CSUM 2023 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.

## Professional Staff

Just Erika for now. But hopefully more in the future!

## 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 session 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 Both Roles

-Hold weekly 1-1 tutoring sessions

-Attend weekly staff meetings

-Staff drop-in hours on a bi-weekly basis (if called upon to do so)

-Keep track of appointments through passport

-Complete appointment reports in passport

#### SI Duties

-Complete all of the duties of the tutor

-Attend SI contract meeting

-Uphold the duties of the SI contract including:

-holding SI sessions (usually weekly)

-meeting with professor

-attending SI class when able

## Tutoring Programs

Tutoring Services at Cal Maritime offers three main peer-to-peer services: drop-in, SI, and tutoring. Additional resources, such as workshops 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 occasionally 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 report after the appointment.

-Tutoring appointments are 50 minutes long.

-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, the times and dates to be decided in conjunction with the tutors at the beginning of each semester. Drop-In hours are the same 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: writing, BA-IBL, engineering, math, and MT.

-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 spend with a student is 30.

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

-Tutors who staff the drop-in must retrieve the drop-in sign from either the library desk or near the fridge in SEAS.

-Tutors must also obtain sign-in sheet from Erika and return to Erika’s mailbox.

### **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, or 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 and university advisors 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 pre-semester training. The purpose of this training is to prepare the tutors and SIs to provide quality support to a range of students. The training covers pedagogical theories of learning and teaching as well as tutoring protocol and 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 held weekly and are required for all tutors. 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.

The staff meetings are typically Tuesdays and Thursdays 11-12, and the tutors will be assigned to a specific meeting to ensure that the meetings are evenly attended.

If a tutor must miss a meeting, they can make it up by attending the other option that week. If they cannot attend the other meeting, they are encouraged to make it up through a 1-1 meeting with the Coordinator for Academic Support, 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 change their target hours unless they have a specific reason and consult with professional staff.

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 15hour total cap, with 3hours of SI, 2 of drop-in, and 10 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.

When a tutor takes an appointment within the 12-hour limit, they must email the professional before the appointment is occurring, so the pro staff can create the appointment within passport.

If the impromptu appointment takes places without enough notice to email pro staff, then the tutor must fill out an impromptu appointment report, which is found in the “for tutors and SIs” section of the website.

## 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 unless the tutee and tutor have come to an agreement to cancel or move the appointment for some reason. Whatever the case may be, the professional staff must be informed.

## Student Appointment Cap

In order 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 pass from their Disability Services or their professor 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 will be asked to leave the tutoring staff. In that case they must get their GPA up and reapply if they wish to become a tutor again.

## Payment

The current rate is $17 an hour. This rate is equal for all tutors and SIs.

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 present

-appointments with students

-tutor may only bill the actual hours worked, even if multiple students attended

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

-SI study sessions

-meetings with SI professor

-class attendance

In order to get paid, tutors will fill in all of their worked hours in a week by Friday through Peoplesoft HR (provide a link). If they work on the weekends, put those hours on the next week.

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 low-tech 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.

## 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 only 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.

# **During a Session**

## Where to Meet?- Location Related Policies

Individual tutoring sessions can be held in any public place on campus. The typical locations are SEAS and the green room of the library. Tutoring may not occur in private locations (such as dorm rooms) and may not occur off campus. Tutoring may occur in an empty classroom provided that the door is unlocked and the room is not in use. Tutors should communicate with your tutee ahead of time about the location (unless it is stated in your bio).

The professional staff need to be informed about where your tutoring appointments take place. You can do this through your passport bio (eg: I always hold my appointments in the library.) or through the notes feature on appointment reports.

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 you 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 Policies

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 report during paid time. It is best to communicate this to your tutee early in the session.

There are very few instances where a student might request a double appointment of 110 minutes. These include: prep for coast guard exams, some final exam prep, students with different learning abilities, or students on academic probation. Students are able to make extended appointments for themselves, but most often the student will request it from either the tutor or the professional staff. If tutor has time in their availability and their appointment cap, then the request will be granted.

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 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 another 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. Then the tutor must either fill out an impromptu appointment report or include the extra hour in the blank section of the appointment report on passport.

## Student No-Show

If the student has not shown up for the appointment by 5 minutes after the start time, the tutor must 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 passport so that the data is reflected.

How To: Staff Home🡪 Appointments🡪Select appropriate appointment 🡪Actions (top left corner) 🡪Mark No-Show

If a student no-shows, or cancels their appointment less than 12 hours prior, more than 3 times in a month they will have their tutoring privileges suspended. However, sometimes the system does not catch this, so tutors should let the professional staff know if a student is consistently no-showing or cancelling.

## Student Evals

At the end of each session, the tutor must provide an evaluation form for the student to complete at their leisure. The form is anonymous, and the student is not required to fill it out, but they are highly encouraged to do so. 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. However, please recall if tutors haven’t given them to students, then their numbers might be much lower than the reality and the tutor might not have comments.

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.

# **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 will be trained on how to recognize these types of harassment when coming from others and handle it in the moment. However, 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 tutoring 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, not 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 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.

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 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. What that means in practicality, is the tutor must tell the tutoring 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 hep further this mission by being a first point of contact for people who have experienced sexual assault.

In the unlikely event that a student discloses an incident of sexual assault, 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 continue once a report a 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 let the students know what their resources are, which include CAPS, financial services, 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.

## 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 (if the student is over 18). This intersects with tutoring because you have access to information about a students 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 a student’s grades. Even if you do not have their official record, their grade is part of their protected information, and you 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 contents of a tutoring session with others, with the exception of the tutoring 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 the tutoring staff first and then they can take appropriate action together.