**CSUM 2024 Tutor Handbook**

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# **Welcome and Overview**

## **Mission Statement**

The mission of Tutoring Services at CSU Maritime is to promote academic success and critical thinking through peer-to-peer collaboration. We seek to provide a wide range of academic support that allows students to explore different avenues of learning. Another goal of the program is to not only provide high-quality support on subject related concepts, but for the tutors to model good study habits and promote metacognition.

## **Learning Outcomes**

-Tutees leave a tutoring session with a sense of success that comes from fulfilling all or part of their stated learning goals.

-Tutors work to empower tutees and their knowledge and skill sets, through an assessment of the tutees prior knowledge.

## **Professional Staff**

University Advisors are currently supporting the Tutoring Services programming, with the support of Cal Maritime faculty. For questions, email [advisor@csum.edu](mailto:advisor@csum.edu).

## **Positions within Tutoring- SI and tutor**

There are two positions within the tutoring staff at Cal Maritime: tutor and SI (supplemental instructor). The roles overlap in many ways, and both are dedicated to student learning through peer-to-peer support. The SIs and tutors attend the same staff meetings and structure their 1-1 sessions in the same manner. The SI has additional duties related to their SI course. Despite this added responsibility, the SIs and tutors are part of the same staff and receive the same training.

## **Duties Shared by Tutors and SI Roles**

-Hold weekly 1-1 or small group (2-3 students) tutoring sessions

-Attend scheduled staff meetings

-Staff drop-in hours as scheduled

-Keep track of appointments through Passport

-Complete appointment summary reports in Passport

## **SI Duties**

-Attend SI contract meeting at beginning of the semester

-Uphold the duties of the SI contract including:

-holding SI sessions (usually weekly)

-regular meetings with the professor

-attending SI classes as scheduled with the professor

# **Tutoring Programs**

Tutoring Services at Cal Maritime offers three main peer-to-peer services: drop-in, SI, and tutoring. Additional resources and learning coaching are offered by the professional staff.

## **Tutoring**

The backbone of Tutoring Services is individual tutoring. This is a 1-1 session or small group session involving a tutor and a student(s). The student dictates the content and goals of the session, and the tutor facilitates learning and encourages the student to work towards their stated goals. Tutoring is not teaching, and while the tutor might engage in moments of content review, the student is the primary actor in a tutoring session. Tutoring will almost certainly be related to course content, but tutoring is not based on individual courses, nor are tutors expected to have intimate knowledge of individual course requirements. However, many tutors will have taken the course before and may use their knowledge of course content to assist the student.

### Logistics:

-Students schedule tutoring appointments through Passport.

-Appointments are scheduled by subject and tutor.

-Tutors must maintain and keep track of their own tutoring schedule within Passport.

-Tutors must complete an appointment summary report after each appointment.

-Tutoring appointments are 50 minutes long, which allows 10 minutes for tutors to complete appointment summary report on paid time.

-Tutoring appointments can occur anywhere public on campus; location to be decided between the student and the tutor.

-Appointments are not allowed to occur off-campus or in dorm rooms.

## **Drop-In**

Drop-In hours are another way for students to receive subject-based peer support. Drop-In hours are held weekly, with the times and dates to be decided in conjunction with the tutors at the beginning of each semester. Drop-In hours occur in the same time and place (per subject) every week and do not require an appointment. The structure of the peer interaction is the same as tutoring: student led academic support.

### Logistics:

-Drop-in hours are organized by broad subject.

-Current subjects vary based on semester.

-Drop-in hours are open to any student who needs assistance in that subject, no appointment is required.

-If multiple students are waiting for individualized support, the max time spent with a student is 30 minutes.

-Students are welcome and encouraged to study in the drop-in location without requesting specific support.

-Tutors must keep track of attendees by physical sign-in sheet and submit the sign-in sheet to professional staff.

## **Supplemental Instruction**

We offer a modified form of supplemental instruction (official SI is governed by UMKC and we are not certified through them). SI on Cal Maritime’s campus functions more like embedded tutoring. SIs receive the same training as the tutors, but they are assigned to specific classes that are historically difficult, to provide more targeted assistance. The SIs hold SI sessions where they break-down elements of the course material and help students prepare for exams, complete homework, and generally stay on track in the course. SIs are not teaching assistants, so they do not grade papers, audit the class, nor teach new content. Rather, the supplemental instruction program is intended to create a peer-led learning environment outside of the classroom that will help students succeed in historically difficult classes.

### Logistics:

-Courses that receive an SI are preselected by the pro staff based on DFW rates, class size, and critical path.

-When there is additional space for SIs within the tutoring budget, faculty may apply to receive an SI.

-SIs are selected with a heavy emphasis on faculty recommendation.

-SIs must uphold their SI contract, which will dictate their specific duties relating to SI sessions, class attendance, and faculty meetings.

# **Training**

All new tutors and SIs are required to attend tutor training. The purpose of this training is to prepare the tutors and SIs to provide quality support to a range of students. The training can cover pedagogical theories of learning and teaching as well as tutoring protocol and best practice strategies. The tutor training also gives the new hires an opportunity to practice a variety of tutoring scenarios.

## **Policies and Procedures**

### **Staff Meetings**

Staff Meetings are required for all tutors and will be scheduled by professional staff. These meetings are a time to stay informed about what is going on around campus and for tutors to continue their training. Tutors are paid one hour for each meeting.

If a tutor must miss a staff meeting, they can make it up by meeting with professional staff one-on-one, which is also a paid hour.

### **Tutor Hour Cap**

Tutors will be capped on their appointments for the week. This cap is reflected in Passport under “target hours.” The tutor cannot raise their target hours unless approved by professional staff.

If tutors would like to lower their hour cap that is allowed; please notify professional staff if lowering your max hours.

Tutors who take impromptu appointments must ensure that any impromptu appointments fit within their weekly appointment cap.

Overall hour caps will be assigned after consultation with tutor about their preferred hours, and their varied duties such as SI and drop-in. For example, a tutor could have a 10 hour total cap, with 2 hours of SI, 2 of drop-in, and 6 hours of appointments. Overall hour caps will be emailed to individual tutors at the beginning of the semester.

Per CSU policy, students may not work more than 20 hours across all student jobs. It is the tutor’s responsibility to inform the professional staff about other employment.

### **Impromptu Appointment Policy**

Appointments can only be made up to 12 hours in advance within Passport. This is to allow tutors to plan ahead for upcoming appointments. However, some tutors may be willing to take short-notice or impromptu appointments.

This is never required and is entirely up to the individual tutor.

Impromptu appointments count toward each tutor’s overall hour cap (max target hours) and may not be taken if max hours for the week have already been reached.

All impromptu appointments must be emailed to pro staff once they have taken place. Pro staff will then retroactively schedule the appointment so all appointments will be reflected in Passport (and thus require an appointment summary).

### **Tutor Absence/Cancellation Policy**

If tutors cannot attend a scheduled appointment, drop-in, or SI session due to an unavoidable situation (illness, family emergency, etc.) they must make every effort to get that time covered by another tutor. Tutors must inform the professional staff when a switch is made.

The covering tutor may exceed their hour cap for the sake of providing service for the tutee. This is the only instance wherein a tutor may exceed their hour cap.

The new tutor will now be paid for that hour.

Tutors may not cancel appointments for any reason. If the tutee and tutor have come to a mutual agreement to cancel or move the appointment for some reason, please inform the pro staff and they can cancel the appointment.

### **Student Appointment Cap Policy**

To ensure that students do not monopolize tutoring and to keep tutoring available to as many students as possible, students will have a cap on how many appointments they can make in a week.

Currently, students are limited to 2 appointments per subject per week. This is set within Passport, and therefore “subject” is defined as a subject within the Passport system.

Students may obtain a recommendation from Accessibility and Disability Services if they require more than 2 appointments per subject per week.

### **Hiring & GPA/Grade Requirements**

In order to be considered for the position of tutor or SI, students must have at least a 3.0 GPA and have a B+ or higher in all classes that they tutor. Tutors must also provide a faculty reference who can speak to their skills in their anticipated tutoring subject(s).

Returning tutors do not need to reapply for their position. However, tutors must maintain a 3.0 GPA and the required B+ in all classes that they tutor. If tutors do not maintain these requirements, they may be asked to leave the tutoring staff. Tutors asked to leave should improve their GPA and reapply if they wish to become a tutor again. If returning tutors want to add a subject for which they were not explicitly hired, you must likewise obtain a faculty recommendation and approval from the professional staff.

### **Tutor Payment Information**

Tutors and SIs receive the same rate of pay for hours worked.

Tutors are paid for the following:

- Staff meetings attended

-Drop-in hours worked (tutors will get paid regardless of how many students attended, provided that they work on tutoring materials if no students are present)

-Appointments with students (tutor may only bill the actual hours worked, even if multiple students attended)

-Tutors are paid 1 hour per appointment. If the student leaves early, you still get paid for the full hour. If a student leaves late, you do not paid extra unless they make another appointment with you (which is allowed only if you have the time). This is to prevent students from monopolizing your time and to keep consistency.

- Tutors are not paid for no-show appointments. If the student has not shown up for the appointment by 5 minutes after the start time, the tutor may send a reminder through text or email. If the student still has not shown up after 10 minutes, the tutor may leave.

SIs are paid for all of the above as well as:

-SI study sessions

-meetings with SI professor, max 30 minutes per week

-class attendance

-prep time, max of 1 hour per week

In order to get paid, tutors will fill in all of their worked hours in a week by Friday through Peoplesoft CHRS. For timecard assistance, email Savannah Conely ([sconely@csum.edu](mailto:sconely@csum.edu)).

The prof staff will check all hours and approve weekly. If there is a discrepancy, pro staff will inquire further.

### **How to Set Up Availability**

Follow this link to get a refresher on how to set up your availability in Passport.<https://www.csum.edu/tutoring/media/settingupstudentavailability.pdf>

Tutors are encouraged to list as wide of an availability as they are able.

There is no need to set up availability for drop-in hours as those are documented through physical sign-in sheets.

### **How to Fill Out Appointment Summaries**

Tutors are responsible for filling out appointment summaries for all appointments. This is to have quality records of the types of things discussed during tutoring appointments and for the professional staff to be apprised about tutoring overall. Appointment summaries are crucial tools to learn about the program and create reports about large-scale changes and trends.

Follow this link for a step-by-step guide on how to fill out your appointment summaries. <https://www.csum.edu/tutoring/media/apptsummary.pdf>

### **Prep Time**

All SIs may have 1 hour of prep time per week for the session, to be noted on their SI hour sheet. Preparation is not generally included in a tutor’s hours. However, if a tutor finds that they need to refresh on a subject or they have a particularly difficult session coming up, they may request an hour of prep time from the professional staff via email, which will be reviewed for approval.

### **Unsanctioned Tutoring**

Tutors may not accept payment for personal tutoring that is provided outside of the official Cal Maritime Tutoring Services program. This policy is in place to prevent legal repercussions and to ensure that all students on campus receive free tutoring services. If you need more hours due to a financial concern, please talk to the professional staff and we can work with you to meet your needs.

### **Tutor Evaluations**

The professional staff will work with tutors to perform tutor evaluations. These evaluations allow the tutor to get feedback about their work from the professional staff in a helpful capacity. The intention behind the evaluations is always professional development and is meant to encourage personal reflection. Tutor evaluations are not punitive in any way. The evaluation may include:

* An observation of a full tutoring session by the professional staff
* A conversation between the pro staff and tutor about strengths, and possible weaknesses, the tutoring strategies used, and the tutor’s goals for the future
* A review of post-appointment student evaluations

### **Where to Meet? Location Related Policy**

Individual tutoring sessions can be held in any public place on campus. The typical locations are SEAS, Mayo Hall, and the Library Green Room. Tutoring may not occur in private locations (such as dorm rooms) and may not occur off campus. Tutors should communicate with your tutee ahead of time about the location (unless it is stated in your appointment availability special instructions).

In almost all cases tutoring sessions are to be held in-person. Peer-to-peer learning is easier to facilitate through in-person interactions. However, if the tutee requests a zoom session, the tutor may oblige. If the tutor needs to hold a zoom session for whatever reason (usually health reasons), please consult with the professional staff. The only exception is weekend sessions. Tutors may hold zoom sessions over the weekend without special dispensation from the professional staff.

### **When to Meet? Time Related Policy**

Plan to meet your tutee at the time stated on the appointment. It is best practice to arrive 5 minutes early so that you can greet your tutee if they come early.

Tutoring appointments are 50 minutes long. The extra 10 minutes at the end is left for you to complete your appointment summary report during paid time. It is best to communicate this to your tutee early in the session.

If tutors choose to continue the session for a short amount of time past the allotted 50 minutes that is their prerogative. However, tutors must make it clear that they are doing so on their own time. This is to ensure that students are aware of the 50-minute policy and do not monopolize the time of other tutors who are not able to stay longer.

If a student would like to continue the appointment for another 50 minutes, that is considered an impromptu appointment. This is allowed if it is agreed upon by both the tutor and the student. However, tutors must first confirm that an additional hour fits within their appointment cap. The tutor must email professional staff with the impromptu appointment details. See above “Impromptu Appointment Policy” for additional information.

### **Student No-Show**

If the student has not shown up for the appointment by 5 minutes after the start time, the tutor may send a reminder through text or email. If the student still has not shown up after 10 minutes, the tutor may leave. Tutors are not paid for no-show appointments.

If the student is not present after 10 minutes, the tutor must check “no-show” in the Passport appointment summary report so that the data is reflected.

To mark a student as a no show: Go to your Passport Staff Home > Appointments tab > Select appropriate appointment > click Actions (top left corner) > Mark No-Show.

Tutors should let the professional staff know if a student is consistently no-showing or canceling appointments so that professional staff can reach out to that student with support and solutions for attending future appointments.

### **Student Evaluations**

At the end of each session, a automated post-appointment summary may be emailed to the tutee for feedback on the tutoring session. The student is not required to fill it out. The evals are an important aspect of record keeping for the tutoring program and help us ensure that we are providing a quality service.

Tutors may ask for their evaluation results at any time.

Student evals will be used by the professional staff for the purposes of data collection, program maintenance, and when asked to serve as references for tutors.

### **Incentivized Tutoring**

There are many instances where instructors may require, or offer extra credit, for attending tutoring. Though the tutor does not have any responsibilities in that interaction, it is important for them to know the procedure in case a student asks about it. When a student wants their professor to know that they attended tutoring, they must fill out a “proof of appointment” form, found on the tutoring website, under both the FAQ and appointment information pages. That form goes to the pro staff, who then inform the professor that the student attended tutoring.

Tutors should not discuss the content of tutoring sessions with faculty without express permission from the student, even for the purposes of student improvement. See FERPA and student privacy section for more information.

# **Tutor Conduct and Responsibilities**

## **Harassment and Social Justice**

The tutoring program at Cal Maritime is committed to creating an equitable environment for all tutors and tutees. No harassment of any kind will be tolerated from any party involved in the tutoring program. This includes harassment based on actual or perceived sex, gender, race, sexual orientation, physical or mental ability, language proficiencies, and any other identities. Tutors are not professionals in this area and are not expected to deal with the situation on their own. Tutors are encouraged to come to the professional staff to work together to address any situations of harassment from a tutee or nearby student. In these situations, the priority is always student safety and if the tutors are in a situation in which they are uncomfortable they can and should leave immediately, no matter what the tutoring context is at the moment.

If the professional staff receives word that a tutor has been engaging in harassment of any kind the professional staff (and Title IX if appropriate) will engage in an investigation of the validity of the claim. If the claim is true, then the tutor will be asked to leave the tutoring staff, and other conduct processes may take place.

Overall, the goal of the tutoring program is to advance the causes of social justice by providing intersectional academic support to all students. While the bare minimum is to avoid harassment, the goal is to uplift difference of all kinds and celebrate diverse identities. The conduct of the tutors should reflect that goal through their openness, understanding, and encouragement of all students.

## **Title IX and Mental Health**

As employees of the university, tutors and SIs are mandated reporters under Title IX. This means that if a student discloses an incident of sexual assault or harassment, the tutor must report it by law. The tutor must report any incidents disclosed to professional staff. This law exists to ensure an equitable learning environment. Part of equity is ensuring that students are safe from harm in their educational journey. Mandated reporters help further this mission by being a first point of contact for people who have experienced sexual assault or harassment.

In the unlikely event that a student discloses an incident of sexual assault or harassment, you must inform them that you are a mandated reporter so that they can make the choice whether to speak to you about it. However, even after a report is made, the student may choose to continue, or not, with the report. There is no requirement that the student continues to pursue a case once a report is made.

Beyond the legal ramifications of mandated reporting, as tutors you are in a unique place to help care for the mental health of our students. If a student seems to be in a place where they are experiencing a mental health crisis, tutors are highly encouraged to walk the student over to CAPS. If the student seems to be struggling with mental health related concerns but is not in an active crisis, tutors are encouraged to refer the students to CAPS, Health Center, University Advisors, etc. Tutoring Services is committed to providing holistic academic support and the tutors can do that through supporting the tutee through the barriers that might be preventing their academic success, including mental health.

## **Academic Integrity**

Tutors will ensure that all work is completed by the student and that they maintain academic integrity at all times. When working through problems, tutors will ensure that the student is involved at every step and tutors will never give away an answer or complete the work for the student. When working on writing, tutors will never create original writing for the student to submit as their own. Tutors may provide examples of a sentence, but the student must create original sentences based on your example. While the work of tutoring entails some collaboration, the outcome of the tutoring session must not be a collaborative piece of work, rather it must solely be authored by the student.

In an effort to create a fruitful learning environment, and avoid any instance of potential integrity violations, we do not offer asynchronous tutoring. That means that students must be present, either virtually or physically, for their appointment. We do *not* offer a “drop-off and pick-up” style of tutoring wherein the student would drop-off, or email, a piece of work and pick-up comments later. While some appointments may involve an element of proofreading, or “looking over” we are not a proofreading or editing service. All tutoring appointments related to correction must always involve a conversation between the tutor and tutee to establish existing knowledge and knowledge gaps, with the focus being on what the student needs to learn, rather than what the tutor needs to correct on a piece of work.

## **FERPA and Student Privacy**

Peer tutoring is part of the private educational records of a student and thus protected by FERPA, which is the Family Educational Rights and Privacy Act. FERPA protects the confidentiality of student records by governing the release and access to these records. Students must give permission for the school to share their educational records to outside parties such as another school, a job, or even to a parent. This intersects with tutoring because tutors may have access to information about a student’s record, namely their tutoring attendance. You may not share this information with anyone who is not a school official, either in verbal or written form. The same rule goes for any instance where a student may share their grades with a tutor. Even though the tutor does not have a student’s official record, their grade is part of their protected information, and tutors may not share it.

Beyond the legality of FERPA, all tutors must respect student’s privacy. Whether something is officially considered protected information or not, a tutor should never share the content of a tutoring session with others, with the exception of the professional staff. Tutors should similarly not disclose tutoring information about other students to professors. If the tutor is concerned about a student, they should approach professional staff first, who can take appropriate action if appropriate.