Learning Support Services Handbook

This handbook was written with information gathered from the current UAW contract and the operating procedures of LSS. Moreover, this handbook was written in good faith, but if any discrepancy should arise, it is understood that the Memorandum of Understanding with the UAW and Campus policy will prevail.

“Tell me and I forget, teach me and I may remember, involve me and I learn.”
~ Benjamin Franklin

Updated: April 2018
Table of Contents

Handbook ....................................................................................................................... 0

Updated: April 2018 ........................................................................................................ 0

Table of Contents ........................................................................................................... 1

About Learning Support Services .................................................................................. 6

LSS-wide Employee Information .................................................................................. 7

Communication with students ...................................................................................... 7

Contacting students once they have signed-up for a tutoring session ......................... 7

Spring 2018: New sign-up/recurring policy .................................................................. 7

Session attendance and No-show Policy ....................................................................... 8

Communicating with students and LSS about no-show sessions ................................. 8

Spring 2018: “Early and often” priority ......................................................................... 9

Session Locations ......................................................................................................... 12

Timesheet Information .................................................................................................. 13

Time Sheet and General Record-Keeping Instructions for LSS Employees .................. 13

Submitting your Time Sheet to LSS .............................................................................. 13

CruzPay Submission ...................................................................................................... 13

Back-up sheets ................................................................................................................ 14

Sign in sheets .................................................................................................................. 5

Paychecks ....................................................................................................................... 5

Accommodations to Learning Support Services Programs ........................................... 6

What are Accommodations to Learning Support Services Programs? .................... 6

Confidentiality and Privacy ............................................................................................ 6

How are accommodation requests handled? .................................................................. 7

What will communication look like regarding accommodation requests? ................ 7

How can you respond to questions regarding accommodation requests? ................ 7

Weekly Small Group Tutors: .......................................................................................... 8

Preliminary Timeline and Basic Responsibilities for Small Group Tutors ...................... 9

Choosing Days, Times, and Locations for Your Sessions ............................................. 11

When and Where You Hold Sessions .......................................................................... 11

Choosing a Location: .................................................................................................... 12

Choosing Days: .............................................................................................................. 12

Contacting the Professor: ............................................................................................. 14

Class Announcement Guidelines: ................................................................................ 15

Preparing for your Sessions: ....................................................................................... 16

LSS Employee Handbook
Keeping up with the Waitlist: ................................................................. 17
Study Sessions for Small Group Tutors: ................................................ 18
Less than 10 students: ............................................................................. 18
More than 10 students: .......................................................................... 18
Resources for Weekly Small Group Tutors: .......................................... 19
The Tutor Log-in site is: https://login.ucsc.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1 ............................................ 19
This is where you can post your tutoring sessions, see how many students are enrolled in your sessions, and obtain your student’s contact information, check and respond to the wait-list. .... 19
The general Tutor website is http://lss.ucsc.edu/programs/small-group-tutoring/index.html .... 19
General info training dates, timesheet deadlines: http://lss.ucsc.edu/employee-resources/index.html ................................................................. 19
Frequently Asked Questions: .................................................................. 20
Writing Tutors .......................................................................................... 22
Writing Tutor Expectations ..................................................................... 23
Writing Services ....................................................................................... 23
Writing Tutoring Appointments on Slug Success .................................. 23
Drop-in (Writing and Math) ..................................................................... 23
Writing Skills Workshops ....................................................................... 23
Start of the Quarter .................................................................................. 23
No Show Activities for Writing Tutors ..................................................... 25
Learning Support Services Writing Tutor Work Policies .................... 27
Signature: ................................................................................................ 29
Printed name: ......................................................................................... 29
Date: ........................................................................................................ 29
MSI Learning Assistants .......................................................................... 30
Overview of MSI ....................................................................................... 31
Weekly Timeline and Basic Responsibilities ....................................... 32
• New employees attend the Quarterly Orientation Meeting. Returning employees need to visit the LSS Office to pick up their employee folder and their work policies. ................................................................. 32
MSI Survey Instructions: ....................................................................... 33

**MSI INITIAL SURVEY OF STUDENT INTEREST** .................................................. 34

*Reminder, please submit one survey per LA, not one per class* .................. 34
Submitting Your Schedule: ..................................................................... 36
After your Schedule has been verified: .................................................. 36

*LSS Employee Handbook*
MAKE SURE ALL STUDENTS HAVE SIGNED-IN TO YOUR SESSION BEFORE LEAVING .......... 42

No-Show Activity: ........................................... Error! Bookmark not defined.


Title IX: http://hdpiu.ucsc.edu/ .......... Error! Bookmark not defined.

Student Health Outreach and Promotion (SHOP): http://shop.ucsc.edu/ .......... Error! Bookmark not defined.

UC Learning Center: Your portal to professional development .......... Error! Bookmark not defined.

Incorporating Study Skills into Your Sessions .......... Error! Bookmark not defined.

Time Sheet Example Packets ........................................... 43
Weekly Small Group Tutor Sample Time Sheet ........................................... 44

SAMPLE- LSS Tutor Summary Sheet ........................................... 46
Weekly Writing Tutor/ Sample Time Sheet ........................................... 50

SAMPLE- Weekly Writing Tutor Summary Sheet ........................................... 51
Writing Tutor Session Log ........................................... 52
STARS WRITE MENTOR Sample Time Sheet ........................................... 54
TO CONSIDER:

TIME IN_  
TIME OUT_

MSI Learning Assistant Sample Time Sheet

LSS Tutor Summary Sheet

Time in_3:00_ Time out_4:00_

Please Print Clearly

Time in_5:00_ Time out_6:00

Please Print Clearly

SAMPLE- LSS Tutor Summary Sheet

Time in_3:00_ Time out_4:15_

Please Print Clearly

Time in_5:00_ Time out_6:10_

Please Print Clearly

Time in_5:00_ Time out_6:30_

Please Print Clearly

SAMPLE- LSS Tutor Summary Sheet

Description of what was covered

Cellular Structures and Osmosis

Please Print Clearly

Description of what was covered

THOUGHTS TO CONSIDER:

Agenda

10 Min – Quiz & review (5 min each)
Dominating or shy students: Ask questions and make sure quiet people are speaking..........89

Post analysis: Strength: students talked a lot and developed thorough answers ..............89

Maria Smith ..........................................................................................................................89

   SPHS Tutor Sample Time Sheet .....................................................................................91
SAMPLE SPHS Time-sheet ..................................................................................................93
LSS Work Policies ................................................................................................................97
   Learning Support Services Weekly Small Group Tutor Work Policies ..............................98
CruzPay Submission and LSS Timesheet Documentation packet: .....................................98
Supervisor/Tutor Meetings and LSS Required Training: .......................................................98
Individual and Group Tutoring Sessions: ...........................................................................98
Preparation: ..........................................................................................................................99
Other Tutor Tasks Assigned: ...............................................................................................99
Other Expectations: ..............................................................................................................99
   Learning Support Services Drop-in Math Work Policies .................................................101

Individual Tutoring Sessions: ............................................................................................101
Preparation: ..........................................................................................................................102
Other Tutor Tasks Assigned: ...............................................................................................102
Other Expectations: ..............................................................................................................102
Signature: .............................................................................................................................103
Printed name: .........................................................................................................................103
Date: ......................................................................................................................................103
   Learning Support Services MSI Writing 2 Assistant Work Policies ..................................104
CruzPay Submission and LSS Timesheet Documentation packet: .....................................104
Supervisor/Tutor Meetings and LSS Required Training: .......................................................104
Individual and Group MSI/Tutoring Sessions: ...................................................................104
Preparation: ..........................................................................................................................105
Other Tutor Tasks Assigned: ...............................................................................................105
Other Expectations: ..............................................................................................................105
   Learning Support Services MSI Learning Assistant Work Policies ...............................107
CruzPay Submission and LSS Timesheet Documentation packet: .....................................107
Indi...
**About Learning Support Services**

Learning Support Services (LSS) provides academic support services for more than 200 courses per year and usually serves over 35% of the undergraduate class at UCSC. Many of the programs are attached to a specific course. The reason LSS can support so many students is because of amazing tutors and Learning Assistants like you!

Throughout the years, LSS has established four main programs: Modified Supplemental Instruction (MSI), small group weekly group tutoring, weekly individual tutoring for writing and writing across the disciplines courses, and Drop-in Math and Writing tutoring. LSS also works with other departments on campus and helps support EOP students, Transfer and Re-Entry student, and students who are in currently in academic difficulty.

As an employee of LSS you play an integral part of the unit. In your position, you will provide academic assistance to a variety of students—some who are struggling, some who are doing really well, some who may have a learning difference, some who like the group learning environment, some from great high schools, some from under-resourced high schools, etc. Your goal for the sessions will vary but should always revolve around getting the students to work together to find answers and/or work through problems/concepts with your tutoring assistance and also getting them to demonstrate the knowledge they are gaining in the sessions.

All of LSS’ positions require you to get to know your students in a way that will help you assist them in understanding the material and course concepts. You are not here to teach them everything they need to know to pass the course— you are here to help them develop ways to understand the material on their own. The collaborative tutoring environment provides a space where students can become more active and involved in their own learning processes. As a tutor, you will be responsible for facilitating this environment.
LSS-wide Employee Information

Communication with students

Contacting students once they have signed-up for a tutoring session
When a student signs up for your tutoring sessions, you will receive an automatic email from Slug Success. This email gives you the student name, subject, day, and time. This email is sent to you and the student is copied CC’ed on the same email.

Next, it is your responsibility to contact the student within 24 hours after signing up for the session. If you reply to the confirmation email above, you are responding to the system, not the student. To reach the student, you need to copy or paste their email from Slug Success.

In your first email to students, include:

- An introduction to you, including any identifying information about appearance so students can recognize you
- The location of your sessions
- What students are expected to bring to their sessions
- Anything that can help students be successful in their sessions what they are expected to bring to their session

Example:

Dear Liz,
I am Jack, the small group tutor for ECON10B. I can see that you signed up for one of my tutoring sessions. Our first session will be Monday March 12 at noon. I will be wearing a jean jacket and I have brown curly hair. To make the most out of our tutoring sessions, please bring the course syllabus, textbook/reader, your personal planner, homework assignments (even if you haven’t completed them yet) and any other course-related material that might help us get the most out of the session. The sessions will be interactive, so I will be asking questions and encouraging you to participate in group work, problem-solving, discussions, etc. Please come prepared with any questions. Email me if you have questions about tutoring, scheduling, or our first session. If you miss the first session you will be automatically dropped.
I look forward to working with you this quarter!

Spring 2018: New sign-up/recurring policy
Beginning Spring 2018, students using Slug Success to schedule small group tutoring and writing tutoring services will be responsible for signing themselves up for each week’s session(s). Slug Success will not be able to create recurring appointments in Spring 2018.

→ How should you communicate this to students?

- **In class announcement:** “To make a quarter long tutoring commitment to tutoring with me/for ___ course, you will be responsible for signing up for each weekly session. During our first tutoring session, I will reserve five minutes at the end of the session to show you how to do this and answer questions you may have about sign ups.”

- **In the first session (start or end):** “You may sign up for the rest of the quarter if you want to meet with me at this time each week. If this time works for you, you should sign up each week on Slug Success to ensure that you have priority. We can do this together at the first/last five minutes of the
Session attendance and No-show Policy

- **Students must attend their first session and are only allowed one forgiven absence, provided it is not the first session.** A ‘forgiven absence’ is when a student gives you 24-hour notice that he or she will not be attending the session, or less than 24 hour notice when it is due to an emergency (illness, family emergency, etc.).

- **If a student has an unexcused absence the student should be automatically dropped from the tutoring session.** An ‘unexcused absence’ is when students do not give you a 24-hour notice that they will not be attending the session or if the notice is less than 24-hours and the reason is not an emergency. Email the student and LSS if this occurs. As stated in the small group tutor work policies, you are paid for the full hour at the individual rate. Please record it appropriately on your summary sheet.

- **If you have a no-show, you must complete a no-show activity and submit it with your time sheet.** We want you to take the scheduled work time as an opportunity to grow professionally in your position. The no-show policy tasks are designed to help you develop as a teacher and facilitator.

- **A session that is cancelled more than 24 hours in advance is no longer considered pre-scheduled.**

**Communicating with students and LSS about no-show sessions**

Basically, each time a student misses a session the student needs to receive an email from you. As a tutor, you will be the primary person to communicate LSS policies to your students.

**If the student misses his/her first session:**

1. Send the student an email informing the student that they are being dropped and copy (CC) LSS (lss@ucsc.edu) on this email.

**LSS No-Show Policy Quick Tips:**

<table>
<thead>
<tr>
<th>No-Show Policy Quick Tips</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>A no-show</strong> is a session where the student who has signed-up does not show up to the session or the student cancels the session less than 24-hours in advance.</td>
<td></td>
</tr>
<tr>
<td>2. If there are multiple students in the session and only 1 student does not show up, this is not a no-show session. No-show sessions are only if NO students show up.</td>
<td></td>
</tr>
<tr>
<td>3. A student must attend their first session and is only allowed one forgiven absence, provided it is not the first session.</td>
<td></td>
</tr>
<tr>
<td>4. A forgiven absence is defined as an absence where you have 24-hour notice, or the student informs you of an emergency.</td>
<td></td>
</tr>
<tr>
<td>5. If a student misses their first session, the student should automatically be dropped. Please email LSS (<a href="mailto:lss@ucsc.edu">lss@ucsc.edu</a>) with the student’s name and we will drop them.</td>
<td></td>
</tr>
<tr>
<td>6. If a student has an unexcused absence, the student should be immediately dropped from the tutoring session. Please email LSS (<a href="mailto:lss@ucsc.edu">lss@ucsc.edu</a>) with the student’s name and we will drop them.</td>
<td></td>
</tr>
<tr>
<td>7. After each no-show, email your students and LSS using the guidelines and templates provided.</td>
<td></td>
</tr>
<tr>
<td>8. The templates can be found in the LSS Handbook that was provided to you. The handbook is also at the following page: <a href="http://lss.ucsc.edu/employee-resources/lss-handbook.html">http://lss.ucsc.edu/employee-resources/lss-handbook.html</a></td>
<td></td>
</tr>
<tr>
<td>9. You are paid for the whole hour at the individual rate as stated in your work policies and only when no students show up.</td>
<td></td>
</tr>
</tbody>
</table>

10. **You must complete a no-show activity during your no-show session and attach your activity to your time sheet.**
If the student misses a session with 24 hour notice:

1. First forgiven absence: Send the student a “warning email” letting them know that they will be dropped after the next forgiven absence.

Example Email:

Dear [ENTER STUDENT’S NAME],
Thank you for letting me know you will not be attending the tutoring session [ENTER DAY/TIME/LOCATION]. Unfortunately, Learning Support Services’ policy is that you are only able to miss one session in the quarter. If you miss a session again, I will have to drop you from the tutoring session.
If you have questions or concerns, please contact Learning Support Services at 831-459-4333 or lss@ucsc.edu

2. Second absence: Send the student an email notifying him or her that he or she is being dropped, and copy (CC) LSS (lss@ucsc.edu) on this email.

Example Email:

Dear [ENTER STUDENT’S NAME],
Unfortunately, you have missed a session without giving me notice, so I am letting you know that you are being dropped from my session, per Learning Support Services’ policy.
If you have questions or concerns, please contact Learning Support Services at 831-459-4333 or lss@ucsc.edu

If the student misses a session without 24 hour notice:

1. Send the student an email informing him or her that he or she is being dropped and copy (CC) LSS (lss@ucsc.edu) on this email.

Example Email:

Dear [ENTER STUDENT’S NAME],
Unfortunately, you have missed a session without giving me notice, so I am letting you know that you are being dropped from my session, per Learning Support Services’ policy.
If you have questions or concerns, please contact Learning Support Services at 831-459-4333 or lss@ucsc.edu

Spring 2018: “Early and often” priority

Additionally, tutors will be responsible for giving priority to students who have attended their sessions early and often. Therefore, students who add themselves to a session later in the quarter (when they have not been attending regularly) may be dropped in the session size grows too large. You are responsible for being vigilant about your session size and prioritizing students who committed early in the quarter.

*Note: MSI Learning Assistants are not affected by this policy. Students will see or call the front desk/Student Assistants to manage their appointments.

→ How should I communicate this to students?

- **Via email to drop the student** (cc-ing lss@ucsc.edu): Dear ____ , I noticed that you have made an appointment for ____ (service) for ____ (course) at ____ (day/time). Unfortunately, my sessions serve up to ____ students who have been attending regularly. I will need to drop you from this session to prioritize those students. Thanks for understanding. If you have questions and want help finding another service that might meet your needs, please contact lss@ucsc.edu.
- **In person in the session, if the student attends**: I noticed that you have not attended my session before. It’s okay for you to stay for today, but to maintain a manageable session size, I need to make
sure the students who signed up early and attended weekly have priority for next week’s session. Thanks for understanding. If you have questions and want help finding another service that might meet your needs, please contact my Coordinator ____ (email/business card).

If you have consistent problems with managing your session size, please contact your Coordinator.

**No-Show Activity:**
A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.

**Self-Reflections** are a powerful tool designed to provide an in-depth analysis of your sessions by helping you look at your areas of growth and areas of opportunity. Take a moment to self-reflect by answering the following questions in your two page write up.

- When thinking of your session goals, are they met at the end of the session? If not, why? Are all students engaged in the session? Are you providing a collaborative and engaging environment for students? If not, why is that? If you were to estimate, how much of the session are you lecturing, what percentage would it be? If you are a lecturing for more than 20% of the session, how can you incorporate a more active form of participation from your students? Reflect on your best session and think what you are most proud of? What did you do to make the session your best? What did your students do?

**Reading Responses** are great tools for you to broaden and deepen your understanding through literature. Using the UCSC Library page, library.ucsc.edu, pick an article that you find interesting, and applicable to your sessions and write a brief response

- Here is a list of key words you can use on the search engine: tutoring, teaching, learning, collaboration, educational equity.

- Provide the selection/article you are writing about, title, author, and why you selected the article, what you learned, how is it applicable to your session.

If the article is dense and you think it will take much longer to read than the 45 minutes provided to complete the reading response, choose certain paragraphs to summarize.

**Reading Response for Writing Specific Disciplines**—Pick an article from the LSS library (copies available at LSS front desk) and write a reading response explaining the following:

- Provide the title, author at the top of the page, why you selected the article, what you learned, how is it applicable to your session. Include some key points with specific quotes you found thought provoking. If the article is dense and you think it will take longer than the allocated 45 minutes to complete the assignment, pick specific sections of the reading to summarize.

LSS Employee Handbook
**UCSC Website Review** As a tutor, you will want to be familiar with other offices and resources available on campus. The purpose of this professional growth opportunity is so that you can become knowledgeable about what some of resources are and possibly refer students if something comes up in the session. Keep in mind that the referral process can challenging as you don’t want to make assumptions. If you do have concerns about a students and don’t know how to approach the situation come and talk with a coordinator, we are here to help.

Below are a list of UCSC resources with a link to their website. Spend about 20-30 minutes on the website; then write up:

- Name of the program or services
- Their purpose/students they aim to serve
- How students can access the service
- At least three –five things you learned
- How you might use it in your role as a tutor, how does this inform your practice?

**Programs Services:**

- Disability Resource Center: [http://drc.ucsc.edu/index.html](http://drc.ucsc.edu/index.html)
- Slug Support: [http://deanofstudents.ucsc.edu/slug-support/program/index.html](http://deanofstudents.ucsc.edu/slug-support/program/index.html)
- Counseling and Psychological Services (CAPS): [http://caps.ucsc.edu/index.html](http://caps.ucsc.edu/index.html)
- Educational Opportunity Programs (EOP): [http://eop.ucsc.edu/](http://eop.ucsc.edu/)
- Service for Transfer and Re-entry Students STARS: [http://stars.ucsc.edu/](http://stars.ucsc.edu/) (Also find information for the Vets program and Smith Renaissance Society)
- SoMecha: [http://someca.ucsc.edu/index.html](http://someca.ucsc.edu/index.html)
- Resource Centers: [http://resourcecenters.ucsc.edu/](http://resourcecenters.ucsc.edu/) (Six centers under this umbrella)
- Title IX: [http://hdpiu.ucsc.edu/](http://hdpiu.ucsc.edu/)
- Student Health Outreach and Promotion (SHOP): [http://shop.ucsc.edu/](http://shop.ucsc.edu/)
- Campaign Advocacy Resource and Education (CARE) Office: [http://care.ucsc.edu/](http://care.ucsc.edu/)
- Mesa Engineering Program: [http://mesa.ucsc.edu/index.html](http://mesa.ucsc.edu/index.html)
- STEM Diversity Program: [http://stemdiv.ucsc.edu/](http://stemdiv.ucsc.edu/)
- Westside Writing Center: [http://oakes.ucsc.edu/academics/writing-center/index.html](http://oakes.ucsc.edu/academics/writing-center/index.html)
- Academic Excellence Program (ACE) Program: [http://ace.ucsc.edu/about/index.html](http://ace.ucsc.edu/about/index.html)

**UC Learning Center:** Your portal to professional development

The UC Learning Center enables the UCSC workforce to enroll in Learning & Development opportunities via the Web and provides campus departments with a solution for managing and tracking courses and Career Tracks.

The University has several available training and some required trainings (depending on your position) [http://learningcenter.ucsc.edu/](http://learningcenter.ucsc.edu/)

On-line trainings:
- UC Cyber Security
- UC Sexual Violence and Sexual Harassment Training
- FERPA
- CANRA Mandated Reporters

Once these are completed; turn in the certificate with the timesheet. It may take more than one no-show session. If so, just screenshot the duration as your documentation.

**Incorporating Study Skills into Your Sessions**
Your role as a tutor is to be a facilitator and peer. With this comes the duty of improving your student’s study and learning strategies.

The purpose of this activity is to have you purposefully plan how you can do this in an upcoming session. Students often share that they are having trouble with the reading, taking notes, seeing the bigger picture, using homework as a tool, structuring their paper, making a tool box study sheet for formulas, making their own review for a test, predicting test questions, studying by interleaving rather than block studying, time management: study plans that leave time for incubation (5-10 minute breaks after 45 minutes of studying) and Percolation (starting studying early to include several shorter session)

Pick one of these or think up your own then document:

- The strategy or issue
- Design a short 5-10 activity where the student has to do something to try and learn how to do this. Do you have specific material (i.e. select a short passage to read, have them review their notes and pick-out 3 important concepts from the day, have the student predict a test question, quiz the student, develop a quick assessment, develop a session opening or closing activity)
- How will the student know why this can be an important strategy

**Session Locations**
Beginning Spring 2018, Slug Success will list more precise appointment locations. For example, students will see “LSS - Cowell Library” instead of “LSS-See appointment details for specific location information.”

You must always meet your students at the start of your sessions at the location listed for that appointment. If you’re planning to use a different location or moving to a more specific room/table, you should wait for your student(s) at your listed location at the start of the session.

When the Coordinator asks for your availability at the start of the quarter, she will also ask where you would like to hold your sessions. Please refer to the list of locations provided by your Coordinator. Please match your session location to the closest location, keeping in mind that it should be a reasonable distance (less than five minute walk).
Timesheet Information

Time Sheet and General Record-Keeping Instructions for LSS Employees

Time sheets are due every two weeks by Friday. You will receive email reminders from the general CruzPay system and LSS. Time sheets can be submitted early (if you are done working for the week) but cannot be submitted late. Please plan your schedule to account for time sheet submission dates(s).

Submitting your Time Sheet to LSS

The time sheet submission is a two part process:

Step 1: Fill out information on CruzPay and submit electronic time sheet(s)—this can be done at home or at the LSS office.
   i. If you submit your time sheet at home, make sure you enable pop-ups from CruzPay on your browser. If pop-ups are not enabled Cruzpay will not allow you to submit your hours.

Step 2: Bring a printout of your CruzPay time sheet(s) and your summary and sign-in sheets to the LSS office. Always check-in to the front desk first and from there you will be directed to the appropriate timesheet checking station.
   i. Please make sure the hours you record on your timesheet in CruzPay are consistent with the hours recorded on your backup sheets (summary sheets and sign-in sheets).

Printing your CruzPay timesheet from CruzPay

1. First go into the “more” pull down menu at the top of your screen (it is next to the green submit button).
2. Click “print preferences”
3. Make sure the only box that is checked in the timesheet box. This tells CruzPay to only print those pages.
4. Click “save as default”. Note that after you hit save the box will not go away, but your preferences have been saved.
5. Click print!

CruzPay Submission

Please see the CruzPay website for specific instructions on Time Entry:
https://financial.ucsc.edu/Pages/Launch_CruzPay.aspx

All employees will have two time sheets on CruzPay even if employees only work individual hours or only work group hours.

Record your hours in quarter decimal fractions – not in hours and minutes. Round your hours to the nearest quarter hour. For example, if you tutored a student for 50 minutes, record .75 hours. If you work a full hour, list it as 1 (or 2 or 3, etc.).
- Employees with **individual hours** will need to submit a time sheet titled “LSSTUT-IND. N/S & Prep” or “MSI-Ind. Lec. Meet. N/S”
  - LSSTUT-IND. N/S & Prep and MSI-Ind. Lec. Meet. N/S: Paid at the individual rate of $15.78 per hour. You should record your hours on this time sheet for the following:
    - Tutoring sessions where only one student attended
    - No-Shows
    - Prep time
    - Trainings, meetings
    - Logistics time (e-mails, timesheet submission)
    - Lecture attendance (*Note: small group tutors do not attend lecture)
    - Lecture announcements

- Employees with **group hours** will need to submit a time sheet titled “LSS Tutor-Group Session” or “MSI-Group Sessions”

**LSS Tutor-Group Session and MSI-Group Sessions**: GROUP rate of $21.24 per hour.
- You should only record group sessions (sessions with at least two students present) on this time sheet
- If you have no group hours to report for the period, submit your time sheet with zero hours

**Back-up sheets**

At the beginning of each quarter, LSS will provide all new tutors and learning assistants with a folder that contains sheets to record your work hours. These sheets are meant to be used by you to record all of your work activities that you performed through the pay period. Below is a quick summary, by LSS Position of required back-up documentations and how to use them. Every time you engage in a work-related activity, record it in **chronological order** (oldest entries first).

**Weekly small group tutors Summary Sheets (Pink):** Please include the activity (see below for examples), course if applicable, and in the appropriate column enter the hours you worked in quarter decimal factions. *All tutors are paid WEEKLY for: 1 hour of prep each week per class and 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name on Summary Sheet (Type of Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring sessions</td>
<td>Either “Group Tutoring” or “Individual Tutoring”</td>
</tr>
<tr>
<td>No-show session</td>
<td>“No-show” (No Show Session)</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>“Prep Time” (Prep Time)</td>
</tr>
<tr>
<td>LSS/ASE/Professor Meetings</td>
<td>“Training Meeting” or “Logistics Meeting” (Training/Mtg Time)</td>
</tr>
<tr>
<td>Instructor OH visit</td>
<td></td>
</tr>
<tr>
<td>Course lecture attendance</td>
<td>“Professor Office Hour” (Prep Time)</td>
</tr>
<tr>
<td>Announcement</td>
<td>“Course lecture” (Prep Time)</td>
</tr>
<tr>
<td>Logistics; e-mails, timesheet</td>
<td>“Announcement” (Prep Time)</td>
</tr>
<tr>
<td></td>
<td>“Logistic, emails, timesheet submission” (Weekly Logistics)</td>
</tr>
</tbody>
</table>

**Drop-in Writing and Math Tutors Summary Sheets (Pink):** Please include the activity (see below for examples), course if applicable, and in the appropriate column enter the hours you worked in quarter decimal factions. *All Drop-In Math Tutors are paid WEEKLY for 1 hour of prep each week and 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet) *All Drop-In Writing Tutors are paid WEEKLY for 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tutoring sessions</th>
</tr>
</thead>
</table>
Preparation Time (Math only) → Name on Summary Sheet (Type of Hour)
LSS/ASE/Professor Meetings → “Drop-in” (Individual Tutoring)
Logistics; e-mails, timesheet → “Prep Time” (Prep Time)

Weekly Writing Tutors Summary Sheets: Please include the activity (see below for examples), course if applicable, and in the appropriate column enter the hours you worked in quarter decimal factions.
*All Writing Tutors are paid WEEKLY for 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet)

Activity
Tutoring sessions → Name on Summary Sheet (Type of Hour)
No-show session → “Tutoring” (Individual Tutoring)
LSS/ASE/Professor Meetings → “No-show” (No Show Session)
Logistics; e-mails, timesheet → “Training Meeting” or “Logistics Meeting” (Training/Mtg Time)

MSI Summary Sheets (Purple): Please include the activity (see below for examples), course if applicable, and in the appropriate column enter the hours you worked in quarter decimal factions.
*All learning assistants are paid WEEKLY for: 15 minutes (0.25) of prep each week 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet)

Activity
MSI sessions → Name on Summary Sheet (Type of Hour)
Small Group Tutoring → Either “Group Session” or “Individual Session”
No-show session → Either “Group Session” or “Individual Session”
Preparation Time → “No-show” (No Show Session)
LSS/ASE/Professor Meetings → “Prep Time” (Prep Time)
Course lecture attendance → “Training Meeting” or “Logistics Meeting” (Training/Mtg Time)
Logistics; e-mails, timesheet → “Lecture” (Lecture)

SPHS Summary Sheets (Purple): Please include the activity (see below for examples), course if applicable, and in the appropriate column enter the hours you worked in quarter decimal factions.
*All SPHS Tutors are paid WEEKLY for 1 hour of prep and 15 minutes (0.25 hours) of weekly logistics (includes answering emails from LSS staff and submitting timesheet)

Activity
Tutoring sessions → Name on Summary Sheet (Type of Hour)
No-show session → Either “Group Session” or “Individual Session”
Preparation Time → “No-show” (No Show Session)
LSS/ASE/Professor Meetings → “Prep Time” (Prep Time)
Logistics; e-mails, timesheet → “Training Meeting” or “Logistics Meeting” (Training/Mtg Time)

LSS Employee Handbook
16
**Sign in sheets**

You need to fill out a sign-in sheet for each tutoring/MSI session you hold. You must record the date, time, total **duration of the session, specific class, as well as what you cover in each session**. Each student needs to clearly print their name, SID and initial the sign-in sheet to verify their attendance.

**If you run out of summary sheets or sign-in sheets**, please come to the Learning Support Services office and pick up more. LSS office assistants have to data-enter everything into our database, please make sure your handwriting and your student’s handwriting are legible.

**Paychecks**

Your check or pay stub will be delivered to the location you indicated when filling out the payroll paperwork. If you have worked on campus before, you will receive your check at the same location you did for your previous job. Information regarding direct deposit can be found on the Career Center website. Pay dates are always on the Wednesday a week and a half after you submitted your timesheet on CruzPay. Paystubs and W-2’s can be found on the At Your Service website (http://atyourservice.ucop.edu/). For issues with your paycheck contact **UCSC Payroll** as LSS does not have information regarding the status of your paycheck.

**Important Note**: Late timesheets create more work for LSS staff and Payroll, especially when trying to submit hours from a previous pay period. Hours from a previous pay period cannot be submitted through CruzPay, and must be submitted using a paper time sheet. Please see your supervisor if this happens. If you work late Friday evening or the Saturday directly after the timesheet you will be asked to project those hours but will need to submit your missing sign in sheets on the Monday after timesheet Friday. Contact LSS (lss@ucsc.edu) if you have further questions about how to submit your sign-in sheets. Please submit timesheets on time. If you unable to submit your timesheet for whatever reason please contact your coordinator to arrange a different submission time.
Accommodations to Learning Support Services Programs

Learning Support Services (LSS) is dedicated to giving every student the academic support they need to succeed. LSS understands that everyone has a different learning style, and we do our best to accommodate students’ needs.

Accommodations are just a modification to general LSS policies and procedures. Students with accommodations are just like every other student on campus. They work hard to master the content of their classes, and may have a different learning style than a majority of their peers.

What are Accommodations to Learning Support Services Programs?

- MSI Exemption: This accommodation allows a student to move straight into small group tutoring for an MSI supported class, without having to attend MSI regularly. LSS’ general policy states that in order to receive tutoring for an MSI supported class, the student must first attend MSI weekly before they can move into small group tutoring. This allows students to work with small groups of 4, rather than a large group of 12 in MSI.

- Individual tutoring: This accommodation allows a student to request individual tutoring for any class.

- Extra time: This accommodation gives students access to extra tutoring hours each week (group or individual). All students are given 1 hour of tutoring each week per class. If any student is going to tutoring regularly, and still needs extra help, they are approved for a second hour. This accommodation gives students a maximum to 3 hours of tutoring each week per class. Requests for more than 3 hours each week will need to be verified by the Director of Learning Support Services and the students DRC Coordinator.

These services are only offered to students registered with the Disability Resource Center.

Confidentiality and Privacy

There are many students who need accommodations to access UCSC services throughout campus, and it is important to respect their privacy. Here are some tips to ensure you are respecting a student’s privacy who might have accommodations to our services.

1. Never ask a student if they have accommodations through the DRC.
2. Never ask a student for information about their disability. If a student offers information that is fine.
3. Always direct students to LSS staff if you are uncomfortable answering questions, unsure what the correct response is or you are not able to talk to the student in a private setting.

Medical Maintenance

Students have the right to medical maintenance during a session. It’s just like a student taking Advil for a headache. If the medication is taken in a way that is disruptive to your session, and/or makes you and your
students uncomfortable, you can report that student to the DRC. Reporting a student does not get them in trouble. DRC staff will either follow up with the student or inform you why that situation did not warrant a report.

**How are accommodation requests handled?**
LSS staff coordinate all accommodation related requests. LSS has an email account (lssacc@ucsc.edu) that is designated only for these requests, and is checked daily. Brandon Day is the main staff member who will be working with accommodation related requests. Marina will send all communication regarding accommodation requests through the accommodations email. *If you see an email from “LSS Accommodations” in your inbox, please answer it as soon as you can.*

**What will communication look like regarding accommodation requests?**
LSS will send individualized emails to qualified Learning Assistants and Tutors to see if they are available to fulfill an accommodations request. Communication from LSS staff may include any of the following scenarios:

- **Availability to tutor a student one-on-one in a specific course.** LSS gets a lot of individual tutoring requests, this will be the most common accommodation you might see as a tutor or Learning Assistant. LSS will first reach out to the LA or tutor who is already hired for the course to see if they have open sessions that can accommodate the request. Otherwise, we will contact all currently hired LA’s and tutors who have taken the course, received a B or better and are willing to take on the extra hours. If no one on staff is available, LSS will turn to the applicant pool.
- **Capping the number of students who can attend a session and/or closing a session.** Often times students with accommodations just need to work in smaller groups than MSI or tutoring sessions allow. If this is the accommodation LSS is working on for the class you are hired for, you might see that one of your sessions is capped, or closed, to allow only a few students to sign up for that particular session.
- **Giving a student extra tutoring hours.** You may receive an email from LSS staff letting you know that we have signed a student up for a third hour of tutoring. This is easily handled by LSS staff and there is little follow-up on your end.

**How can you respond to questions regarding accommodation requests?**
If you have a student ask for individual tutoring, please give them the information sheet that is in your folder. If they ask in the middle of a session, ask them to speak with you after your session. If they still want more information, direct them to Carolina and/or the front desk.
Weekly Small Group Tutors:
Preliminary Timeline and Basic Responsibilities for Small Group Tutors

1st week of the quarter:

- Choose your tutoring session availability following LSS guidelines and post your session availability on the google form your coordinator sends you before the first Thursday of the quarter.
  - After you post your availability on the google form, LSS goes in and reviews your sessions to make sure they follow LSS guidelines. If we see any problems, LSS will contact you to fix them. LSS will also email you as soon as your sessions have been verified.
    ▪ Once your sessions have been verified you will no longer be able to edit them. If you would like change something about your session (like time or location), please contact LSS or your coordinator.
- Contact the instructor of the course and ask to set up a meeting and to make an announcement in the course to advertise your tutoring sessions.
  - Let students know when Slug Success opens and the times of your sessions. Do not give the locations of your sessions. We want students to sign-up through Slug Success to keep the session sizes small. Giving the class your session’s location will encourage students to just show up.
- Slug Success opens on Friday at 12PM of the first full week of the quarter.

2nd week of the quarter, tutoring sessions may begin:

- If students have signed up to your sessions 24-hours before they begin, you will be required to hold the sessions.
  - If no one has signed up for your sessions, you are not required to attend the tutoring sessions. Tutoring sessions are considered scheduled (i.e. you have to attend) once a student has signed up.
- At your first session, establish your expectations of the students and tutoring session.
  - Inform them of the no-show policy, that the students should come to each session prepared (coming prepared to the session mean something different for your class, like having readings done, assignments started, etc.), and that you are meant to be an additional resource, not a replacement for class, homework, section etc. Feel free to ask the students what they are expecting for the session too!
  - Also please go over the student contract with them.
- If your sessions are filling up quickly, LSS will contact you about posting more availability or increasing the size of your sessions. Make sure your respond to these emails!
  - If you notice that your sessions are full, and LSS has not contacted you, please contact LSS!
  - We will not increase the session size without your permission.
- Drop students per no-show policy.
  - Reminder: you must email LSS (lss@ucsc.edu) to drop the student.
- It’s still okay to make an announcement this week and/or meet with the professor!

3rd week of the quarter and onward:

- As students request tutoring for other courses not initially supported by LSS, LSS may contact you to ask if you would like to work with the requested class.
  - This is considered an additional assignment and you do not have to accept it if you do not wish to. If you are too busy, please let LSS know so we no longer contact you for the quarter.
- Follow LSS policy about requesting Exam Study Sessions
- Drop students per no-show policy
- If you have a schedule change and need to change your availability, please contact your supervisor.
- LSS sends out mid-quarter evaluations and end of quarter evaluations to your students, please encourage them to submit an evaluation for you.
- Slug Success closes at the end of the 8th week of the quarter
Choosing Days, Times, and Locations for Your Sessions
Choosing good days and times for your session will be one of the most important factors in attracting students to your sessions. Remember, you are to start with posting three available session times for the class or classes you have been assigned unless directed otherwise by a Tutor Coordinator. The number of sessions you ultimately hold each week will be dependent on student demand, your availability, and approval by a Tutor Coordinator.

When and Where You Hold Sessions
Beginning Spring 2018, Slug Success will list more precise appointment locations. For example, students will see “LSS - Cowell Library” instead of “LSS-See appointment details for specific location information.”

You must always meet your students at the start of your sessions at the location listed for that appointment. If you’re planning to use a different location or moving to a more specific room/table, you should wait for your student(s) at your listed location at the start of the session.

When the Coordinator asks for your availability at the start of the quarter, she will also ask where you would like to hold your sessions. Here is a possible list of locations:

- S&E Library; meet by entrance on main floor
- McHenry Library; meet by circulation desk
- ARCenter 221
- Crown 235
- Jack’s Lounge in Jack Baskin School of Engineering
- LSS/HSI Cowell College Mobile Office Conference Room
- ARCenter 116
- Oakes Learning Center
- McHenry Cafe
- ARCenter 216
- Interdisciplinary Science Building Main Lobby
- Namaste Lounge
- Cowell 239
- Cowell Coffee Shop
- Cowell Fireside Lounge
- Crown College Library
- University Center above 9/10 Dining Hall
- Cowell College Paige Smith Library
- Porter Study Center
- Porter Hitchcock Lounge
- LSS/HSI Cowell College Mobile Office Lobby
- Crown Fireside Lounge
Choosing a Location:
All tutoring sessions are required to have a specific meeting location posted on Slug Success. The location must be on campus in a public semi-academic space (meaning no residence halls, residential lounges, or cafes that play music). This meeting location might not be the exact space where the actual tutoring session will take place, but it is where you will meet your students. Acceptable locations must include a specific spot, including building name, floor, room, and/or physical marker/landmark. Please consider set-up of the room, noise level, difficulty in finding location, etc. when choosing your location. Here is a list of popular tutoring locations:

Choosing Days:
Each tutoring session should happen on a different weekday and on a different time each day. This means that tutors cannot have back-to-back sessions for the same class. Regular tutoring on weekends is discouraged because it means that you and the student are committing to coming to campus every weekend (no going home, no going out of town, etc.). In general, you want to provide a variety of times for your sessions. Holding all of your sessions on the same day would not give students a good selection to choose from. If you do choose to hold two tutoring sessions a day, the start times must be at least 2 hours apart. If you already know that the class you will be working with has regular assignments due, you may want to structure your sessions around assignment due dates. To ensure students have a variety of sessions, please do not “duplicate times.” When you duplicate a time, you essentially pick the same time on a different day but the time chosen is associated with the same class block. Say you decide to hold a session on Monday at 12:00PM. Since you chose this time, you cannot post a session on Wednesday at 12:00pm, since it falls within the same class block (MWF 12:00-1:05PM).

So, a student who is enrolled in a Monday/Wednesday/Friday class from 12:00-1:05PM would not be able to make a session Monday at 12:00pm nor Wednesday at 12:00PM. This is a situation we try to avoid.

Choosing Times:
Please start by checking the course time – it may sound silly but, year after year, someone ends up posting a session during the class time (needless to say, nobody ever signs up for that session!). You may want to also check for discussion times (if they are required), labs that are associated with the course, and, of course, avoid professor office hours if possible.
Tutoring sessions are always one (1) hour long. To encourage group sessions, you must post your availability within class time blocks. This means that a session cannot start during one class lecture block and continue on into another time block. Tutoring sessions that end at the start of another class block is not acceptable either, as they do not give the students time to travel to their next class.

Correct Session:
Example of session that does not cross class blocks:
Tuesday 12:15-1:15pm (this is a good time).
It also gives students plenty of time to get from class to the tutoring session and vice versa.

Incorrect Session:
Example of session that does cross class blocks:
Wednesday from 1:30-2:30pm
A student in a 1:20-2:25pm class would not be able to attend, nor would a student in a 2:00-3:10pm class.
In short, things to consider when selecting a time:
Course lecture time
Professor office hours
Holding a session before 9:30am or after 8:00pm
Not crossing class blocks or duplicating times
Giving students travel time
Giving a variety of times for your sessions
If possible, consider discussion sections, and/or lab times for the class

To assist you to choose a good time, we have created this list of ‘acceptable times’. Any of these times are okay to post a session during. If a time is not on this list, chances are there is an issue with the time you have chosen. Please keep this list handy while you are setting your tutoring availability.
Contacting the Professor:
At the beginning of each quarter the tutor coordinator contacts course instructors to notify them that there will be tutoring support for the class. In the email, the tutor coordinator informs the instructors who the tutor is, what type of support LSS is offering, and when students can sign-up for tutoring. Remember, when you are emailing the professor you are representing not only yourself but Learning Support Services as well!
After this, the coordinator will ask you to contact the instructor to introduce yourself. In your email, we encourage you to introduce yourself (if the instructor does not know you) and set up a 30 minute meeting to go over what the instructor would like you to cover in the tutoring sessions. In the meeting, you can also ask the instructor if you can make an announcement in the class to advertise the service. If the instructor would like more information about the program, you can ask them to contact the coordinators of the Weekly Small Group Tutoring Program, Jaqueline Morales (jmoral11@ucsc.edu), the assistant director Sharon Castro (stcastro@ucsc.edu), or the director of LSS, Charis Herzon (charish@ucsc.edu).

Example of initial email to instructor:
Dear Professor [ENTER PROFESSOR’S NAME],

I am [ENTER YOUR NAME], the tutor for [ENTER CLASS]. I am writing to you to see if you might be willing to meet with me during your office hours to talk about the tutoring service and discuss any preference you may have in terms of what I should and/or should not cover in the tutoring sessions.

I am also writing to ask if you might allow me to make a short announcement to the class about my tutoring services. The announcement should take less than 5 minutes and, if you let me know when might be a good day, I can come at that day or time.

Let me know if you have any questions. The coordinator of the tutoring program is also available if you have any questions or would like more information about the program. The coordinator is Jaqueline Morales (jmoral11@ucsc.edu)

I am looking forward to supporting your course this quarter.

Thank you,

[ENTER YOUR NAME]
Class Announcement Guidelines:
The initial announcement is very important to your success as a tutor. It will provide the students with information about the service, how to sign up, and what to expect from the sessions. For many students, your announcement will be an important factor in influencing their decision to seek tutoring. You want to present yourself as knowledgeable, professional and approachable- all at the same time! If you are assigned to a class that also has MSI support please do not make an in class announcements, talk to the coordinator about how to communicate with the professor and or TA’s.
If you have low utilization in your tutoring sessions and would like to make a second announcement in class, please discuss that with the tutor coordinator.
Please take time to practice your announcement, as even experienced speakers get nervous.

Guidelines:
- Should be a self-introduction, including a brief review of academic qualifications
- A brief discussion of the tutoring program. Stress the collaborative aspects!
- Include information about how to sign up
  o SHOULD NOT include days/times/locations of sessions (students should be told to find the times on the Slug Success system).
- Give students your email so that they can contact you if none of the times work for them.
  o Writing it on the board prior to making your announcement is a good idea.

Example:
"Hi my name is (NAME HERE) and I am the tutor for this class. I took this class (last quarter, last summer, etc.) and did really well. I really enjoyed it when I took it and really want to help you guys understand the course concepts too! In my sessions we will be doing a lot of group work where I facilitate interactive learning activities and engage you in critical thinking skills, problem solving, and effective course specific study strategies. Best of all, my sessions are free! You can sign up for my sessions by going to the Learning Support Services' website (Google: UCSC LSS) and selecting "Small Group Tutoring" on the right-hand side. In case you cannot make any of my sessions, we can try to arrange another time if you email me at (EMAIL HERE). It’s also written on the board so please copy it down. I am looking forward to meeting you and working with you- hope to see you in my sessions!"

Obviously you can cater this to your personality, experience, major, etc. For example, if you have tutored that class before you may want to highlight that. Or, if you have worked as a tutor for several quarters but with a different class, you may want to include that you are an "experienced tutor." If you are a senior in the major and the course is a part of that major that may be something you want to include. Basically, anything you think will attract students to your session. Remember, you are representing LSS so you are expected to act professional at all times.
Preparing for your Sessions:
You are expected to arrive at your session with a tangible idea of what should be covered that day and carry out that plan in a manner that creates an interactive environment and gets all students to participate. Your sessions should revolve around the student work that week. When preparing for your sessions, you should try to anticipate what material will be difficult and review that material. This way, you are prepared for questions students may ask.

All tutors are paid one hour a week for prep time as long as there is at least 1 student signed up for a tutoring session. If you are a learning assistant for the same class that you tutor for, you are not paid additional prep time. Payment for session preparation is dependent on how many classes you are working with:

- If you are working with one class:
  - One hour of prep time per week
- If you are working with multiple classes:
  - One hour of prep time per week PER CLASS

Things you can do to prepare for your session: Choose practice problems from the homework set or assigned area of the book, read lecture notes/slides, review readings or chapters, ask your student to send e-mail questions ahead of time so you know where they are in the material, etc. Remember, you are not expected to read material that was not taught in the class when you took it. Be sure to look at the syllabus carefully with the student so that you are both clear which areas you can be most helpful.

Please remember, if you need help coming up with ideas on how to prepare for your sessions, talk to the coordinators! They may have ideas that you have not thought of yet or can help you come up with ideas that work specifically with your discipline.
Keeping up with the Waitlist:
The waitlist is an important part of the small group tutoring program. Realistically, it is impossible to anticipate
every course students will request tutoring services for. So, we use the waitlist to track students who are seeking
support in classes we do not have anyone hired for. When a student adds him or herself to the waitlist, the
student will list what class he or she is looking for support in and what times he or she is available to meet.

Some of the courses students list may be course that you have taken and would like to work with. By helping
the students on the wait-list, you have the opportunity to gain more tutoring experience and be able to work with
more students! Without our current tutor staff assisting us in this process, we would not be able to serve many
of these students!

There are two opportunities you will have to serve a student who is on the waitlist:

1. When you are emailed by LSS staff asking if you are willing/able to assist the student.
   a. In this case, we have already identified that you are qualified for the position.
   b. Please respond to this email, whether your response is that you can or cannot help.
2. By looking for students on the waitlist who are seeking assistance in classes which you are able to
   support.
   a. If you are able to support the requested class, and can make one of times the student has
      requested:
      i. LSS will put you in contact with the student to meet on a time and location to begin
         meeting for tutoring
      ii. Once you have agreed on a time, day, and location with the student(s), please confirm
          with LSS so we can post the session on Slug Success.
      iii. We will verify it within 24 business hours and we will send the student an email, letting
           him/her know to sign up.
   b. If you are able to support the requested class, but are unable to make the student’s times:
      i. Reply to the email, “I am able to accommodate this student, but cannot make the times. I
         am contacting the student to see if we can work something out.”
      ii. Email the student to see if you are able to figure out a time.
      iii. We will verify it within 24 business hours and we will send the student an email, letting
           him/her know to sign up.
      iv. If, after you talk to them, you are unable to find a time, you need to email us letting us
           know that you were unable to find a time, so we know that we still need to work on this
           issue.
*If the student has not responded after 48 hours: Reply to the email saying that you have not heard back from
the student, so that we can remove the student from the waitlist.
Study Sessions for Small Group Tutors:
Review sessions can be helpful for your students if they have a big exam coming up. Study session request process differs for tutors who have over 10 students signed-up in total on Slug Success and for tutors who have less than 10 students signed-up.

In general there are 4 basic rules for study sessions:
1. A study session can be 1.5 hours long
2. You can hold 1 study session per class per test for all of the students signed-up
3. A study session must be held more than 24hrs before the exam
4. If you prepare extra material for the study session, you pay yourself up to 1 hour for that material.

Less than 10 students:
You are responsible for finding a room location on your own. Please email Jackie (jmal11@ucsc.edu) and let her know you will be holding a study session.

More than 10 students:
When tutors have over 10 students, LSS offers tutors and learning assistants the ability to have their study session scheduled by us. LSS is able to book rooms in the ARCenter for study sessions and is able to request rooms around campus to accommodate study sessions.
If you would like to request a review session and have over 10 student signed-up on Slug Success, you must fill out the following form online: http://goo.gl/forms/nTVGK2btV
All requests must be made at least 1 week in advance.
The form asks the following questions:
Name:
Email:
Class you tutor:
Co-Leader (f Required)
Approximate number of students
How many sessions would you like to schedule?
Will you need copies of a review sheet?
Please list 3 options of day and time. Keep in mind you have a max of 1.5 hours per study session.
Preferred Date
Preferred Time
Resources for Weekly Small Group Tutors:

1. **Dry Erase Markers, Erasers and Chalk:**
   LSS will give you dry erase markers, erasers and chalk that you can take with you to each session. Please stop by the office if you would like one.

2. **Requesting Copies for your Tutoring Sessions:**
   LSS has implemented a limit on how many copies can be made. All Small Group Tutors can have up to 15 copies of a one page sheet (can be double sided) per study session. If your copies are 2 or more pages, you will only be allowed 10 copies per study session and students will need to share.
   - Please e-mail what you would like copied to LSS (lss@ucsc.edu) or bring a hard copy to the office and ask one of the Student Office Assistants to make copies.
   - Allow at least one (1) business day for the copies. If the review sheet is longer than 2 pages please allow two (2) business days.
   - Please specify:
     i. Your name and the name of the class at the top of the first sheet.
     ii. The number of copies needed.
     iii. Date and time you would like to pick up the copies.
   - Please keep blank space to a minimum. Students should use their own paper for working out the problems.

3. **Accessing/Printing Online Resources for your Class:**
   - You can come by the LSS office at the ARCenter to print information pertaining to your class. Please identify yourself to the Student Office Assistant and they can help set you up on a computer that prints. Please printing materials for you, not extra copies for your students.

4. **Website Information for Tutors:**
   The Tutor Log-in site is: [https://login.ucsc.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1](https://login.ucsc.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1)
   - This is where you can post your tutoring sessions, see how many students are enrolled in your sessions, and obtain your student’s contact information, check and respond to the wait-list.
   - The general Tutor website is [http://lss.ucsc.edu/programs/small-group-tutoring/index.html](http://lss.ucsc.edu/programs/small-group-tutoring/index.html)
   - Here you will find a list of all the classes supported with tutoring along with general FAQ. This is a good website to advertise to the students.
   - General info training dates, timesheet deadlines: [http://lss.ucsc.edu/employee-resources/index.html](http://lss.ucsc.edu/employee-resources/index.html)
Frequently Asked Questions:

How will I know who has signed up for one of my sessions?
Every time a student signs up, Slug Success will automatically send an email to the student confirming that they have enrolled in a session. You will be copied (CC’d) on that email.

What do I do once a student signs up?
You need to email the student to confirm location and first meeting within 24 hours of them signing up for the session. You should be able to get the student’s email from the Slug Success-generated email that was sent to the student when he/she signed up.
*NOTE: You cannot simply “reply” to the Slug Success-generated email. This is an email that is sent to the student and you are copied (CC’d) on it; therefore, when you hit “reply”, you are responding to the system, not the student. To reach the student, you need to both copy and paste his/her email.
To give you an idea as to how to compose the email, we have created an email template for you to use, available at: [http://lss.ucsc.edu/employee-resources/index.html](http://lss.ucsc.edu/employee-resources/index.html). Please feel free to customize the email as you see appropriate.

What if a student doesn’t show up to a session?
If the student has not given you 24-hour notice that he/she will not be attending the session, you should wait for 15 minutes for the student to arrive. If after those 15 minutes the student does not show up, please contact the student and inform them that they will be dropped if they miss another session. You must also begin your no-show activity. Please remember to attach any no-show work completed to your time sheet.

How do I drop a student?
You can’t drop a student on Slug Success yourself. If you are dropping a student because of more than one absence, you can email LSS student staff ([lss@ucsc.edu](mailto:lss@ucsc.edu)) with the student’s name and the class they are receiving tutoring for. Please explain that the student has missed more than one session and needs to be dropped. Always copy your tutor coordinator on these emails.
If you need to drop a student for any other reason, let the tutor coordinator know why you want to drop the student, and what contact you have had with the student.

How do I delete one of my sessions from Slug Success?
Currently, tutors may only delete unverified tutoring sessions. To delete a session that has already been verified, please contact the tutor coordinator and ask that the session be deleted. In your request, please provide the day and time of the session.

Can my tutoring session go longer than 1 hour?
Absolutely not. If your student wants additional time, you must discuss this with your tutor coordinator. See additional information below.

What if a tutee wants more than one hour a week of tutoring?
Provided the student is attending lectures and sections regularly and is coming prepared to tutoring sessions, the student is eligible for an additional hour of tutoring per week.

If you can’t provide that hour, help the student to sign up for another session if necessary.

If a tutee has an exam or a major assignment, can I give that student an extra hour of tutoring that week?
Yes. However, the additional tutoring session needs to be approved by the tutor coordinator. In the week of an exam or a major assignment, a student may receive an extra hour of tutoring. You do not need to post this hour on Slug Success, and, likewise, the student does not need to sign up for it online (in fact, the system will not allow the student to sign up for two hours in one week without prior authorization). Please send your request to the tutor coordinator via email. In your request, please state when the session will take place and how the duration of the session. In your summary and sign-in sheet, please mark as “Additional/Extra Tutoring Session” or “Major assignment-extra tutoring hour.”

Do I hold tutoring sessions on holidays?
Typically no. In the week prior to the holiday, remind the student that there will be no session the following week. If the student makes a special request to still hold the session (due to an upcoming paper or assignment) and you are able to accommodate that request, you may hold the session. Keep in mind that most university
buildings (including the ARC) will be closed, so you may need to think carefully about your options regarding session location. Even on holidays, tutoring is not permitted in residential spaces.
Writing Tutors
Writing Tutor Expectations

- Discuss expectations of writing tutor sessions with students
- Follow the Tutor Cycle for each session
- Identify the student’s writing strengths
- Probe via questions, listen to students, and discuss the writing collaboratively, drawing on the student’s own knowledge and writing processes
- Give suggestions and offer feedback based on your experience of the writing as a reader and a peer, not as a teacher or expert
- Apply the top-down approach to writing tutoring

Writing Services

Writing Tutoring Appointments on Slug Success

- One-on-one tutoring for students across disciplines
- Can span multiple weeks or be scheduled as-needed
- All undergraduate students are eligible to two hours of one-on-one tutoring/week

Drop-in (Writing and Math)

- No appointment necessary – first come, first served
- 30 min express session

Writing Skills Workshops

- Students can commit to the entire series or attend as needed
- Writing 2 students may benefit the most from attending the entire series
- Workshops created by UCSC writing faculty and are designed to develop student’s writing

Tutors facilitating our workshops are expected to

- Meet with writing faculty and the LSS Writing Programs Coordinator as needed, sometimes every week
- Review material and finalize lecture plan in one hour of paid preparation
- Facilitate workshops on one or two days

Please Note: Due to funding restrictions LSS is not able to offer tutoring for College Core courses. Writing tutoring for these courses are available through students’ instructor, not Learning Support Services.

Start of the Quarter

Week 1

- Confirm your availability for one-on-one appointments and drop-in hours, if you are working drop-in.
  - Your Coordinator will confirm your schedule with you after the Logistics Meeting and before the start of the first week of tutoring.
- Slug Success opens for students on Friday April 6.

Week 2

- If students have signed up to your appointments 24-hours before they begin, you will be required to hold the sessions.
  - Beginning Spring 2018, students using Slug Success to schedule small group tutoring and writing tutoring services
will be responsible for signing themselves up for **each week’s session(s)**. Slug Success will **not** be able to create recurring appointments in Spring 2018.

- If no one has signed up for your sessions, you are not required to attend the tutoring sessions.

**At your first session, establish your expectations of the students and tutoring session.**

- Inform them of the no-show policy and how we approach writing tutor as a collaborative process of working together on the writing and the ideas.

- If you notice that all of your appointments are full and you would like to post more, please contact your Coordinator.

---

**Throughout the Quarter**

- As students request tutoring for other courses not initially supported by LSS, LSS may contact you to ask if you would like to work on additional tutoring assignments.
- If you have a schedule change and need to change your availability, please contact your Coordinator.
- Mid- and end-of-quarter evaluations go out to students
- Drop In Writing tutors: evaluations are at each of the drop in locations. Urge your students to complete these.
No Show Activities for Writing Tutors

Resource Project
Is there an area you would like to learn more about in your tutoring practice, or an area that you find yourself covering often with your students? Create a resource (1-2 page worksheet/resource sheet) for other writing tutors (or any subject, more broadly), or a resource for your students and other students. For the first no-show you have where you start work on this project, you will email your Coordinator a link to a Google doc for your resource, describing:

1. What is the specific area, issue, question, or practice you want to cover in your resource? Is this resource intended for students or tutors?
2. How will this resource benefit the intended audience (students/tutors)??
3. How will this resource benefit your development as a tutor?

Once you have established the project with your Coordinator, for subsequent no-shows, you will email your Coordinator that you worked on your resource (which will be on the Google doc). She will check the revisions history to see what you worked on and give you feedback.

Metacognitive Reading Log
Do your own guided reading on a specific topic related to tutoring from the book “Students Helping Students,” a reading from STEV96 or WRT 159/WRT 169, or a reading from the link to Writing Tutor Readings on the LSS website Employee Resources section. Complete a Metacognitive Reading Log with at least five entries and turn in to your Coordinator.

UCSC Website Review
As a tutor, you will want to be familiar with other offices and resources available on campus. The purpose of this professional growth opportunity is so that you can become knowledgeable about what some of resources are and possibly refer students if something comes up in the session. Keep in mind that the referral process can challenging as you don’t want to make assumptions. If you do have concerns about a students and don’t know how to approach the situation come and talk with a coordinator, we are here to help.

Below is a list of UCSC resources with a link to their website. Spend about 20-30 minutes on the website; then write up:
- Name of the program or services
- Their purpose/students they aim to serve
- How students can access the service
- At least three –five things you learned
- How you might use it in your role as a tutor, how does this inform your practice.

Programs:
Disability Resource Center: http://drc.ucsc.edu/index.html
Slug Support: http://deanofstudents.ucsc.edu/slug-support/program/index.html
CAPS: http://caps.ucsc.edu/index.html
EOP: http://eop.ucsc.edu/
STARS: http://stars.ucsc.edu/ (Also find information for the Vets program and Smith Renaissance Society)
SoMecha: http://someca.ucsc.edu/index.html
Resource Centers: http://resourcecenters.ucsc.edu/ (Six centers under this umbrella)
Title IX: http://hdpii.ucsc.edu/
SHOP: http://shop.ucsc.edu/
CARE Office: http://care.ucsc.edu/
Mesa Engineering Program: http://mesa.ucsc.edu/index.html
STEM Diversity Program: http://stemdiv.ucsc.edu/
Westside Writing Center: http://oakes.ucsc.edu/academics/writing-center/index.html
ACE Program: http://ace.ucsc.edu/about/index.html
Learning Support Services Writing Tutor Work Policies

I understand that I will talk to an LSS staff person if I encounter any difficulties with job duties or the expectations of my position. This can include: difficulties with students in my sessions, with the instructor or TA’s or any other issues as they arise. I will also talk to an LSS staff person if the workload of my position becomes overwhelming and my academic success at UCSC is put in jeopardy.

I understand that this appointment is only for the quarter for which I was hired, as stated my appointment letter. My current position does not guarantee future positions with Learning Support Services.

I understand that compliance with work policies will be taken into consideration when evaluating fit for future employment needs.

I understand that I will be paid at the individual rate of $15.78 for:

- All individual tutoring sessions: as defined by having a session with one student and no shows.
- Supervisor/Tutor Meetings
- Required LSS Training
- Logistical Duties:
  - For the first week worked, up to half (½) hour.
  - After the first week, 15 minutes per week per appointment (drop-in, one-on-one)
  - *Writing Skills Workshop appointment:* 1 hour of preparation per week, plus meeting time with faculty as needed (usually weekly)

**New Tutors:** I am required to take THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS, the 2-unit Tutor Training class, WRIT 169, PBS 101 or MATH 198. **Tuesday 5:20pm – 6:55pm, and one Saturday class meeting April 14, 2018.** I understand that this is separate from my job as a tutor and that since I am receiving course credit. I will not be paid for this time.

**CruzPay Submission and LSS Timesheet Documentation packet:**

I will turn in my timesheets packet, including a copy of the hours I submitted on CruzPay (both individual and group) and all sign-in sheets and summary sheets, by the due date in an organized manner and in legible handwriting. It is my responsibility to keep accurate records of all interactions with students. I understand that LSS’ funding is based on utilization and demonstrating that using additional services enhances each student’s performance. If I lose sign-in sheets or forget to have students sign in I am putting LSS in jeopardy of potentially losing funding. Please refer to CruzPay’s website (cruzpay.ucsc.edu) for timesheet submittal dates.

**Supervisor/Tutor Meetings and LSS Required Training:**

- Logistics Meeting for all Writing Tutors: April 1, 2018 @ 1pm
- If I cannot attend, I will notify my Coordinator and schedule an alternative time.
- All Tutor Training: April 14, 2018
- Monthly Writing Check Ins: Dates TBD at the Logistics Meeting
- Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: LSS Required Training: See Above
- Other meetings that may be scheduled; study session trainings, post-observation meetings relating to a staff observation of my sessions, meetings relating to the mentor new employee(s) as asked and as I am able.

**Individual Tutoring Sessions:**

I will start with six available sessions. I understand that all writing sessions will be individual with a maximum of 1 student. I understand that based on student demand I may be given the option to open more sessions. I understand that I am not obligated to accept these additional assignments.
Drop-In Tutoring Sessions:
_______ I will submit my availability for drop-in hours to the Coordinator by the first week of classes so the drop-in schedule can be created. I will confirm or ask for changes to the hours. Once an agreed upon schedule is set, it will be my weekly schedule. These sessions will be individual.

All Writing Services:
_______ I will arrive at all tutoring appointments on time and prepared. I will only work on helping the student with writing-related work during my sessions. I will not edit or compose writing for my students. I will facilitate interactive approaches to writing tutoring, and engage students in such skills as critical thinking, problem solving, and effective writing strategies. I will not engage in activities that have not been assigned to me by my supervisor. If I am unable to make a scheduled tutoring session due to an emergency, I will email lss@ucsc.edu and my students. It is my responsibility to reschedule a tutoring session with my students.
_______ I understand that I will only provide tutoring services during in-person sessions. Tutoring should not occur over email or phone.
_______ I understand that my tutoring availability will not be approved by LSS unless I have attended a logistics meeting with a staff person.
_______ I will adhere to the LSS guidelines for scheduling sessions.
_______ I understand that no session should go over 1 hour, so I will plan my use of session time accordingly.
_______ I will only hold tutoring sessions in semi-academic public spaces on campus. I will meet my students each week in the same location that I specified on Slug Success.
_______ I understand that I will attend my tutoring session if a student signs up 24 hours before the start of the session. I will confirm the time and location of the session within 24 hours of the student signing up.
_______ I will make sure that all of my tutees sign into each session and also sign up using Slug Success.
_______ I will only tutor during hours posted on Slug Success unless authorized by LSS staff.

No Shows:
_______ I understand that I am paid for the entire session even if no students show up. I also understand that in order to be paid for the scheduled session time, I will complete one of the no-show assignments and submit the assignment to my Coordinator as stated in the No-Show Activities for Writing Tutors. I will also e-mail lss@ucsc.edu to inform them of the no show.
_______ According to LSS policy, my email may be given to students who are unable to make one of my existing sessions. I will respond to emails from current and potential tutees within 24 hours. If I am unable to arrange a time with the student, I will notify LSS within 48 hours.

Other Tutor Tasks Assigned:
_______ I understand that as a writing tutor, I am not permitted to attend any lectures for the classes that I am tutoring for.
_______ I will read all emails sent by LSS in their entirety and reply to all emails and messages sent to me by the LSS staff and respond in a timely manner.
_______ I understand that I can be paid up to 15 minutes a week to deal with logistical duties. These duties may be: responding to job related emails and submitting LSS required records.

Other Expectations:
_______ I understand that, for courses that I have taken and done well in, LSS staff may contact me to open tutoring sessions. I will respond to these emails in a timely manner; however, I understand that I am not obligated to accept these additional assignments.
_______ I understand that while I work for LSS, I cannot make individual arrangements with UCSC students to be paid for additional tutoring outside of my position with LSS for any UCSC course.
_______ I understand that it is inappropriate for me to give advice about course selection. I will encourage students to seek academic advising from College, Department, EOP, or STARS advisers as needed.
I understand that I should act professionally in this position. Examples of unprofessional behavior includes: cancelling a session for personal reasons (it’s my birthday, I am overloaded with homework), talking about frustrations with my tutees or my sessions other than with an LSS staff person, and speaking negatively of instructors, TA’s or other professionals during my sessions.

I understand that my tutoring availability, which includes my name and e-mail, will be made available to students and it may be searchable on the internet. If I have requested a Non-Release of Public Information (NRI) under FERPA, it is my responsibility to immediately notify LSS staff so that proper arrangements can be made. If I fail to contact LSS my information may inadvertently be released. Furthermore, if I have requested an NRI, I understand that LSS cannot release my employment information to prospective employers without my signed authorization.

I understand that student information, such as students’ names, emails, and SIDs, are considered to be sensitive information and should be handled carefully. I will blind copying (BCC) students if I am emailing more than one student at a time, and keep sign-in sheets in my possession. I will turn in any papers that have sensitive information on it to LSS for their record keeping purposes or to be shred.

I understand that romantic or sexual relationships with students I assist via my LSS position are prohibited.

I understand all regularly scheduled work-related activities are cancelled on university holidays and I should not expect to work on these days.

I acknowledge that I have received my copy of the Learning Support Services Handbook. I acknowledge that the Learning Support Services Handbook contains important information about my employment with LSS, including LSS’ policies, procedures, and rules. Further, I understand that it is my responsibility to familiarize myself with these materials and comply with the policies contained therein, and that a failure to comply with these policies may be the basis for discipline, up to and including dismissal.

I understand that the personnel policies and procedures contained in this Learning Support Services Handbook are not intended to void, replace, or conflict with the Memorandum of Understanding (“MOU”) negotiated between the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), ALF-CIO, and its Local Union 2865 with the University of California, Santa Cruz for academic student employees. To the extent the MOU conflicts with these personnel policies and procedures, the MOU supersedes and/or modifies these personnel policies and procedures.

Signature:

Printed name:

Date:
MSI
Learning Assistants
Overview of MSI

What is MSI?
Modified Supplemental Instruction (MSI) is a weekly meeting time that is provided for all students in select courses who want to acquire effective learning strategies, work towards understanding difficult course material, and build relationships with their fellow students in an environment of peer-learning and collaborative effort.

MSI allows students to benefit from working closely with their peers to compare notes, discuss important concepts, develop strategies for studying the subject, and build connections with a group that is dedicated to excelling in all aspects of the course. Students are guided through this by an MSI Leader, a competent student who has already successfully completed the course. MSI sessions integrate how-to-learn with what-to-learn. Students who attend MSI sessions discover appropriate application of learning strategies as they work to master course content.

What is an MSI Learning Assistant?
MSI Learning Assistants are students who have taken and done well in the course and are able to share the study habits and learning strategies they have developed in their academic career. Learning Assistants are not lecturers or TAs; rather their job is to help students think about the lectures and course material and assist them in mastering this material during the MSI sessions. MSI Learning Assistants attend all lectures and plan/conduct 3 to 5 1-hour MSI sessions each week.

When do MSI sessions start?
MSI sessions typically begin starting the second full week of the quarter. The MSI schedule for the quarter is determined the first week of the quarter after the Learning Assistant submits the result of their in-class survey to the LSS office.

Why should students attend?
MSI is not meant to replace regular attendance at lectures, sections or office hours, but is instead intended to be an additional resource to help students to excel in their courses. LSS encourages students to make weekly MSI attendance a regular part of their schedule, as we have found that students who consistently attend MSI benefit the most from the program. This is not just because of the additional study time provided by regular attendance. By attending weekly, students are building relationships with their peers and fostering an environment of peer-learning and collaborative effort that will benefit everyone in the session.
**Weekly Timeline and Basic Responsibilities**

### Pre-Quarter: Preparation and Orientation Meeting
- New employees attend the Quarterly Orientation Meeting. Returning employees need to visit the LSS Office to pick up their employee folder and their work policies.

### Week 1: Getting your schedule ready
- Begin attending lecture for your course and conduct a survey of potential session times. The results of this survey will be used to determine your final schedule for the quarter.
  - You should choose 6-8 session times that fit your schedule to announce during lecture. You will be scheduled 3-5 MSI sessions based on the results of this survey; you will be assigned Small-Group Tutoring sessions from your remaining times.
  - You should be notified of your final MSI session times by the end of the first full week of the quarter. Once they are confirmed, you will need to inform the professor of the final MSI sessions and make an announcement in class to announce the final MSI schedule. If there is no lecture for your course, you can also post your session times on Canvas or the class website.

### Week 2-3: MSI/SGT sessions start and tutoring sessions are scheduled:
- Begin holding your MSI sessions as well as any Small Group Tutoring sessions in which students have enrolled. Remember to announce/advertise your SGT sessions to your students in MSI.
- Notify LSS if you have extremely high or low session sizes this week so that we can ensure an appropriate level of support for your course by opening or closing additional sessions.
- Be aware that LSS may convert any empty SGT sessions to 1-on-1 sessions with specific students.
- Schedule exam Study Sessions as necessary through the online submission form [http://goo.gl/forms/LqBbkOLOK7](http://goo.gl/forms/LqBbkOLOK7)
  - All requests should be submitted one week before the desired date. Sessions requested less than one week prior may not be filled.

### Week 4-7: Study Sessions and Observations
- Continue to schedule and hold exam Study Sessions as necessary.
- You may be contacted by an LSS staff member for an observation of your sessions. LSS regularly conducts observation of our staff to ensure that they are comfortable in their role and to allow a space to assist with any issues or challenges you may be facing in your sessions.

### Week 8-10: End of Quarter
- Schedule study sessions for final exams as necessary through the online submission form [http://goo.gl/forms/LqBbkOLOK7](http://goo.gl/forms/LqBbkOLOK7)
  - Please note that study sessions cannot take place less than 24 hours before the exam.
- Please turn in your timesheet before the last day of your appointment letter (usually the last day of classes).
  - **Important note about entering your hours on CruzPay:** Often times, your last day of work falls in the middle of a pay period, please do not enter any hours on days that extend past your end date, not even a “0”! Entering zeros or hours after your end date make finalizing and approving your timesheet difficult for LSS staff, the timekeeper, and YOU.
MSI Survey Instructions:
The goal of the in-class survey is to find a variety of popular times that students can attend. LSS encourages you to examine the course syllabus for homework due dates, papers, quiz dates, exam dates, and other course resources, like instructor office hours. Many of these are important factors in ensuring that students be able to attend the MSI sessions.

When surveying the class, **6-7 session times must be offered per MSI learning assistant.** The easiest way to get results is by asking students to raise their hands for any sessions that they are interested in attending. Please encourage only those who are really interested in coming to MSI to participate in the survey. When counting hands, you are looking for an approximate number. If the class enrollment is about 200 people, and about half of the students raise their hands you can simply write down 100. Please do not write things like many, few or lots.

Requirements for all sessions:
1. All sessions offered can only be **1 hour** long.
2. All sessions offered must fall in a **normal class block**.
   a. Example: Monday at 1:20-2:20PM or Tuesday at 11:45--1:15PM. Please see the list of class blocks below and make sure your 1 hour session fits with in these time frames:

<table>
<thead>
<tr>
<th>MWF Class Blocks</th>
<th>T/TH Class Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20-10:25AM</td>
<td>9:50-11:25AM</td>
</tr>
<tr>
<td>10:40-11:45AM</td>
<td>11:40-1:15PM</td>
</tr>
<tr>
<td>12:00-1:05PM</td>
<td>1:30-3:05PM</td>
</tr>
<tr>
<td>1:20-2:25PM</td>
<td>3:20-4:55PM</td>
</tr>
<tr>
<td>2:40-3:45PM</td>
<td>5:20-6:55PM</td>
</tr>
<tr>
<td>4:00-5:05PM</td>
<td>7:10-8:45PM</td>
</tr>
<tr>
<td>5:20-6:55PM</td>
<td></td>
</tr>
<tr>
<td>7:10-8:45PM</td>
<td></td>
</tr>
</tbody>
</table>

3. All sessions offered must be at different times.
   a. Example: Monday, Wednesday, Friday at 2:40PM-3:40PM does not count as three different sessions. If someone has a class at that time the student would be unable to attend any MSI sessions.

4. Look out for the instructor’s office hours **MSI sessions cannot not overlap with the instructor’s office hours**.
5. If there are homework assignments that are always due on a specific day, try to offer sessions that are closer to that date.
6. Look out for other classes that many students might be enrolled in (ex. a lab attached to the class). If possible, try not to offer sessions that would overlap with the additional section/lab.

7. **LSS does not allow sessions that start before 9:00 AM, after 9 PM, nor weekends.**
8. Think about session times you would attend if you were a student in the course. If a specific time seems inconvenient for you, then it probably will be for your students.

**Quick-tips**
1. All MSI sessions must be one hour long. Sessions should not be longer nor shorter.
2. All sessions must be held at different times on different days. (i.e. not having 3 sessions on M/W/F at 12:00PM)
3. Sessions must be held on weekdays between 9am-9pm.
4. Sessions must start at the same time as a normal class block.
5. Session times **should not cross professor office hours.**
MSI INITIAL SURVEY OF STUDENT INTEREST
*Reminder, please submit one survey per LA, not one per class*

<table>
<thead>
<tr>
<th>Class Name (ex. LALS 1, CHEM 1C)</th>
<th>Learning Assistant Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Meeting Days and Times:</td>
<td></td>
</tr>
<tr>
<td>Professor Office Hours:</td>
<td></td>
</tr>
<tr>
<td>Section Meeting Days and Times:</td>
<td></td>
</tr>
<tr>
<td>Homework is Due on:</td>
<td></td>
</tr>
</tbody>
</table>

Hints for a Successful MSI Survey Announcement:
1. Make sure you contact the instructor **before** making your announcement.
2. Practice your announcement before you make it!
3. If you are working in a class with more than 1 LA, coordinate your times before you make your announcement!
4. Write the days and times of the MSI sessions on the blackboard/whiteboard before you make the announcement. (Students won’t need to memorize the times you’re listing off and can more easily compare them to their schedule)

Announcement Script:  
*Use this script to make your announcement. It’s short and to the point. As a reminder, this is just asking the students if they’re interested, you can make a more detailed announcement once the MSI session times are chosen.*

Learning Support Services and your professor would like to offer you an additional resource to succeed in the class, Modified Supplemental Instruction (MSI). MSI is a guaranteed weekly meeting time facilitated by a student who has already taken the class and did well in it. In MSI, you will work with a group of your classmates to acquire effective learning strategies and work towards mastering the course material in a community environment of peer-learning and collaborative effort. I have written possible meeting times on the board and I will be taking a quick survey on how many of you are interested in MSI and what times are most popular with you. Please make sure to raise your hand to respond as I announce each time.

Thank you all for your input! LSS will choose times that are most convenient to you all and I will be back soon to let you all know the official MSI times! MSI will begin during the second week of the quarter, and you can check to see if sessions have been scheduled on the Online Tutor Sign-Up System (OTSS). If you have any questions, feel free to ask me after class.

YOU MUST SUBMIT 6 to 8 TIMES PER LEARNING ASSISTANT!

<table>
<thead>
<tr>
<th>Possible Session Day and Time</th>
<th>Number of Responses</th>
<th>LA’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Students Interested: __________
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>MWF - 9:00 AM - 9:05 AM</td>
<td>TTH - 8:00 AM - 9:35 AM</td>
<td>MWF - 8:00 AM - 9:05 AM</td>
<td>MWF - 8:00 AM - 9:05 AM</td>
<td>MWF - 8:00 AM - 9:05 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>MWF - 9:20 AM - 10:25 AM</td>
<td></td>
<td>MWF - 9:20 AM - 10:25 AM</td>
<td></td>
<td>MWF - 9:20 AM - 10:25 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>MWF - 10:40 AM - 11:45 AM</td>
<td>TTH - 10:00 AM - 11:25 AM</td>
<td>MWF - 10:40 AM - 11:45 AM</td>
<td></td>
<td>MWF - 10:40 AM - 11:45 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>TTH - 11:40 AM - 1:15 PM</td>
<td>TTH - 11:40 AM - 1:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td>MWF - 12:00 PM - 1:05 PM</td>
<td>MWF - 12:00 PM - 1:05 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>MWF - 1:20 PM - 2:25 PM</td>
<td></td>
<td>MWF - 1:20 PM - 2:25 PM</td>
<td></td>
<td>MWF - 1:20 PM - 2:25 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td>MWF - 2:40 PM - 3:45 PM</td>
<td></td>
<td>MWF - 2:40 PM - 3:45 PM</td>
<td></td>
<td>MWF - 2:40 PM - 3:45 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
<td>TTH - 3:20 PM - 4:55 PM</td>
<td>TTH - 3:20 PM - 4:55 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td>MWF - 4:00 PM - 5:05 PM</td>
<td>MWF - 4:00 PM - 5:05 PM</td>
<td></td>
<td></td>
<td>MWF - 4:00 PM - 5:05 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 PM</td>
<td>MW - 5:20 PM - 6:55 PM</td>
<td>TTH - 5:20 PM - 6:55 PM</td>
<td>MW - 5:20 PM - 6:55 PM</td>
<td></td>
<td>TTH - 5:20 PM - 6:55 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 PM</td>
<td>MW - 7:10 PM - 8:45 PM</td>
<td>TTH - 7:10 PM - 8:45 PM</td>
<td>MW - 7:10 PM - 8:45 PM</td>
<td></td>
<td>TTH - 7:10 PM - 8:45 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday/Wednesday/Friday Meeting Pattern**
- MWF: 8:00 - 9:05 a.m.
- MWF: 9:20 - 10:25 a.m.
- MWF: 10:40 - 11:45 a.m.
- MW: 12:00 - 1:05 p.m.
- MW: 1:20 - 2:25 p.m.
- MW: 2:40 - 3:45 p.m.
- MW: 4:00 - 5:05 p.m.
- MW: 5:20 - 6:55 p.m.
- MW: 7:10 - 8:45 p.m.

**Tuesday/Thursday Meeting Pattern**
- TTh: 8:00 - 9:30 a.m.
- TTh: 9:50 - 11:25 a.m.
- TTh: 11:40 - 1:15 p.m.
- TTh: 1:30 - 3:05 p.m.
- TTh: 3:20 - 4:55 p.m.
- TTh: 5:20 - 6:55 p.m.
- TTh: 7:10 - 8:45 p.m.

*Note: The meeting patterns are specific to LSS Employee Handbook.*
Submitting Your Schedule:

1. Following the guidelines stated above, carefully select the session times you plan to use in your survey. Remember, you only have one chance to find popular times!
2. Submit your proposed schedule and results of your survey by the end of the first day of class.
3. After reviewing the results of your in-class survey, the LSS office will finalize your schedule and start looking for rooms to hold the sessions in.
4. An LSS staff member will notify you once your MSI session schedule is ready. Once your schedule is available, you will need to verify that the information (your name, email, session times, and location) is correct.

You can check your MSI schedule by going to https://eop-apps.ucsc.edu/MSI/LA/, logging in to the system, and click on “Schedule Options.”

After your Schedule has been verified:

1. Once you have verified that your schedule is correct, you will need to make another announcement to let the class know of the new sessions. Please make the appropriate arrangements with the instructor.
2. Practice the second announcement! This will make the announcement simple and clear.
3. Scheduled MSI sessions will begin starting on Monday of the 2nd week of the quarter, unless told otherwise by an LSS Coordinator.

MSI Schedule Announcement

The second announcement you make in class is extremely important. This is when you inform the class of when and where your MSI sessions are held. In a lower division class, it is possible that you will be a student’s first introduction to the MSI program and LSS. The announcement should be accurate, informative, captivating and overall it should encourage students to attend MSI. To make things easier, LSS has provided you with a template you can modify and read in class.

Another important aspect of being an MSI Learning Assistant is having a good relationship with the instructor and TA’s of the class. The instructor and TA’s often encourage students to attend MSI. LSS urges you to talk to the professor before you make each announcement so that the instructor will always be aware of what you will say and when you will say it. If you feel comfortable, you can ask the instructor if you can make a weekly announcement urging students who have not yet attended MSI to do so.
Below we have provided a general script to give you an idea of what your announcement should look like.

“Hi, my name is (your name) and I am the Learning Assistant for this class! I am part of Learning Support Services which offers tutoring and academic support for undergraduate students at UCSC! For this class, LSS is offering MSI.

For those of you who aren’t as familiar with MSI, MSI is a resource that gives students the opportunity to work in small groups with me as a facilitator. During MSI, you will be given the opportunity to collaborate with other students in this class to acquire effective learning strategies and work towards mastering the course material in a community environment of peer-learning and collaboration. Since you are already planning on studying for your class, attending MSI provides you with structured, guaranteed group study time.

I really want to encourage you all to attend MSI weekly. Attending weekly helps you build friendships with other students in your class and major, helps you study for the class, and it also helps create a collaborative effort to problem solve questions that will benefit not only yourself, but everyone in your session. Additionally, I plan to hold extra study sessions before midterms and finals, but these study sessions will only be open to students who regularly attend MSI.

The times and locations of these MSI sessions are (list the days and times here of sessions). If you cannot make any of these times, you can bring a printed copy of your schedule into the LSS office and they can assist you. You can also check the LSS MSI website to see what sessions are available.

If you have any questions about these times or more questions about MSI please let me know. I’ll be available for questions after class. I look forward to learning with all of you this quarter!”

If you do not use this announcement script, please make sure you hit the following points:

- A brief description of what MSI is and that you are part of LSS.
- The benefits of attending MSI weekly
  - Students who attend MSI regularly throughout the quarter tend to have higher pass rates and improve their grades
  - Building connections with other students in their class
  - Guaranteed study time
  - Extra study sessions for students who attend MSI
- The MSI session times!
**Promoting MSI in Class:**

As a Learning Assistant, one of your job responsibilities is to publicize the program. We hope that the instructor will also be involved in this process, but we look to you to provide the students in the course with information about the MSI program and we hope that you will encourage students to attend MSI. Here are some tactics to help promote MSI.

- Make MSI announcements every couple of weeks urging students to attend MSI (with the instructor’s permission).
- With the instructor’s permission, use available board space to put up written reminders about MSI sessions.
- Encourage students who already attend MSI to bring a friend.

These are only a few ideas on how to attract students to MSI. Think of what needs your class has and try to think of new and creative ways to promote MSI. If you find new techniques that work, please share them with us and with other Learning Assistants so that we can each reach our goal of having at least 30 students in the class attending MSI every week!
MSI Sessions

Setting Expectations

MSI is designed to be a collaborative experience that is most effective when students are actively engaged in the session and interacting with one another to master the course content. As this is distinct from what students experience in lecture and discussion section, the learning environment of MSI may initially be unfamiliar to many students.

In the beginning of the quarter (and whenever you have new students in your session), Learning Assistants should take a few moments to explain the MSI program and establish expectations for your sessions. You should explain to your students that MSI should be a brave space where they can feel comfortable asking questions, making mistakes, and relying on their peers for support.

Below are keys expectations that students should have for the MSI Program. You should communicate these expectations to your students at the first session of the quarter as well as any time you have new students in your sessions.

What should my students expect from MSI?

<table>
<thead>
<tr>
<th>Expect</th>
<th>Don’t Expect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expect to talk to your classmates.</td>
<td>• Don’t expect a lecture.</td>
</tr>
<tr>
<td>• Expect to be actively engaged throughout</td>
<td>• Don’t expect the Learning Assistant to be an “Answer Key”. They are there to</td>
</tr>
<tr>
<td>the session in working through problems or</td>
<td>support your learning, but that is only possible if put in effort as well!</td>
</tr>
<tr>
<td>thinking critically about course concepts.</td>
<td>• Don’t expect to know everything before you arrive or after you leave. MSI is</td>
</tr>
<tr>
<td></td>
<td>just one of many resources available to support you in your course!</td>
</tr>
<tr>
<td>• Expect to ask questions and make mistakes.</td>
<td></td>
</tr>
<tr>
<td>That’s why you are here!</td>
<td></td>
</tr>
</tbody>
</table>

Planning Your MSI Sessions

Conducting engaging MSI sessions can be an intimidating task for even the most experienced Learning Assistant. While it is important to have structure and planning for your session, it is also important to be flexible and able to adapt to the varied needs your students may have on any given day.

LSS has found that the most effective MSI sessions are planned ahead of time and contain a number of different activities to keep students engaged and your session on track. You do not need to plan out every last moment of your sessions, but by having an idea of what you would like to accomplish and a variety of activities with which to do so, you can give your sessions a strong sense of purpose while still being able to adapt to your student’s needs in the moment.

On the next page, you have been provided a copy of the MSI Session Planning Sheet. You should expect to complete a session plan for each of your MSI sessions. You will notice that the session plans are divided into three parts: Warm-Up/Opening, Workout, and Cool-Down/Closing. These parts are discussed in detail in the following section.
<table>
<thead>
<tr>
<th>Warm-up/Opening (5-10 min)</th>
<th>Content to Cover:</th>
<th>Collaborative Learning Technique or Study Strategy:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Workout (35-45 Min)</th>
<th>Content to Cover:</th>
<th>Collaborative Learning Technique or Study Strategy:</th>
</tr>
</thead>
</table>

*If you’re planning to cover multiple topics, plan them all out here! Each topic **SHOULD** have a strategy or technique attached to it!*

<table>
<thead>
<tr>
<th>Cool Down/Closing (5-10 min)</th>
<th>Content to Cover:</th>
<th>Collaborative Learning Technique or Study Strategy:</th>
</tr>
</thead>
</table>
Warm-Up/Opening

Your opening is a chance to ease your students into the session and provide a warm-up to prepare them to work with the material. You should expect to arrive to your session a few minutes early to prepare for your opening activity and to make sure the room is arranged effectively for the rest of the session. Arriving early will also allow you to gauge the size of your session that day and adapt your plans for the session accordingly. If it is the beginning of the quarter, or if there are any new students in your session, you should take a few moments to introduce yourself and lay out session expectations.

By far the most important task in opening your MSI sessions is **having all students sign-in to the session**. Your sign-in sheets are crucial to the program, as they allow LSS to analyze the effectiveness of the program and demonstrate that students are utilizing and benefitting from it.

It is crucial that you sign-in ALL of your students in ALL of your MSI and SGT sessions.

Workout

The workout should be the bulk of your session and contain the main activity. One of the best tips we have learned over the year is to focus on **quality over quantity**. You do not need to review every single topic that was covered in lecture in your 1-hour MSI session; it is much more useful to pick 1 or 2 challenging subjects and develop a session focused around mastering that material.

You should also keep in mind the dramatically different session sizes you may get over the course of the quarter. You should have a back-up plan for both a very large group or a very small group attending your session. It is **your** responsibility to adapt to the session and provide an engaging, collaborative experience for **all** students in attendance.

Regardless of their size, all MSI sessions can be broken up into smaller subgroups that can each work among themselves throughout the session. You can provide discussion topics, practice problems, or other material that the groups can work on together. Moving from group to group, participating from time to time, and reassuring the group that you are still there for them will put the agency of learning into the students hands and discourage the session from turning into a lecture.

Closing Your Sessions

Having a closing activity planned for your session will help ensure that you end on time and that you are able to take a moment to review what was covered in the session and provide a “big picture” about the material that students can walk away with. Listed below are several activities you can consider for closing your sessions.

- **Informal Quiz**
  - The easiest closing technique, an informal quiz will help students put all of the

- **Predict the Next Lecture Topic**
  - Predict the next lecture topic. This activity helps prepare students for new material,
important ideas together and identify areas they need to review.

Summarize the Procedure/Steps/Etc.

- Sometimes it is more important to go over how an answer was arrived at rather than reviewing the answer itself. Remember to give time for the process of learning.

Identify the “Big Idea”

- Ask each person to tell what he or she thought was the most important concept, idea or new understanding they learned during the session. If there is sufficient time, have students organize the selected topics into more generalized concepts.

especially if it can be connected to information they have just mastered in the MSI session.

Predict Test Questions

- Divide students into groups of two or three. Have them write a test question for a specific topic, ensuring that all major topics have been covered. Ask students to write their question on the board for discussion. This technique requires more time but the benefit is that students see additional questions which focus on the specific material that has just been presented.

MAKE SURE ALL STUDENTS HAVE SIGNED-IN TO YOUR SESSION

BEFORE LEAVING
Time Sheet
Example Packets
My Time Entry: SMITH, MARIA, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

Employee Signature ____________________________ Date ____________ Supervisor Signature ____________________________ Date ____________

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

Timesheet
Sunday, September 28th 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>.75</td>
<td>.50</td>
<td>0</td>
<td>2</td>
<td>.50</td>
<td>0</td>
<td>3.75</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>.75</td>
<td>.50</td>
<td>0</td>
<td>2</td>
<td>.50</td>
<td>0</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Sunday, October 4th, 2015 to Saturday, October 10th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.25</td>
<td>0</td>
<td>1.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.25</td>
<td>0</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
My Time Entry: SMITH, MARIA, 123456789, LSSTUT-GROUP 10*2015-10-09, Learning Support Services

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sunday, October 4th, 2015 to Saturday, October 10th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your timesheet!
## SAMPLE - LSS Tutor Summary Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28</td>
<td>Logistics Meeting</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Logistics: e-mails</td>
<td>N/A</td>
<td></td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>Class Announcement</td>
<td>LIT 1</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>Individual Tutoring</td>
<td>LIT 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10/1</td>
<td>Prep</td>
<td>POLI 20</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Group Tutoring</td>
<td>LIT 1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10/2</td>
<td>Meet w/ Professor</td>
<td>POLI 20</td>
<td></td>
<td></td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>No Show</td>
<td>LIT 1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td>Group Tutoring</td>
<td>POLI 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10/9</td>
<td>Logistics: emails &amp; Turning in Timesheets</td>
<td></td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:
Total hours paid at the Individual Rate on CruzPay: 5
Total Non Contact Hours: [ ]
Total hours paid at the Group Rate on CruzPay: 2
Leader: Maria Smith  
Date 10/1/15  
Time-in: 2:00  
Time-out: 3:00  
Class: LIT 1  
Circle only one of the following time  
0.5 hr 0.75 hr 1.0 hr  
Description of what was covered  
Discuss and create strong thesis  
Please Print Clearly  
Student ID Number  
1234567  
Name  
Maria Porter  
Initials  
MP  

Leader: Maria Smith  
Date 10/2/15  
Time-in: 2:00  
Time-out: 3:00  
Class: LIT 1  
Circle only one of the following time  
0.5 hr 0.75 hr 1.0 hr  
Description of what was covered  
Build on strong thesis support  
Please Print Clearly  
Student ID Number  
45678910  
3456789  
4567891  
Name  
Sarah de Leon  
Carlos Obenheimer  
Karina Kresge  
Initials  
SdL  
CO  
KK  

LSS Employee Handbook 47
Leader: Maria Smith

Date: 10/7/15

Time-in: 2:00  Time-out: 3:00

Class: POLI 20

Circle only one of the following time:

- 0.5 hr
- 0.75 hr
- 1.0 hr

Description of what was covered: Essay #1 revision

Please Print Clearly

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7891011</td>
<td>Estrella Hagar</td>
<td>EH</td>
</tr>
<tr>
<td>9101112</td>
<td>Theresa Crown</td>
<td>TC</td>
</tr>
<tr>
<td>8910111</td>
<td>Joe Oakes</td>
<td>JO</td>
</tr>
<tr>
<td>6789101</td>
<td>John Doe</td>
<td>JD</td>
</tr>
</tbody>
</table>

----------------------------------------------------------------------------------------------------
Self-Reflection

This is a sample of what your no-show activity should look like!

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
### Weekly Writing Tutor/ Sample Time Sheet

**My Time Entry: LUTZ, JESSE DOORNE, 123456789, \text{LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services}**

<table>
<thead>
<tr>
<th></th>
<th>Sun 9/14</th>
<th>Mon 09/15</th>
<th>Tue 09/16</th>
<th>Wed 09/17</th>
<th>Thu 09/18</th>
<th>Fri 09/19</th>
<th>Sat 09/20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Hours</strong></td>
<td></td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0.25</td>
<td>0</td>
<td>2.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0.25</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

**Printed on: 09/27/15**

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
### SAMPLE- Weekly Writing Tutor Summary Sheet

**Tutor’s Name:** JD LUTZ  
**Pay Period:** 09/14 - 9/27 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>Logistics Meeting</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Writing Tutoring-Weekly</td>
<td>FILM 80H</td>
<td></td>
<td>1.75 MT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Logistics: Turn-in timesheets, emails</td>
<td>N/A</td>
<td></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>No Show-Weekly Writing</td>
<td>SOCY 105B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Writing Tutoring-Weekly</td>
<td>THEA 20B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Logistics: Turn in Timesheets, emails</td>
<td>N/A</td>
<td></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**LSS Employee Handbook**  
51
# Writing Tutor Session Log

**Tutor's Name:** JD Lutz  
**Pay Period:** Sept. 14 / Sept. 27 2015

---

*Session Info* - If non-session related (ex: logistics meeting) please enter only on your pink summary sheet.

**Record Hours**  
Choose 1 column only

<table>
<thead>
<tr>
<th>Date</th>
<th>Student ID#</th>
<th>Student Name</th>
<th>Initials</th>
<th>Time In/Out</th>
<th>Class</th>
<th>Indiv. Hrs.</th>
<th>No Show Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18</td>
<td>01234567</td>
<td>Liz Lemon</td>
<td>LL</td>
<td>1:00 pm</td>
<td>FILM 80H</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/22</td>
<td>1234567</td>
<td>Jack Donaghy</td>
<td>JD</td>
<td>2:00 pm</td>
<td>SOCY 105</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/24</td>
<td>2345678</td>
<td>Ken Parcell</td>
<td>KP</td>
<td>2:00 pm</td>
<td>THEA 20B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:45 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL INDIVIDUAL HOURS from this page only** 2.50
Self-Reflection

This is a sample of what your no-show activity should look like!

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
**STARS WRITE MENTOR Sample Time Sheet**

**My Time Entry: LUTZ, JESSE DOORNE, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services**

<table>
<thead>
<tr>
<th>Employee Signature</th>
<th>Date</th>
<th>Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Sunday, September 14th, to Saturday, September 27, 2015**

**Timesheet**
Sunday, September 14th, 2015 to Saturday, September 20, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/14</th>
<th>Mon 09/15</th>
<th>Tue 09/16</th>
<th>Wed 09/17</th>
<th>Thu 09/18</th>
<th>Fri 09/19</th>
<th>Sat 09/20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Sunday, September 21st, 2015 to Saturday, September 27th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/21</th>
<th>Mon 09/22</th>
<th>Tue 09/23</th>
<th>Wed 09/24</th>
<th>Thu 09/25</th>
<th>Fri 09/26</th>
<th>Sat 09/27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>.25</td>
<td>0</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>.25</td>
<td>0</td>
<td>3.25</td>
</tr>
</tbody>
</table>

**Printed on: 09/27/15**

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
My Time Entry: LUTZ, JESSE DOORNE, 123456789, LSSTUT-GROUP 10*2015-10-09, Learning Support Services

Employee Signature ______________________  Date ________________  Supervisor Signature ______________________  Date ________________

Sunday, September 14th, to Saturday, September 27, 2015

Timesheet
Sunday, September 14th, 2015 to Saturday, September 20, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/14</th>
<th>Mon 09/15</th>
<th>Tue 09/16</th>
<th>Wed 09/17</th>
<th>Thu 09/18</th>
<th>Fri 09/19</th>
<th>Sat 09/20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sunday, September 21st, 2015 to Saturday, September 27th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/21</th>
<th>Mon 09/22</th>
<th>Tue 09/23</th>
<th>Wed 09/24</th>
<th>Thu 09/25</th>
<th>Fri 09/26</th>
<th>Sat 09/27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printed on: 09/27/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Non-Contact Hours</th>
<th>Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>Logistics Meeting</td>
<td>N/A</td>
<td></td>
<td>1.75</td>
</tr>
<tr>
<td>9/18</td>
<td>Writing Tutoring-STARS</td>
<td>FILM 80H</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>9/19</td>
<td>Logistics: Turn-in timesheets, emails</td>
<td>N/A</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>No Show-STARS</td>
<td>SOCY 105B</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9/24</td>
<td>Writing Tutoring-STARS</td>
<td>THEA 20B</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9/26</td>
<td>Logistics: Turn in Timesheets, emails</td>
<td>N/A</td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>

**For Office Use Only:**

Total hours paid at the Individual Rate on CruzPay: 5.25

Total hours paid at the Group Rate on CruzPay: 0
Self-Reflection

This is a sample of what your no-show activity should look like!

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
### My Time Entry: LUTZ, JESSE DOORNE, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

---

**Employee Signature**

**Date**

**Supervisor Signature**

**Date**

---

#### Sunday, September 14th, to Saturday, September 27, 2015

**Timesheet**

**Sunday, September 14th, 2015 to Saturday, September 20, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/14</th>
<th>Mon 09/15</th>
<th>Tue 09/16</th>
<th>Wed 09/17</th>
<th>Thu 09/18</th>
<th>Fri 09/19</th>
<th>Sat 09/20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

**Sunday, September 21st, 2015 to Saturday, September 27th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/21</th>
<th>Mon 09/22</th>
<th>Tue 09/23</th>
<th>Wed 09/24</th>
<th>Thu 09/25</th>
<th>Fri 09/26</th>
<th>Sat 09/27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td>.25</td>
<td></td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>.25</td>
<td>0</td>
<td>3.25</td>
</tr>
</tbody>
</table>

**Printed on: 09/27/15**

---

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
SAMPLE- Weekly Writing Tutor Summary Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>Logistics Meeting</td>
<td>N/A</td>
<td></td>
<td>1.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Writing Tutoring-One Time Writing</td>
<td>FILM 80H</td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>9/19</td>
<td>Logistics: Turn-in timesheets, emails</td>
<td>N/A</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>No Show-One Time Writing</td>
<td>SOCY 105B</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Writing Tutoring-One Time Writing</td>
<td>THEA 20B</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Logistics: Turn in Timesheets, emails</td>
<td>N/A</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:

Total hours paid at the Individual Rate on CruzPay: 5.25
Total hours paid at the Group Rate on CruzPay: 0
Self-Reflection

This is a sample of what your no-show activity should look like!

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
**My Time Entry:** LUTZ, JESSE DOORNE, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

---

**Employee Signature**  
**Date**  
**Supervisor Signature**  
**Date**

**Sunday, September 14th, to Saturday, September 27, 2015**

**Timesheet**  
Sunday, September 14th, 2015 to Saturday, September 20, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/14</th>
<th>Mon 09/15</th>
<th>Tue 09/16</th>
<th>Wed 09/17</th>
<th>Thu 09/18</th>
<th>Fri 09/19</th>
<th>Sat 09/20</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

**Sunday, September 21st, 2015 to Saturday, September 27th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/21</th>
<th>Mon 09/22</th>
<th>Tue 09/23</th>
<th>Wed 09/24</th>
<th>Thu 09/25</th>
<th>Fri 09/26</th>
<th>Sat 09/27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>.5</td>
<td></td>
<td></td>
<td>.5</td>
<td>.25</td>
<td></td>
<td>1.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>.5</td>
<td>0</td>
<td></td>
<td>.5</td>
<td>0</td>
<td>.25</td>
<td>0</td>
</tr>
</tbody>
</table>

**Printed on: 09/27/15**

---

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
# SAMPLE- Weekly Writing Tutor Summary Sheet

**Tutor’s Name:** JD LUTZ  
**Pay Period:** 09/14 - 9/27 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>Logistics Meeting</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Writing Tutoring-One Time Writing: ENVS 100</td>
<td>ENVS 100</td>
<td></td>
<td>1.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>9/19</td>
<td>Logistics: Turn-in timesheets, emails</td>
<td>N/A</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>No Show-One Time Writing</td>
<td>ENVS 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>9/24</td>
<td>Writing Tutoring-One Time Writing: ENVS 100</td>
<td>ENVS 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>9/26</td>
<td>Logistics: Turn in Timesheets, emails</td>
<td>N/A</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:  
- Total hours paid at the Individual Rate on CruzPay: 5.25  
- Total hours paid at the Group Rate on CruzPay: 0
## One Time Writing Tutor: ENVS 100 Session Log

**Tutor's Name:** JD Lutz  
**Pay Period:** Sept. 14 / Sept. 27 2015

### Session Info
If non-session related (ex: logistics meeting) please enter only on your pink summary sheet.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student ID#</th>
<th>Student Name</th>
<th>Student Initials</th>
<th>Time In/Out</th>
<th>Class</th>
<th>Indiv. Hrs.</th>
<th>No Show Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18</td>
<td>0123456</td>
<td>Liz Lemon</td>
<td>LL</td>
<td>1:00 pm</td>
<td>ENVS 100</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/22</td>
<td>1234567</td>
<td>Jack Donaghy</td>
<td>JD</td>
<td>2:00 pm</td>
<td>ENVS 100</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/24</td>
<td>2345678</td>
<td>Ken Parcell</td>
<td>KP</td>
<td>2:00 pm</td>
<td>ENVS 100</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:45 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL INDIVIDUAL HOURS from this page only:** 1.50
JD Lutz  
September 22nd, 2015  

Self-Reflection  

*This is a sample of what your no-show activity should look like!*

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
### Drop-in Writing Tutor Sample Time Sheet

**My Time Entry: JONES, MAHIMA, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services**

### Timesheet

**Sunday, September 27th, 2015 to Saturday, October 3rd, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>0.25</td>
<td>0</td>
<td>3.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.25</td>
<td>0</td>
<td>3.25</td>
</tr>
</tbody>
</table>

**Printed on: 10/09/15**

---

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
## My Time Entry: JONES, MAHIMA, 123456789, LSSTUT-GROUP 10*2015-10-09, Learning Support Services

<table>
<thead>
<tr>
<th>Employee Signature</th>
<th>Date</th>
<th>Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Sunday, September 27th, 2015 to Saturday, October 3rd, 2015**

### Timesheet

**Sunday, September 28th 2015 to Saturday, October 3rd, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 9/28</th>
<th>Tue 9/29</th>
<th>Wed 9/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

---

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
SAMPLE- LSS Tutor Summary Sheet

Tutor’s Name  Mahima Jones  Pay Period  09/ 29- 10/ 11  20 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>Drop-in Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/09</td>
<td>Drop-in Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Logistics: Turn in Timesheets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:  
Total hours paid at the Individual Rate on CruzPay:  6.25  
Total hours paid at the Group Rate on CruzPay :  2
### LSS Drop-In Writing

**Tutor’s Name:** Mahima Jones  
**Date:** 10/02/14  
**Drop-in Start:** 3:00 pm  
**Drop-in Stop:** 6:00 pm  
**Total Drop-in Time:** 3 hr

<table>
<thead>
<tr>
<th>STUDENT ID #</th>
<th>PRINT NAME</th>
<th>Subject (Course ID#)</th>
<th>TIME IN</th>
<th>TIME OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9876543</td>
<td>Sawyer Ford</td>
<td>Psych 100</td>
<td>3pm</td>
<td>3:30</td>
</tr>
<tr>
<td>8765432</td>
<td>Kate Austen</td>
<td>Scholarship essay</td>
<td>3:30</td>
<td>4:00</td>
</tr>
<tr>
<td>7654321</td>
<td>Jack Shephard</td>
<td>ANTH 128H</td>
<td>4:00</td>
<td>4:30</td>
</tr>
<tr>
<td>6543210</td>
<td>Charlie Pace</td>
<td>FMST 145</td>
<td>4:30</td>
<td>5:00</td>
</tr>
<tr>
<td>5432109</td>
<td>John Locke</td>
<td>Poli 70</td>
<td>5:00</td>
<td>5:30</td>
</tr>
<tr>
<td>4321098</td>
<td>Sayid Jarrah</td>
<td>Psych of Religion</td>
<td>5:30</td>
<td>6:00</td>
</tr>
</tbody>
</table>

You will notice that the student did not put the course number. As a drop-in tutor, you should stop and ask the student to fill in the course number. If they don’t know the course number, an entry like this will suffice, but be sure to remind the student to make sure they know what course it is for next time.
My Time Entry: CONTENTO, ROBERTO, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

Timesheet

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Sunday, October 4th, 2015 to Saturday, October 10th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
<td>.25</td>
<td></td>
<td></td>
<td>5.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>.25</td>
<td>0</td>
<td>5.25</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
My Time Entry: CONTENTO, ROBERTO, 123456789, LSSTUT-GROUP 10*2015-10-09, Learning Support Services

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

Timesheet
Sunday, September 28th 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sunday, October 4th, 2015 to Saturday, October 10th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printed on: 10/09/150

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
**SAMPLE- LSS Tutor Summary Sheet**

**Tutor’s Name**  Roberto Contento  
**Pay Period**  10 / 13 - 10 / 26  2014  

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 / 02</td>
<td>Drop-in Math</td>
<td>Drop-in Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 / 03</td>
<td>Prep Time</td>
<td>Drop-in Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 / 07</td>
<td>Drop-in Math</td>
<td>Drop-in Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 / 09</td>
<td>Prep Time</td>
<td>Drop-in Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 / 10</td>
<td>Logistics: Turn in Timesheets</td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Office Use Only:**  
Total hours paid at the Individual Rate on CruzPay: 10.25  
Total hours paid at the Group Rate on CruzPay: 2  

---

LSS Employee Handbook  71
<table>
<thead>
<tr>
<th>STUDENT ID #</th>
<th>PRINT NAME</th>
<th>Subject (Course ID#)</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9876543</td>
<td>Jameson Bradley</td>
<td>Math 11B</td>
<td>4:02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8765432</td>
<td>Luna Del Rey</td>
<td>Math 128A</td>
<td>4:16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7654321</td>
<td>Jedidiah Braun</td>
<td>Math 3</td>
<td>4:36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6543210</td>
<td>Brisa Wilson</td>
<td>Math 3</td>
<td>5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5432109</td>
<td>Johnathan Wu</td>
<td>Math 2</td>
<td>5:13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4321098</td>
<td>Erika Yang</td>
<td>Math 22</td>
<td>5:48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Timesheet

**Sunday, September 27th, 2015 to Saturday, October 10th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0</td>
<td>2.25</td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>1.0</strong></td>
<td><strong>2.25</strong></td>
<td><strong>0</strong></td>
<td><strong>3.25</strong></td>
</tr>
</tbody>
</table>

**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>.25</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Printed on: 10/09/15**

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
My Time Entry: SMITH, MARIA, 123456789, MSI-Group sessions*2015-10-09, Learning Support Services

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
### SAMPLE - LSS Tutor Summary Sheet

Tutor’s Name: Josephina Schmosefina  
Pay Period: 9/27/ -- 10/10/ 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30</td>
<td>MSI Session</td>
<td>Writing 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>No-show</td>
<td>Writing 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>MSI Session</td>
<td>Writing 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Weekly logistics</td>
<td>Writing 2</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Meeting with Faculty</td>
<td>Writing 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 BB</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Logistics</td>
<td>Writing 2</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:  
Total hours paid at the Individual Rate on CruzPay: 3.5  
Total hours paid at the Group Rate on CruzPay: 1
Leader **Josefina Schosfina**  
Date **9/30/2015**  
Time in **3:00** Time out **4:00**  
Class **Writing 2**  
Total time of session **1**  

(If class has a -01, -02, or -03 please specify above)  

Description of what was covered **Workshop: What Is Analysis?**  

---  

Please Print Clearly  

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>Brian Jones</td>
<td>BJ</td>
<td></td>
</tr>
<tr>
<td>0012345</td>
<td>Patty Powers</td>
<td>PP</td>
<td></td>
</tr>
<tr>
<td>0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
Leader: Josefina Schosefina           Date: 10/2/15

Time in: 5:00              Time out: 6:00

Class: Writing 2

Total time of session: 1

(If class has a -01, -02, or -03 Please specify above)

Description of what was covered Workshop: Navigating Genre

Please Print Clearly

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/12</th>
<th>Mon 10/13</th>
<th>Tue 10/14</th>
<th>Wed 10/15</th>
<th>Thu 10/16</th>
<th>Fri 10/17</th>
<th>Sat 10/18</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>1.25</td>
<td>0</td>
<td>1.25</td>
<td>1</td>
<td>3.5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1.25</td>
<td>0</td>
<td>1.25</td>
<td>1</td>
<td>3.5</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/19</th>
<th>Mon 10/20</th>
<th>Tue 10/21</th>
<th>Wed 10/22</th>
<th>Thu 10/23</th>
<th>Fri 10/24</th>
<th>Sat 10/25</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.25</td>
<td>0</td>
<td>0.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.25</td>
<td>0</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
### My Time Entry: SCHMOSEFINA, JOSEPHINA, 123456789, MSI-Group sessions*2014-10-12, Learning Support Services

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/12</th>
<th>Mon 10/13</th>
<th>Tue 10/14</th>
<th>Wed 10/15</th>
<th>Thu 10/16</th>
<th>Fri 10/17</th>
<th>Sat 10/18</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>1.25</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>1.25</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Timesheet**

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/19</th>
<th>Mon 10/20</th>
<th>Tue 10/21</th>
<th>Wed 10/22</th>
<th>Thu 10/23</th>
<th>Fri 10/24</th>
<th>Sat 10/25</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

**Printed on: 10/09/15**

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
# SAMPLE MSI Time-sheet

**MSI Summary Sheet**

**Learning Assistant’s Name:** *Maria Smith*  
**Pay Period:** 9 / 28 - 10 / 11 2014

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Course</th>
<th>Lecture</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/ Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>MSI Session</th>
<th>Ind. Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>BIO 20A</td>
<td>1.25 BB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSI Group Session</td>
<td>BIO 20A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>BIO 20A</td>
<td>1.25 BB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Show</td>
<td>BIO 20A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Individual Session</td>
<td>BIO 20A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with Prof</td>
<td>BIO 20A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>BIO 20A</td>
<td>1.25 BB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Tutoring</td>
<td>BIO 20A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn in Timesheet</td>
<td>BIO 20A</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:

Total hours paid at the Individual Rate on CruzPay **7.25**
Total hours paid at the Group Rate on CruzPay **2.75**
Circle Session Type: Regular  Sign-Up

Leader Josefina Schosefina  Date 10/14/2014

Time in 3:00  Time out 4:15

Class BIOL 20A -  

Total time of session 1.25

(If class has a -01, -02, or -03 Please specify above)

Description of what was covered *Mitosis chromosome phases*

Please Print Clearly

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 0012345</td>
<td>Patty Powers</td>
<td>PP</td>
</tr>
<tr>
<td>2. 0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Circle Session Type: Regular  Sign-Up

Leader: Josefina Schosefina    Date: 10/17/14

Time in: 5:00   Time out: 6:10

Class: Biol 20A    Total time of session: 1.25

(If class has a -01, -02, or -03 Please specify above)

Description of what was covered: Cellular structures and osmosis

Please Print Clearly

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 0001234</td>
<td>Matt Kyle</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Circle Session Type: Regular

**Leader**: Josefina Schosdfina  
**Date**: 10/19/2014

**Time in**: 5:00  **Time out**: 6:30

**Class**: Biol 20A  
**Total time of session**: 1.5

**Description of what was covered**: Review for Midterm

---

Please Print Clearly

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>01 23456</strong></td>
<td>Brian Jones</td>
<td>BJ</td>
</tr>
<tr>
<td>2. <strong>0012345</strong></td>
<td>Patty Powers</td>
<td>PP</td>
</tr>
<tr>
<td>3. <strong>0001234</strong></td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
<tr>
<td>4. <strong>0000123</strong></td>
<td>Kylie Smith</td>
<td>P KS</td>
</tr>
<tr>
<td>5. <strong>0000012</strong></td>
<td>Quinn Olstead</td>
<td>QO</td>
</tr>
<tr>
<td>6. <strong>0000001</strong></td>
<td>Bryce Guzman</td>
<td>BG</td>
</tr>
<tr>
<td>7. <strong>0000002</strong></td>
<td>Logan Apollo</td>
<td>LA</td>
</tr>
<tr>
<td>8. <strong>0000003</strong></td>
<td>Rachel Ceglinsky</td>
<td>RC</td>
</tr>
<tr>
<td>9. <strong>0000004</strong></td>
<td>Ceaser Ortiz</td>
<td>CO</td>
</tr>
<tr>
<td>10. **          **</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>11. **          **</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>12. **          **</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>13. **          **</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>14. **          **</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>
SAMPLE - LSS Tutor Summary Sheet

Tutor’s Name: Josephina Schmosefina
Pay Period: 9/27/ - 10/10/ 20 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Non-Contact Hours</th>
<th>Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>Tutoring Session</td>
<td>BIO 20A</td>
<td>Weekly Logistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prep Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training/ Mtg Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Show Session</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ind. Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Tutoring</td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:
Total hours paid at the Individual Rate on CruzPay: 1

Total Non Contact Hours: 

Total hours paid at the Group Rate on CruzPay: 1
**Leader:**  
**Josephina Schmosefina**  
**Date:** 10/2/15

**Time-in:** 2:00  **Time-out:** 3:00  
**Class:** BIO 20A

Circle only one of the following time:

- 0.5 hr
- 0.75 hr
- 1.0 hr

Description of what was covered:

Cellular Structures and Osmosis

Please Print Clearly:

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
<tr>
<td>0000004</td>
<td>Caeser Ortiz</td>
<td>CO</td>
</tr>
</tbody>
</table>

----------------------------------------------------------------------------------------------------

**Leader:**  
**Date**

**Time-in:**   **Time-out:**

**Class:**

Circle only one of the following time:

- 0.5 hr
- 0.75 hr
- 1.0 hr

Description of what was covered:

Please Print Clearly:

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THOUGHTS TO CONSIDER:
1) What material should I cover/what will students struggle with most?
2) What are my student learning outcomes for the session
3) Agenda for session (timing/strategies)
4) Anticipated Problems and Damage Control
5) Learning Assessment Ideas
6) Special study strategies to be shared with students
7) Post-Session Analysis: Strengths/Weaknesses of Strategies

What students will struggle with and learning outcomes: Students will struggle with enzyme function and sequential order of events in translation and replication.

Agenda
10 Min - Intro: cooperative, shared responsibilities, place to make mistakes, icebreaker: scar story, plan for the day
5 min - split into 4 groups of 3: 2 replication, 2 translation - collect thoughts
30 Min - Small group discussion (include notes/outline and drawings)
20 Min - 1 group of Replication share with 1 group of translation
10 Min - Quiz & review (5 min each)

Problems/damage control: Students not thorough in group: give guidelines to highlight certain points, allow enough time for me to give both groups attention
Dominating or shy students: Ask questions and make sure quiet people are speaking

Study strategies to share: Make drawings, make list/charts of enzymes and what they each do, make a concept sheet w/transcription and translation on same page >> will allow for better memorization and comparison of initiation, elongation, term.

Post analysis: Strength: students talked a lot and developed thorough answers
Weakness: splitting my time between groups >> have them make list of questions next time to ensure they all answered

Maria Smith
October 1st, 2015

Self-Reflection

This is a sample of what your no-show activity should look like!

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the tasks listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following tasks are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.
SPHS Tutor Sample Time Sheet

My Time Entry: SMITH, MARIA, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

<table>
<thead>
<tr>
<th></th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td>1.25</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2.25</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1.25</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Sunday, September 28th 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td>1.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1.25</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
My Time Entry: SMITH, MARIA, 123456789, LSSTUT-GROUP 10*2015-10-09, Learning Support Services

Sunday, September 27th, 2015 to Saturday, October 3rd, 2015

Timesheet
Sunday, September 28th 2015 to Saturday, October 3rd, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 9/27</th>
<th>Mon 09/28</th>
<th>Tue 09/29</th>
<th>Wed 09/30</th>
<th>Thu 10/01</th>
<th>Fri 10/02</th>
<th>Sat 10/03</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sunday, October 4th, 2015 to Saturday, October 10th, 2015

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
<td></td>
<td>.75</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>.75</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Printed on: 10/09/15

Note, you do not have to sign your time-sheet. When you click submit, you are agreeing that the information is correct on your time-sheet!
# Sample SPHS Time-sheet

**Learning Assistant’s Name:** Maria Smith  
**Pay Period:** 9/28 - 10/11 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Lecture</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
<th>Training/Mtg Time</th>
<th>Other</th>
<th>No Show Session</th>
<th>Ind. Tutoring</th>
<th>Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3</td>
<td>Meeting with the Instructor</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>Logistics Duties-Emails</td>
<td>SPHS 5</td>
<td></td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>Individual session</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td>Group tutoring</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>Group tutoring</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Meeting with the Instructor</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Group Tutoring</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Group Tutoring</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Turn in Timesheet</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Office Use Only:**
Total hours paid at the Individual Rate on CruzPay: 3.25
Total hours paid at the Group Rate on CruzPay: 3.75
Leader: Maria Smith  
Date October 6th, 2014  
Time-in: 2:00  Time-out: 3:00  
Class: SPHS 005  
Circle only one of the following time  
0.5 hr  0.75 hr  1.0 hr  
Description of what was covered  
Discuss and create strong thesis

Please Print Clearly

Student ID Number  
Initials
1234567  
Maria Gonzalez  MG

Leader:  
Date October 7th, 2014  
Time-in: 11:00  Time-out: 11:50  
Class: SPHS 005  
Circle only one of the following time  
0.5 hr  0.75 hr  1.0 hr  
Description of what was covered  
Making a stronger thesis

Please Print Clearly

Student ID Number  
Initials
6789101  John Doe  JD
7891011  Estrella Hagar  EH
8910111  Juan Oakes  JO
9101112  Theresa Crown  TC

Leader:  
Date October 8th, 2014  
Time-in: 2:00  Time-out: 3:00  
Class: SPHS 005  
Circle only one of the following time  
0.5 hr  0.75 hr  1.0 hr  
Description of what was covered  
Build on strong thesis support

Please Print Clearly

LSS Employee Handbook
<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234567</td>
<td>Maria Gonzalez</td>
<td>MG</td>
</tr>
<tr>
<td>2345678</td>
<td>Linda Schmitdt</td>
<td>LS</td>
</tr>
<tr>
<td>3456789</td>
<td>Carlos Ortega</td>
<td>CO</td>
</tr>
<tr>
<td>4567891</td>
<td>Karina Brady</td>
<td>KB</td>
</tr>
<tr>
<td>5678910</td>
<td>Sarah de Leon</td>
<td>SdL</td>
</tr>
</tbody>
</table>

Leader: Maria Smith  
Date: October 10, 2014  
Time-in: 2:00  
Time-out: 3:00  
Class: SPHS 005  

Circle only one of the following time:
- 0.5 hr
- 0.75 hr
- 1.0 hr

Description of what was covered: Essay #1 revision
Leader: Maria Smith                  Date October 10, 2014
Time-in: 11:00  Time-out: 12:00   Circle only one of the following time
Class: SPHS 005                      0.5 hr  0.75 hr  1.0 hr

Description of what was covered Essay #1 revision

Please Print Clearly
Student ID Number                  Name
Initials
Theresa Crown                      TC
6789101
John Doe                           JD
7891011
Estrella Hagar                     EH
8910111
Juan Oakes                         JO

Leader:                           Date
Time-in:  Time-out:               Circle only one of the following time
Class:                            0.5 hr  0.75 hr  1.0 hr

Description of what was covered

Please Print Clearly
Student ID Number                  Name
Initials

LSS Employee Handbook
LSS Work Policies
Learning Support Services Weekly Small Group Tutor Work Policies

_______ I understand that I will talk to an LSS staff person if I encounter any difficulties with job duties or the expectations of my position. This can include: difficulties with students in my sessions, with the instructor or TA’s or any other issues as they arise. I will also talk to an LSS staff person if the workload of my position becomes overwhelming and my academic success at UCSC is put in jeopardy.

_______ I understand that this appointment is only for the Fall 2017 quarter. My current position does not guarantee future employment with Learning Support Services.

_______ I understand that compliance with work policies can be taken into consideration when evaluating fit for future employment needs.

_______ I understand that I will be paid at the group rate of $20.62, which will increase by 3% in October, for Fall 2017

- Group tutoring sessions as defined by having a session with more than one person in attendance.

_______ I understand that I will be paid at the individual rate of $15.32, which will increase by 3% in October, for Fall 2017

- Individual tutoring session: as defined by having a session with one student and no shows as defined as a session where no students show up without a 24-hour notice.
- Preparation: one (1) hour per week for each class I tutor.
- Supervisor/Tutor Meetings as necessary
- LSS Required Training as directed
- In-class Announcement: half (½) hour at the beginning of the quarter for each class I tutor.
  - Half (½) hour during the quarter if I have low utilization
- Meeting with the Instructor: up to one half (½) hour per quarter for each class I tutor.
- Logistical Duties:
  - For the first week worked, up to half (½) hour.
  - After the first week, 15 minutes per week

NEW TUTORS:
I am required to take THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: I will enroll in the 2-unit Tutor Training class, WRIT 169, PBS 101 or MATH 198.

The required meeting times for Theory and Practice of Peer-Guided Learning for Tutors and Learning Assistants is: Class Time: Tuesday 5:20pm – 6:55pm

_______ ASE Meetings for new tutors: October 7th, 2017

CruzPay Submission and LSS Timesheet Documentation packet:

_______ I will turn in my timesheets packet, including a copy of the hours I submitted on CruzPay (both individual and group) and all sign-in sheets and summary sheets, by the due date in an organized manner and in legible handwriting. It is my responsibility to keep accurate records of all interactions with students. I understand that LSS' funding is based on utilization and demonstrating that using additional services enhances each student’s performance. If I lose sign-in sheets or forget to have students sign in I am putting LSS in jeopardy of potentially losing funding. Please refer to CruzPay’s website (cruzpay.ucsc.edu) for timesheet submittal dates.

Supervisor/Tutor Meetings and LSS Required Training:

_______ If I cannot attend the logistics I WILL schedule a time with an LSS staff member.

_______ Various LSS Required Trainings: October 7th, 2017

_______ Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: LSS Required Training: See Above

_______ Other meetings that may be scheduled; study session trainings, post-observation meetings relating to a staff observation of my sessions, meetings relating to the mentor new employee(s) as asked and as I am able.

Individual and Group Tutoring Sessions:

_______ I understand that I will be assigned to post three sessions per class on Slug Success, unless otherwise directed by an LSS staff person. These sessions will be group or individual depending on how many students show-up to the tutoring session. I understand that my sessions generally will have a maximum of 6 students. I understand that based on student demand I may be given the option to open more sessions. I understand that I am not obligated to accept these additional assignments.

_______ I will arrive at all tutoring appointments on time and prepared. I will only work on material related to this course during my sessions. I will facilitate interactive learning activities, and engage students in such skills as critical thinking, problem
solving, and effective course specific study strategies. I will not engage in activities that have not been assigned to me by my supervisor. If I am unable to make a scheduled tutoring session due to an emergency, I will e-mail lss@ucsc.edu and my students. It is my responsibility to reschedule a tutoring session with my students.

I understand that I will only provide tutoring services during in-person sessions. Tutoring should not occur over email or phone.

I understand that my tutoring availability will not be approved by LSS unless I have attended a logistics meeting with a staff person.

I will adhere to the LSS guidelines for scheduling sessions.

I understand that no regular session should go over 1 hour, so I will plan my use of session time accordingly.

I will only hold tutoring sessions in semi-academic public spaces on campus. I will meet my students each week in the same location that I specified on Slug Success.

I understand that I will attend my tutoring session if a student signs up 24 hours before the start of the session. I will confirm the time and location of the session within 24 hours of the student signing up.

I will make sure that all of my tutees sign into each session and also sign up using Slug Success.

I will only tutor during hours posted on Slug Success unless authorized by LSS staff.

I understand that I am allowed to hold extra group study sessions for each midterm and the final exam. If I am unable to provide appropriate review time during the regularly scheduled tutoring sessions, or feel my students would benefit from an extra session, I will coordinate these sessions with LSS staff.

I will not use previous exams given by an instructor unless approved by the instructor or if the exams are provided to the whole class by the instructor. If the instructor has preferences in terms of homework-related explanations, such as not going over specific examples, I will follow them.

**No Show:** I understand that I am paid for the entire session even if no students show up. I also understand that in order to be paid for the scheduled session time, I will complete one of the no-show assignments and submit the assignment to LSS with my time sheet. I will also e-mail lss@ucsc.edu to inform them of the no show.

*Please see the LSS Handbook for more information on no-shows and duties that need to be done regarding dropping students from a session.*

According to LSS policy, my email may be given to students who are unable to make one of my existing sessions. I will respond to emails from current and potential tutees within 24 hours. If I am unable to arrange a time with the student, I will notify LSS within 48 hours.

Preparation:

Paid preparation time is one-hour per week per course assigned.

Other Tutor Tasks Assigned:

I understand that as a tutor, I am not permitted to attend all lectures for the classes that I am tutoring for, other than the one (1) hour of lecture granted to all tutors.

LSS e-mails: I will read all emails sent by LSS in their entirety and reply to all emails and messages sent to me by the LSS staff and respond in a timely manner.

I understand that I can be paid up to 15 minutes a week to deal with logistical duties. These duties may be: responding to job related e-mails and submitting LSS required records.

Other Expectations:

I understand that, for courses that I have taken and done well in, LSS staff may contact me to open tutoring sessions. I will respond to these e-mails in a timely manner; however, I understand that I am not obligated to accept these additional assignments.

I understand that while I work for LSS, I cannot make individual arrangements with UCSC students to be paid for additional tutoring outside of my position with LSS for any UCSC course.
I understand that it is inappropriate for me to give advice about course selection. I will encourage students to seek academic advising from College, Department, EOP, or STARS advisers as needed.

I understand that I should act professionally in this position. Examples of unprofessional behavior includes: cancelling a session for personal reasons (it’s my birthday, I am overloaded with homework), talking about frustrations with my tutees or my sessions other than with an LSS staff person, and speaking negatively of instructors, TA’s or other professionals during my sessions.

I understand that my tutoring availability, which includes my name and e-mail, will be made available to students and it may be searchable on the internet. If I have requested a Non-Release of Public Information (NRI) under FERPA, it is my responsibility to immediately notify LSS staff so that proper arrangements can be made. If I fail to contact LSS my information may inadvertently be released. Furthermore, if I have requested an NRI, I understand that LSS cannot release my employment information to prospective employers without my signed authorization.

I understand that student information, such as students’ names, emails, and SIDs are considered to be sensitive information and should be handled carefully. I will blind copying (BCC) students if I am e-mailing more than one student at a time, and keep sign-in sheets in my possession. I will turn in any papers that have sensitive information on it to LSS for their record keeping purposes or to be shred.

I understand that romantic or sexual relationships with students I assist via my LSS position are prohibited.

I understand all regularly scheduled work-related activities are cancelled on university holidays and I should not expect to work on these days.

I acknowledge that I have received my copy of the Learning Support Services Handbook. I acknowledge that the Learning Support Services Handbook contain(s) important information about my employment with LSS, including LSS’ policies, procedures, and rules. Further, I understand that it is my responsibility to familiarize myself with these materials and comply with the policies contained therein, and that a failure to comply with these policies may be the basis for discipline, up to and including dismissal. I understand that the personnel policies and procedures contained in this Learning Support Services Handbook are not intended to void, replace, or conflict with the Memorandum of Understanding (“MOU”) negotiated between the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), ALF-CIO, and its Local Union 2865 with the University of California, Santa Cruz for academic student employees. To the extent the MOU conflicts with these personnel policies and procedures, the MOU supersedes and/or modifies these personnel policies and procedures.

(Print Name)  (Signature)  (Date)
Learning Support Services Drop-in Math Work Policies

I understand that I will talk to an LSS staff person if I encounter any difficulties with job duties or the expectations of my position. This can include: difficulties with students in my sessions, with the instructor or TA’s or any other issues as they arise. I will also talk to an LSS staff person if the workload of my position becomes overwhelming and my academic success at UCSC is put in jeopardy.

I understand that this appointment is only for the quarter for which I was hired, as stated my appointment letter. My current position does not guarantee future positions with Learning Support Services.

I understand that compliance with work policies will be taken into consideration when evaluating fit for future employment needs.

I understand that I will be paid at the individual rate of $15.78 for:

- All individual tutoring sessions: as defined by having a session with one student and no shows.
- Supervisor/Tutor Meetings
- Required LSS Training
- Logistical Duties: 15 minutes per week per appointment

New Tutors: I am required to take THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS, the 2-unit Tutor Training class, WRIT 169, PBS 101 or MATH 198. **Tuesday 5:20pm – 6:55pm, and one Saturday class meeting April 14, 2018.** I understand that this is separate from my job as a tutor and that since I am receiving course credit. I will not be paid for this time. **ASE (Union) presentation also on April 14, 2018**

CruzPay Submission and LSS Timesheet Documentation packet:

I will turn in my timesheets packet, including a copy of the hours I submitted on CruzPay (both individual and group) and all sign-in sheets and summary sheets, by the due date in an organized manner and in legible handwriting. It is my responsibility to keep accurate records of all interactions with students. I understand that LSS’ funding is based on utilization and demonstrating that using additional services enhances each student’s performance. If I lose sign-in sheets or forget to have students sign in I am putting LSS in jeopardy of potentially losing funding. Please refer to CruzPay’s website (cruzpay.ucsc.edu) for timesheet submittal dates.

Supervisor/Tutor Meetings and LSS Required Training:

- Logistics Meeting: April 1, 2018 @ 1pm
- If I cannot attend, I will notify my Coordinator and schedule an alternative time.
- All Tutor Training: April 14, 2018
- Monthly Writing Check Ins: Dates TBD at the Logistics Meeting
- Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: LSS Required Training: See Above
- Other meetings that may be scheduled; study session trainings, post-observation meetings relating to a staff observation of my sessions, meetings relating to the mentor new employee(s) as asked and as I am able.

Individual Tutoring Sessions:

I will send my availability for tutoring to the Drop-in Math coordinator by the first week of classes. The Drop-in Math coordinator will email me a proposed schedule and I will confirm or ask for changes to the hours. Once an agreed upon schedule is set, it will be my weekly tutoring schedule. These sessions will be individual.
Drop-in Math is available Tuesday-Thursday from 4-8 pm. I will arrive to all tutoring appointments on time and prepared. I will facilitate interactive approaches to math tutoring, and engage students in such skills as critical thinking, problem solving, and effective math strategies. I will not do assigned math or homework problems for students. I will not engage in activities that have not been assigned to me by my supervisor. If I am unable to make a scheduled tutoring session due to an emergency, I will e-mail lss@ucsc.edu within 4 hours of my shift or as soon as I am able.

I understand that I will only provide tutoring services during in-person sessions. Tutoring should not occur over email or phone.

I will hold my tutoring schedule in McHenry Library Rm. 1279 or a room designated by LSS.

I will make sure that all of my tutees sign into each session.

I understand that no session should go over 15 minutes, unless there is no other student waiting for services, in which case I can continue to help my current student.

No Shows:

I understand that I am paid for the entire session even if no students show up. I also understand that in order to be paid for the scheduled session time, I will complete one of the no-show assignments and submit the assignment to LSS with my time sheet. I will also e-mail lss@ucsc.edu to inform them of the no show.

*Please see the LSS Handbook for more information on no-shows and duties that need to be done regarding dropping students from a session

Preparation:

Paid preparation time can include up to an hour a week of preparation, during which I will review the concepts necessary to help students in the various math concepts discussed in the courses that drop-in math tutoring supports.

Other Tutor Tasks Assigned:

I understand that as a Drop-in Math tutor, I am not permitted to attend any lectures for the classes that I am tutoring for.

LSS e-mails: I will read all emails sent by LSS in their entirety and reply to all emails and messages sent to me by the LSS staff and respond in a timely manner.

I understand that I can be paid up to 15 minutes a week to deal with logistical duties. These duties may be: responding to job related e-mails and submitting LSS required records.

Other Expectations:

I understand that, for courses that I have taken and done well in, LSS staff may contact me to open tutoring sessions. I will respond to these e-mails in a timely manner; however, I understand that I am not obligated to accept these additional assignments.

I understand that while I work for LSS, I cannot make individual arrangements with UCSC students to be paid for additional tutoring outside of my position with LSS for any UCSC course.

I understand that it is inappropriate for me to give advice about course selection. I will encourage students to seek academic advising from College, Department, EOP, or STARS advisers as needed.

I understand that I should act professionally in this position. Examples of unprofessional behavior includes: cancelling a session for personal reasons (it’s my birthday, I am overloaded with homework), talking about frustrations with my tutees or my sessions other than with an LSS staff person, and speaking negatively of instructors, TA’s or other professionals during my sessions.
I understand that my tutor availability, which includes my name and e-mail, may be made available to students and it may be searchable on the internet. If I have requested a Non-Release of Public Information (NRI) under FERPA, it is my responsibility to immediately notify LSS staff so that proper arrangements can be made. If I fail to contact LSS my information may inadvertently be released. Furthermore, if I have requested an NRI, I understand that LSS cannot release my employment information to prospective employers without my signed authorization.

I understand that student information, such as students’ names, emails, and SIDs, are considered to be sensitive information and should be handled carefully. I will blind copying (BCC) students if I am e-mailing more than one student at a time, and keep sign-in sheets in my possession. I will turn in any papers that have sensitive information on it to LSS for their record keeping purposes or to be shred.

I understand that romantic or sexual relationships with students I assist via my LSS position are prohibited.

I understand all regularly scheduled work-related activities are cancelled on university holidays and I should not expect to work on these days.

I acknowledge that I have received my copy of the Learning Support Services Handbook. I acknowledge that the Learning Support Services Handbook contain(s) important information about my employment with LSS, including LSS’ policies, procedures, and rules. Further, I understand that it is my responsibility to familiarize myself with these materials and comply with the policies contained therein, and that a failure to comply with these policies may be the basis for discipline, up to and including dismissal.

I understand that the personnel policies and procedures contained in this Learning Support Services Handbook are not intended to void, replace, or conflict with the Memorandum of Understanding (“MOU”) negotiated between the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), ALF-CIO, and its Local Union 2865 with the University of California, Santa Cruz for academic student employees. To the extent the MOU conflicts with these personnel policies and procedures, the MOU supersedes and/or modifies these personnel policies and procedures.

Signature:

Printed name:

Date:
Learning Support Services MSI Writing 2 Assistant Work Policies

I understand that I will talk to an LSS staff person if I encounter any difficulties with job duties or the expectations of my position. This can include: difficulties with students in my sessions, with the instructor or TA’s or any other issues as they arise. I will also talk to an LSS staff person if the workload of my position becomes overwhelming and my academic success at UCSC is put in jeopardy.

I understand that this appointment is only for the Winter 2018 quarter. My current position does not guarantee future employment with Learning Support Services.

I understand that compliance with work policies can be taken into consideration when evaluating fit for future employment needs.

I understand that I will be paid at the group rate of $21.24 for:

- Group tutoring sessions are defined as having a session with more than one person in attendance.

I understand that I will be paid at the individual rate of $15.78 for:

- Individual tutoring session: as defined by having a session with one student and no shows as defined as a session where no students show up.
- Supervisor/Tutor Meetings
- LSS Required Training
- Preparation: Only new tutors will have a weekly meeting with the coordinator/faculty; up to one hour per week. New and returning tutors will have one hour of tutor prep time for finalizing workshop lecture plan. Tutors will submit their prepared lecture plan to coordinator on timesheet Friday.
- Logistical Duties:
  - For the first week worked, up to half (½) hour.
  - After the first week, 15 minutes per week

NEW TUTORS:
I am required to take THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: I will enroll in the 2-unit Tutor Training class, WRIT 169, PBS 101 or MATH 198.

The required meeting times for Thoery and Practice of Peer-Guided Learning for Tutors and Learning Assistants is: Class Time: Tuesday 5:20pm – 6:55pm

I understand that this is separate from my job as a tutor and that since I am receiving course credit. I will not be paid for this time.

ASE Meetings for new tutors: October 7th, 2017

CruzPay Submission and LSS Timesheet Documentation packet:

I will turn in my timesheets packet, including a copy of the hours I submitted on CruzPay (both individual and group) and all sign-in sheets and summary sheets, by the due date in an organized manner and in legible handwriting. It is my responsibility to keep accurate records of all interactions with students. I understand that LSS’ funding is based on utilization and demonstrating that using additional services enhances each student’s performance. If I lose sign-in sheets or forget to have students sign in I am putting LSS in jeopardy of potentially losing funding. Please refer to CruzPay’s website (cruzpay.ucsc.edu) for timesheet submittal dates.

Supervisor/Tutor Meetings and LSS Required Training:

- Logistics Meeting for All MSI Writing 2 Learning Assistants: Sept. 27th 2017
- If I cannot attend the logistics I WILL schedule a time with an LSS staff member.
- Various LSS Required Trainings: October 7th, 2017
- Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: LSS Required Training: See Above; LSS Required Training: See above
- Other meetings that may be scheduled; study session trainings, post-observation meetings relating to a staff observation of my sessions, meetings relating to the mentor new employee(s) as asked and as I am able.

Individual and Group MSI/Tutoring Sessions:

I understand that I will be assigned one to four, 1 hour MSI Writing 2 sessions. In total, I am expected to be available for 2-4 sessions per week. These sessions will be either group or individual depending on how many students show-up to a
specific session. I understand that based on student demand, I may be given the option to open more sessions. I understand that I am not obligated to accept these additional assignments.

I will arrive at all MSI sessions on time and prepared. I will create an interactive environment for students. I will facilitate interactive learning activities and engage students in such skills as critical thinking, problem solving, and effective course specific study strategies. I will not engage in activities that have not been assigned to me by my supervisor. If I am unable to make a scheduled MSI session due to an emergency, I will e-mail lss@ucsc.edu.

I understand that I will only provide tutoring services during in-person sessions. Tutoring should not occur over email or phone.

I understand that my tutoring availability or my MSI Sessions will not be approved by LSS unless I have attended a logistics meeting with a staff person.

I will only tutor students during my approved MSI or Tutor session times unless authorized by the LSS staff.

I will make sure that all of the students sign into each session. If the instructor of the course requests attendance records, I will not keep personal records of attendance. I am expected to tell the LSS office to send this information to the instructor directly.

No Show: I understand that I am paid for the entire session even if no students show up. I also understand that in order to be paid for the scheduled session time, I will complete one of the no-show assignments and submit the assignment to LSS with my time sheet. I will also e-mail lss@ucsc.edu to inform them of the no show.

*Please see the LSS Handbook for more information on no-shows and duties that need to be done regarding dropping students from a session.

I understand that regular MSI sessions will not go over 1.0 hour.

Cancelling sessions: I understand that any cancelled sessions are unpaid and I need to communicate the need for a cancelation with LSS via an e-mail to lss@ucsc.edu. Reasons for cancellations may include an emergency (e.g. illness, family issue), a foreseeable event (e.g. grad school interview, observance of a religious holiday), or if you would like to cancel a session because there was a recent exam and no material can be reviewed.

Preparation:

Paid preparation time includes weekly meeting attendance and tutor prep time to finalize a workshop lecture plan (maximum 2 hour per week).

Other Tutor Tasks Assigned:

LSS e-mails: I will read all emails sent by LSS in their entirety and reply to all emails and messages sent to me by the LSS staff and respond in a timely manner.

I understand that I can be paid up to 15 minutes a week to deal with logistical duties. These duties may be responding to job related e-mails and submitting LSS required records.

Other Expectations:

I understand that I am responsible for returning the room that I hold my MSI sessions in to its original set up after every MSI session, and I may ask students to assist me. During MSI sessions, the seating arrangements will not block entrances or exits. I will also ask students to throw away their trash so the space is ready for the next session.

I understand that, for courses that I have taken and done well in, LSS staff may contact me to open tutoring sessions. I will respond to these e-mails in a timely manner; however, I understand that I am not obligated to accept these additional assignments.

I understand that while I work for LSS, I cannot make individual arrangements with UCSC students to be paid for additional tutoring outside of my position with LSS for any UCSC course.

I understand that it is inappropriate for me to give advice about course selection. I will encourage students to seek academic advising from College, Department, EOP, or STARS advisers as needed.

I understand that I should act professionally in this position. Examples of unprofessional behavior includes: cancelling a session for personal reasons (it’s my birthday, I am overloaded with homework), talking about frustrations with my tutees or my sessions other than with an LSS staff person, and speaking negatively of instructors, TA’s or other professionals during my sessions.
I understand that my MSI availability, which includes my name and e-mail, will be made available to students and it may be searchable on the internet. If I have requested a Non-Release of Public Information (NRI) under FERPA, it is my responsibility to immediately notify LSS staff so that proper arrangements can be made. If I fail to contact LSS my information may inadvertently be released. Furthermore, if I have requested an NRI, I understand that LSS cannot release my employment information to prospective employers without my signed authorization.

I understand that student information, such as students’ names, emails, and SIDs, are considered to be sensitive information and should be handled carefully. I will blind copying (BCC) students if I am e-mailing more than one student at a time, and keep sign-in sheets in my possession. I will turn in any papers that have sensitive information on it to LSS for their record keeping purposes or to be shred.

I understand that romantic or sexual relationships with students I assist via my LSS position are prohibited.

I understand all regularly scheduled work-related activities are cancelled on university holidays and I should not expect to work on these days.

I acknowledge that I have received my copy of the Learning Support Services Handbook. I acknowledge that the Learning Support Services Handbook contain(s) important information about my employment with LSS, including LSS’ policies, procedures, and rules. Further, I understand that it is my responsibility to familiarize myself with these materials and comply with the policies contained therein, and that a failure to comply with these policies may be the basis for discipline, up to and including dismissal.

I understand that the personnel policies and procedures contained in this Learning Support Services Handbook are not intended to void, replace, or conflict with the Memorandum of Understanding (“MOU”) negotiated between the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), ALF-CIO, and its Local Union 2865 with the University of California, Santa Cruz for academic student employees. To the extent the MOU conflicts with these personnel policies and procedures, the MOU supersedes and/or modifies these personnel policies and procedures.

____________________________________  ____________________________  __________
(Print Name)  (Signature)  (Date)
Learning Support Services MSI Learning Assistant Work Policies

I understand that I will talk to an LSS staff person if I encounter any difficulties with job duties or the expectations of my position. This can include: difficulties with students in my sessions, with the instructor or TA’s or any other issues as they arise. I will also talk to an LSS staff person if the workload of my position becomes overwhelming and my academic success at UCSC is put in jeopardy.

I understand that this appointment is only for the Spring 2018 quarter. My current position does not guarantee future employment with Learning Support Services.

I understand that compliance with work policies can be taken into consideration when evaluating fit for future employment.

I understand that I will be paid at the group rate of $21.24 for:

- Group tutoring sessions are defined as having a session with more than one person in attendance.

I understand that I will be paid at the individual rate of $15.78 for:

- Individual tutoring session: as defined by having a session with one student and no shows as defined as a session where no students show up.
- Preparation: 15 minutes per week for planning guide, and 1 hour per exam
- Supervisor/Tutor Meetings
- LSS Required Training
- Lecture attendance
  - 1.25hrs for 1hr & 5min course/1.75hrs for 1hr & 35min course
  - If assisting students with activities during lecture, please contact your supervisor immediately.
- Meeting with the instructor; up to one hour per week
- Logistical Duties:
  - For the first week worked, up to half (½) hour.
  - After the first week, 15 minutes per week

NEW TUTORS:
I am required to take THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS: I will enroll in the 2-unit Tutor Training class, WRIT 169, PBS 101 or MATH 198.
The required meeting times for Theory and Practice of Peer-Guided Learning for Tutors and Learning Assistants is:
Class Time: Tuesday 5:20pm – 6:55pm and a Saturday class on April 14th, 2018
I understand that this is separate from my job as a tutor and that, since I am receiving course credit, I will not be paid for this time.

ASE Meeting for new tutors: April 14th, 2018

CruzPay Submission and LSS Timesheet Documentation packet:
I will turn in my timesheets packet, including a copy of the hours I submitted on CruzPay (both individual and group) and all sign-in sheets and summary sheets, by the due date in an organized manner and in legible handwriting. It is my responsibility to keep accurate records of all interactions with students. I understand that LSS’ funding is based on utilization and demonstrating that using additional services enhances each student’s performance. If I lose sign-in sheets or forget to have students sign in I am putting LSS in jeopardy of potentially losing funding. Please refer to CruzPay’s website (cruzpay.ucsc.edu) for timesheet submittal dates.

Supervisor/Tutor Meetings and LSS Required Training:
Orientation Meeting for All MSI Learning Assistants: April 1st, 2018
LSS Study Session Training: April 16th/April 17th, 2018
If I cannot attend the logistics I WILL schedule a time with an LSS staff member.
Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS; LSS Required Training: April 14th, 2018
Required Campus Training through UC Learning Center:
  - Ethics and Cyber Security to be completed within six weeks of beginning of appointment
Other meetings that may be scheduled; study session trainings, post-observation meetings relating to a staff observation of my sessions, meetings relating to the mentor new employee(s) as asked and as I am able.
Individual and Group MSI Sessions:

In total, I am expected to be available for 6 sessions per week. These six sessions will consist of one to four, 1-hour MSI sessions and one to three, 1-hour Tutoring sessions. These sessions will be either group or individual depending on how many students show-up to a specific session. I understand that based on student demand, I may be given the option to open more sessions. I understand that I am not obligated to accept these additional assignments if I am already holding 6 sessions per week.

I will arrive at all MSI sessions and Tutor sessions on time and prepared. I will create an interactive environment. I will facilitate interactive learning activities and engage students in such skills as critical thinking, problem solving, and effective course specific study strategies. I will not engage in activities that have not been assigned to me by my supervisor. If I am unable to make a scheduled MSI session due to an emergency, I will e-mail lss@ucsc.edu.

I understand that I will only provide tutoring services during in-person sessions. Tutoring should not occur over email, phone, or any app or online platform.

I understand that my tutoring availability or my MSI Sessions will not be approved by LSS unless I have attended an orientation meeting with a staff person.

I will only tutor students during my approved MSI or Tutor session times unless authorized by the LSS staff.

I understand I am expected to hold extra group study sessions for each midterm and the final exam. If I am unable to provide appropriate review time during the regularly scheduled MSI sessions, or feel my students would benefit from an extra session, I will coordinate these extra sessions with LSS staff.

I understand that I will make my study session request 1 week in advance.

I will make sure that all of the students sign into each session. If the instructor of the course requests attendance records, I will not keep personal records of attendance. I am expected to tell the LSS office to send this information to the instructor directly. This is also true for any SGT sessions that I hold.

I will not use previous exams given by an instructor unless approved by the instructor or if the exams are provided to the whole class by the instructor. If the instructor has preferences in terms of homework-related explanations, such as not giving over specific examples, I will follow them. This is also true for any SGT sessions that I hold.

No Show: I understand that I am paid for the entire session even if no students show up. I also understand that in order to be paid for the scheduled session time, I will complete one of the no-show assignments and submit the assignment to LSS with my time sheet. If I have consistent no-shows, I will contact a coordinator or the LSS office. This is also true for any SGT sessions that I hold.

*Please see the LSS Handbook for more information on no-shows and duties that need to be done regarding dropping students from a session.

I understand that regular MSI and SGT sessions will not go over 1 hour.

Cancelling sessions: I understand that any cancelled sessions are unpaid and I need to communicate the need for a cancelation with LSS via an e-mail to lss@ucsc.edu. Reasons for cancellations may include an emergency (e.g. illness, family issue), a foreseeable event (e.g. grad school interview, observance of a religious holiday), or if you would like to cancel a session because there was a recent exam and no material can be reviewed. This is also true for any SGT sessions that I hold.

Individual and Group Small Group Tutoring Sessions:

I understand that I will attend my tutoring session if a student signs up 24 hours before the start of the session. I will confirm the time and location of the session within 24 hours of the student signing up.

I understand that students are only given access to the Small Group Tutoring sessions if they agree to attend the sessions weekly. I cannot allow students to use it as a drop-in session. Students will need to sign-up for these sessions at the ARC Center, Room 221, or by calling the LSS office at (831)-459-4333.

I understand that no regular SGT session should go over 1 hour, so I will plan my use of session time accordingly.

I will only hold tutoring sessions in semi-academic public spaces on campus. I will meet my students each week in the same location that I specified on Slug Success.
I will make sure that all of my tutees sign into each session and also sign up using Slug Success.

Preparation for MSI & SGT Sessions:

Paid preparation time can include weekly session plans (maximum 15 minutes per week) and study session materials (maximum 1 hour per exam). I will receive guidance from my supervisor regarding these materials.

I understand that I will not receive additional prep-time for any SGT sessions that I hold for my MSI course.

Lecture Attendance:

I will attend all lectures for which I am a Learning Assistant. I will be on time and sit in the front of the classroom and in the same space every class period. I will inform both LSS staff and the instructor if I have an emergency and need to miss lecture. I will not record time on my timesheet for any missed lecture, partial or whole. I will have my lectures signed off on by the professor unless otherwise instructed.

I will not attend lectures during exams. I will not be paid for this time.

I understand that I am a representative of LSS in the classroom. I will not sleep during lectures, talk while the instructor is lecturing, working on other class material or be on my phone or computer doing non-lecture related activities.

Other Expectations:

LSS e-mails: I will read all emails sent by LSS in their entirety and reply to all emails and messages sent to me by the LSS staff and respond in a timely manner.

I understand that I can be paid up to 15 minutes a week to deal with logistical duties. These duties may be responding to job related e-mails and submitting LSS required records.

I will make all appropriate announcements to publicize the MSI sessions in class. I understand that it is my responsibility to encourage students to attend MSI sessions with a goal of attracting at least 30% of the class over the quarter. I understand that the session size goal is to have at least 6 students in each session. I will contact LSS if attendance is too low (consistently less than 3 students in a session) or too high (more than 12 students wanting to attend any one session) at lss@ucsc.edu.

I understand that I am responsible for returning the room that I hold my MSI sessions in to its original set up after every MSI session, and I may ask students to assist me. During MSI sessions, the seating arrangements will not block entrances or exits. I will also ask students to throw away their trash so the space is ready for the next session.

I understand that for courses that I have taken and done well in, LSS staff may contact me to open tutoring sessions. I will respond to these e-mails in a timely manner; however, I understand that I am not obligated to accept these additional assignments if I am already holding a total of six MSI/SGT sessions.

I understand that while I work for LSS, I cannot make individual arrangements with UCSC students to be paid for additional tutoring outside of my position with LSS for any UCSC course.

I understand that it is inappropriate for me to give advice about course selection. I will encourage students to seek academic advising from College, Department, EOP, or STARS advisers as needed.

I understand that I should act professionally in this position. Examples of unprofessional behavior includes: cancelling a session for personal reasons (it’s my birthday, I am overloaded with homework), talking about frustrations with my tutees or my sessions other than with an LSS staff person, and speaking negatively of instructors, TA’s or other professionals during my sessions.

I understand that my MSI availability, which includes my name and e-mail, will be made available to students and it may be searchable on the internet. If I have requested a Non-Release of Public Information (NRI) under FERPA, it is my responsibility to immediately notify LSS staff so that proper arrangements can be made. If I fail to contact LSS my information may inadvertently be released. Furthermore, if I have requested an NRI, I understand that LSS cannot release my employment information to prospective employers without my signed authorization.

I understand that student information, such as students’ names, emails, and SIDs, are considered to be sensitive information and should be handled carefully. I will blind copy (BCC) students if I am e-mailing more than one student at a time, and keep sign-in sheets in my possession. I will turn in any papers that have sensitive information on it to LSS for their record keeping purposes or to be shred.

I understand that romantic or sexual relationships with students I assist via my LSS position are prohibited.
I understand all regularly scheduled work-related activities are cancelled on university holidays and I should not expect to work on these days.

I acknowledge that I have received my copy of the Learning Support Services Handbook. I acknowledge that the Learning Support Services Handbook contain(s) important information about my employment with LSS, including LSS’ policies, procedures, and rules. Further, I understand that it is my responsibility to familiarize myself with these materials and comply with the policies contained therein, and that a failure to comply with these policies may be the basis for discipline, up to and including dismissal.

I understand that the personnel policies and procedures contained in this Learning Support Services Handbook are not intended to void, replace, or conflict with the Memorandum of Understanding (“MOU”) negotiated between the International Union, United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), ALF-CIO, and its Local Union 2865 with the University of California, Santa Cruz for academic student employees. To the extent the MOU conflicts with these personnel policies and procedures, the MOU supersedes and/or modifies these personnel policies and procedures.

____________________________________  ____________________________  ____________
(Print Name)                                                      (Signature)                                                          (Date)