

**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:

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- 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 AND POLICIES

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

Requirements

All tutors must read this Tutor Training Modules Handbook and complete the self-paced Instructional Assignments. The assignments must be completed and placed in the time card basket if tutors wish to receive pay during tutee absences.

Once the above training has been completed, tutors must begin the Instructional Materials Development (IMD). For IMD, tutors write 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

TUTOR CONDUCT

Relationship 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.*

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- *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.

LGBT Information

For LGBT information, the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center (LGBTQIARC) is open from 9:00 a.m. - 5:00 p.m. 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.

TUTORING POLICIES AND PROCEDURES

Tutor Mailroom

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

- File drawer
- Bulletin board
 - Pay period information
 - Procedure manuals
 - Informational memos
- Instructional materials/Development training materials
 - Tutor Training Modules worksheets
 - Blank Instructional materials
- Blank forms and notices
- Drop off boxes
 - In-box time records
 - Tutee Absence and drop notices

Tutor Training

Tutor training (Discovery) is required for Math/Science/Econ, residence hall, group, and all drop-in, problem solving, and similar tutoring positions. Tutors are required to complete one hour of in-person training per quarter for two quarters. Training dates provided during the quarter will be emailed to the tutors.

Individual tutors who work with tutees in Intercollegiate Athletics (ICA), TRiO Scholars, Linda Francis Alexander Scholars (LFA), APEP Scholars, or writing tutees are not included in Discovery training.

Writing tutor training is required for all new writing tutors. New writing tutors are required to attend tutor training weekly.

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 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	Max Allowable Paid Prep Hours
Math/Science/Econ Drop-In	Yes	1 hour/week	1
CAMP/APEP/LEADR	Yes	1 hour/week	1
Residence Hall	Yes	1 hour/week	1
Individual Tutoring	Yes	1 hour/subject/week	3
Writing Drop-In	No	—	—

No tutor may be paid for more than 3 hours of prep/week.

Tutoring styles

Drop-in

Math/Science/Econ drop-in tutoring and tutoring sessions are 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. 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 math/science/econ and residence hall positions. Tutors should be courteous, friendly, and eager to help tutees. Tutors who display unethical work conduct will be dismissed from the position.

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 and give a reasonable excuse to avoid disciplinary action. Two absences is reasonable cause for the SASC to remove you from your position.

Residence hall/Evening 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 wear nametags during scheduled work hours. Tutors should be courteous, friendly, and eager to help tutees. Tutors who display unethical work conduct will be dismissed from your position.

The SASC absence policies apply to all drop-in residence hall tutors. Email 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 appointment hours will vary depending on the special funded program. Individual tutoring programs will allow one or two days of tutoring per week depending upon the program.

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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 same file cabinet according to the tutee's last name.

Rescheduling of individual tutoring appointments must be preapproved by the supervisor. Tutors who reschedule individual tutoring without preapproval will not be paid for the tutoring session. Any tutor who uses the "Instructional Materials Development" (see page 5) to get paid for an individual absence may not reschedule the same appointment.

Additional information

Tutoring sessions are 50-60 minutes in length and run according to the regular class schedule. Tutors who work consecutive hours should continue to work between sessions. Usually tutoring sessions start on the hour before 12:00 p.m. and ten minutes after the hour starting after 12:00 p.m. If you are scheduled to work at 12:00PM, you must start at 12:00PM, not 12:10. Classes end at 11:50 so that is more than enough time to get to your tutoring session. Tutors are expected to arrive on time as scheduled for all tutoring appointments. *Time worked less than 50 minutes is subject to disciplinary action.* Please keep in mind, however, that the 10 minute rule is only to allow tutors to get to and from a class that takes place immediately before or immediately after his/her tutoring session. If you do not have class right before or right after tutoring, you must work the full 60 minutes.

Appointments

Scheduled Time and Location

You 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 you have received prior permission from the Tutor Supervisor.

You will not be scheduled with groups nor should you attempt to arrange individual scheduled appointments into groups.

NO SASC TUTORING AT STARBUCKS OR THE LIBRARY, only at approved locations.

Tutoring During Finals

The tutoring program does not schedule tutoring during finals week except for some drop-in writing and Residence Hall tutoring. Tutors in the writing and Residence Hall positions have the option of working during finals week.

Unauthorized Tutees

Do not allow students who are not registered with you to join an individual tutoring session. It is your responsibility to make sure that only scheduled students are attending your tutoring

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sessions. Inform any student that the SASC policy does not permit visitors in tutoring sessions. Therefore, the visitor cannot stay and must leave immediately. Inform the student to go to the SASC Office to find out how to register for your group.

Unauthorized Tutoring Sessions

You will not be paid by the SASC for unauthorized tutoring sessions and/or time worked beyond your originally scheduled hours. This includes extended tutoring time and additional tutoring sessions.

Reschedule Policy

All reschedules must be done by filling out a reschedule request form found on the office door 2264 Dutton Hall. Not all requests are granted; there has to be a valid reason for the rescheduled session.

PLEASE NOTE: It could take 2-3 days to fulfill your request. Keep this in mind as you are filling out your requests.

You will receive an email confirmation with the reschedule appointment information in it. Until you have received this email your reschedule has not been confirmed.

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. In accordance with the Pens-Down Policy we have here at the SASC, the tutors should give up the pen and have the tutees do the work.

Great resources for practice problems include online resources (the SASC website offers many problems in various subjects), textbooks, make up your own, etc...

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

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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:

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- 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.

ABSENCE INFORMATION

Tracking Tutoring Attendance

The SASC uses a paper timecard system to track tutee and tutor attendance.

Take a paper attendance sheet to your individual tutoring sessions for your personal records. You will need to record tutee attendance and absences, and the hours you actually worked on a daily basis.

For non-individual tutoring, you will need to update your timecard on a daily basis to accurately remember and record the actual hours you worked.

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 your responsibility to inform the SASC or the appropriate contact person if you are unable to attend a scheduled tutoring session, assigned drop-in hours, same-day appointment tutoring, dorm tutoring or tutor training.

Excused Absences

An excused absence occurs when you have successfully:

- Notified the front desk at 2205 Dutton for all tutoring sessions.
- Notified the front desk at 2205 Dutton and/or the appropriate person for dorm tutoring and tutor training.

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.

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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 provide the front desk at 2205 Dutton with proper notice of the absence.
- Do not notify the front desk at 2205 Dutton and/or the appropriate person for dorm tutoring and tutor training.
- 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 Supervisor in advance. Excessive absences for this purpose will be defined as one or more unexcused absences and are subject to disciplinary action. For more details regarding *Disciplinary Actions* (see page 11).

Individual Tutee Absences

Tutors are required to wait 15 minutes after the hour for students to show up for a scheduled tutoring session. For each tutoring absence, the tutor must complete and submit a Tutee Absence form. The form is printed on yellow paper and can be found in the tutor mailroom. Tutors will be notified by email if a student is dropped.

Tutors are guaranteed pay for the entirety of any pre-scheduled tutoring timeslot for student absences. Therefore, in the event of an individual tutee absence or entire group 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, online tutor training modules, and the Instructional Material Development material. See *Requirements* under *Program Expectations* on page 3 for more details.

Tutors who leave the SASC after a tutee absence will not be eligible to receive pay for the prescheduled timeslot except for the Sexual Harassment training. You must sign in on the clipboard in the tutor mailroom and remain at work the entire time to receive the full pay for prescheduled appointments.

Intercollegiate Athlete Tutoring Absences and Rescheduling Policies

Tutors who have individual tutoring appointments with Intercollegiate Athletes must follow the following procedures.

ICA Tutoring Absence Policy

Athlete absences are only excused when they are due to competition or competition-related travel AND the athlete notifies the Tutoring Department in advance by filling out the [SASC Tutee Absence Form](#) online.

- If an athlete has two unexcused tutoring absences, he or she will be dropped from tutoring.
- If an athlete shows up to the appointment but does not stay for the full 50 minutes (or close to 50 minutes) then the athlete will be considered absent for that appointment.
- If an athlete informs the tutor or the Tutoring Department of the absence ahead of time, it will still count against the athlete unless the absence is because of competition or competition-related travel.
- If an athlete is absent because of what they feel is a serious situation (hospitalization, family emergency, etc.) then they must inform the Tutoring Department, which will decide if the absence counts against the student or not.
- A dropped athlete will be informed by email.
- If an athlete wants to continue tutoring after being dropped, an in-person meeting with the Tutoring Coordinator must be completed before reinstatement of tutoring appointments is considered.
One more absence after reinstatement will result in the athlete being permanently dropped for the quarter.

ICA Rescheduling Policy

All rescheduled appointments must be approved by the Tutoring Department.

- Rescheduling a missed appointment is allowed if an athlete missed an appointment due to a game or game-related travel.
- Rescheduling is allowed if a tutoring appointment is missed due to a tutor absence.
- The time and day of the rescheduled appointment must be worked out between the athlete and the tutor. The Tutoring Department will not be the liaison between the athlete 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 athlete and the tutor, a notification must be submitted to the Tutoring Department for approval. This notification 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.

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 Supervisor for reinstatement. Reinstatement may not be with the same tutor as another student may have already taken the available space.

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.

DISCIPLINARY ACTIONS AND DISMISSAL

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
- Excessive tutor training absences
- Excessive tutoring absences
- Falsification of hours on time records and/or attendance sheets
- 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
Violation of the UC Davis Code of Academic Conduct or the UC Davis Policy and Procedure Manual

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.

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

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

PAYROLL POLICIES AND PROCEDURES

SASC tutors take on the challenging and important task of helping their peers succeed. This booklet outlines the basic steps you must take to help us pay you accurately for your hard work.

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

The following items must be included on each timesheet:

- 1) First and last 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.

Tutor Training Modules - How to be a successful SASC tutor

- 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 on 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 paid. 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.
- 9) On the back of your timesheet, indicate the number of hours allotted for prep. Use this guide to help you determine how many hours of prep you can possibly be paid for each week.

Tutoring Position	Paid Prep	How to Calculate Paid Prep Hours	Max Allowable Paid Prep Hours
Math/Science/Econ Drop-In	Yes	1 hour/week	1
CAMP/APEP/LEADR	Yes	1 hour/week	1

Tutor Training Modules - How to be a successful SASC tutor

Residence Hall	Yes	1 hour/week	1
Individual Tutoring	Yes	1 hour/subject/week	3
Writing Drop-In	No	—	—

Please note: the maximum prep per week is 3 hours.

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 hour

If 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.

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.

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.

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.

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