

G R O S S M O N T
C O L L E G E



Tutor Handbook

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Welcome

Welcome to the Grossmont College tutoring program. Providing quality and exceptional service is our priority. Students are the central focus of all programs and services at our college. We believe that all students are capable of learning and achieving. We make every effort to create a supportive environment where active learning takes place, and we are committed to fostering a dynamic and effective learning atmosphere.

In choosing to be a tutor, you have accepted an important and very satisfying responsibility. As a tutor, you have an opportunity to be instrumental in the success of the many students you serve. Your positive interaction with students could make a critical difference in their educational endeavors. Your role involves expertise in an academic subject area and strong interpersonal skills.

The purpose of this Tutor Training is to provide an orientation to the process of tutoring. In the following pages, you will find principles and procedures that have been developed by many educators. This material is designed to help you become an efficient and effective tutor.

Tutor Training

Part of your professional responsibility is to improve your skills as a tutor. There are many ways to do so. The main one is for you to attend all of the training sessions provided by Learning Resources or recommended by your Coordinator. The following are the types of training you will receive:

General Induction Training

Before you begin tutoring, you will attend this training, very likely at the beginning of the term or, if you start later, during the next available induction training session. Common to all tutors, in this training, you will:

- Meet your fellow tutors from other Centers. You are part of a large group of students who are an important component in the College's effort to increase everyone's success. You will get to know your colleagues and engage in conversation about your experiences throughout the term, whenever possible.
- Go over this handbook and take an online quiz.
- Learn how to log students in to WOnline. This is important because every one of your sessions must be entered into this management system, whether the student makes an online appointment or walks into the Center. Logging students in, to record each session, is always the first thing you should do before you start tutoring. Failure to do so may lead to your suspension.
- Observe senior tutors demonstrating the basic steps and principles of tutoring.
- Engage in role play and tutor a Coordinator, pretending to be a difficult student.
- Learn basic practices and attitudes that lead to your fellow students' satisfaction.
- Develop skills to manage your tutoring session time efficiently.
- Learn how to help students develop strategies according to their learning style.

One-on-One Center Orientation

While there are general policies and procedures for tutoring at Grossmont College, each Center has guidelines that are specific to better serve each discipline. Follow the general rules below and make yourself familiar with the operational practices of your Center. Here are examples, although your duties may differ slightly:

- Know the hours of operation.
 - Arrive on time. It is advisable to come in five minutes before your shift starts.
- Know the opening and closing procedures.
- Enter time worked on WORKDAY.
 - Understand how to enter your time into WORKDAY on the last day of each week.
- Assist students with the sign-in process in order to track student activity.
- Help students create an account on WOnline if they do not already have one.
- Demonstrate how to set up and cancel appointments.
- Keep track of the scheduling system throughout the day.
- Fill out a client report form for each tutoring session, if your area requires one.
- Email your Center Specialist if you will be absent or late to work.

Discipline Specific Training and Workshops

Throughout the semester, each discipline holds training workshops designed to help you improve your tutoring skills. As part of your ongoing training, you are required to attend the workshops listed below:

- Common trainings for all Centers' tutors on pedagogy, student help, academic resources (Library), administrative tools (WOnline), or customer service.
- Training on particular topics in your discipline.

Shadowing

During your first week tutoring, you should be scheduled for three sessions of shadowing. This is for you to accomplish the following:

- Become fully familiar with the processes and practices of your Center, to include greeting students.
- Learn how senior tutors or your Coordinator work with students and present information.
- Make notes of approaches that work well.
- Observe students' reactions in order to learn how to better serve them when you work with them.
- Write down your questions so you can seek answers before you have your first tutoring session.

Observation

During your first two or three months of tutoring, you will be observed by the faculty coordinator/instructor and given feedback or constructive criticism regarding your tutoring skills. The instructor may suggest some ways to improve your tutoring techniques. This is only for new tutors.

Evaluations

Evaluations are an important part of the success of our Centers. They also provide you with valuable feedback regarding your tutoring sessions. Throughout the semester, you will receive several evaluations. There are three kinds of evaluations.

- Individual one-on-one review of your overall professional performance: This is an evaluation of your performance by an instructor or supervisor done prior to the end of the semester. It is intended to give you professional feedback on overall performance.
- Student evaluations: This is an evaluation of your tutoring session completed by a student.
- Peer Evaluation: An evaluation of your performance completed by one of your peers.

WCOOnline is the tracking system we use to track student appointments. Every session must be recorded in our WCONLINE management system.

If you work in an appointment based Center:

- Students can make appointments on any device that has internet access. Students can also call or walk-in to make their appointments.
- If your student made an appointment through WCOOnline, you should have received an email with the time and date, along with a note of the topic that the student wants to discuss.
- If your student just walked in, have them log in to WCOOnline using a computer or iPad so that you can enter your session before starting. Indicate which course and topic the student wants to discuss.
- If your student has not yet registered on WCOOnline, walk the student through the registration process so that you can log in their first tutoring session. Let your students know they can reserve their next sessions online from the comfort of their phone!

If you work in a walk-in based Center:

- The schedule is only available to administrators (tutors are administrators) so students are not able to make appointments on their own.
- If a student does not have an account, create an account for them. Click on the “face” icon and complete all of the fields as follows:
 - Ask for the correct spelling of the student’s **NAME**.
 - Use the student’s Grossmont College **email** address as seen below.
 - `firstname.lastname@students.gcccd.edu`
 - Confirm the **Student ID** number.
- When a student is next to receive help, you will create an “instant” appointment for the student using your tablet or Chromebook as follows:
 - Enter the first few letters of the student’s name.
 - Scroll down to the student’s email address.
 - Fill out the appointment form by entering the following information:
 - Class the student is enrolled in.
 - Topic the student needs help with.
 - Check the “Walk-in” box at the bottom.
 - Uncheck the email box at the bottom.
- If you need to extend an appointment because you went over the allotted time, click on that appointment, change the end time to the correct time, and save the changes.

Tutor Expectations and Responsibilities

Job Profile

While your primary assignment is in a specific center under the supervision of its coordinator, you are part of a large team of tutors who provide peer students with an opportunity to further develop their learning skills, their understanding of course content, while assisting students in improving academic achievement by doing the following:

- Facilitating their understanding of the course content via a variety of techniques. For instance, you guide your fellow students through reading the assignment or problems and planning the steps necessary to solve them. Also, you explain the underlying concepts and help practice them with questions. At the end, you assess your fellow students' progress through a recapitulation and make plans for future actions.
- Helping students become independent learners by providing tools like critical thinking processes and patterns, healthy student habits, time management techniques, test anxiety reduction practices, stress triggers awareness, active reading etc.
- Increasing students' overall confidence through your participation in creating a safe, non-judgmental, welcoming, and uplifting environment.

Ethics

Always keep in mind that this position is one of service to all types of students. Just like in any other situation in life, you will feel more comfortable with certain students than others. Some will respond very well to your approach and personality; others may react in unexpected manners. It is your role to adapt to your student's style as you may not treat anyone differently or decide whom you want to help or not. That being said, you should be guided by ethical principles at all times, whether they are your own, our guidelines, or a conflict of interest.

You may witness student behaviors that do not seem ethical to you, such as a violation of the academic honesty principles stated in the Grossmont College Academic Integrity Student Declaration. Part of your becoming an expert tutor is learning how to handle all types of tutoring interactions with poise and professionalism, but in every case, you must notify your Coordinator immediately if you sense an indiscretion. Such issues can be sensitive and require respecting your fellow students' privacy. Consult with your Coordinator before doing anything else and keep all situations confidential at all times.

Academic Honesty and Integrity

Tutors are held to the highest moral and ethical standards. You are expected to follow the same standards as students. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and to avoid instances of dishonesty at all times. Students have the responsibility to adhere to an academic honor code, which upholds the integrity of the institution and the educational process so that all students have an equal opportunity to demonstrate their academic abilities. Academic fraud includes but is not limited to cheating, plagiarism, falsification, fabrication, and/or intentional deception. Academic fraud is a serious violation of Grossmont College Student Code of Conduct, which states, "Student conduct must conform to District and College rules and regulations. If a Student Code of

Conduct violation occurs while a student is enrolled in any program of instruction within the District, the student may be disciplined.”

Tutors are available to help students with course content. Tutors are not substitutes for missed lectures, and tutors may not do coursework for students. Tutors may not complete students’ work. They may provide feedback to help learners develop and organize their thoughts and/or increase their understanding of concepts, but their focus is always on students’ learning. A paper’s words, ideas, and punctuation must be the writer’s; a problem’s calculations must be the student’s.

National Tutoring Association Code of Ethics

The Grossmont College Tutoring Program adheres to the standards of conduct set forth by the National Tutoring Association Code of Ethics.

- I understand my role as a tutor is to guide students to do their own work using the best learning approach possible.
- I will provide honest feedback in the form of positive praise and/or constructive suggestions to students I serve in a manner beneficial to their overall learning.
- I will demonstrate faith in each student’s learning abilities understanding my primary goal is helping them discover and develop skills needed to reach their desired educational outcomes.
- I understand my relationship to each student I tutor is professional and not personal.
- I will respect and be sensitive to students’ cultural background and personal value system, keeping in mind their personal dignity.
- I recognize I will not have answers to every question asked. Therefore, I will seek assistance in finding answers to the student’s questions and/or directing the student to “how” and “where” appropriate resources are for the information needed.
- I will maintain accurate records of tutoring sessions to fulfill expectations and requirements which exemplify excellence in tutoring.
- I will respect each student’s personal dignity at all times.
- I will be on time for all tutoring appointments, understanding excellence does not compromise time nor make excuses.
- I will keep information about all students I work with confidential.
- I understand the ultimate goal is to assist students in discovering how he or she best learns.
- I will accomplish this by helping each student develop the skills needed to achieve their best educational outcome.
- I will share any concerns I have with my supervisor.
- I will recognize the win-win relationship tutoring fosters. I expect to learn along with each student I assist.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible in my approach to student learning, respectful of the various learning styles and preferences.
- I will share techniques for improving study skills with students, respecting their differing learning styles and preferences while exhibiting excellence in my approach to the content being tutored.

Socratic Method

An ancient proverb says, “Give a man a fish and he will eat for that day. Teach a man to fish and he will eat for the rest of his life.” That philosophy is incorporated into the tutoring program at Grossmont College and is especially appropriate when helping students with all stages of an assignment.

Socrates was a Greek philosopher who believed that people can best acquire knowledge if they are gradually led to produce it themselves out of questioning and reasoning, instead of being told what someone thinks they are supposed to know.

Theory

Therefore, he would teach in a particular way that is called Maieutic, a form of conversation in which he brought his students to “give birth” to the right answers after an exchange of questions and answers. “Maieutic” comes from the Greek term *maia*, which means midwife. The Socratic Method is a cooperative form of dialogue. It is based on asking and answering questions in order to stimulate critical thinking and draw out ideas and underlying assumptions.

Our tutoring sessions are designed to do the same. Although your fellow students will learn from their sessions with you, you are not a teacher. Tutoring is more of a conversation in which you help the student find the right answer by asking open-ended questions.

Putting it Into Practice

We do not provide answers or solve homework problems for students. You want to encourage them to learn independently, so your tutoring style should be that of a **minimalist**: Help students get to the answers on their own. You are there for guidance; it is the student who does most of the work. Tutors do not do the homework with students; you help them figure out how to complete assignments on their own.

- **Tip: You should nicely but firmly resist students who want you to give them the right answer right away.**

There are times when you will need to explain a concept if you see a student is really struggling and it will sound like a mini lesson. It should be quick and lead to activities completed by the student so that the concept can be learned immediately. A brief presentation makes the learning process and the completion of the assignment a lot easier. Do not refuse to give such an explanation, but be aware of the fact that you are then, in a way, performing more of a teacher’s role.

- **Tip: If you find yourself speaking a lot, chances are you are not following the Socratic Method. Your fellow students should do most of the talking.**

Remember: You are here to help students but ultimately, they need to do the work (or not) and assume the consequences (good or bad). “Students are responsible for both [their] success and their failures. They own the responsibility for their own academic outcomes.” (Nolting, 2014, *Navigating College*)

Examples

For instance, you should avoid saying something like *“This is how you solve this problem.”* Instead, in order to apply the Socratic Method, ask open-ended questions that encourage students to think critically and guide them as they find the answers on their own. Instead of demonstrating how to solve a problem, answer a question, or write an essay, ask questions such as *“Where do you think the mistake is? Read it out loud. How does it sound to you? What do you mean by this? Why do you think this is wrong? What were you hoping to communicate? What are the instructions? How can we break this question into parts?”* Students will feel a lot more accomplished and empowered by arriving at the right answer through their own efforts rather than being told the right answer by the tutor.

Another example of presenting a common topic in the Socratic way in Science is:

Non-Socratic Method	Socratic Method
<p>Tutor: This is how you convert 13m into mm: You multiply 13m by a conversion factor of 1000mm/m, which is equal to 13,000mm.</p>	<p>Tutor: What are m and mm? Student: meters and millimeters. Tutor: And what are those? Student: Units of measurement. Tutor: Measurement of what? Student: Of distance. Tutor: Great, now how are these two units of measurement related? Student: I’m not sure. Tutor: What’s bigger, a meter or a millimeter? Student: A meter is bigger. One meter is many millimeters. Tutor: Exactly, and how many millimeters would be in one meter? Student: One thousand. Tutor: Good job. Do you know what a conversion factor is? Student: Yes, it’s a fraction that is used to multiply times a unit in order to get the desired units. Tutor: Ok, so since we want to have mm at the end, and get rid of m, where should we place the m for meters, on the numerator or denominator? Student: Denominator so that it cancels out. Tutor: Excellent. If we put 1m on the bottom, what should we put on the top? Remember how many mm are in one m. Student: 1,000 mm Tutor: And now what do we do? Student: We multiply times 13m. Tutor: And what happens now?</p>

	<p>Student: The m cancels out and we are left with 13 x 1,000 mm -- which is equal to 13,000 mm.</p> <p>Tutor: Great you got it. Now give me another example going from millimeters to meters ;-)</p>
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The Socratic Method takes more time, but out of the two methods, it is the only one in which deep learning takes place. With the first method, we do not know if the student learned anything. Giving the student the answer may result in them not being able to solve a similar problem alone in the future. In the second scenario, we guided the student with questions every step of the way. We got the student to come up with the answers, which will build confidence to tackle a problem such as this one independently. Students may get to the answer faster and skip a few questions, or you may need to stop and explain underlying concepts before you step back into your role of asking open-ended questions.

While tutoring, the Socratic Method is preferred. The goal of tutoring is to foster student independence. Tutors can help students help themselves by stimulating active learning and building students' confidence in their own abilities. Throughout all stages of the process, tutors use the Socratic Method to find students' level of comprehension before moving on to new concepts.

Academic Growth

Know Your Subject

The best way for you to grow as a tutor is to continue actively becoming more knowledgeable in your subject. It is your responsibility to study your subject and be well prepared to assist students in their studies as well. Teaching a subject is an excellent way to understand it better. In tutoring, you will face a myriad of questions about your subject and will need to look at your subject from angles that you have never considered before. You will leave tutoring with a greater and more in-depth understanding of the subject matter than when you started. Furthermore, you will acquire skills that you can apply to your other courses, making you a better student and independent learner. Be proactive and take the opportunity to share your knowledge so that you may improve.

Just Say "I don't know"

If you do not know the answer to a question, be honest and tell your student. Never mislead the student or give an inappropriate answer. You can look in books, online, ask other tutors, or ask the faculty coordinator, but do not lead the student down the wrong path and waste time by giving wrong information. Doing so also creates a cohesive community among the tutors by helping one another.

Learning Styles

How we learn greatly affects what we learn. Are you a "visual learner"? Do you just sit and listen in class without taking any notes, but are still able to retain everything that was said? Is it easy for you to learn something only having done it once? All of these questions address different types of learning styles. Discovering what your learning style is can help you have a

successful academic career. You will be better able to tell which way you are apt to retain information, and knowing this, you can develop more effective ways to study. Understanding various learning styles is important to remember when meeting with a diverse group of students.

Visual learners

They like to “see the information in the form of a textbook, illustrations on the board or overhead. They don’t mind reading the textbook before the lecture to get a picture in their mind of what the lecture will be on. They like to take lots of notes to use in their study time. They use pictures or movies in their minds many times to learn and remember information. Charts and diagrams are good tools to put the pieces of information into the big picture for visual learners. Often you can watch visual learners look up during a conversation. They are visualizing the information taking place in the conversation. Visual learners are always aware of the visual environment around them.” (Nolting, 2014, *Learning Assistance and Tutor Training Manual* Vol. 3, p. 6)

Auditory learners

They learn best by “listening to and discussing information. Often auditory learners like to listen to the lecture before reading the information in the textbook. Study groups work well for auditory learners, especially if they are social learners. Many times strong auditory learners have well-developed vocabulary and communication skills. Visual learning tools work for auditory learners when there are discussions based around the visual tool such as a diagram.” (Nolting, 2014, *Learning Assistance and Tutor Training Manual* Vol. 3, p. 6)

Kinesthetic learners

They prefer “being physically involved in the learning. Lectures and reading textbooks are effective when the learner can do something with it. For instance, taking notes from the textbook in the form of making note cards brings a minimal kinesthetic activity to reading the textbook. When writing a research paper, kinesthetic learners can use different colored note cards to separate ideas into appropriate sections of the paper. Many times kinesthetic learners work well with their hands and are well coordinated in body movements.” (Nolting, 2014, *Learning Assistance and Tutor Training Manual* Vol. 3, p. 7)

Study and Test Taking Skills

Study Skills

As tutors, it is important to motivate students to continuously work hard throughout the semester and avoid procrastination. Encourage your fellow students to do the following:

- Do homework assignments as soon as they get it, not the day before it is due; the amount of work is the same, but there is less stress involved if work is completed ahead of time.
- Come back to the Center regularly instead of waiting until the last minute before a quiz, midterm, or final.
- Study every day, even if only for a few minutes, to reduce stress and the amount of material needed to be covered before an exam.
- Take good notes when reading the textbook and prepare before class. They should not rely solely on the textbook or on highlighting passages. The more they write, the easier it will be to memorize the information and retain it long term.

- Take notes throughout the whole class; have a clean dedicated notebook for each discipline and keep actively writing. The professor may cover material in the lecture that is not in the textbook, or if it is in the textbook, the professor is likely to provide more in-depth explanation to ensure understanding. The professor may also focus on specific areas while spending less time on others. By taking good notes, students will know better what to study, review, or have explained during the tutoring session. Their minds will be engaged, and they will save a lot of time when reviewing for exams.

Test Taking Skills

Taking a test requires specific skills that can be learned. The more students understand that there are techniques under their control, the less test anxiety will affect them. Convey this message to your students at all times, and remember “teaching is repeating,” so keep repeating that taking a test well is something anyone can do with practice.

- **Read the directions.** It may seem like an obvious recommendation but oftentimes, due to test anxiety, students answer a question that was not necessarily being asked, or they answer only part of the question and provide a partial answer. Tell students to take the time to read the essay prompt or the full question and underline or circle the main points to get on track to providing the right and complete answer from the start.
- **The Two-Pass Method:** Tell students to go through the test a first time rapidly and answer all the questions they can without thinking too much. This way they can accumulate points in a minimum of time. Then they should go back to the top of the test and give themselves a couple of minutes for harder questions. If they do not know the answer in a couple of minutes, they should skip it and go to the next one.
- **Process of elimination:** In multiple choice questions, if a student does not know the correct answer in the first pass, they should look for wrong answers when on their second reading. Generally, only one answer will be right, and there may be 3 or 4 wrong answers. Wrong answers may be easier to find and eliminate. For numerical answers, providing an approximation instead of the exact number might be an easier option.

➤ **TIP: If you do not lose points for wrong answers, never leave a question blank. Make an educated guess, or check at random, but answer all questions. With a little luck, it might be correct or, maybe, you knew more than you thought!**

Test anxiety is a very common factor for students. There are disciplines that are particularly known to generate anxiety, math being the worst, but some students are naturally more sensitive to the pressure regardless of the class. Here are some tips on managing test anxiety:

- Listen to your body and decide what you are feeling anxious about.
- Do not prepare for a test the night before and expect to learn everything.
- Your frame of mind concerning an exam can have an effect on how well you do.
- Maintain good eating and sleeping habits.
- Avoid caffeine, sugar, and nicotine on the day of the test because these stimulants set off a process that can result in rapid fluctuations of sugar levels, producing symptoms of anxiety and panic.
- Arrive at the test location early.
- Wear a watch and check it frequently as you pace yourself throughout the test.

Cultural Proficiency

Grossmont-Cuyamaca Community College District (GCCCD) strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community. No person shall be unlawfully subjected to discrimination or denied full and equal access to District programs or activities on the basis of ethnic group identification, race, color, national origin, religion, age, sex or gender, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Understanding Diversity

- *Be Aware of Yourself.* Make others aware of how added stress affects people's thinking and behavior. People who are conscious of their reactions to stress can often catch themselves before they say or do something they will later regret.
- *Start with Yourself.* Managing stress means managing your mind and making sure that the old cultural messages you grew up with do not turn into angry or unfair words or actions.
- *When Conflicts Arise* and you are either involved or must mediate between parties, remember the 80/20 rule. Usually, in a conflict between people of different cultures, at least 80% or more of what takes place comes from cultural misunderstanding and 20% or less has to do with the personalities of the individuals involved.
- *When Diversity Problems Arise*, look beneath those problems for the stresses caused by poor management or other factors not recognized or controlled by the people involved. Do not blame diversity when management is ineffective in coaching, motivating and preparing employees for change.
- *Be Especially Vigilant.* Root out trouble before it spreads. Whispering campaigns, the rumor mill, or inappropriate ethnic humor may be attempts to release tension or let off steam, but the damage they do is very hard to repair.
- *Keep Channels of Communication Open.* Let everybody know what is happening. If you are speaking a different language, take time to fill others in on what you are saying.
- *Be a Listener.* If people let off steam with you, listen to their feelings and fears. Point out name-calling, if it appears, is unhelpful, without making a big issue out of it.

(Simons, G. F., Vázquez, C. I., & Harris, P. R. (1993). *Transcultural leadership: Empowering the diverse workforce*. Houston: Gulf Pub.)

Communicating Across Cultures

Communicating with people of other cultures is a learned skill – *a habit*. According to management consultant, Stephen R. Covey, “A habit is the point where desire, knowledge, and skill meet. Desire is about wanting to do something. Knowledge is seeing what to do, and Skill is understanding how to do it. These three factors are equally important for bridging gaps in cultural understanding.” Here are suggestions to help make the communication with other people and cultures a habit:

- Have a desire to communicate across cultures. If you truly see the value of cultural diversity, you can discover and create ways to build bridges to other people.
- Know about other cultures. Back up your desire to learn about other cultures with knowledge.

- Gain skill in communicating across cultures. With the desire to communicate and gain knowledge of other cultures, you can then work on specific skills.
- Look for common ground. To promote cultural understanding, we can become aware of, and celebrate, our differences.
- Assume differences in meaning. Don't assume that you have been understood or that you fully understand a person.
- Look for individuals, not group representatives. Sometimes the way we speak glosses over differences among individuals and reinforces stereotypes.
- Get inside another culture. Immerse yourself in another culture. Consider learning as much about it as possible.
- Find a translator, mediator, or model. People who move with ease in two or more cultures can help us greatly.
- Celebrate your own culture. Learning about other cultures does not mean abandoning your own.
- Ask for help. If you are not sure about how well you're communicating, ask questions.
- Point out discrimination. Throughout history, much social change has been fueled by students. When it comes to ending discrimination, you can make a difference.

(Simons, G. F., Vázquez, C. I., & Harris, P. R. (1993). *Transcultural leadership: Empowering the diverse workforce*. Houston: Gulf Pub.)

Dealing with Difficult People

Dealing with difficult people is part of everyday life. As tutors, we must demonstrate patience and a caring attitude toward all people. We may not know the reasons for someone's difficult attitude. They could have simply been having a bad day, or they might be frustrated with the subject they are trying to learn. Below are some examples of what you can do in certain situations.

Type	What They Do	What Can You Do?
Hostile- "Aggressives"	Cutting you down, sniping, exploding...	<ul style="list-style-type: none"> • Stand up to them, but don't fight. • Ask them to take a break to cool down. • Control your own anger and the evidence of it.
"Know It All's"	Contradicting, overruling, ignoring you...	<ul style="list-style-type: none"> • Be careful and accurate in your statements. • Ask them to extend and explain what they know. • If their knowledge is incorrect, you can try to show them correct information in their textbook, but if they are persistent in being right, then excuse yourself from the situation and move. • Purposely take a subordinate position to end the conversation ("Let me get another tutor to help you").
"Complainers"	Whining, Criticizing...	<ul style="list-style-type: none"> • Listen and ask factual questions. • Do not be defensive. • Apologize if you are wrong. • Acknowledge their points without agreeing. • Do not try to persuade or convince. • Ask them how they want the conversation to end.

Remember that difficult people bother us because of how we feel when we are with them. Our feelings depend on how we look at the situation. If we change how we view the situation, our feelings will change! (McCreary, Jamie, Ph.D. *Dealing with Difficult People*. N.d. Informative.)

Students with Learning Disabilities

Attention Deficit Disorder (ADD)

Research over the past few years indicates the number of youngsters who have been diagnosed with ADD is increasing. This trend implies difficult years ahead for schools and teachers. Information and understanding are two important elements needed to work successfully with ADD students. Here is some information that might help you to identify an ADD student.

CHARACTERISTICS OF THE STUDENT WITH ADD:

- *Easily distracted:* Students with ADD notice everything that is going on, particularly changes or quickly-changing things in their environment. This often is perceived as being "hyperactive."
- *Short, but intense, attention span:* Most students with ADD complain of "boredom" and jump from one project to the next. Some tasks may hold the students' attention for long periods of time or for short intervals.
- *Disorganization:* Students with ADD have trouble separating material from one project to the next. They find it hard to keep notes, projects, and research separated.
- *Difficulty following directions:* Lack of attention is usually the culprit because students with ADD find it hard to stay focused. They tend to pay less attention to things like directions. Also, studies show that many students with ADD dislike being told what to do.
- *Symptoms of depression:* Studies show that students with ADD display some symptoms of depression. In some cases, boredom or daydreaming may be mistaken for depression. If the student is on medication (as many are), the medication may contribute to this.
- *Easily frustrated and impatient:* Students with ADD are often very direct and to the point about things. This bluntness may be perceived as rude or offensive to those trying to work with the student. Butting into conversations and interrupting others may figure into this.
- *Verbal communications:* Some students with ADD cannot keep from talking all the time, while others seem to never speak. Students with ADD may seem as if they are not listening when they are being spoken to.

Students with ADD are usually on some form of medication. Very often the medication can alter the students' behavior. Inform your Center Specialist of any students you believe may be struggling with severe ADD symptoms. The Center Specialist can contact the appropriate department to get help.

STRATEGIES FOR WORKING WITH STUDENTS WITH ADD

- When tutoring, try to monitor the student's progress regularly. Get the student started on a project and employ the strategy known as Prompt, Praise, and Leave (PPL).

- Constantly encourage organization. Help the student arrange their binder into an organized manner. Encourage the use of day planners, assignment sheets, and any other organizer.
- When giving directions, be sure to give clear, direct instructions. Have the student repeat the directions back to you. Repeat the directions again if necessary.
- Use multisensory approaches to instruction. A combination of verbal, auditory, tactile, and kinesthetic seems to work best.
- Encourage and support the student. Avoid negative feedback.

Autism Spectrum Disorders

Asperger Syndrome (AS) is a developmental disorder that is characterized by deficits in social skills, communication, and unusual repetitive behaviors. It is sometimes referred to as "high-functioning autism." The core feature appears to be the individual's inability to understand the thoughts, feelings, and motivations of other people and to use this understanding to regulate one's own behaviors.

Below, note some of the characteristics that are typical in an individual with Asperger Syndrome. Due to the diversity and complexity of this disability, you may not see all of these characteristics in a given student. It is important to understand these characteristics because they can result in behaviors that are easy to misinterpret. Often behaviors that seem odd or unusual or even rude are, in fact, unintentional symptoms of AS. (Faculty Guide for Working with Students with Asperger Syndrome", an appendix in *Students with Asperger Syndrome: A Guide for College Personnel*, by Lorraine E. Wolf, Jane Thierfeld Brown, and G. Ruth Kukiela Bork)

CHARACTERISTICS OF THE STUDENT WITH AUTISM SPECTRUM DISORDERS

- Frequent errors in interpreting others' body language, intentions or facial expressions.
- Difficulty understanding the motives and perceptions of others.
- Problems asking for help.
- Motor clumsiness, unusual body movements and/or repetitive behavior.
- Difficulty with the big picture, more focused on the details (can't see the forest for the trees).
- Difficulties with transitions and changes in schedule.
- Wants things "just so".
- Problems with organization (including initiating, planning, carrying out, and finishing tasks).
- Deficits in abstract thinking (concrete, focuses on irrelevant details, difficulty generalizing).
- Unusual sensitivity to touch, sounds, and visual details, may experience sensory overload.
- Difficulty in initiating and sustaining connected relationships.
- Poor or unusual eye contact.
- Problems understanding social rules (such as personal space).
- Impairment of two-way interaction (May seem to talk "at you" rather than "with you").
- Conversation and questions may be tangential or repetitive.

- Restricted interests that may be unusual and sometimes become a rigid topic for social conversation.
- Unusual speech intonation, volume, rhythm, and/or rate.
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm).
- Information in papers may be redundant, returning to the same topic focus repeatedly.
- Student may be able to state facts and details, but be greatly challenged by papers requiring:
 - taking another's point of view
 - synthesizing information to arrive at a larger concept
 - comparing and contrasting to arrive at the "big picture"
 - using analogies, similes, or metaphors

STRATEGIES FOR WORKING WITH STUDENTS WITH AUTISM SPECTRUM DISORDERS

- Use Task Analysis: very specific, tasks in sequential order.
- Keep your language simple and concrete. Get your point across in as few words as possible. Typically, it is far more effective to say "Pens down, close your journal and line up to go outside" than "It looks so nice outside. Let's do our science lesson now. As soon as you've finished your writing, close your books and line up at the door. We're going to study plants outdoors today."
- Give fewer choices. If a student is asked to pick a color, say red, only give two to three choices to pick from. The more choices, the more confused an autistic student will become.
- Give very clear choices and try not to leave choices open ended. You're bound to get a better result by asking "Do you want to read or draw?" than by asking "What do you want to do now?"
- If you ask a question or give an instruction and are greeted with a blank stare, reword your sentence. Asking a student what you just said helps clarify that you have been understood.
- Avoid sarcasm. If a student accidentally knocks all your papers on the floor and you say "Great!" you will be taken literally and this action might be repeated on a regular basis.
- Avoid idioms. "Put your thinking caps on", "Open your ears" and "Zipper your lips" will leave a student completely mystified and wondering.
- Repeat instructions and check for understanding. Use short sentences to ensure clarity of instructions. It may be best to ask a student to repeat the directions in their own words to check for comprehension.
- Recognize that some change in manner or behavior may reflect anxiety (which may be triggered by a [minor] change to routine).
- Do not take apparently rude or aggressive behavior personally, and recognize that the target for the pupil's anger may be unrelated to the source of that anger.
- Avoid overstimulation. Minimize/remove distracters or provide access to an individual work area or booth, when a task involving concentration is needed.
- If the student starts acting out, kindly tell the student that it is time to take a 5-minute break. Usually a few minutes to unwind will help a student return ready to start learning again.
- Many individuals with Asperger syndrome are visual learners. Pictures and graphs may be helpful to them.

Blind or Low Vision

- Be consistent in a meeting location so that the student is able to find you easily.
- Keep in mind that many students who are blind/low vision require materials in alternate formats (i.e. taped, Braille, enlarged). If you plan to provide additional information, talk to the Accessibility Resource Center (ARC) about providing it in the proper format for the student.
- If the student has low vision, use big, bold letters when writing something down and watch the contrast. Some students may have difficulty reading words on different backgrounds.
- Consider using colored paper and colored pens to figure out the best contrast for the student.
- If you refer to information that is in the book or on a sheet of paper, read the information to the student.
- Rich verbal descriptions are extremely important. Verbalize everything you write down or read.
- Describe pictures, illustrations, and graphs in detail.
- Use very specific language. Avoid vague terms or phrases, such as, “the chair is over there.” Encourage students to let you know if your description is too vague, or if they are having difficulty understanding.
- Whenever possible, provide a tactual representation of drawings and diagrams.
- Be aware of possible problems with lighting or noisy backgrounds, so they do not interfere with the student’s ability to learn.
- Avoid petting a student’s service dog. The dog is working for the student owner and should not be distracted.

Deaf or Low Hearing

Students who are deaf or hard of hearing have preferred forms of communication. They may rely on American Sign Language (ASL), or they may use visual cues and lip read to communicate. Since the student’s first language may be ASL, the student may struggle with writing. ASL does not include many spoken English words; therefore, the student may have many of the same challenges as a student who is learning English as a second language.

STRATEGIES FOR WORKING WITH STUDENTS WHO ARE DEAF

- When speaking to the student, face the student directly. Avoid blocking your mouth with your hands. If an interpreter is present, have the interpreter sit next to you so that the student can see both of you clearly.
- Make sure you have the student’s attention before speaking. A tap on the shoulder or wave of the hand can get the student’s attention.
- Speak the same way to a student who lip reads as you would to any other student.
- Use visual aids to support what was said. If you are talking about something on a page in a book, point to the page so that the student understands the context of your speech.
- Verify comprehension of a concept by asking the student to explain it to you. If a student does not understand what was said, rephrase it. Certain words can be more difficult to lip read than others.
- Conduct your tutoring sessions in a quiet location without distraction.
- Refrain from using sarcasm. Students who are hard of hearing may not understand it.

Mobility Disabilities

Choose a location that is accessible for the student. The location should have tables which are high enough for a wheelchair. The student should also be able to move around the room easily.

Service Animals

Board Policy 3440 regarding Service Animals and Other Animals on District Property states: "In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service dog or miniature horse in District facilities and on District campuses in compliance with state and federal law. The Board shall designate that District property be closed to all other animals, unless the animals are involved in the instructional process."

Many people with disabilities use a service animal in order to fully participate in everyday life. Dogs can be trained to perform many important tasks to assist people with disabilities, such as providing stability for a person who has difficulty walking, picking up items for a person who uses a wheelchair, preventing a child with autism from wandering away, or alerting a person who has hearing loss when someone is approaching from behind. Below are some common questions and answers taken from the ADA website.

- **What is a service animal?** Under the ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability. Only dogs are recognized as service animals under Titles II and III of the ADA; however, revised ADA regulations have a new separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities, providing they are "house broken" and under the owner's control.
- **What does "do work or perform tasks" mean?** The dog must be trained to take a specific action when needed to assist the person with a disability. For example, a person with diabetes may have a dog that is trained to alert him/her when his/her blood sugar reaches high or low levels. A person with depression may have a dog that is trained to remind him/her to take her medication. Or, a person who has epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.
- **Are emotional support, therapy, comfort, or companion animals considered service animals under the ADA?** No. These terms are used to describe animals that provide comfort just by being with a person. Because they have not been trained to perform a specific job or task, they do not qualify as service animals under the ADA. However, some State or local governments have laws that allow people to take emotional support animals into public places; however, California is not one of these.
- **Does the ADA require service animals to be professionally trained?** No. People with disabilities have the right to train the dog themselves and are not required to use a professional service dog training program.
- **Are service-animals-in-training considered service animals under the ADA?** No. Under the ADA, the dog must already be trained before it can be taken into public places. However, some State or local laws cover animals that are still in training.
- **What questions can a covered entity's employees ask to determine if a dog is a service animal?** In situations where it is not obvious that the dog is a service animal, staff may ask only two specific questions: (1) Is the dog a service animal required because of a

disability? (2) What work or task has the dog been trained to perform? Staff are not allowed to request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability.

- **Do service animals have to wear a vest or patch or special harness identifying them as service animals?** No. The ADA does not require service animals to wear a vest, ID tag, or specific harness.
- **Can people bring more than one service animal into a public place?** Generally, yes. Some people with disabilities may use more than one service animal to perform different tasks. For example, a person who has a visual disability and a seizure disorder may use one service animal to assist with way-finding and another that is trained as a seizure alert dog. Other people may need two service animals for the same task, such as a person who needs two dogs to assist him/her with stability when walking. Staff may ask the two permissible questions (See above) about each of the dogs. If both dogs can be accommodated, both should be allowed in. In some circumstances, however, it may not be possible to accommodate more than one service animal. For example, in a crowded small restaurant, only one dog may be able to fit under the table. The only other place for the second dog would be in the aisle, which would block the space between tables. In this case, staff may request that one of the dogs be left outside.
- **Does the ADA require that service animals be certified as service animals?** No. Covered entities may not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, as a condition for entry.
- **My city requires me to register my dog as a service animal. Is this legal under the ADA?** No. Mandatory registration of service animals is not permissible under the ADA. However, as stated above, service animals are subject to the same licensing and vaccination rules that are applied to all dogs.
- **Can service animals be any breed of dog?** Yes. The ADA does not restrict the type of dog breeds that can be service animals.
- **What does “under control” mean? Do service animals have to be on a leash? Do they have to be quiet and not bark?** The ADA requires that service animals be under the control of the handler at all times. In most instances, the handler will be the individual with a disability or a third party who accompanies the individual with a disability. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. For example, a person who uses a wheelchair may use a long, retractable leash to allow his/her service animal to pick up or retrieve items. She may not allow the dog to wander away and must maintain control of the dog, even if it is retrieving an item at a distance. Or, a returning veteran who has PTSD and has great difficulty entering unfamiliar spaces may have a dog that is trained to enter a space, check to see that no threats are there, and come back and signal that it is safe to enter. The dog must be off leash to do its job but may be leashed at other times. “Under control” also means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. However, if a dog barks just once or barks because someone has provoked it, this would not mean that the dog is “out of control.”

- **What can my staff do when a service animal is being disruptive?** If a service animal is out of control and the handler does not take effective action to control it, or the animal is not housebroken, staff may request that the animal be removed from the premises.

(https://www.ada.gov/regs2010/service_animal_qa.html)

Lead Tutors

Lead Tutors are an extension of the Center Specialist. These are tutors who have worked as a tutor at Grossmont College for several years and have demonstrated exemplary tutoring and work ethics. They set a good example by following the rules of the center at all times. If they see students or tutors not following a rule or procedure, it is their responsibility to enforce the rules just as much as the Center Specialist. Each Center may have different expectations of their Lead Tutors, but here are a few examples of what a Lead Tutor might do in the absence of the Center Specialist:

- Open or close the Center.
- Answer the phone.
- Assist instructors, if they have any questions or need assistance.
- Find a replacement, if a tutor calls out sick.
- Follow up by calling and finding a replacement if a tutor does not show up for a shift and has not called out.
- Report to the Center Specialist by sending a detailed email of the day's events.
- Computer problems:
 - First check all cables to make sure the connections are secure.
 - Second, reboot the computer before reporting any problems (up to 3 times, if necessary).
 - Report "down: computers by dialing ICS at extension 7742. If no one answers, leave a message and include the following information:
 - Room number
 - Station/GC number
 - Problem description
- Evacuation: In the event of a fire alarm, the lab must be evacuated. If the Center Specialist or Faculty Coordinator is unavailable, the lead tutor makes sure that all students and tutors exit the lab and closes the door behind them. If students are able to QUICKLY pick up their belongings and exit, they may do so. If all of their belongings are spread out and it will take several minutes before they are ready to exit, the lead tutor will have them exit immediately and leave their belongings behind.
- Medical emergency (seizure, heart attack, stroke, etc....): First call 911 and then seek out the nearest staff member.

Classroom Visits

Some Lab Specialists from specific Centers visit classrooms at the beginning of the semester to advertise their services. If you work in one of those centers, you might be asked to give a brief 5-minute presentation of the services offered in your Center. Generally, a schedule is created (by the Center Specialist) of times when you are to go to the class. If there is no schedule, then

advance notice should be given to the instructors via email. When you arrive to the classroom, introduce yourself to the instructor. You will have about 5 minutes to give a brief presentation. Here is the example of the script for the Math Study Center (each area will have one to fit its needs):

Instructions to Tutors

Do not deviate from this script. No funny stuff or joking. Stay positive. Say **NOTHING** negative and keep a smile! Keep it brief and simple. You do not want to overwhelm the students with too much information.

Script

- Hello! My name is _____.
- I'm from the Math Study Center.
- We offer free walk-in tutoring to all Grossmont College students.
- We're located Inside Tech Mall, Rm 70-112 and 70-113.
- We're open Mon-Thurs from 8am – 9pm and Friday from 8-3pm.
- The room is set up with tables and computers for you to work on.
- We're staffed with 2-5 tutors and sometimes we're staffed with math faculty who hold office hours in the lab.
- We're a walk-in based tutoring center, so the tutors help students on a first come/first served basis for 5 minutes at a time. If you need more help, we can come back around to you, and when it's slow, we can always spend more time with you.
- When you need help, just write your name on the white board and a tutor will help you.
- The MSC is also a good place to meet with your study groups and to use math computer programs to help strengthen your math skills.
- If you find that you might need even more time with a tutor and would like to make a 30-minute private tutor appointment, you can do that upstairs in the General Tutoring Center where they can help you with all of your classes.
- The Math Department also offers workshops on specific topics and final exam reviews. They're held in the Math Study Center. You'll be receiving emails regarding the dates and times of these.
- Entertain and answer any questions IF there is time.
- Thank you for your time and we hope to see you there soon.

Student Workshops

Most workshops will be provided in your Center by faculty or the Coordinator but if it is noticed that you have a particular expertise, you may be asked to share (if you are a Lead Tutor).

Preparation

Once you are experienced and become a Lead tutor, you may have the opportunity to take on greater responsibilities and duties such as help mentor other tutors or participate in workshops. This increased level of responsibility will further strengthen your resume. Work with your faculty coordinator to prepare the topic and align it with course content. There may be the possibility of an instructor providing you with material.

Presentation

By definition, a workshop is supposed to make your audience work. You need to convey the material interactively by building in exercises students can do in groups, having question and answer sessions, or calling on participants to provide their opinions or share their experience. A workshop should have multiple parts, alternating short times when you speak and longer intervals when the audience does something. Workshops should be fast paced, dynamic, and students should hear many voices. Use graphics, diagrams, pictures, and videos. Have students do things that make them move or form groups where they can work on a small specific point, so every student has the possibility to contribute and shine, regardless of their learning styles.

Policies and Procedures

Tutors in the Learning Centers are mentors as well as model students. Your behavior, punctuality, dress, and communication should reflect your status as a representative of Grossmont College. Please set a fine example for our Grossmont College students.

Absences

Should you be absent or late frequently without notifying your supervisor, it may result in the termination of your employment.

Punctuality

Students are like you: very busy and running between classes, jobs, and family obligations. Every minute counts for them, so it is important that you arrive a few minutes before your shift is scheduled and have the time to settle and relax before your tutoring session or shift begins. Keep in mind that students may be discouraged from coming back if they have to wait and feel like it was a waste of time. Poor behavior on your part may impact a student's progress for the rest of the term. It may also affect tutoring services as a whole, as a student may conclude that you do not care about them. Your Coordinator understands that "life happens," so being late or absent is acceptable if this does not happen too often, and you contact your supervisor as soon as you know about the change to your schedule. Your Coordinator hopes your sense of responsibility will prevent you from being late or absent. If the cause is a question of schedule, let the Center Specialist know so it can be adjusted to facilitate your prompt attendance. If you are late too many times, your hours may be reduced or changed. If it continues to happen after these changes, you may lose your job.

Excused Absences

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

- If you're sick, notify the Center Specialist via email or phone before the start of your shift (not after).
- If you're requesting time off, you must do so at least one week in advance by emailing your request to the Center Specialist and follow up by speaking to the Center Specialist in person.

Absences are considered excused if the absence is due to illness, medical or dental appointments, family emergencies, or related excuses considered appropriate.

Please note that informing the Center Specialist of an absence is not sufficient to consider the absence excused if you have not done so in advance or if you have excess absences. 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 semester.

Unexcused Absences

An unexcused absence occurs when you:

- Do not show up within 15 minutes of a regular scheduled tutoring session.
- Do not call the Center Specialist prior to your shift starting if you are sick.
- Do not use an excuse considered reasonable, based on policy.
- Have too many absences.

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

Consequences for excessive, unexcused absences can include reduction of hours and can affect a tutor's ability to be rehired.

Break Policy

Under California law, you are entitled to meal and rest breaks: a 30-minute meal break if you work more than 5 hours in a workday, and 10 minute breaks for every 4 hours you work.

Rest Breaks

- Your supervisor must give you a rest break of at least 10 consecutive minutes that are uninterrupted.
- Rest breaks are paid.
- If you work at least 3.5 hours in a day, you are entitled to one rest break. If you work over 6 hours, you are entitled to a second rest break.
- Rest breaks must, to the extent possible, be in the middle of each work period. If you work 8 hours or so, you should have a separate rest break both before and after your meal break.
- You must remain on work premises during your rest break.
- You cannot be required to work during any required rest break; however, you are free to skip your rest break provided your supervisor is not encouraging or forcing you to skip it.

Meal Breaks

- If you work over 5 hours in a day, you are entitled to a meal break of at least 30 minutes that must start before the end of the fifth hour of your shift. You can agree with your supervisor to waive this meal period, provided you do not work more than 6 hours in the workday.
- If you work over 10 hours in a day, you are entitled to a second meal break of at least 30 minutes that must start before the end of the tenth hour of your shift. You can agree with your supervisor to waive the second meal break if you do not work more than 12 hours and you did not waive your first meal break.

- You may take your meal break off work premises and spend your break how you wish, since it is off the clock.
- You cannot be required to work during any required meal break.
- As of 2012, your supervisor has an affirmative obligation to ensure that breaks are made available to you, but the actual taking of meal break is left to the employee. In other words, you are responsible for “breaking” yourself.

Note that rest and meal breaks are supposed to be separate and that they should not be combined. Your supervisor cannot give you a single 1-hour break and say that that counts as all of your meal and rest breaks. Also, you are not allowed to take your meal break at the end of your shift in order to leave early.

Conduct

Treat Others as You Would Like to Be Treated

Try to remember a time when you received a service from someone, and you felt particularly well-treated. You want all of your students to feel the same when they walk away from your desk. Your behavior should be professional, courteous, and focused on creating a comfortable atmosphere that is conducive to study and/or learning. Be friendly, but keep in mind that you are in control of the conversation and that this is an academic environment. Tutors should communicate with students without the use of profanity and attempt to set all students visiting the Learning Centers at ease.

Do Not Talk Badly About Instructors

You may encounter a student who expresses difficulties with a particular course by blaming poor teaching or a “bad” professor. While a shared opinion about that professor might strengthen your personal relationship with the student, it is unprofessional and will ultimately sidetrack the student’s ability to master the material. Therefore, tutors shall not criticize teachers, assignments, other tutors, or students, and shall not validate the statements of students who do. Also, tutors shall not discuss the grade an assignment receives or make recommendations about whether a student should continue in a particular course.

Be Civil at All Times

Civility is treating others and ourselves with respect, dignity, and care. Civility is evident when tutors are sensitive to the impact that their communication, practices, and behaviors have on others, and when they acknowledge each other’s self-worth and unique contributions to the community as a whole. Incivility includes any and all forms of disrespect or disregard for instruction, instructors, staff or fellow-students. As a tutor, you are an example to our students. You must remain civil at all times while on campus and while interacting with students, instructors, staff, and/or fellow tutors.

Cell Phone Usage

To ensure that students are getting the most out of their tutoring session and to limit distractions, tutors are expected to silence their cell phones and refrain from using them while in a session with a student.

Testing Policy

Tutors are NOT to help with tests or quizzes of any kind. This includes computer tests (i.e. MyMathLab, or MyStatLab. This also includes tests that you might see from other centers. The only exception is when a test or quiz document states “Tutors may help.” It must be printed on the test/quiz before being duplicated. A hand written “Tutors may help”, that was clearly added AFTER being printed, is not acceptable. Tutors need to maintain consistent behavior with all students. If a student is working on a take home test and asks for help, you should do the following:

- Look at the front of the quiz/test to see if there are instructions for getting help.
- If no instructions are printed, then tutors are NOT allowed to help students with problems on a take home quiz/test.
- Direct them to the section in the book that might help them in taking the quiz/test.
- Help them with a similar problem from the book or notes (changing the numbers only is not a “similar” problem. That is the same problem with different numbers).

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 their position.

Reasons for Discipline and Dismissal

Tutors may be disciplined 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.
- Tutor training absences.
- Excessive tutoring absences.
- Falsification of hours in Workday.
- Repeatedly dropping hours which the tutor has already been assigned.
- Ineffective tutoring (repeated tutee complaints concerning performance level or attitude).
- Performance in opposition of program goals, objectives, policies, and guidelines).
- Sharing/allowing a student to copy an old exam without the professor’s permission.
- Academic fraud or dishonesty, such as doing work for a student.
- Grossmont College Code of Academic Conduct violation.

The Discipline Process

Discipline may include a verbal warning, a letter of warning, reduction or change of hours, or dismissal. The choice of discipline to be used is dependent upon the circumstances of the situation.

Dress and Grooming

While there is not a formal "dress code," you are expected to dress appropriately for the position (i.e. avoid "dressing to distract"). Since tutors interact with several different groups (students, faculty, and community members), appropriate office wear is preferred. You are encouraged to arrive at work in attire that is acceptable for an academic environment. Here are some guidelines:

- Avoid clothing that displays potentially offensive images or language.

- Avoid clothing that is excessively revealing.
- Consider wearing closed-toe and closed-heel shoes to protect your feet.

Personal hygiene is also very important. Since you are working in close quarters with others, employees are expected to observe good personal hygiene (regularly showering and washing your hands after using the rest room). Also, some people are allergic to smoke and/or perfumes because they can cause respiratory issues and allergic reactions. You are asked not to smoke before entering the Center and to limit the use of perfumes.

As an employee, you represent Grossmont College, and must be professional at all times.

Opening and Closing Procedures

Opening and closing procedures may vary slightly if you work in a location outside of the LTRC.

Opening Procedures

The Learning and Technology Resource Center (LTRC) opens at 7:30am Monday through Friday; however, some centers open later. Please make sure that students do not enter the lab until it is time to open or an instructor is present.

- In the event the Center Specialist is out, you may call 619-644-7728 from your cell phone and ask the division secretary to let you into the building.
- Turn on the lights. In centers with computers, the computers should turn on/off automatically, but make sure ALL of the computers are up and running first thing in the morning, including the log-in computers in the labs that have them. Report any problems to the Center Specialist.
- Straighten up the center by pushing in all of the chairs and cleaning off the tables and computer screens. This should be done by the closing shift, but if there is anything that was missed, take care of it.

Closing Procedures

The LTRC closes 9 p.m. Monday through Thursday, and 3 p.m. on Friday. No student should be in the centers after this time. In order to facilitate this, please start straightening up the Center no later than 30 minutes before closing. Urge students to pack up 15 minutes before closing and make sure that students are out 5 minutes before the Center closes. The computers automatically shut down; anyone using a computer at that time will lose their work. The doors to the LTRC are locked promptly at closing, not a minute later, so all students and tutors must exit the building *before* closing. Only the lead tutor should be left to lock the Center doors.

- Announce to the students 30 minutes before the Center closes that the lab will close in 20 minutes and to please save their work.
- Push in all chairs, straighten up the work areas, clean off the white boards, and make sure that the center looks clean and organized for the next day.
- Make a second announcement 15 minutes before closing to give the students time to pack up.
- Make sure all students have left the Center no later than 5 minutes to close.
- Lock up any cabinets or supplies, turn off all lights, and lock the doors behind you.

Payroll

- Payroll runs from the 11th of the month to the 10th of the following month.

- Hours are submitted in Workday on your last working day of each week.
- Employees are paid monthly on the last business day of the month.
- Direct deposit: It is highly recommended that you sign up for direct deposit. This is the fastest way to be paid. You may do this in Workday.
- Paper checks are mailed on the last business day of the month and typically are not received until a day or two later.
- Paystubs, tax information, and other employment information can be viewed in Workday.

Prohibition of Harassment

As indicated in Board Policy (BP) 3430, GCCCD is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: ethnic group identification, race, color, national origin, religion, age, gender, gender identity, gender expression, physical disability, mental disability, medical condition, genetic information, ancestry, sexual orientation, marital status, military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the protected statuses is prohibited and will not be tolerated.

Sexual harassment is defined 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 a term or condition of an individual's employment, academic status, or progress;
- Submission to or rejection of the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment; or
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

<https://www.gcccd.edu/governing-board/documents/policies/ch3/BP%203430.pdf>

Jokes or comments with sexual content may constitute sexual harassment in addition to behavior that creates an intimidating, offensive, or hostile environment that affects the tutee, tutor, or a colleague's ability to function.

If a tutor finds that a tutoring relationship is becoming uncomfortable, he or she should talk to the Center Specialist. Tutors have the right to remove themselves immediately from any situation in which they feel unsafe, either physically or emotionally. Any incidences of violence, threats of violence, or sexual harassment will be addressed in accordance with GCCCD policy. If something happens in a tutoring session that makes you particularly alarmed or uncomfortable, leave the session. Go to the Center Specialist and explain the situation immediately so that they

are aware of what is occurring. If you find yourself in any campus situation involving an immediate threat or use of violence, call 911.

Sexual and Other Assaults Occurring on District Property

As described in GCCCD's Administrative Procedure (AP) 3540, any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on Grossmont-Cuyamaca Community College District (District) property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures.

<https://www.gcccd.edu/governing-board/documents/procedures/ch3/AP%203540.pdf>

Leaving Your Job

The way you leave a position is also a reflection of your professionalism. You should do it well because you never know if you may want to return to that position.

Submitting Notice

As in any professional environment, it is expected that employees who will be leaving their employment, for whatever reason, give as much notice as possible. In most professional environments, this implies a minimum of two weeks' notice. That being said, there are difficult circumstances in life that may prevent such advance notice. Please be considerate by letting the Center Specialist know as soon as possible, if you must leave your position.

If you have developed a rapport with students who request you as their tutor when making an appointment or walking in, be considerate and let them know when your last day of work will be. Suggest another tutor to them, or refer them to the Center Specialist to ensure students do not stop getting the help they need.

Getting a Reference

At the end of your tenure as a tutor, you will have accumulated a wealth of knowledge and experience. Your continued commitment to the job, your punctuality, and your willingness to serve as a facilitator to student learning is valued at Grossmont College. We thoroughly appreciate our tutors' dedication, and one of the most helpful ways we can show it is by providing you with a letter of recommendation for your future academic and professional goals. It will be an honor to work by your side and see you grow as a student, as a tutor, and as an individual. It is our duty and pleasure to let others know your strengths as an outstanding candidate.

- **TIP: Make sure to ask for a reference letter. Even if you do not intend to look for a job right away, you never know when an opportunity may present itself. It is good for you to compile a professional portfolio with an updated, well-written résumé and a collection of letters of reference ready to be given to a potential connection, contact, or employer.**