

ACADEMIC ASSISTANCE AND TUTORING CENTERS
UNIVERSITY OF CALIFORNIA, DAVIS

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TUTOR TRAINING HANDBOOK

How to be a successful AATC tutor

Program Website

tutoring.ucdavis.edu

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Table of Contents

QUARTER CALENDAR	1
INTRODUCTION.....	2
Our Goal:	2
What to Expect:	2
WHAT IS TUTORING?.....	2
TUTOR ROLE AT UC DAVIS	3
<i>Characteristics of Good Tutors</i>	3
BENEFITS.....	4
<i>Setting Up the Tutoring Session</i>	5
<i>Meeting Your Student's Needs</i>	5
TUTORING STRATEGIES	6
<i>The Big 3</i>	6
ADDITIONAL TUTORING STRATEGIES.....	7
Individual Tutoring	9
<i>Meeting your tutee for the first time</i>	9
<i>Other things to complete each time you get a new individual tutee:</i>	10
<i>Some of the best ways to end an individual tutoring session</i>	10
AATC & PM Athlete Drop-in Tutoring	10
<i>Introductions</i>	11
<i>Rotating between tutees</i>	11
Residence Hall Tutoring	11
<i>Who can attend Residence Hall tutoring?</i>	11
CHALLENGING SITUATIONS	13
<i>Managing Distressed/Distressing Students</i>	13
Week 7: Student Educational Empowerment	Error! Bookmark not defined.
ABSENCES.....	15
TUTOR ABSENCES.....	15
Tutee Absences	15
ADDITIONAL TUTORING INFORMATION.....	17
PREPARATION TIME.....	17
10-MINUTE POLICY.....	17
SCHEDULING AND ASSIGNMENTS.....	18
<i>Scheduling</i>	18
<i>Assignments</i>	18
<i>Stay-for-Pay</i>	18
<i>Reschedules</i>	19
<i>Administrative Drop</i>	20
<i>Tutee Reinstatement</i>	20
PROGRAM EXPECTATIONS.....	21
TUTORING POLICIES.....	21
TUTOR CONDUCT.....	21
<i>Relationships with Tutees</i>	21
<i>Dress Code</i>	21
<i>Sexual Harassment</i>	22

DISCIPLINARY ACTIONS AND DISMISSAL	22
<i>Reasons for Disciplinary Action and Dismissal</i>	22
<i>The Disciplinary Process</i>	23
TUTOR MAILROOM	23
TUTOR TRAINING	23
RESOURCES	24
<i>Tutor Specialists</i>	24
<i>General Student Resources:</i>	24
<i>Mandated Reporter:</i>	25
TUTORING STUDENT-ATHLETES	26
NCAA GUIDELINES	26
<i>Violation UC Davis Code of Academic Conduct</i>	26
<i>NCAA Impermissible Academic Assistance</i>	27
<i>Extra Benefits</i>	27
<i>Gambling</i>	28
PAYROLL POLICIES AND PROCEDURES.....	29
TIMESHEETS/TIME TRACKERS	29
PAY CHECKS	30
ACTIVITIES	32
CONTACTING THE UNION (AGSE/UAW)	35
<i>Union Office</i>	35

QUARTER CALENDAR

	Fall Quarter	Winter Quarter	Spring Quarter	Summer Session 1 & 2
Week 0	All schedules sent out Request sent for open shifts Content Review Leaders chosen	All schedules sent out Request sent for open shifts	All schedules sent out Request sent for open shifts	
Week 1	Sunday Tutoring begins @ end of week	Sunday Tutoring begins @ end of week	Sunday Tutoring begins @ end of week	
Week 2	Tutoring begins	Tutoring begins	Tutoring begins	
Week 3				
Week 4	Tutors contacted for midterm shifts	Tutors contacted for midterm shifts	Tutors contacted for midterm shifts	
Week 5				
Week 6			Lead Tutor application open	
Week 7	Tutors contacted for Finals shifts Tutors contacted for midterm shifts	Tutors contacted for Finals shifts Tutors contacted for midterm shifts	Lead Tutor application due Tutors contacted for Finals shifts Tutors contacted for midterm shifts	
Week 8	Winter Availability Cards sent	Spring Availability Cards sent	Intent to Return sent	
Week 9	Availability Cards due	Availability Cards due		
Week 10	Individual and drop-in tutoring end	Individual and drop-in tutoring end	Intent to Return due Individual and drop-in tutoring end	

INTRODUCTION

Welcome to the Academic Assistance and Tutoring Centers (AATC) tutoring program. As employees of the AATC, tutors are expected to use the procedures and adhere to the policies provided in this manual.

Our Goal:

The primary goal of the AATC 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 AATC is available to work with you to make sure that you are the best tutor that you can be.

What to Expect:

This manual is designed to closely follow the AATC training course and serve as a supplemental guide for your work as a tutor. Included in this manual are training scenarios, tips, and activities that you may find useful during your tutoring sessions. We have provided an Index and Table of Contents for your convenience. All answers to Tutor Training Modules can also be found here.

Most of the situations you come across as a tutor will be covered here; in the case that it is not, feel free to approach the Tutor Management Team for clarification.

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. In this sense, tutors are facilitators, *not* lecturers.

TUTOR ROLE AT UC DAVIS

As a tutor at UC Davis, you belong to a community of nearly 300 tutors employed by the Academic Assistance and Tutoring Centers.

The AATC offers both individual and drop-in tutoring for subjects such as CHE, MAT, PHY, MAE, ECN, BIS, and writing across campus. Individual tutees belong to programs such as ICA, STEP, TRIO, LEADR, and EOP (see *Appendices* for more information on program-specific expectations).

Peer tutoring vs. Teaching: The Differences

Teachers are individuals who try to impart and share knowledge with an individual or group of individuals.

Tutors, in contrast, have a responsibility to instill and encourage others to grow and become independent learners. This can be accomplished through mentoring tactics and assuming a role as a facilitator.

What are facilitators?

According to study.com, “a facilitator of learning does not operate under the traditional concept of teaching, but rather is meant to guide and assist students in learning for themselves – picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue”.

Facilitation strategies are listed below and are described in further detail on pages 6-7.

- Teach by asking questions
- Practice Problems
- Positive reinforcement

Characteristics of Good Tutors

Intelligence alone does not indicate success as a tutor, but the kind of person and 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.

Responsibilities of being a tutor:

- Coming to your tutoring sessions prepared
- Creating positive work environment
- Keeping the work environment appropriate
- Maintaining confidentiality
- Don't overschedule yourself and focus on your GPA
- Be patient and approachable
- Stay on topic

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

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, it is vital to assess his or her understanding of the subject by asking questions. Asking questions allows you to find gaps in knowledge and gauge what your tutee already knows. In addition, determine his/her 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 (which can be found on pages 6-8).

TUTORING STRATEGIES

Fostering interaction is an essential part of tutoring. It encourages tutees to develop cooperative learning strategies and become effective problem-solvers. There are many helpful strategies when it comes to being an effective tutor. At the AATC, 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 "Big 3" tutoring strategies into all tutoring sessions. Together, these strategies help tutees become more independent by promoting active learning.

The Big 3

Teach by asking questions	<ul style="list-style-type: none"> • Tutors are facilitators - this means tutors help the tutee arrive at the right answer without actually providing the answer • Asking questions gets tutees to think for themselves and develop strong problem-solving skills • <u>Gauging questions</u>: help tutors understand the tutee's subject knowledge in order to provide a more effective tutoring experience <ul style="list-style-type: none"> ◦ Should be specific; this helps tutors pinpoint the areas of confusion ◦ Bad examples: <ul style="list-style-type: none"> ▪ "Have you ever taken a math class before?" ▪ "On a scale of 1 to 10, how comfortable are you with derivatives?" ◦ Good examples: <ul style="list-style-type: none"> ▪ "Can anyone give me the limit definition of a derivative?" ▪ "Can anyone show me what a derivative represents on a graph?" • <u>Engaging questions</u>: require tutees to give insightful feedback that shows an understanding of the subject material <ul style="list-style-type: none"> ◦ Open-ended questions that cannot be answered with one word and require active thinking ◦ Good examples (include who what, why, which, could you explain, etc.) <ul style="list-style-type: none"> ▪ "Which rule do we employ to find the derivative of...?" ▪ "What was the predominant American attitude about World War II before the Pearl Harbor bombing?"
Practice problems	<ul style="list-style-type: none"> • One way for the tutee to improve is to practice • <u>Pens-Down Policy</u>: 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) • Sources for practice problems: <ul style="list-style-type: none"> ◦ Online resources (i.e. the AATC website) ◦ Textbooks ◦ "AATC Instructional Materials Binder" located in the Tutor Mailroom • Student Judicial Affairs' rules about practice problems <ul style="list-style-type: none"> ◦ Tutors can help with graded homework, but they cannot give answers or step-by-step solutions ◦ Tutors cannot give tutees old tests, practice exams, or other graded assignments unless the professor has given permission to do so
Positive Reinforcement	<ul style="list-style-type: none"> • As a tutor you have a responsibility to create a safe environment where tutees can ask and answer questions without the fear of being judged • Tutors need to be able to correct a tutee in a positive way

	<ul style="list-style-type: none"> • <u>Compliment sandwich</u>: an effective technique that ‘sandwiches’ a correction/critique between two positive statements <ul style="list-style-type: none"> ○ The critique: should be as nice as possible ○ The positive statements: should point out something the tutee did right or what you like about the tutee’s response and also give further encouragement ○ This strategy should be employed whether the tutee is right or wrong ○ Examples: <ul style="list-style-type: none"> ▪ “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’ll get it next time” ▪ “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 it clearer” • Avoid using words like “no” and “wrong”
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Additional Tutoring Strategies

Agenda	<ul style="list-style-type: none"> • Once the tutee has indicated what he/she needs help with, tutors should set an informal agenda • Write down what will be covered in numerical order • Both you and your tutees will know what to expect and work towards a goal • Can be written on the board, piece of paper, or verbally provided to the tutee
Problem solving	<ul style="list-style-type: none"> • Steps to problem solving for <u>individual tutors</u>: <ul style="list-style-type: none"> ○ Tutors should identify the process for doing a specific type of task <ul style="list-style-type: none"> ▪ Ex: think about what steps need to be taken to solve the problem or learn a problem ○ Ask the tutee to explain to you how he/she believes the problem should be solved ○ Keep the tutee moving in the right direction by providing positive feedback or missing information ○ Find similar examples of the problem and explain the process while the tutee is working on the problem • Steps to problem solving for <u>drop-in tutors</u>: <ul style="list-style-type: none"> ○ Identify the process for performing a specific type of task ○ Ask the group to suggest possible solutions and steps to solve the problem ○ The tutor then suggests the best possible solution and provides confirmation that the group members are on the right track ○ Test and implement the solution <ul style="list-style-type: none"> ▪ Using the process discussed by the group, the tutor provides a practice problem ▪ Tutees should work similar practice problems using a particular process to arrive at an answer
Summarizing and reinforcement	<ul style="list-style-type: none"> • At the beginning of each session: material that was covered at a previous tutoring session should be briefly reinforced • After each major concept, allow tutees to summarize the concepts <ul style="list-style-type: none"> ○ This helps tutees remember important steps in solving similar problems

	<ul style="list-style-type: none"> At the end of each session, encourage tutees to summarize the subject material covered in the session <ul style="list-style-type: none"> This can be done through a brief quiz, a practice problem, or having them explain their understanding of the topic in their own words.
Additional study skills	<ul style="list-style-type: none"> During tutoring you might notice things that tutees are not doing to maximize learning opportunities Use this information to suggest some of the following strategies: <ul style="list-style-type: none"> Always bring your books and notes to tutoring Read the book Do practice problems outside of tutoring See your TA during office hours
Promote lifelong learning	<ul style="list-style-type: none"> Encourage tutees to take good notes: ask tutees to pull out their notes as you work through a problem to see if they can provide good insight. If they don't have notes or their notes are unclear, you can share strategies on how to take good notes If the tutee is struggling to keep up with reading assignments or having difficulty understanding a word problem, take a small portion of it and read it to them. Then ask the tutee to paraphrase the section. Make sure the tutee can use tools (i.e.) a calculator correctly Discussing study habits: ask the tutee how class is going and try to gain insight into how much he/she is studying. If the tutee is struggling, and it is clear he/she is not dedicating much time to the class, share with them how much time you spent studying.
Thank you	<ul style="list-style-type: none"> Always remember to thank your tutees for attending and leave on a positive note

Scaffolding:

Scaffolding is useful when it is clear a tutee has a large deficit in the knowledge he/she needs. Scaffolding attacks this large deficit in understanding by building small "ladders" to arrive at a place of understanding in small, manageable steps. This is important because building one big ladder can be intimidating.

It is important to check for understanding along the way. Each tutee is different. Some may require smaller progressions and some might need a refresher on the basics.

Ways to practice scaffolding

- Gauging questions
- Teaching by asking questions generally – building on the knowledge a student already has (Socratic Questioning)

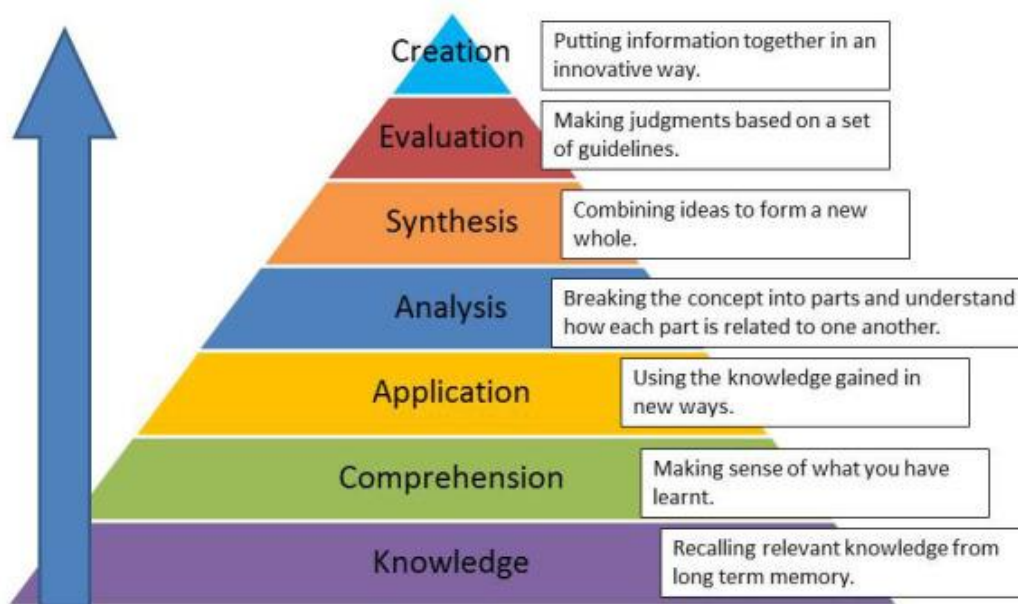
Metacognition:

As tutors, it is important to help tutees engage in their own learning process. This means they are actively reflecting on their own thinking and developing into independent learners. Metacognition is important so tutee's can continue to be successful in school even after tutoring ends.

Bloom's Taxonomy:

Bloom's Taxonomy is a bottom-up model of learning building from lower to higher levels of complexity and specificity. Knowledge, comprehension and application represent the lower levels of cognition and learning. Analysis, synthesis, evaluation, and creation are the higher-order skills. While tutoring, it is important to keep these levels in mind while encouraging tutees to become independent learners.

Source: <https://linkinglearningoutcomestoassessments.wordpress.com/bloomstaxonomy/>



TYPES OF TUTORING

Individual Tutoring

Who is eligible for 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.

Prior to your first session

Email the tutee before the session to introduce yourself and to ask the tutee what he/she would like to cover during the first session

Meeting your tutee for the first time

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.

Other things to complete each time you get a new individual tutee:

- Meet your tutee at the assigned desk and fill out a sign-in slip together. The sign-in sheets can be found at the individual tutoring desks or in the Tutor Mailroom. Note: the sign-in sheet needs to be filled out at every tutoring session
- 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 in 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.
- 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
- Discuss how tutoring works, AATC policies, and other AATC resources

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.

TRIO tutees

If a tutor has a TRIO tutee, the tutor must complete a TRIO progress report. These are due every Friday by 2PM **even if your tutee missed his/her tutoring session**, 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.

Ending a Session

Some of the best ways to end an individual tutoring session are listed below:

- Review concepts
- Check-in to gauge understanding. This can be done by asking a student re-explain, in their own words, what they learned
- Discuss what you and your tutee will cover in the next session

AATC & PM Athlete Drop-in Tutoring

Tutors that work drop-in and/or PM Athlete Drop-in 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 tutees in the room, you should always be proactive in creating an interactive learning environment.

Who can attend 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 allows you to work with several students throughout your scheduled tutoring time.

Introductions

It is important to greet tutees that walk into the drop-in room and ask them to sign in. It is also helpful to ask what subject or topic they're seeking help with and group tutees accordingly. It is your job to establish a positive tutoring environment for tutees. Explain your role as a tutor and emphasize that you are there to guide them through problems and encourage questions, provide feedback, and stimulate conversation.

Splitting time among tutees

In drop-in tutoring you may be working with many students at once and will have to become skilled at understanding how to leave a student with things to think about while you move to the next person. After approximately five minutes of helping a tutee, employ some of the following strategies and move on to help another tutee.

- Asking leading questions: give the tutee a question to think about while you help other tutees and tell him/her you will be back to check on him/her
- Creating a number order for students: this strategy gives tutors a way to separate and help others
- Passing tutees off to another tutor

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.

Residence Hall Tutoring

The tutoring process for evening residence hall tutoring is much like that for daytime drop-in tutoring. 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.

Who can attend Residence Hall tutoring?

Residence hall tutoring is available for any student residing in a UC Davis dorm.

Introductions:

It is important to greet tutees that walk into residence hall 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 absence policies

The AATC absence policies apply to all 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 AATC to dismiss you from your position.

CHALLENGING SITUATIONS

Managing Distressed/Distressing Students

As a tutor, you will encounter many types of tutees, and some may be easier to work with than others. However, it is beneficial to be aware of different situations you might be faced with and learn how to approach them.

Scenario	What to do
The tutee is forced to be there	Empathize about being forced to do something: let the tutee know that you understand how he/she is feeling because you've been forced to do something before. Try to help the tutee understand that as long as he/she is there, you would like to help them make good use of their time.
The subject is not important to the tutee	Acknowledge the lack of interest in the subject area and try for a small success. Try and help the tutee understand the importance of the material by talking to him/her about when they might need this information.
The tutee may be nervous about revealing ignorance and/or being critiqued	Try to establish an atmosphere of trust by being friendly and explain that you're there to help. Empathize and reassure the student that these fears are not uncommon and can be overcome.
Tutee has low frustration tolerance and feels helpless about the class	Approach: Determine what the tutee does know and discuss that topic to show him/her that he/she has some foundation. Build in simple steps towards increasingly complex material offering continual support Improve organizational skills by giving structure and order to the tutee's tutorial sessions, notes and papers
Tutee is fairly passive about tutoring process and is unable to concentrate on concrete tasks	Continually return focus to the specific task at hand. Involve the tutee by asking questions and providing practice problems. Explain the significance of active participation in the learning process
Tutee wants you to do the problems for him/her	Possible response: "Let's take a look at the type of problem you have. We'll work on something similar, so that you'll be able to do the assignment"
Tutee wants you to check homework that he/she has already done	Possible response: "I'll tell you what we can do. If you'll show me the areas you're worried about, we will discuss those problems in general and take a look at your book/notes. Then, you can check your homework"
A tutee exhibits dominating behavior (i.e. excessive questioning, speaking more often than others, and interrupting other students)	Invite other tutees by name to enter the discussion and ask the dominating tutee to hold comments for a while. Incorporate an activity where all students write out a response to a question and then choose some tutees who will share their responses
The tutee talks poorly about his/her professor or TA's	Try to refocus the tutee's attention on the subject material Possible response: "I'm sorry you're finding it difficult to succeed. Perhaps you could show me some of the problems you're having trouble understanding. I may be able to help clarify them for you. We may also need to review how you are studying for this class."

Sources: sites.duke.edu, lamission.edu

Managing Difficult Questions:

It is not uncommon for tutees to pose questions that you might not be prepared to answer. These questions may be challenging either because you have not learned the information previously or you had not studied for it prior to your tutoring session. However, there are several ways you can avoid being in this situation or how you can manage the situation if it does come up.

- Use your prep time effectively: it is important to utilize the time you are given to prep for tutoring sessions. Some examples of effective prep time use includes studying previous notes or textbooks, attending office hours, or sitting in on a lecture. For more general information on prep time, please refer to page 15.
- Contact professors to ask to join their Canvas page to keep up to date on their assignments, tests, etc.
- Referring students out or referring students to other resources (other tutors, specialists etc.) or searching together to find resources and answers online.
- If you're unsure of an answer, you can ask to step away and return to the tutee with a solid answer

ABSENCES

Tutor Absences

As with any employment position, regular attendance is required and expected of all tutors working for the AATC. 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 AATC and the Residence Halls or individual tutee (if applicable) if the tutor is unable to attend a scheduled tutoring session or tutor training.

<u>Excused Absences</u>	<u>Unexcused Absences</u>
<p>For an absence to be considered excused, tutors must do the following:</p> <ul style="list-style-type: none"> • Notify the AATC by submitting a Tutor Absence Form online (using the link found in your tutoring assignment or on the AATC Tutoring website) for each day absent. Please be sure to include a mention of each shift you will be absent from (i.e. individual or drop in) and where <ul style="list-style-type: none"> ◦ Tutors must submit the form (at least two hours) before the scheduled tutoring assignment that will be missed • On top of submitting the online Tutor Absence Form, tutors in Residence Hall and individual tutoring positions have additional steps for reporting absences <ul style="list-style-type: none"> ◦ Residence Hall tutors: <ul style="list-style-type: none"> ▪ Email aactutor@ucdavis.edu ▪ If after 4:00pm, also call (530)752-5566 ◦ Individual tutors: <ul style="list-style-type: none"> ▪ Notify individual tutee <p>Absences are considered excused if the absence is due to:</p> <ul style="list-style-type: none"> • Illness • Medical or dental appointments • Family emergencies • Related excuses considered appropriate by the AATC 	<p>An unexcused absence occurs when you:</p> <ul style="list-style-type: none"> • Do not show up within the first 15 minutes of a regularly 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 <p>An unexcused absence is defined as any non-emergency, non-medically-based absence that is not approved by the Tutor Management Team in advance.</p>

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.

Excessive **unexcused** 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.

Tutee Absences

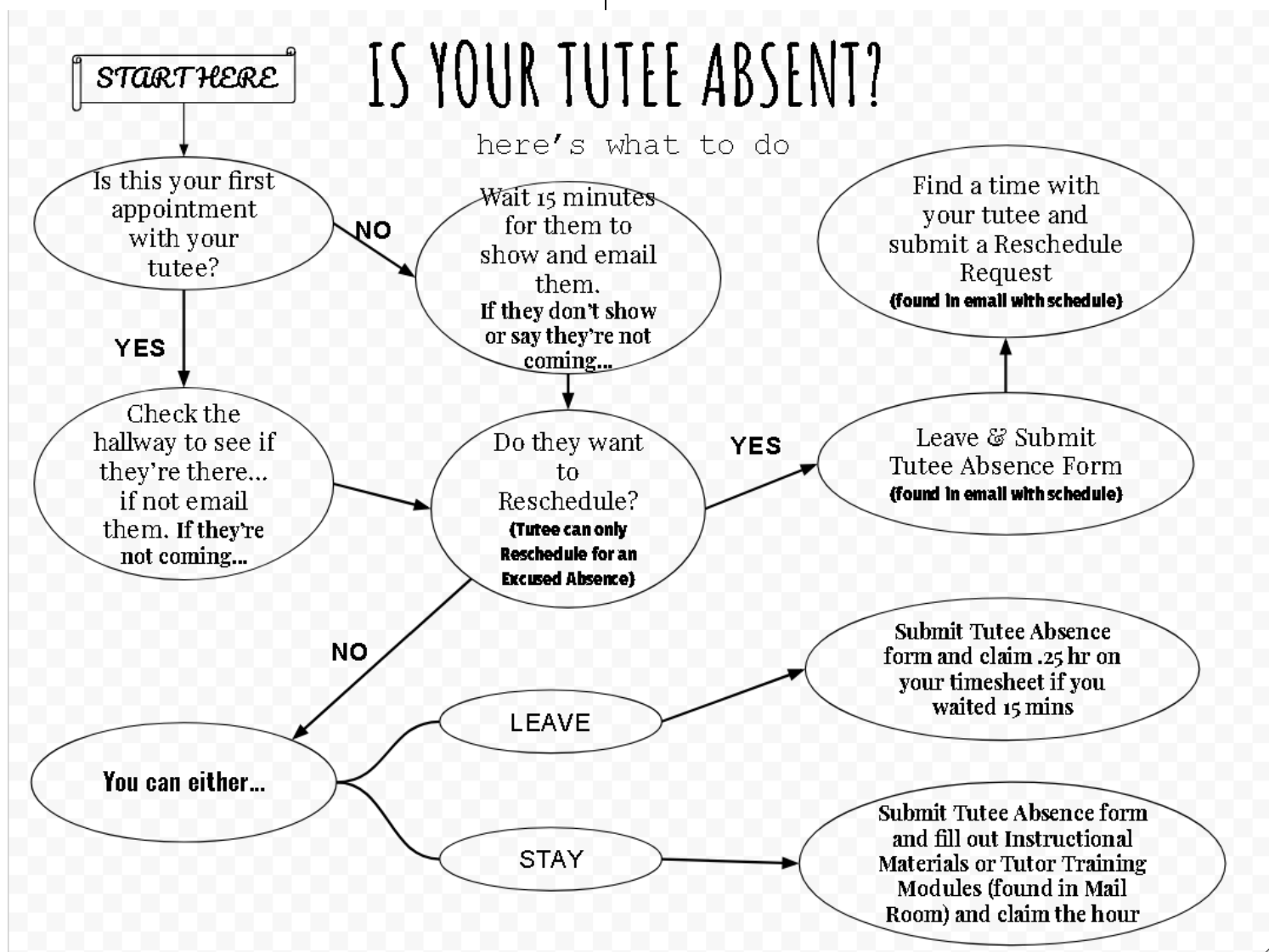
The chart below lists the reasons an absence may be considered excused versus the reasons an absence would be considered unexcused.

Excused absences

- Illness or injury
- Doctor's appointments
- Emergencies
- Specifically for ICA students: competitions, competition-related travel, and sports-related meetings

Unexcused absences

- Want to study for a midterm
- Does not show up and never informs tutor of absence
- Showing up late or leaving early
- Does not have anything to work on



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

ADDITIONAL TUTORING INFORMATION

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 AATC 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 Canvas, and/or using prep time to attend lecture or professor office hours.

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 help tutees 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 AATC 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, PHY 7/9 and writing. Individual tutoring ends on the last day of Week 10 so there is not any individual tutoring during finals.

Stay-for-Pay

All tutors must complete the self-paced Tutor Training Modules before moving on to Instructional Materials (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:

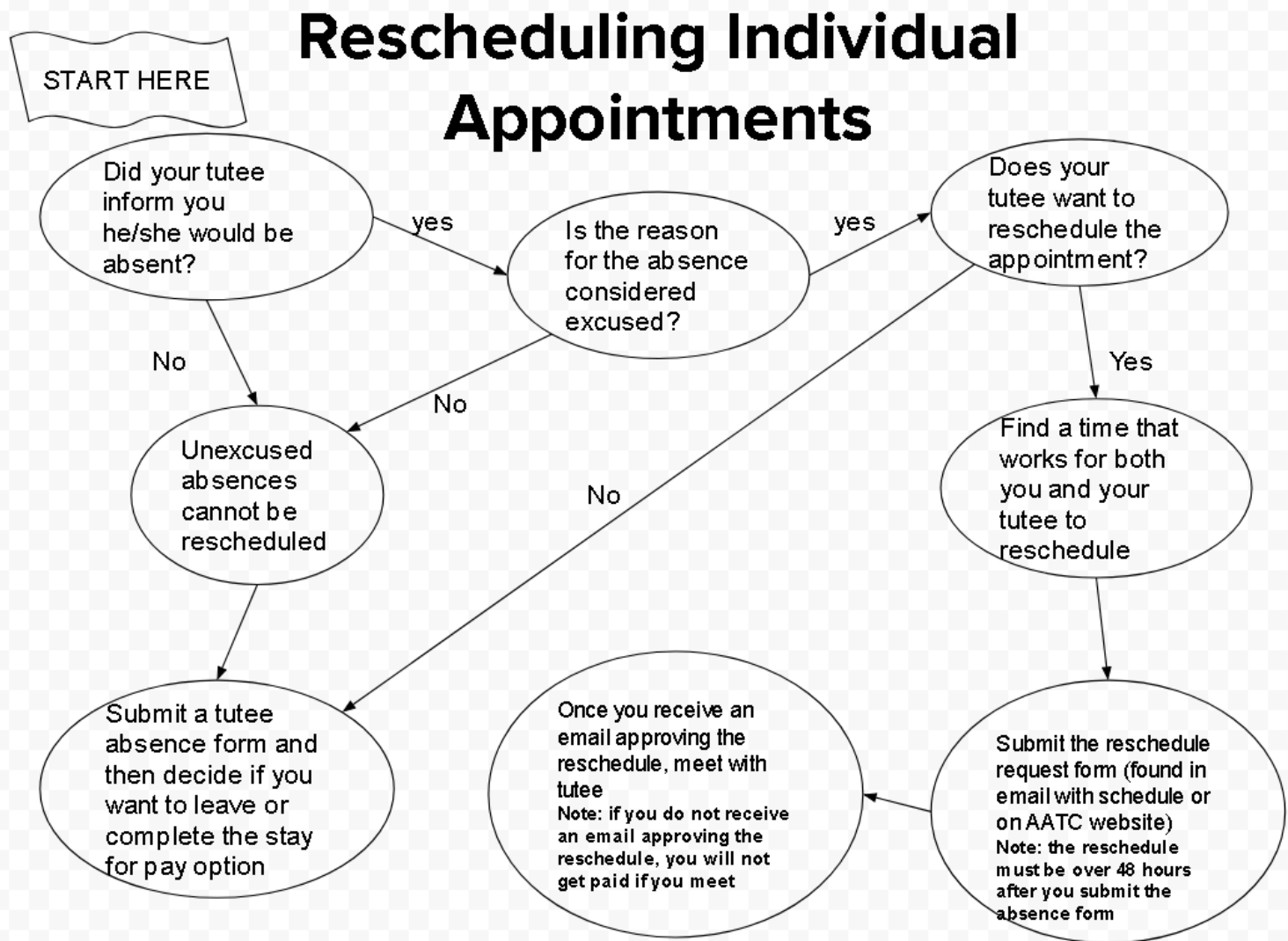
- Problems with clear detailed solutions
- Definitions of important terms with examples
- Explanation of important topics or issues in the class
- Review instructional materials submitted by other tutors for accuracy and clarity
- Other class-specific review or practice materials

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.



Tutors must wait for the AATC 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 AATC.

Administrative Drop

If a tutee informs the AATC 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 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. It is possible that reinstatement may not be with the same tutor as another student may have already taken the available space.

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 absence forms promptly and accurately

TUTORING POLICIES

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.

Effective Academic Support WITHOUT Policy Violations

At the AATC we have the policy “put the pencil down”. The purpose of this policy is to comply with the OSSJA Academic Code of Conduct. This means that as a tutor, you are required to adhere to UC Davis academic integrity policies. To prevent violation of these policies, avoid writing on a student's paper, providing answers, or completing online coursework (including homework, papers, or quizzes/exams).

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.

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 AATC 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:
 - Time Trackers
 - 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 AATC.

RESOURCES

As a tutor, you are not expected to know the answer to every question you might be asked, nor are you expected to put your mental and physical health on the back burner for this job. There are a number of resources available to you in addition to those offered to all UC Davis students

Online Resources

- Facebook page: “like” the UC Davis AATC Tutors page to get updates and tips from our lead tutor in addition to tutor spotlights, timesheet reminders, and more.
- AATC Tutoring Website: here you can find tutor resources including links to reschedule and absence forms, tutor availability cards, AATC contact information, and time sheet and payroll information. The AATC Website also contains drop-in locations and schedules as well as content review information and online tutoring information.

Tutor Specialists: Tutor specialists are an excellent resource when you find yourself unsure on some of the course content. Tutor specialists have their office hour times and locations posted on the AATC Website under the staff directory page.

General Student Resources:

Resource	Website	What is it?
Student Disability Center	sdc.ucdavis.edu	Hours: Monday - Friday 9am-5pm Location: bottom floor of the Memorial Union Receives requests for accommodation, approves services, and coordinates support for students with disabilities
Code of Academic Conduct	sja.ucdavis.edu	Hours: Monday-Thursday 9am-noon, 1pm-4pm Friday 9am-noon Location: 3200 Dutton Hall The website contains links to fill out online conduct/grievance reports or to report concerns about a student OSSJA upholds student rights and provides assistance to help students in crisis or distress
Student Health and Counseling Services	shcs.ucdavis.edu	Hours: Monday, Tuesday, Thursday, Friday 8am-5:30pm, Wednesday: 9am-5:30pm Location: 219 North Hall (counseling appointments), La Rue Road between Hutchison Drive and Orchard Road (Student Health and Wellness Center) Provides medical services, education, peer counseling, and over-the-counter products
Center for Advocacy Resources and Education	care.ucdavis.edu	CARE provides confidential advocacy, support, and healing services to survivors of sexual harassment and all forms of sexual violence. All survivor services are confidential, free, and available

Harassment & Discrimination Assistance and Prevention Program	hdapp.ucdavis.edu	Location: 207 Third Street, #210 Davis Phone: (530) 747-3864 (main line) (530) 747-3865 (anonymous call line) HDAPP helps resolve conflicts and complaints related to harassment, discrimination, sexual harassment, sexual violence, and hate and bias
Internship and Career Center	icc.ucdavis.edu	Location: South Hall – 1 st floor (student employment), 2 nd floor (career advising), 3 rd floor (on-campus recruiting) Phone: (530) 752-2855 Hours: Monday-Friday 10am-4pm The ICC provides professional development resources through advising and workshops where students can learn how to build their resume, write a cover letter, and learn tips on how to find jobs and internships
LGBTQIA Information	ucdavis.edu >Admissions> undergraduate> campus community> LGBTQIA resources	Location: first floor of the Student Community Center Contact: Elizabeth Cote, Director (530) 752-3378 Hours: Monday-Thursday 10am-6pm, Friday 10am-5pm

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.

Mandated Reporter:

As a tutor, you have the responsibility to be a mandated reporter if you witness various behaviors while on the job. These behaviors include, but are not limited to: sexual harassment, sexual violence, suicidal ideation, harm to self or others, discrimination, and hate or bias.

You can report these instances to HDAPP (website listed above). The website offers a means to officially report these instances. In addition, you can report these behaviors to your supervisor.

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.

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 tutee 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 tutor or student-athlete, contact the Tutor Coordinator or the Athletic Compliance Office.
2. **ONLINE COURSES:** All tutors working with tutees enrolled in on-line courses, or courses that require the completion of online quizzes/exams, can only assist the tutee with the learning process and understanding of the course content PRIOR to taking an online exam/quiz. Tutors may NEVER be present when a tutee is taking an online exam/quiz. This includes quizzes that the tutee can retake until they receive 100%. Contact the tutor coordinator if you feel any perceived pressure from a tutee, student-athlete, or coach to assist with online quizzes or tests.
3. **CANVAS, AND OTHER ONLINE PLATFORMS:** While tutoring, it may be necessary for the tutee to access Canvas or other online course resource for readings, assignment prompts, etc. This is permissible as long as the tutee enters themselves and safeguards their credentials. Tutors should never have access to the student's login information, nor should they ever log-on to the tutee's account.

4. TAKE HOME EXAMS: Tutors are not permitted to help tutees 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 tutee 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 tutee that your tutoring services are not permissible in this context.
5. PERMISSIBLE MATERIALS: It is permissible for tutors to provide tutees 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 tutee, but tutees 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.

PAYROLL POLICIES AND PROCEDURES

Time Trackers

Time Trackers 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. Time Trackers will be returned to the tutor if any necessary corrections or changes need to be made.

At the AATC, 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 Time Tracker:

- 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 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 AATC
 - 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 for each assignment.
- 9) On the back of your Time Trackers, 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 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 Time Trackers. 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. Time Trackers cannot be processed if there is not a signature. If you forget this important step, it may delay the process, resulting in you 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.

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

TUTOR NAME: Jim Tutor

PAY PERIOD END DATE: 11/15

Please put appropriate letter code in bottom right box for corresponding days/assignments

DATE SUBMITTED: 11/14/17

INDIVIDUAL ☒ BOTHDROP-IN ☐A = Tutee Absence T = Tutor Absence H = Holiday
I = Inst. Materials R = Rescheduled Apt.

Subject: MAT 17	Day/Time: MW 3-5	Tutee Name (Individual Only):							Total Hrs: 6
CIRCLE ONE		WEEK 1							Total Hrs
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THR	FRI	SAT	
*ICA (Athlete)	*AATC Drop-In								
	*Resident Hall								
*TRIO	*PM Athlete								
	*MAE								
*LEADR	*Content Review								
	*Retention Centers								
*STEP	*Problem Solving								
*Other	*Other								

Subject: PHY 7B	Day/Time: TR 11-12	Tutee Name (Individual Only): Bill Tuttle							Total Hrs: 4
CIRCLE ONE		WEEK 1							Total Hrs
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THR	FRI	SAT	
*ICA (Athlete)	*AATC Drop-In								
	*Resident Hall								
*TRIO	*PM Athlete								
	*MAE								
*LEADR	*Content Review								
	*Retention Centers								
*STEP	*Problem Solving								
*Other	*Other								

Subject:	Day/Time:	Tutee Name (Individual Only):							Total Hrs
CIRCLE ONE		WEEK 1							Total Hrs
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THR	FRI	SAT	
*ICA (Athlete)	*AATC Drop-In								
	*Resident Hall								
*TRIO	*PM Athlete								
	*MAE								
*LEADR	*Content Review								
	*Retention Centers								
*STEP	*Problem Solving								
*Other	*Other								

Subject:	Day/Time:	Tutee Name (Individual Only):							Total Hrs
CIRCLE ONE		WEEK 1							Total Hrs
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THR	FRI	SAT	
*ICA (Athlete)	*AATC Drop-In								
	*Resident Hall								
*TRIO	*PM Athlete								
	*MAE								
*LEADR	*Content Review								
	*Retention Centers								
*STEP	*Problem Solving								
*Other	*Other								

Subject:		Day/Time:	Tutee Name (Individual Only):							
CIRCLE ONE		WEEK 1								
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THUR	FRI	SAT	Total Hrs	
*ICA (Athlete)	*AATC Drop-In									
	*Resident Hall									
*TRIO	*PM Athlete									
	*MAE									
*LEADR	*Content Review									
	*Retention Centers									
*STEP	*Problem Solving									
	*Other									

Subject:		Day/Time:	Tutee Name (Individual Only):							
CIRCLE ONE		WEEK 1								
INDIVIDUAL	DROP-IN/ GROUP	SUN	MON	TUE	WED	THUR	FRI	SAT	Total Hrs	
*ICA (Athlete)	*AATC Drop-In									
	*Resident Hall									
*TRIO	*PM Athlete									
	*MAE									
*LEADR	*Content Review									
	*Retention Centers									
*STEP	*Problem Solving									
	*Other									

TOTAL SUBJECT PREP (based on department policy)
TRIO Progress Report (0.25 hours per report)

HOURS
4

TRAININGS and MEETINGS

DATE COMPLETED

/ / New Tutor Orientation
 / / Math/Science Discovery Training
 / / Writing Trainings
 / / Ethics Briefing
 11 / 12 UC Sexual Violence & Sexual Harassment Prevention Training for
 Non-Supervisors (Max 1)
 / / Union Meeting
 / / Online Security Risk Prevention (Max 1)
 / / Other

HOURS
14.75

NOTES:

Bill was sick so we rescheduled

TOTAL HOURS WORKED

14.75

I hereby certify that this is a true statement of hours worked and that the work was performed in a satisfactory manner:

Tim A Tutor

PRINT FIRST NAME

MI

LAST NAME

Jim Tutor

Employee signature

Supervisor signature

FOR AATC OFFICE USE ONLY

WORKSTUDY? 3-TUTREV-TUTSA

WAGE

\$15.11 / OTHER:

ACTIVITIES

These activities are designed to reinforce information presented in the handbook and allow you to advance your tutoring skills. While they are not required, it is highly recommended you try some of the activities and consider possible answers/solutions.

Activity 1:

- a. In your own words, define the role of a facilitator.
- b. List at least 3 responsibilities you have as a tutor and explain how you can fulfill these responsibilities in a tutoring session.
- c. As a tutor, it is important to understand the differences between a tutor and a teacher. Please explain in a couple sentences why it is important that this difference exists and how you can ensure you are not lecturing to tutees.

Activity 2:

- a. While tutoring, we want to ask gauging and engaging questions. Please define both in your own words and provide an example of each.
- b. Explain the role wait time plays in teaching by asking questions.
- c. If a tutee solves a problem incorrectly, how can you gently correct the student (or guide him/her in the right direction) without discouraging your tutee?
- d. Create your own example of a situation in which you would use a compliment sandwich and what you would say to the tutee.

Activity 3:

- a. Creating an agenda is an additional skill that is helpful in individual and drop-in tutoring sessions. Create a sample agenda you could provide to your tutee with at the beginning of your shift or a tutoring session.
- b. Explain 3 reasons why creating an agenda is useful.
- c. How might agendas vary between individual and drop-in tutoring sessions?

Activity 4:

- a. Create a visual representation (Venn diagram, t-chart, flowchart etc.) that depicts the similarities and differences between individual and drop-in tutoring.
- b. How do the differences between individual and drop-in tutoring affect how you start and end the session?
- c. What are some challenges you have faced, or might expect to face, when working with an individual tutee? With tutees in a drop-in room?

Activity 5:

In a couple sentences, offer a solution for the following challenging situations.

- a. You're working with a tutee or a group of tutees who are criticizing professors or TAs.

- b. You're working with an individual tutee who is required to attend tutoring for his/her sport but doesn't want to be there
- c. Your individual tutee just had a midterm and claims there is no new material to study.
- d. You're working with a tutee or a group of tutees who is at tutoring hoping that you, as the tutor, will do their work for them.

Activity 6:

- a. Sit in on a drop-in tutoring session. Take notes on what the tutors do that seems to be effective, any problems or challenging situations that arise, and how the tutors handle the situations.
- b. Are there any tutoring strategies you noticed other tutors doing that you think would be helpful to incorporate in your tutoring sessions? If so, what are they and how do you plan on incorporating them?
- c. How did the tutoring you observed compare or contrast to tutoring experiences you've had in the past?

Note: if you choose to do this activity, please be quiet and don't disrupt tutoring. Additionally, please inform the other tutors that you are there to observe and don't need assistance so you don't take their time away from tutees.

Activity 7:

- a. What are some of the most effective ways you can utilize your prep time?
- b. Have you encountered challenging situations in your tutoring sessions? If yes, did you feel well-equipped to handle them? Choose one and explain how you dealt with the situation.
- c. List three examples of open-ended questions you have asked your tutees or could potentially ask your tutees.
- d. If you could provide other tutors with any piece of advice, what would it be and why?

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>

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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