absence is not sufficient to consider the absence excused—tutors must still submit the online Tutor Absence Form.

Excused absences are not subject to disciplinary action. However, after 3 excused absences without a doctor's note, tutors may not be considered for rehire for the next quarter.

## Unexcused Absences

An unexcused absence occurs when you:

- Do not show up within 15 minutes of a regular scheduled tutoring session.
- Do not complete the online Tutor Absence Form nor contact the Residence Halls (if applicable) with proper notice of the absence.
- Do not use an excuse considered reasonable based on policy.

An unexcused absence is defined as any non-emergency, non-medically-based absence that is not approved by the Tutor Management Team in advance. Excessive absences for this purpose will be defined as one or more unexcused absences and are subject to disciplinary action. Consequences for excessive

unexcused absences can include removal of hours and affect a tutor's ability to be rehired the following quarter.

### 10-Minute Policy

Tutor assignments are a full hour (60 minutes) unless a tutor/tutee has class immediately before or immediately after a tutoring assignment. If a tutor or tutee has class immediately before or after tutoring, then tutoring will run according to the regular class schedule to allow tutors/tutees time to get to/from class. Tutoring before noon would start on the hour and tutoring after noon will start ten minutes after the hour. All tutors, regardless of class schedule, who are scheduled to work at 12:00 p.m. must start work at 12:00 p.m. and not 12:10 p.m. Classes end at 11:50 a.m. so that is more than enough time to get to your tutoring sessions.

Tutors who do not have class immediately before or after tutoring are expected to work the full 60 minutes. Tutors who work consecutive hours should continue to work between sessions.

*Time worked less than 50 minutes is subject to disciplinary action and a tutor's timesheet will be changed to reflect the actual time worked.*

### Scheduling and Assignments

#### Scheduling

When filling out an availability card, tutors should only put hours they know for sure they can work. Hours that may conflict with waitlisted courses, potential internships, or another job should be left off the availability card until the tutor knows for sure that those hours are available for tutoring. Tutors can always stop by 2264 Dutton to add more availability to their availability card, but taking away hours is discouraged. Additional tutoring assignments may be added to a tutor's schedule up until the end of Week 5, so tutors are expected to keep their availability card up-to-date at all times. **Dropping assigned hours WILL affect a tutor's rehire.**

The schedule sent to tutors will not change on a weekly basis. Tutoring assignments may be added as tutor availability allows or assignments may be removed due to certain circumstances, but a tutor's schedule is valid for the quarter until the tutor is notified of changes.

#### Assignments

Tutors are hired to tutor students only at the time and location scheduled. Unauthorized tutoring sessions above and beyond scheduled sessions will not be paid for unless a tutor has received prior permission from the Tutor Management Team. Unauthorized tutoring sessions include: extended tutoring times, additional tutoring sessions, and tutoring at unapproved locations. Tutoring sessions held at Starbucks or at the library are not allowed.

While the SASC and the Residence Halls will offer Finals Week tutoring (this is not guaranteed and varies each quarter), tutors are not required to work during Finals Week. The subjects offered are limited and usually restricted to CHE 2/118, MAT 16/17/21, and writing. Individual tutoring ends on the last day of Week 10 so there is not any individual tutoring during finals.

## Drop-in Tutoring

### SASC & PM Athlete Drop-in Tutoring

Drop-in tutoring is open to all students enrolled in the corresponding course. Writing drop-in is available to any student in a class that requires a writing assignment, but can also be used for personal statements, scholarship essays, etc. The structure of drop-in tutoring and tutoring sessions allows you to work with several students throughout your scheduled tutoring time.

Tutors that work drop-in and/or tutoring sessions are paid for the hours assigned; pay is not determined by student attendance. **Tutors are not permitted to do any personal work or homework during scheduled work hours.** If you have students in the room, you should always be proactive in creating an interactive learning environment. Tutors are required to wear nametags during scheduled work hours for all drop-in positions. Tutors should greet tutees as the students walk into the drop-in rooms and are required to have the tutees to sign in before the tutees can receive tutoring.

Writing tutors should listen for the buzzer that indicates there is a tutee but also check the Front Desk regularly in case the buzzer is not working. After greeting a tutee and bringing them back to the writing drop-in room, have the tutee fill out their pink sheet. Writing tutors should provide feedback to tutees using the Feedback Sheet as tutors are not permitted to write on a tutee's paper. Since appointments are only 30 minutes in length, writing tutors need to keep an eye on the clock. If a tutee wants additional help, tutors should have the tutee sign in again and wait for the next available tutor.

The SASC absence policies apply to all tutors working in drop-in and/or tutoring sessions. You must call the SASC to report any absence.

### Residence Hall Tutoring

Residence Hall tutoring is available for any student residing in a UC Davis dorm. The tutoring process for evening residence hall tutoring is much like that for daytime drop-in tutoring. Students must check in at the Front Desk to sign in to use the services. It is recommended that you attempt to form small groups of students in order to help as many students as possible. Students may be grouped by class or topic of interest.

Residence hall tutors are paid for the hours assigned; pay is not determined by student attendance. Tutors are not permitted to do any personal work or homework during scheduled work hours. If you have students in the room, you should always be proactive in creating an interactive learning environment. Tutors are required to check-in at the Front Desk in the tutoring centers and to wear nametags during scheduled work hours.

The SASC absence policies apply to all Residence Hall tutors. Email [aactutor@ucdavis.edu](mailto:aactutor@ucdavis.edu) to report all absences and for absences after 4:00 p.m., please also call (530) 752-5566. If no one answers the call, please leave a voicemail. You must provide a reasonable excuse to avoid disciplinary action. Two absences is reasonable cause for the SASC to dismiss you from your position.

## Individual Tutoring

Individual tutoring offers one-on-one appointments only to students in specific programs (i.e., ICA, STEP, TRIO, etc.). Individual tutoring programs will allow one or two days of tutoring per week depending upon the program. To keep track of tutees using the individual tutoring, tutors and tutees are required to fill out a sign-in sheet at the start of each appointment. The sign-in sheets can be found at the individual tutoring desks (or in the Tutor Mailroom). Tutors and tutees should make sure they are putting the complete and correct Student ID numbers on the form as to make it possible for us to track. Tutors should only sit at the desk they have been assigned. The room and desk number is provided in each tutor's individual tutoring assignment email. Issues can arise if tutors sit in a desk not assigned to them. Please let the Tutor Coordinator or the Tutor Specialist know if someone is sitting at your assigned desk during your appointment time.

If a tutor has a TRIO tutee, the tutor must complete a TRIO progress report. These are due every Friday by 2PM and a tutor can claim up to 15 minutes for each report. The progress report cannot be turned in until the last session with the TRIO tutee for the week is complete.

When a tutor gets a new individual tutee, the tutor should:

- Email the tutee before each session to introduce themselves and to ask the tutee what they would like to cover during the first session
- Meet tutee at the assigned desk and fill out a sign-in slip together
- Complete the First Session Packet (see below)
- If the tutor needs to utilize the 10-minute, discuss the appointment start and end time with the tutee so they do not assume the tutor is late or leaving early

During the first session with your new tutee, complete the First Session Packet. This packet can be found at each desk in the individual tutoring rooms. If there are not any packets at your desk, there are extras located in the Tutor Mailroom. Once completed after your first session, file it in the black file cabinet in the Tutor Mailroom according to the tutee's last name. Halfway through your tutoring sessions for the quarter, complete the check-in page on the First Session Packet. During the last tutoring session of the quarter, complete the last page of the packet and return it to the file cabinet in the Tutor Mailroom. Please spend time on this packet in order to complete it fully and to the best of your ability. We will be checking these packets for completeness and to ensure they are done well.

## Unauthorized Tutees

Do not allow students who you are not assigned to tutor join an individual tutoring session. It is the tutor's responsibility to make sure that only scheduled tutees attend their tutoring sessions. Inform the student that the SASC policy does not permit visitors in tutoring sessions and, therefore, the student cannot stay and must leave immediately. Tutors should inform the student to go to the SASC Front Desk (2205 Dutton) or the Tutor Coordinator's or the Tutor Specialist's offices (2263 & 2264, respectively) to receive information about the other tutoring services the student may utilize.

## Tutee Absences

The chart below lists the reasons an absence may be considered excused versus the reasons an absence would be considered unexcused.

<u>Excused absences</u>	<u>Unexcused absences</u>
<ul style="list-style-type: none"><li>• Illness or injury</li><li>• Doctor's appointments</li><li>• Emergencies</li><li>• Specifically for ICA students: competitions, competition-related travel, and sports-related meetings</li></ul>	<ul style="list-style-type: none"><li>• Want to study for a midterm</li><li>• Does not show up and never informs tutor of absence</li><li>• Showing up late or leaving early</li><li>• Does not have anything to work on</li></ul>

If a tutee has two unexcused tutoring absences, they will be dropped from tutoring. The tutor does not initiate the drop—the SASC will let the tutee know and the tutor should keep showing up to the regularly scheduled appointments until the SASC informs them that the appointment is canceled.

Tutors are required to wait 15 minutes after the start of the tutoring appointment for students to show up for a scheduled tutoring session. If the tutoring sessions start at 3:10PM, for example, then tutors must wait until 3:25PM. For each tutoring absence, the tutor must complete and submit a Tutee Absence form. The Tutee Absence form is online and the link can be found in a tutor's individual tutoring assignment emails. If the tutor decides to leave after waiting 15 minutes, they can only claim .25 hours of pay on the timesheet.

## Stay-for-Pay

In the event of an individual tutee absence, tutors who wish to be paid for the scheduled tutoring hour will be required to remain in the SASC to participate in our self-paced Tutor Training Modules and/or the Instructional Material Development (IMD) material. Please note, however, that if the tutee's absence is due to an excused reason, then the tutee is allowed to reschedule the appointment. If the tutee's absence is considered excused, the tutor should contact the tutee to see if they would like to reschedule the individual tutoring session. Tutors who complete the Tutoring Training Modules or the Instructional Materials Development for a session will not be allowed to reschedule that same session.

All tutors must complete the self-paced Tutor Training Modules before moving on to IMD. Once a tutor completes all the training modules, they may begin the Instructional Materials Development. For IMD, tutors create study materials that can be used by other tutors and students. Tutors have the following options when creating instructional materials:

- Problems with clear detailed solutions
- Definitions of important terms with examples
- Explanation of important topics or issues in the class
- Review instructional materials submitted by other tutors for accuracy and clarity
- Other class-specific review or practice materials

To be paid for the full hour, tutors must complete the modules/IMD at their assigned desk and turn the assignment into the basket in the Tutor Mailroom before they leave. An online absence form must be submitted before the Tutor Training Modules or the Instructional Material Development worksheets can be processed. If a tutor leaves early, they must report the accurate time spent on completing the Instructional Materials Development or the Tutor Training Modules on their timesheet.

### Reschedules

If a tutee has an excused absence or the tutor was absent, the missed appointment can be rescheduled. If the reschedule is due to a tutee absence, an online tutee absence form must be submitted before the reschedule request is processed.

- The time and day of the rescheduled appointment must be worked out between the tutee and the tutor. The Tutor Management Team will not be the liaison between the tutee and tutor in trying to find out a day and time that works for both of them for the rescheduled appointment.
- Once a day and time is worked out between the tutee and the tutor, an online reschedule form must be submitted to the Tutoring Department for approval. The link to the reschedule form can be found in the tutor's individual tutoring assignment email. This form must include the time and day of the rescheduled appointment and a reason for the reschedule.
- Only approved appointments are allowed to be rescheduled.
- Rescheduling will not be allowed if the tutor has already participated in the Instructional Materials Project or completed the Tutor Training Modules.

Tutors must wait for the SASC to approve their reschedule request. It can take up to 2-3 days to process a reschedule request, so tutors cannot expect a same-day reschedule request to be approved. Tutors will not be paid for completing a reschedule appointment if it was not approved by the SASC.

### Administrative Drop

If a student informs the SASC that he or she is no longer able to attend a regularly scheduled appointment, the student will be dropped. Tutors will be notified by email if the student submits a drop notice but should keep attending tutoring sessions until notified by the Tutor Management Team to stop the individual tutoring sessions.

### Tutee Reinstatement

If an individual scheduled tutee contacts you and expresses interest in continuing an individual tutoring appointment after being dropped, you must refer the tutee to the Tutor Management Team for reinstatement. Reinstatement may not be with the same tutor as another student may have already taken the available space.



## TUTORING STUDENT-ATHLETES

### NCAA Guidelines

As an employee of UC Davis who works closely with student-athletes, it is a tutor's responsibility to be aware of the limitations and guidelines regarding their interaction with UC Davis student-athletes.

As part of the University's commitment to an atmosphere of NCAA compliance, tutors have an obligation to report suspected violations to the tutor coordinator or the associate athletics director of ICA compliance services. Accidental or intentional violations of NCAA or conference rules may have consequences for the student-athlete, the tutor, the athletics team, and/or the University. Penalties may include, but are not limited to, loss of NCAA eligibility, letter of admonishment, forfeiture of games, or termination of employment.

Please refer questions regarding NCAA and conference rules to the associate athletics director of ICA compliance services at (530) 752-7146 or [kzedonis@ucdavis.edu](mailto:kzedonis@ucdavis.edu).

There are three major categories of NCAA violations pertaining to tutor involvement with student-athletes:

- Engaging in academic misconduct per the University's code of academic conduct policies
- Providing impermissible academic assistance
- Providing impermissible extra benefits

### Violation UC Davis Code of Academic Conduct

1. **ACADEMIC INTEGRITY:** Tutors are expected to adhere to UC Davis academic integrity policies. Tutors will not write papers for tutees, complete homework or assignments, or provide any other materials that a tutee could potentially submit as their own work. The student should be physically doing the work (e.g., writing, typing, etc.) and generating their own thoughts and ideas. Those found in violation of academic integrity policy will be terminated immediately and referred to Student Judicial Affairs. If you suspect a breach of academic integrity by the student or student-athlete, contact the Tutor Coordinator or the Athletic Compliance Office.
2. **ONLINE COURSES:** All tutors working with students enrolled in on-line courses, or courses that require the completion of online quizzes/exams, can only assist the student with the learning process and understanding of the course content PRIOR to taking an online exam/quiz. Tutors may NEVER be present when a student is taking an online exam/quiz. This includes quizzes that the student can retake until they receive 100%. Contact the tutor coordinator if you feel any perceived pressure from a student, student-athlete, or coach to assist with online quizzes or tests.
3. **SMARTSITE, CANVAS, AND OTHER ONLINE PLATFORMS:** While tutoring a student, it may be necessary for the student to access SmartSite, Canvas, or other online course resource for readings, assignment prompts, etc. This is permissible as long as the student themselves enters and safeguards their credentials. Tutors should never have access to the student's login information, nor should they ever log-on to the student's account.

4. TAKE HOME EXAMS: Tutors are not permitted to help students with take-home exams. If in doubt about whether the requested assistance is related to a take-home exam, ask to see the assignment/prompt or contact the tutor coordinator. If a student informs you that the instructor gave the class permission to seek assistance beyond typically allowable resources (e.g., text, notes), you must contact the tutor coordinator immediately. The tutor coordinator will follow-up with the instructor. If it is, in fact, permissible by the instructor and in no way considered a violation of academic integrity policy, you will be informed by the tutor coordinator. Otherwise, DO NOT assist. Inform the student that your tutoring services are not permissible in this context.
5. PERMISSIBLE MATERIALS: It is permissible for tutors to provide students with written supplemental learning materials, such as course-related handouts or practice material. A tutor can reference their own course notes when working with a student, but students should acquire course notes from missed classes from current classmates. While you may allow a student-athlete to use your calculator or textbook during the tutoring session, you may not let the student-athlete leave the tutoring session with such materials, as this may constitute a NCAA violation.

### NCAA Impermissible Academic Assistance

#### **NCAA Bylaw 14.9.2.3 Impermissible Academic Assistance – Institutional Staff Member or Representative of Athletics Interests**

A current or former institutional staff member or a representative of an institution's athletics interests shall not provide impermissible academic assistance to a student-athlete.

An NCAA Impermissible Academic Assistance Violation has occurred if *all* the following hold:

1. Substantial academic assistance or exception
2. Not generally available to UC Davis students
3. Not permissible under bylaw 16.3
4. Provided by current or former institutional staff member or representative of athletics interests (tutors are considered staff members)
5. Results in certification of eligibility

As a tutor you are NOT allowed to:

- Complete homework or coursework for a student-athlete
- Type or write a paper/assignment for a student-athlete
- Take an exam for a student-athlete
- Fax information for a student-athlete
- Tutor without Tutor Coordinator consent

### Extra Benefits

#### **NCAA Bylaw 16.02.3 Extra Benefit**

An extra benefit is any special arrangement by an institutional employee or representative of the institution's athletics interests to provide a student-athlete or the student-athlete family member or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their

family members or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their family members or friends or to a particular segment of the student-body (e.g., international students, minority students) determined on a basis unrelated to athletics ability.

As a tutor you are NOT allowed to:

- Provide student-athletes with course supplies (i.e., calculators, textbooks, art supplies)
- Provide student-athletes with any extra benefit, including but not limited to:
  - Money
  - Tickets to sporting events, collegiate or professional
  - Meals
  - Transportation
  - Clothing
  - Discounts on any merchandise or services

### Gambling

#### **NCAA Bylaw 10.3 Sports Wagering/Gambling**

As a tutor for the athletics department you may not knowingly provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition. This means you may not discuss with anyone information about the student-athletes you tutor. Some examples include issues involving academics, injuries, team moral, team discipline, team suspension, etc.

## **TUTORING STRATEGIES**

There are many helpful strategies when it comes to being an effective tutor. At the SASC, we have specific goals for tutors so we emphasize strategies that promote an interactive learning environment. The following strategies should be familiar as they are the strategies discussed in every tutor's Job Discussion. Tutors should implement these strategies into all tutoring sessions.

### Teach by Asking Questions

Tutors should not lecture. Tutees attend lecture and if they are coming to the SASC for help, a lecture-based learning style may not be beneficial. Tutors are essentially guides—helping the student to the right answer without actually giving the right answer. Asking questions gets tutees to think for themselves and develop problem solving skills they will need when it is time to take exams.

### Gauging Questions

This type of question helps tutors understand the tutee's subject knowledge in order to provide a more effective tutoring experience. These questions should be specific—tutors need to pinpoint the point of confusion and to find a starting place for the tutoring session.

Avoid questions similar to the following: “Have you ever taken a math class before?” or “On a scale of 1 to 10 how comfortable are you with derivatives?” These are not specific and do not give a tutor enough knowledge about a tutee’s level of understanding of a particular topic.

Questions you should ask include: “Can anyone give me the limit definition of a derivative?” or “Can anyone show me what a derivative represents on a graph?” or “Can anyone tell me three factors that contributed to the start of World War II?” or “Can someone explain what a chemical equilibrium represents in a chemical reaction?”

### Engaging Questions

Tutors should make lessons interactive by asking questions while teaching. Engaging questions should require the tutees to give insightful feedback that shows an understanding of the subject material. These are open-ended questions that cannot usually be answered with one word and require the student to actively think before responding. Avoid yes/no (closed ended) questions as these do not allow tutors to know if a tutee really understands the material or is a good guesser.

Example of good engaging questions include who, what, why, which, could you explain, etc.: “Which rule do we employ to find the derivative of  $\sin^2(x^3)$ ?” or “What was the predominant American Attitude about World War II before the Pearl Harbor bombing?”

### Practice Problems

Working through practice problems while teaching by asking questions is the ideal way to make a tutoring session interactive. Tutoring without practice problems is borderline lecturing. One way for the tutee to improve is to practice, so we emphasize practice problems while tutoring. With this in mind, however, the tutors should not do the problems themselves.

The Pens-Down Policy states that tutors should not write on the tutee’s paper and do as little of the writing as possible (including writing on the boards). Writing on a tutee’s paper is prohibited and tutors may be subject to the disciplinary process. Tutors should always give up the pen and have the tutees do the work/practice problems. This is considered part of the learning process for tutees and eliminates ‘cheating’ issues with instructors.

Great resources for practice problems include online resources (the SASC website offers many problems in various subjects), textbooks, make up your own, etc... There is also a binder in the Tutor Mailroom labeled “SASC Instructional Materials Binder.” You may use the instructional materials, created by fellow tutors, to aid you during your tutoring sessions or prep time. Please return the material to the binder so other tutors may use the material as well.

There are two rules from Student Judicial Affairs about practice problems:

1. Tutors can help with graded homework, but they cannot give answers or step-by-step solutions.
2. Tutors cannot give tutees old tests or practice exams or other graded assignments unless the professor has given permission to do so.

## Positive Reinforcement

Tutors have a responsibility for creating a safe environment where tutees can ask and answer questions without the fear of being judged. Unfortunately, tutors often have to tell people they are wrong but continuously pointing out mistakes can lower a tutee's confidence. Tutors should be able to correct a tutee in a way that is positive.

## Compliment Sandwich

The Compliment Sandwich is an effective technique that 'sandwiches' a correction/critique between two positive statements. The critique should be as nice as possible and the positive statements should point out something the tutee did right or what you like about the tutees response and also give further encouragement. This strategy should be used when the tutee is right and when wrong.

For example, if the tutee was pretty close to the right answer, you could say: "That was really good and you are super close, but there was an algebra mistake here that resulted in the wrong answer. However, once you fix that it will be perfect and I know you will get it the next time!"

If the tutee was not close to the right answer, you could say: "I like how you started the problem, however for this question we need to do this to find the answer. But I understand your thought process and hopefully this explanation will make the problem clearer.

Avoid saying the words 'No' and 'wrong' as they do not offer any encouragement or feedback.

## Additional Tutoring Strategies

### Introductions

When meeting a tutee for the first time, tutors should always take a moment to introduce themselves and allow the tutee to introduce him/herself. This introduction will allow tutees to feel more comfortable about seeking help from a stranger.

For individual tutors, it is important for you and your tutee to review the following during your first meeting: student absence policies, session start and end time, how tutoring works, SASC policies, and other SASC resources. Additionally, try to sit next to the tutee so the work remains in control of the tutee. The First Session packet needs to be complete during the first appointment and it will be beneficial in helping tutors understand the tutee's goals for tutoring.

### Agenda

Once the tutee has indicated what he/she needs help with in tutoring, tutors should set an informal agenda for the session. Write down what will be covered in numerical order. As a result of setting the agenda, both you and your tutees will know what to expect and work toward meeting those goals. The agenda can be written on the board, a piece of paper, or verbally provided to the tutee.

## Problem Solving

The tutor is responsible for guiding the tutee to understanding a general approach (the steps) to solving a specific type of problem. The expected outcome is for the tutee to be able to use a general approach in solving similar problems independent of the tutoring sessions.

### **Example of approaches to problem solving for individual tutors:**

1. Tutors should identify the process for doing a specific type of task. What steps need to be taken to solve the problem or learn a problem?
2. Ask the tutee to explain to you how he/she believes the problem should be solved.
3. Keep the tutee moving in the right direction by providing feedback or missing information.
4. Find similar examples of the problem and explain the process while the tutee is working the problem. Practice is necessary for the student to become comfortable with the process of arriving at an answer.

### **Examples of approaches to problem solving for drop-in tutors:**

1. Tutors should identify the process for performing a specific type of task. The tutees in the group suggest possible solutions and steps to solve the problem.
2. The tutor suggests the best possible solution and provides confirmation that the group members are on the right track.
3. Test and implement the solution. Using the process discussed by the group, the tutor provides a practice problem. Tutees should work similar practice problems for the practice of using a particular process to arrive at an answer.

Tutors may become so familiar with the subject material that they forgot to include basic steps that the tutees are required to learn to solve a problem. Remember to break the learning of a task into the smallest steps possible and not move on until those steps have been learned.

## Summarizing and Reinforcement

At the beginning of each new session, material that was covered at a previous tutoring session should be briefly reinforced during the new session.

After each major concept, allow tutees to summarize major concepts that will aid the tutee in remembering important steps in solving similar problems.

At the end of each session, briefly encourage tutees to summarize the subject material covered in the session.

## Additional Study Skills

During tutoring you might be able to see things that students are not doing to maximize learning opportunities. You can use this information to remind students about successful strategies that can help increase student success. You can recommend the following:

- Always bring your books and notes to tutoring
- Read the book

- Do practice problems outside of tutoring
- See your TA during office hours

### Thank You

Always remember to thank your students for attending and leave on a positive note with all of your students.

## PAYROLL POLICIES AND PROCEDURES

### Timesheets

Timesheets document your working hours, training attendance, and prep hours. Time records you submit will be used to determine your pay for a specific time period.

Accuracy, legibility, and punctuality in submitting time records are vital because they serve as permanent documents for pay purposes. Timesheets will be returned to the tutor if any necessary corrections or changes need to be made.

At the SASC, every other Friday marks the end of a pay period. Timesheets are due on these Fridays by 2:00 p.m. unless otherwise stated. If a pay period ends on a holiday, then timesheets are due by 2:00 p.m. on the last business day before the holiday.

**The following items must be included on each timesheet:**

- 1) First and last name—please use your full legal name
- 2) Pay period end date
- 3) Date submitted
- 4) Check the box indicating your tutoring assignment (Drop-In, Individual, or Both)
- 5) Each tutoring assignment goes in a different box.
  - a. If an individual tutor: fill in subject, day/time, tutee name, and circle the tutee's program.
  - b. If a drop-in tutor: fill in subject, day/time, and circle which drop-in position you worked. If you worked in the Residence Hall, please write which Residence Hall in the space provided for tutee's name.
- 6) Enter the total amount of time in the boxes that corresponds to the dates you tutored. Since some sessions do not use the full hour, you must record actual time worked to the nearest quarter hour. All entries must be numerical.
  - a. All time entered must be rounded to the nearest quarter hour:
    - i. 15 minutes = .25 hr
    - ii. 30 minutes = .5 hr
    - iii. 45 minutes = .75 hr

- 7) In the smaller boxes located in the lower right corner of the hourly boxes, indicate any absent codes that occurred an individual tutoring appointment. It is extremely important that you mark your attendance and your tutee's attendance correctly.
  - a. A = Tutee Absence
    - i. Your individual tutee was absent and you did NOT partake in the "Instructional Materials Development" option
  - b. T = Tutor Absence
    - i. You were unable to attend a tutoring session and followed the proper policies to report the absence to the SASC
  - c. H = Holiday
    - i. Holidays are not payed. You must put a zero for the number of hours worked if you were scheduled to work on a day in which a holiday fell.
  - d. I = Instructional Materials Development
    - i. Your individual tutee was absent, but you stayed the full length of your scheduled appointment to participate in the "Instructional Materials Development"
  - e. R = Rescheduled Appointment
    - i. Only for approved reschedules.
- 8) Enter the total hours worked for the pay period based on the hours entered in the daily boxes for each assignment.
- 9) On the back of your timesheet, indicate the number of hours allotted for prep. Use the guide provided earlier in this manual to help you determine how many hours of prep you can be paid for each week. Please note, however, that you should only claim the actual amount of hours you spent of prep. For example, if you were allotted three hours but only prepped for one, you can only claim one hour of prep.
- 10) Indicate the allotted hours of training you completed during the pay period. For certain trainings, there are allotted maximums for time spent on the training for which you will be paid. This applies to the following trainings:
  - a. Online Prevention of Sexual Harassment Training—1 hour
  - b. Ethics Training—30 minutes
  - c. Cyber Security Training—1 hourIf it took you less time to finish the trainings, then you must indicate how much time actually spent on the training.
- 11) Use the notes section to explain anything that may be unclear on your timesheet. If you rescheduled an appointment, covered someone's shift, etc., then this is the place where you would explain your unique situation.
- 12) Total your hours from tutoring, training, and prep.
- 13) Print your name.
- 14) Sign your name. Timesheets cannot be processed if there is not a signature. If you forget this important step, it may delay the process, resulting in your not getting paid until the next pay period.



If a tutor does not turn in a timesheet by 2PM on the designated Friday, the tutor must submit a timesheet during the next pay period and it should be on a separate timesheet with the correct pay period end date. As a result of not turning a timesheet in on time, the pay will be delayed an entire pay period.

### Pay Checks

Pay checks are issued two Wednesdays—12 days—later. We highly recommend you sign up for Direct Deposit, which you can do here: [http://afs.ucdavis.edu/our\\_services/account\\_payable/help-and-resources/direct-deposit.html](http://afs.ucdavis.edu/our_services/account_payable/help-and-resources/direct-deposit.html).

If you do not utilize Direct Deposit, you can pick up a paper paycheck at the SASC Front Desk in 2205 Dutton Hall after 11:00AM on the Wednesday the pay checks are issued.

## CONTACTING THE UNION (AGSE/UAW)

As a tutor, you are represented by the Association of Graduate Student Employees, International Union, United Autoworkers, Aerospace, and Agricultural Implement Workers of America. The union also represents academic student employees at the eight other campuses of the University of California. If you have any questions about your rights as an academic student employee, you can reach the union through the following options:

### Union Office

Phone: (530) 759-9097

Email: [ucdagse@earthlink.net](mailto:ucdagse@earthlink.net)

In addition, membership forms, a copy of the contract, as well as other information can be found at <http://www.uaw2865.org>

## APPENDIX

### Disclaimer

Some of the materials presented in this handbook have been adapted from online resources from Taft Community College, 29 Cougar Court, Taft, California 93268.

### Contributors

Carol Hunter  
SASC Director, Academic Assistance and Tutoring  
[cahunter@ucdavis.edu](mailto:cahunter@ucdavis.edu)

C. Inez Anders  
Tutoring Coordinator, Tutor Supervisor  
[cianders@ucdavis.edu](mailto:cianders@ucdavis.edu)

Nick Cumpian  
SASC Tutor Specialist  
[nacumpian@ucdavis.edu](mailto:nacumpian@ucdavis.edu)

### Editors

Cheryl Choo  
Undergraduate, Senior  
[lcchoo@ucdavis.edu](mailto:lcchoo@ucdavis.edu)

Jannah Wren  
Undergraduate, Senior  
[jawren@ucdavis.edu](mailto:jawren@ucdavis.edu)

Diana Dominguez  
Undergraduate, Senior  
[dldominguez@ucdavis.edu](mailto:dldominguez@ucdavis.edu)

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