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: September 2016
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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.
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 OTSS before the first Thursday of the quarter.
  - After you post your availability on OTSS, 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, please contact LSS.
- 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 OTSS opens and the times of your sessions. Do not give the locations of your sessions. We want students to sign-up through OTSS to keep the session sizes small. Giving the class your session’s location will encourage students to just show up.
- OTSS opens on Friday at 5:00PM 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!
- 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.
- OTSS 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.

Choosing a Location:

All tutoring sessions are required to have a specific meeting location posted on OTSS. 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 is where you will meet your student(s). 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:

1. Jack Baskin School of Engineering, Jack's Lounge
2. Thimann labs, 3rd floor conference room
3. S&E Library near message board and entrance/S&E library, meet at front desk
4. Crown Library
5. Crown Fireside Lounge
6. ARCenter Room 221, by the front desk
7. ARCenter room 216
8. Casa Latina
9. College Ten - Angela Davis Library (to access this library you have to be a College Ten student)
10. Oakes Learning Center
11. Stevenson Fireside Lounge
12. McHenry Library, meet at the couches by circulation desk
13. Linguistics Learning Center
14. University Center (above College 9/10 dining hall)
15. Porter Lounge
16. Namaste Lounge in College 9/10
17. Oakes Library
18. Social Sciences 1 Conference Room
19. Writing Center in Baobab Lounge-Merrill College
20. Kresge Town Hall

Choosing Days:

Each tutoring session should happen on a different weekday and on different time each day.

Regular tutoring on weekends is discouraged because it means that you and the student are committing to coming to campus every weekend (meaning 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 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 sufficient 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 labs 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.

<table>
<thead>
<tr>
<th>All Possible Tutoring Times in the Week</th>
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<tbody>
<tr>
<td>MWF: 9:20a-10:20a</td>
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<td>MWF: 9:30a-10:30a</td>
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<td>MWF: 10:40a-11:40a</td>
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<td>MWF: 12:00p-1:00p</td>
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<td>MW: 5:55p-6:55p</td>
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<td>MW: 7:10p-8:10p</td>
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<td>TTH: 9:50a-10:50a</td>
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On-Line Tutor Sign-up System (OTSS) Instructions

Getting Started in OTSS:
The following information will help you to use OTSS’ features to update your personal information; enter, update and view your availability; delete unverified tutoring sessions; view who has signed up to be tutored by you and view the waitlist.

1. Log on to https://eop.sa.ucsc.edu/OTSS/tutors/
2. Type in your SID (Student Identification Number) and date of birth. Click Enter.
3. The first time you log on, the site will prompt you to enter the necessary personal information.
4. Once in the main menu, you can choose from the following:
   - **Account Options:** This option allows you to update your personal information (address, phone number, e-mail address, personal statement, etc.).
     NOTE: It is important that you verify your email address. OTSS will send emails to the account that you specify.
   - **Schedule Options:** This option allows you to add tutoring sessions and view students currently signed up with you. There will be three submenus from which to choose:
     - **View/Modify/Print:** This page displays your current tutoring availability. It will show your tutoring day, time, subject, and the number of slots available for students to sign-up. It will also allow you to add and delete (unverified) tutoring sessions.
     - **View/Print Listing:** This page displays all tutees that are currently signed up in your tutoring session(s).
     - **View Waitlist:** This option will allow you to view the list of students who are currently waiting for a tutor. We encourage you to view this list often and to contact the students you are able to tutor.

Adding a Personal Statement: You can do this by clicking on “Account Options” on the OTSS main page. By providing some information about yourself, you can help tutees feel more comfortable signing up to work with you. You might want to include in your statement:

- Your year in school, college, major, etc.
- What you like about your subject matter
- Classes you have taken
- Future plans
- Hobbies
- Anything else that will make them feel more comfortable working with you.

*Remember you are representing UC Santa Cruz and Learning Support Services. Please be professional when writing your personal statement.*
How to Add your Tutoring Availability Times:

1. Log in and choose Schedule Options.
2. Click Add a new session.
3. Select whether you are posting a “Subject” or “Writing” session.
4. Fill out required information:
   a) Select the Day and Time you want to hold your tutoring session. Tutoring sessions are 1 hour long.
   b) Subject – choose the subject for your course (ex. Math, Physics, Economics)
   c) Class Number - type the exact class number/letter for the subject you are tutoring.
      o Do not enter leading zeroes
         ▪ Ex) Span 6 NOT Span 006
      o Do include the letter, if applicable
         ▪ Ex) Psyc 119H, Biol 80A
   d) If the class you are tutoring is “cross-listed”, please check with the tutor coordinator to see which class to post your availability under.

Important: If you do not correctly enter the class number/letter, students will not be able to find your sessions!

If you tutor more than one class: You must create a new tutoring session for each subject. **DO NOT ADD A SECOND SUBJECT!**

5. Click “Add Tutoring Session”
6. Submitting additional sessions using the “Duplicate” function:
   A. Under “Select a tutoring session to duplicate:” click “Submit”
   B. Change Day and Time
   C. Click “Add Tutoring Session”
   D. Repeat process as required
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, Sharon Castro (stcastro@ucsc.edu), the assistant director, or the director of LSS, Charis Herzon (charish@ucsc.edu).

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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 Sharon Castro (stcastro@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
  - SHOULD NOT include days/times/locations of sessions (students should be told to find the times on the OTSS system).
- Give students your email so that they can contact you if none of the times work for them.
  - 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 you 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.
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 OTSS titled: “UCSC Learning Support Services OTSS - Tutor Session Signup Confirmation.”

In the email it will tell you who signed up for your sessions, for what subject and on what day and what time. This email is sent to you and the student who signed up is copied CC’ed on the same email. It is your responsibility to contact the student within 24 hours after signing up for the session. DO NOT simply “reply” to the OTSS-generated email. This is an email that is sent to the student and you CC’ed on it; therefore, when you hit “reply”, you are responding to the system, not the student. To reach the student, you need to either copy or paste his or her email, or click on “reply all” and delete “learning_center@ucsc.edu” from the address box.

OTSS also keeps a list of your students and their emails and phone numbers. You can find this information by selecting “Account Options” and then “View/Print listing of tutees signed up for your tutoring sessions.”

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/lss-handbook.html. Please feel free to customize the email as you see appropriate.

Example of first email to student:
Dear [ENTER STUDENT'S NAME],
I am [ENTER YOUR NAME], the small group tutor for [ENTER CLASS]. I can see that you signed up for one of my tutoring sessions. Our first session will be [INSERT DATE OF FIRST SESSION]. We will meet at [MEETING LOCATION].
When you get to [MEETING LOCATION], look for me as I will be wearing [ENTER DESCRIPTION]. I will also be looking for you. If you have not done so already, you can search for a picture of me on the Online Tutor Sign-up System (OTSS), by searching for [ENTER CLASS] again and clicking on my name where you see the available sessions
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. I will not be giving you answers or doing homework problems for you, but I am really experienced with the course material and we are going to work to make sure you understand it so you can be successful in the class! Please come prepared with any questions you might have and feel free to shoot me an email with any questions you have about the upcoming session. Unfortunately, I cannot answer questions about the course-content through email but I will definitely be able to do that in the sessions!
Please remember that if you miss the first session you will be automatically dropped, so please be sure to attend our first session.
I look forward to working with you this quarter!
Session Attendance and No-show Policy:

Learning Support Services has strict policies regarding attendance. It is important to review these policies with your student during their first sessions.

- **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.

<table>
<thead>
<tr>
<th>LSS No-Show Policy Quick Tips:</th>
</tr>
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<tbody>
<tr>
<td>1. A <strong>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>
</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>
</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>
</tr>
<tr>
<td>4. A <strong>forgiven absence</strong> is defined as an absence where you have 24-hour notice, or the student informs you of an emergency.</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>
</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>
</tr>
<tr>
<td>7. After each no-show, email your students and LSS using the guidelines and templates provided.</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>
</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>
</tr>
<tr>
<td>10. You must complete a no-show activity during your no-show session and attach your activity to your time sheet.</td>
</tr>
</tbody>
</table>
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. We have drafted guidelines and email templates to assist you with this process.

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.
   a. Example Email:
   
   Dear [ENTER STUDENT'S NAME],

   I did not see you at our first session today, [ENTER DAY/TIME/LOCATION]. Since you missed the first day, Learning Support Services’ policy is that you are automatically dropped from the session. I am emailing you to let you know that you are being removed from the session.

   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 WITH a 24 hour notice:

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


**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 waitlist, 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. Post a comment on waitlist request letting us know that you are able to accommodate that student.
        1. Comments can be viewed by employees only, not students.
     ii. Add the corresponding session to your tutoring availability.
     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. Comment on the waitlist saying, “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. Post the corresponding session and comment on the waitlist saying that you have posted the session.
     iv. We will verify it within 24 business hours and we will send the student an email, letting him/her know to sign up.
     v. If, after you talk to them, you are unable to find a time, you need to add another waitlist comment 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:* Post another comment on the waitlist 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 OTSS 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:

If you would like to request a review session and have less than 10 students signed-up, you must fill out the following form online: http://goo.gl/forms/2AK55Ydnko

All requests must be made at least 1 week in advance.

The form asks the following questions:
Name:
Class you tutor:
Day and Time of Exam:
How many students do you expect?
When do you plan to hold your exam study session?
    Day (Week day, Date):
    Time:
    Location: (public, on-campus study space)
Briefly describe what your plan is for the session (how you plan to structure cooperative learning activities, assess students’ knowledge and preparation for their final, etc.):

After filling out the form, you will receive an email confirmation from LSS that your request has been submitted. You will also be notified via email if your study session has been approved.

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 OTSS, you must fill out the following form online: http://goo.gl/forms/nTVGK2btvv

All requests must be made at least 1 week in advance.

The form asks the following questions:
Name:
Email:
Class you tutor:
Co-Leader (if 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://eop.sa.ucsc.edu/OTSS/tutors/](https://eop.sa.ucsc.edu/OTSS/tutors/)
   - 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, and post a short bio of yourself!

   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, OTSS 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 OTSS-generated email that was sent to the student when he/she signed up.

*NOTE: You cannot simply “reply” to the OTSS-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, or click on “reply all” and delete “learning_center@ucsc.edu” from the address box.

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. 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 OTSS yourself. If you are dropping a student because of more than one absence, you can email LSS student staff (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 OTSS?
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 Session ID number you want to delete.

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. The tutor coordinator needs to be notified so that the system can be unlocked for the student to sign up. Your email should include the following information:
- The student’s name, email, and SID,
- That the student needs an additional hour of tutoring per week,
- Whether you can provide the extra hour or not.

Once the student has been given access to the additional hour, we will email you and the student. If you can provide that hour, please assist us with the process by finding an available time, adding that hour into OTSS as necessary, and assisting the student to sign up for the session.

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 OTSS, 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.”

Am I paid for time I spend preparing for tutoring sessions?
No, writing tutors are not paid prep time during the week.

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.
Weekly Writing Tutors
Preliminary Timeline and Basic Responsibilities for Weekly Writing Tutors

1st week of the quarter:

- Choose your tutoring session availability following LSS guidelines and post your session availability on OTSS before the first Thursday of the quarter.
  - After you post your availability on OTSS, 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, please contact LSS.
- OTSS opens on Friday at 5:00PM 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 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!
- 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 all of your sessions are full and you would like to post more, 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.

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.
- 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
- OTSS 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.

Choosing a Location:
All tutoring sessions are required to have a specific meeting location posted on OTSS. 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 is where you will meet your student(s). 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:

1. Jack Baskin School of Engineering, Jack's Lounge
2. Thimann labs, 3rd floor conference room
3. S&E Library near message board and entrance/S&E library, meet at front desk
4. Crown Library
5. Crown Fireside Lounge
6. ARCenter Room 221, by the front desk
7. ARCenter room 216
8. Casa Latina
9. College Ten - Angela Davis Library (to access this library you have to be a College Ten student)
10. Oakes Learning Center
11. Stevenson Fireside Lounge
12. McHenry Library, meet at the couches by circulation desk
13. Linguistics Learning Center
14. University Center (above College 9/10 dining hall)
15. Porter Lounge
16. Namaste Lounge in College 9/10
17. Oakes Library
18. Social Sciences 1 Conference Room
19. Writing Center in Baobab Lounge-Merrill College
20. Kresge Town Hall

Choosing Days:
Each tutoring session should happen on a different weekday and on different time each day.
Regular tutoring on weekends is discouraged because it means that you and the student are committing to coming to campus every weekend (meaning 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 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. 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 sufficient 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 (if applicable)
- Professor office hours (if applicable)
- 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 labs 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.

<table>
<thead>
<tr>
<th>All Possible Tutoring Times in the Week</th>
</tr>
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<tbody>
<tr>
<td>MWF: 9:20a-10:20a</td>
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<td>MWF: 9:30a-10:30a</td>
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<td>MWF: 10:40a-11:40a</td>
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<td>MWF: 10:50-11:50a</td>
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<td>MWF: 12:00p-1:00p</td>
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<td>MWF: 12:10p-1:10p</td>
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Learning Support Services Manual- Writing Tutors
This, and other important information, is available through the “Employee Resources” page of our website: http://lss.ucsc.edu/employee-resources/index.html

On-Line Tutor Sign-up System (OTSS) Instructions

Using the On-line Tutor Sign-Up System (OTSS):

Getting Started in OTSS: The following information will help you to use OTSS’s features to update your personal information; enter, update and view your availability; delete unverified tutoring sessions; view who has signed up to be tutored by you and view the waitlist.


2. Type in your SID (Student Identification Number) and date of birth. Click Enter. The first time you log on, the site will prompt you to enter the necessary personal information.

3. Once in the main menu, you can choose from the following:
   - **Account Options**: This option allows you to update your personal information (address, phone number, e-mail address, personal statement, etc.).
     - **NOTE**: It is important that you verify your email address. OTSS will send emails to the account that you specify.

   - **Schedule Options**: This option allows you to add tutoring sessions and view students currently signed up with you. There will be three submenus from which to choose:
     - **View/Modify/Print**: This page displays your current tutoring availability. It will show your tutoring day, time, subject, and the number of slots available for students to sign-up. It will also allow you to add and delete (unverified) tutoring sessions.
     - **View/Print Listing**: This page displays all tutees that are currently signed up in your tutoring session(s).
     - **View Waitlist**: This option will allow you to view the list of students who are currently waiting for a tutor. We encourage you to view this list often and to contact the students you are able to tutor.

4. To logout, simply click **Logout**.

Adding a Personal Statement:

You can do this by clicking on “Account Options” on the OTSS main page. By providing some information about yourself, you can help tutees feel more comfortable signing up to work with you. You might want to include in your statement:

1. Your year in school, college, major, etc.
2. What you like about your subject matter
3. Classes you have taken
4. Future plans
5. Hobbies
6. Anything else that will make them feel more comfortable working with you.

   - **Remember you are representing UC Santa Cruz and Learning Support Services, please be professional when writing your personal statement**
How to Add Session Times:

1. Log in and choose the View/Modify/Print option under Schedule Options.
2. Click Add a new session.
3. Select “Writing” session.
4. Fill out required information:
   a) Select the day and time of your session. Tutoring sessions are 1 hour long.
   b) Select the course you are tutoring for: Writing 2 or Writing Across the Disciplines. **You can only choose one!** If you click multiple boxes, your session will only come up in a search for Writing Across the Disciplines, and not when students search for Writing 2 tutors. You have to post Writing 2 and Writing Across the Discipline sessions individually.
   c) Add a specific location. Please utilize the Writing Center in ARC202 as much as possible. There is a filing cabinet there where you can keep a file for your students containing your writing logs, drafts of student papers etc.
   d) If you are a Writing Across the Disciplines tutor, enter the LSS-approved discipline(s) in the box. Otherwise, put nothing.
5. Click “Add Tutoring Session”
6. Submitting additional sessions using the “Duplicate” function:
   E. Under “Select a tutoring session to duplicate:” click “Submit”
   F. Change **Day** and **Time**
   G. Click “Add Tutoring Session”
   H. Repeat process as required
Session Attendance and No-show Policy:

*Learning Support Services has strict policies regarding attendance. It is important to review these policies with your student during their first sessions.*

- **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.

<table>
<thead>
<tr>
<th>LSS No-Show Policy Quick Tips:</th>
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<tbody>
<tr>
<td>1. A <strong>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>
</tr>
<tr>
<td>2. A student must attend their first session and is only allowed one forgiven absence, provided it is not the first session.</td>
</tr>
<tr>
<td>3. A <strong>forgiven absence</strong> is defined as an absence where you have 24-hour notice, or the student informs you of an emergency.</td>
</tr>
<tr>
<td>4. 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>
</tr>
<tr>
<td>5. 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>
</tr>
<tr>
<td>6. After each no-show, email your students and LSS using the guidelines and templates provided.</td>
</tr>
<tr>
<td>7. 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>
</tr>
<tr>
<td>8. 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>
</tr>
<tr>
<td>9. <strong>You must complete a no-show activity during your no-show session and attach your activity to your time sheet.</strong></td>
</tr>
</tbody>
</table>
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. We have drafted guidelines and email templates to assist you with this process.

If the student misses his/her first session:

2. Send the student an email informing the student that they are being dropped and copy (CC) LSS (lss@ucsc.edu) on this email.
   a. Example Email:
      
      Dear [ENTER STUDENT’S NAME],
      
      I did not see you at our first session today, [ENTER DAY/TIME/LOCATION]. Since you missed the first day, Learning Support Services’ policy is that you are automatically dropped from the session. I am emailing you to let you know that you are being removed from the session.
      
      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 WITH a 24 hour notice:

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

4. Second absence:
   a. 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.
      i. 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 a 24 hour notice:

2. 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.
   a. 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
One Time One Hour Writing

One Time One Hour Writing is limited 1 hour, one time writing appointments for students who need help with Writing 2 and writing in different disciplines. These appointments are on a first come first serve basis and must be scheduled 24 hours in advance.

All writing tutors are required to post an hour of availability each week for One Time One Hour appointments. Instructions are below about how to post your availability for One Time One Hour writing appointments.

Policies

- **Scheduling**: One Time One Hour appointments need to be scheduled at minimum 24 hours in advance. The earliest appointments can be booked is a week in advance. Tutors get 24 hrs. notice about scheduled One Time Appointments.
- One Time Writing is only for Writing 2 and Writing Across the Disciplines (WAD-upper division class assignments).
- **No shows**: more than one unexcused no show (2 no shows) student may not be able to sign up for One Time appointment again.
- Students must email or call in to LSS for One time appointments
- Students can make a maximum of 2-One Time Writing appointments per week. If students are interested in more than 2-One Time Writing appointments per week, please have them talk to Margaret Tam (matam@ucsc.edu).

Writing Tutor Posting One Time One Hour Availability

Writing tutors will complete the One Time One Hour Availability Google Form each week by Thursday for the upcoming week; unless they have indicated on the Google form that they would like their availability repeated weekly. The link to the One Time One Hour Availability form will be shared with all writing tutors and can also be obtained from the Employee Resources on the LSS website.

Session Attendance and No-show Policy:

*Learning Support Services has strict policies regarding attendance. It is important to review these policies with your student during their first sessions.*

- **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. LSS will email the student and you if this occurs. As stated in the writing 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.
MSI Learning Assistants
Preliminary Timeline and Basic Responsibilities

**Week 1: Getting your schedule ready**

- Attend the required logistics meeting to pick up your employee folder and sign your work policies. Logistics meetings usually take place before the start of the quarter.
- Begin attending lectures for the class you are supporting. Communicate with the professor to make your first announcement and conduct your survey.
- Conduct a student survey in this week to help you choose the best session times for the students. In order to conduct this survey, you must first choose 6-7 session times that fit your schedule and then propose these times to the students to vote on during lecture. The results of your survey will help determine which sessions will be most popular and have higher utilization rates.
- Enter your survey results on the online google doc [http://goo.gl/forms/AVLq6jBlwr](http://goo.gl/forms/AVLq6jBlwr)
- Classes with more than 1 Learning Assistant: All MSI leaders must fill out and submit their own survey! No schedules will be released until all surveys are in, so sessions can be coordinated between Learning Assistants.
- The final times and locations for your sessions will be chosen in coordination with the LSS office. By the end of the first week, you will be notified of your final MSI session times and you will need to make an announcement in class to advertise the service. You will also need to inform the professor of the final MSI sessions.

**Week 2: MSI sessions start and tutoring sessions are scheduled:**

- By the second full week of the quarter you are expected to hold MSI sessions. **In your first sessions, you should let students know details about sign-up option, and create a wait-list for sessions that have more than 12 students who want to sign-up for that sessions.**
  
  **Creating a sign in station:**
  
  All MSI and small group tutoring sessions should have a designated area for students to sign-in. LSS will provide you with a folder that has sign-in sheets, handouts for your students, and white sign-up sheets (different from sign-in sheets). For MSI sessions, use the **yellow** sign-in sheets, and have students sign-in to every session, even if you have more than 12 students present. Small group tutoring only uses the green sign-in sheets. Please have all your students sign in for every tutoring session, even if it is an individual session.
  
  Sign-in sheets are used by LSS to track the utilization of services so it is extremely important for you to have every single student sign-in (yes, this means even when there is only 1 student or if there are 30!). If you lose your sign-in sheet or forgot to have all of your students sign-in, please contact LSS.
- If you find that there is a high demand for MSI, we can open up a 5th or 6th session to accommodate the students who are interested in participating.
- Start to think about when you would hold your small group tutoring schedule, and post 2 sessions on OTSS.
  - You want to have a total of 6 sessions between MSI and tutoring. If you have 4 MSI sessions, post 2 tutoring sessions. If you have 6 MSI sessions you are not required to post small group tutoring sessions, unless directed otherwise.
  - If you have been asked to work with a student for individual tutoring sessions, you are not expected to post additional tutoring sessions on OTSS.
  - Post them on the On-line Tutor Sign-up System (OTSS). Keep in mind that these sessions are ONLY available to students who are attending your MSI sessions weekly, students who have schedule conflicts with every MSI session, and students with accommodations. Tutoring session availability should be on OTSS by the end of the second week and will be approved by an LSS staff person.
Week 3: Small group tutoring for MSI supported classes becomes available.

- **Remember, MSI sessions can only hold up to 12 students.** Once the session attendance is maxed out, you should begin turning away students. You will want to pass around the permanent sign-up sheet (white sheet) to students who want to commit to coming each week. There is a wait-list on the back of the sign-up sheet, please use this for sessions that have more than 12 students in case a student that has a reserved spot stops attending MSI.

- Your small group tutoring sessions will go live to your students. Make an announcement in your MSI sessions (not in the class!) that student can sign up for your tutoring if they would like more time with the material in a small group setting.

- Please communicate with LSS if you need to post more MSI sessions because of high utilization, size issues, location issues (double bookings of rooms), no-shows, and of course any questions you may have.

- Look at your course syllabus for midterm and final dates.

**Week 4-6: Schedule review sessions as needed**

- Please remember we need to receive your request one week before you would like to hold your session. Please fill out the study session form online (http://goo.gl/forms/LqBbkOLOK7).

**Week 5-7: LSS Professional staff may contact you to observe your session**

- Every quarter, professional staff observes tutors to make sure our staff is comfortable in their role, and to open up space staff to help with any issues challenges you may be seeing in your sessions.

**Week 7-9: Schedule final exam study sessions as needed**

- Fill out the same form you do when requesting midterm review sessions
- Please consider holding multiple review sessions if you have a high level of students interested in participating.
- Study sessions cannot be with-in a 24 hour window of any exam.

**Week 9-10: Final sessions and wrapping up your position**

- Schedule final exam review study sessions if necessary Regular MSI sessions are not held during finals week.
- 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.

**Things to keep in mind for the rest of the quarter:**

- Once MSI sessions have started, we encourage you to always maintain sign-up session sizes of no more than 12 students.
- You can cancel sessions if you have MSI sessions that happen right before or right after an exam or if no new material has been covered in class.
- If you are having regular no-shows or have a session with low attendance, please contact your supervisor as we may reschedule the MSI session for a more popular time.
- You must re-advertise MSI in class if there is low attendance. It is your responsibility to keep no-shows to a minimum---a good time to re-advertise the MSI is right after a midterm. Make sure that you coordinate the MSI announcement with the professor before doing so.
- Learning Assistants are able to schedule extra study sessions for their students before a midterm.

**Small group tutoring sessions:**

- If you have students signed-up through OTSS, you must arrive on time and hold the tutoring session each week.
- It is your responsibility to implement LSS policies regarding student eligibility to receive tutoring.
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. You will want to write down the results of your survey so you can fill out the survey online.

The survey can be found here: [http://goo.gl/forms/HJ81KLvPm4](http://goo.gl/forms/HJ81KLvPm4)

- If you are in a class with more than 1 Learning Assistant, you all must submit your own survey. No scheduling decisions will be made until all surveys are received.

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>
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</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>
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</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 9:30 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.

**MSI Session Quick-Tips:**

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<tr>
<td>1.</td>
<td>All sessions offered are 1hr long</td>
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<tr>
<td>2.</td>
<td>All sessions offered must be at different times.</td>
</tr>
<tr>
<td>3.</td>
<td>Sessions cannot overlap the professor’s office hours.</td>
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<tr>
<td>4.</td>
<td>Sessions must be held between 9:30am-9:00pm on weekdays</td>
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</table>
This process is now online! The form below can be used in class, but must be transferred to the online survey: http://goo.gl/forms/0CjnaS0lu2. You can also find this link on the LSS Website on the Employee Resources Page

NAME OF COURSE                                            LEARNING ASSISTANT(S) NAME(S)

Course Meeting Days/Times: ________________________________  ________________________________

Section Meeting Days/Times: ________________________________

Professor’s Office Hours: ________________________________

Homework is due: ________________________________

BEFORE BEGINNING THE SURVEY, WRITE THE POSSIBLE DAYS AND TIMES OF THE MSI GROUPS ON THE BLACKBOARD.

___________ has proven to be a challenging course for many students. Therefore, the Learning Center and your professor would like to offer you learning assistance which we call Modified Supplemental Instruction (MSI). MSI is guaranteed study time facilitated by a student who has already been successful in the class. These small learning groups are voluntary. However, our data analysis has shown that students who attend MSI on a regular basis have a higher passing rate and generally do better in the course than students who do not attend. So we can schedule the groups at the most convenient time for you, we would like to conduct a quick survey. Please listen and respond by raising your hand.

Please raise your hand if you are interested in attending an MSI session.

TOTAL # OF STUDENTS INTERESTED ________________

If you are very interested or might be interested in attending MSI, please indicate which of the following times will fit into your schedule.

<table>
<thead>
<tr>
<th>DAY AND TIME</th>
<th>NO. OF RESPONDENTS</th>
<th>LEARNING ASSISTANT</th>
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Thank you for your input. We will choose times that seem convenient for you and which offer a variety of options. You will receive more information about MSI soon and the sessions will begin as soon as the rooms have been assigned.
After the Initial Survey is made:

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. Enter your results from your survey on the online form as soon as you can (http://goo.gl/forms/0CjnaSOiu2)
3. After reviewing the results of your in-class survey, the coordinators will select the more popular times 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. Once you have discussed with the instructor what day you will make the announcement, please notify LSS via email (lss@ucsc.edu).
   a. In the email, please include the date and time you will be making the announcement.
   b. For Tuesday/Thursday classes, sessions will be verified and posted on the Lss website for students to see on Monday morning of the following week, Monday and Wednesday sessions will be posted on Friday at 5pm.
4. Please note: it is your responsibility inform the instructor of your MSI schedule.
   a. This can be done by sending an email to the instructor with the days and times of your sessions.
5. MSI sessions will begin after you have made your second announcement.

Strategies for the 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 may even 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. 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.
Things to Keep in Mind while Preparing your Second Announcement:
Please take the time to write a script of what you plan to say and practice your announcement! Your announcement should include the following information:

- An introduction of yourself and a brief review of your academic qualifications
- A brief description of MSI. Make sure you stress the collaborative aspects of MSI.
- A brief discussion of the advantages of attending MSI.
- A list of the MSI sessions (include days, times and locations)
  - You should also write down your MSI sessions on the board.
- A brief discussion attending MSI session.
  - Talk about the two MSI sessions, sign-in and drop-in.

Advertising MSI throughout the quarter will help students understand that you are resource anyone can use and it will also increase the attendance of your sessions.

On the following page there is a general script of what your announcement should have. Of course, you do not have to use this script or if you do use it, you can modify it to best fit your needs:
MSI Announcement Script:

“Hi, my name is (your name) and I am the Learning Assistant for this class. (Here, you can discuss your major, when you took the class and with what instructor and any other information you think will be helpful for the students to know about you.)

Some of you may not know what MSI or Modified Supplemental Instruction is. MSI is a resource that gives students the opportunity work in small groups with me as a facilitator. The MSI sessions will focus on assisting you to: understand course concepts and develop study strategies and methods for independent work. We will also work on developing your writing and critical thinking skills through reviewing, commenting on, and discussing your work, including homework and papers; and preparing for exams. During MSI sessions, you will be given the opportunity to collaborate with your peers. This will give you an in-depth understanding of the material and allow you to achieve excellence in this class. Since you need to study anyway, attending MSI provides you with regular, guaranteed group study time.

Instructor (Instructor’s Name) supports the program and strongly encourages you to participate in MSI. From data collected by Learning Support Services, students who attend MSI regularly (about four or more sessions in a quarter) tend to have a higher pass rate and also tend to earn one letter grade higher than students who do not attend the MSI sessions.

MSI sessions are available on a drop-in basis, however, MSI is available on a first come, first serve basis and are limited to 12 students. Once a session reaches 12 students, I will need to close it for the day. To permanently sign up for the MSI sessions you need to need to see me at the first session. Although we do have drop-in sessions, I highly encourage you to attend the sign-up sessions as the same students attending will be consistent. So at this point, all you need to do is pick a session time that works best for you and show up ready to work.

Also, I plan to hold extra study sessions around exam time. 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 work to open another session. You can check the LSS MSI website to see if sessions close and also to see if new sessions are added.

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 working with all of you this quarter!”

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 Session Size Limitations and Pre Sign-up System:

One reason MSI has been such a success in many classes is because of the small session size MSI offers. Keeping small sessions is a critical part of having a successful MSI session.

Keep sessions to a maximum of 12 students:

MSI sessions are intended to be an interactive session for you and your students. Therefore, it is critical that you keep your sessions to a maximum of 12 students. To help manage the MSI session size, we have created a sign-up system that will allow students to sign-in to a permanent spot in your session in exchange for them making a weekly attendance commitment for the remainder of the quarter. During the first week, you can let students stay for a session that has reached the 12 person limit. The idea here is that the students will get an idea of what MSI is and decide whether or not they want to attend. If the student choses to attend, we hope that they will be able to find a session that is not full or you will be able to open up another session to accommodate more students. Please make sure you communicate full sessions to the MSI Coordinators.

Pre Sign-up System for MSI Sessions/ Weekly attendance sign-up:

We have developed a sign-up system to assist you in tracking and offering your students permanent spots in your sessions. These sheets are white and have an attendance log and waitlist on them so you can manage students who have permanently signed up. These sheets are designed to STAY in your folder- you will not submit these sheets with your time sheets. Please remember that because of the nature of these sign-up sheets student’s contact information will be on them. Keep these safe and with you at all times!

During the first two weeks, or if new students are attending, you will need to make the following announcement in every session:

“I am excited to work with all of you this quarter! In our sessions, we will work together on course assignments and concepts and work on study skills in order achieve this, I have to keep a strict attendance count for each session. I am not allowed to let more than 12 students in any session, so I am asking you to consider making a weekly attendance commitment to a session in exchange for a guaranteed spot. We have found that students benefit most from attending MSI weekly which is why we would like all students who use MSI to make it a part of their weekly study or academic habits. In addition, if this session becomes full with students who are signed-up, students will no longer be able to drop-in and it will be removed from the LSS MSI website. If you chose to sign-up and need to miss a session, you need to email me and let me know. If this interests you, I have a sign-in sheet that you can sign-up on.”

After you have given the announcement, pass around the sign-up sheet for that session.

Sign-up Reminders:

• Students will need to attend weekly.
  o If they miss a session without giving you notice they will lose their guaranteed spot.
  o Assuming that the session is full and there are other students waiting to attend please let the students know that if they are more than 5 minutes late they risk losing their spot for the day.
  o If space is an issue, being late will count as an absence.

• For the first few weeks of the quarter, students can only sign up for one session.
  o Students can attend sign up for more sessions assuming other sessions are open.
  o Encourage students to attend the drop-in sessions.

• If a session becomes full due to sign-ups, and regular attendance of students, the session will become closed and it will be removed from the website.
  o Please email lss@ucsc.edu to let us know the session is full.
    ▪ If the session re-opens, please let us know so that we can put it back on the website.
Tracking sign-ups:
Each week, at the start of your session, use the yellow sign-up sheet to take attendance and ensure that the students who have signed into the session are present.

If a session becomes full with 12 students who have signed up to attend regularly, contact LSS at lss@ucsc.edu and let us know to remove the session from the website as it really is not open to students any longer. Keep students updated with weekly chalkboard reminders as to which sessions are open.

If a student is absent:

- 1st absence: Note the date of the absence in the appropriate column (1st or 2nd absence).
  - If 2nd absence: Cross the student's name off the list. This spot is now available for another student who wants to attend regularly. A student who has been dropped is still welcome to attend MSI provided there is room in the session.
  - If a student (who has not signed up) is at the session waiting for a spot, let the student attend the session for the day.
    - If you have an opening in your session, offer the student a chance to sign into the session.

**Important:** All students present at the session will still need to sign-in on a yellow sign-in sheet - since you will not be turning in your white sign-up sheets we will need the yellow sheets to know who attended the session.
Sign-Up Only MSI Sessions
One reason MSI has been such a success in many classes is because of the small session sizes it offers, which allow students to foster a collaborative learning environment with their peers and their Learning Assistant. In courses where MSI attendance has been high and controlling the group size has been difficult, LSS is implementing a Sign-Up Only system that will ensure that committed students are guaranteed a spot in MSI every week. In these courses, all MSI sessions require students to Sign-Up and make a commitment to attend weekly, and it is your responsibility as the Learning Assistant to monitor and enforce the sign-up and attendance procedures. This section of the handbook is intended to inform you of crucial differences in your responsibilities compared to conventional MSI-supported classes.

General Sign-Up Only Policies
- All MSI sessions require students to sign-up before they can attend. During the first week of classes (9/26-9/30), students will need to visit the Academic Resource Center in order to sign-up. After this initial period, sign-up records will be maintained directly by the Learning Assistant.
- All MSI sessions will be kept to a maximum of 10 students. A waitlist of interested students should be maintained if your sessions fill up. Sign-Up MSI sessions are intended to be an interactive session for you and your students; therefore, it is critical that you enforce the Sign-Up system and keep your sessions to a maximum of 10 students.
- Sign-Up sessions require weekly attendance from students. Students should be aware that they may be dropped if they repeatedly fail to respect the attendance policy.
- Session times and locations for Sign-Up Only courses will be determined before the start of the quarter based on your submitted availability; you will not need to conduct a general survey of the class.
  - When considering possible session times, be sure to follow the normal guidelines for scheduling MSI sessions. This includes making sure sessions fall within class blocks and do not cross the Professor’s office hours.
  - Finalized times and locations for all sessions will be posted on the LSS website when they are decided. However, locations for all sign-up sessions will be removed once the initial sign-up period has ended. Students are more than welcome to begin attending MSI after this initial sign-up period, they just will need to contact and sign-up with you beforehand.

Maintaining Sign-Up Records
Weekly attendance is mandatory for Sign-Up Only courses. Once LSS has provided you with your initial roster and waitlist, it is your responsibility to maintain all sign-up records, including recording attendance, dropping students who do not attend, and adding students from your waitlist. You will essentially need to perform a roll call-roll at the start every session to confirm student attendance. You may grant one absence but the student needs to e-mail you beforehand to request it to be excused. If the student emails you regarding an absence, please email them back confirming you have received their message. To assist you in keeping track of attendance, you will receive Attendance Sheets that contain spaces to mark absences with the rest of your logistics materials.

Additionally, it is important to have every student who attends your sessions sign-in on the yellow MSI sign-in sheets provided to you in your logistics folder. Sign-in sheets are used by LSS to track the utilization of services so it is extremely important for you to have every single student sign-in (yes, this means even if there is only one student or if they haven’t officially signed-up!). If you lose your sign-in sheet or forgot to have all of your students sign-in, please contact LSS.

Dropping Students
It is important for students to realize the commitment they are making by signing-up for MSI, as consistently missing sessions is unfair to the students both in the session and on the waitlist. However, as the Learning Assistant you should also be aware of and willing to work with legitimate circumstances that may prevent students from attending their sessions. Be sure to clearly explain the drop policy at your first sessions or any time a new student has added. If you
notice a student has been consistently absent, you are encouraged to first reach out to them and discuss possible remedies before taking any further action. Students should also be reminded that they are always welcome to re-sign-up if they need to take an extended break from MSI.

However, if a student is consistently not respecting the Sign-Up system and fails to communicate with their Learning Assistant, they need to be dropped from that session. Possible reasons for dropping students include not showing up to the first meeting, repeated unexcused absences, or repeated tardiness if the session is full and has a waitlist. If you need to drop a student, simply remove them from your roster and inform them that they have been dropped and their spot in MSI is no longer guaranteed. You should also begin contacting students on your waitlist regarding the opening.
Preliminary Timeline and Basic Responsibilities

**Week 1: Getting your schedule ready**

- Attend the required logistics meeting to pick up your employee folder, sign your work policies, and receive training on procedures for Sign-Up MSI sessions.
- Begin attending lectures on the first day of class. Introduce yourself to the professor and request time to make your first announcement. This announcement should include a brief description of the MSI program, the times and locations of your sessions, and instructions on sign-ups at the Academic Resource Center.
- Make short reminder announcements regarding sign-ups throughout the first week of classes and encourage students to go.
- Attend the mandatory training on Saturday, October 1st, to receive your roster and waitlist for your sessions.

**Week 2: MSI sessions start and tutoring sessions are scheduled:**

- By the second full week of the quarter you are expected to start holding MSI sessions. With your instructor’s permission, make a short announcement or note on the board at the beginning of the week informing students that sessions will be starting.
- You should also remind the class that they can still attend MSI (and can start attending at any point in the quarter), but they will need to sign-up with you first before attending. You will need to keep track of attendance and new sign-ups throughout the quarter and inform LSS if any of your sessions become full.
- Drop students who signed-up but failed to attend the first meeting and inform students on the waitlist of openings.
- Post your small-group tutoring times on the On-line Tutor Sign-up System (OTSS)
  a. Between MSI and tutoring, you are expected to hold a total 6 sessions each week. This means if you have 4 MSI sessions, you should be holding 2 additional small group tutoring sessions. Individual tutoring accommodations also count toward your total of 6 sessions.
  b. Keep in mind that small-group tutoring sessions are ONLY available to students who are attending your MSI sessions weekly, students who have schedule conflicts with every MSI session, and students with accommodations. Tutoring session availability should be on OTSS by the end of the second week and will be approved by an LSS staff person.

**Week 3: Small group tutoring becomes available.**

- Communicate with LSS regarding any issues you may have encountered, such as location issues (double bookings of rooms), no-shows, or any questions you may have.
- Your small group tutoring sessions will go live to your students. Make an announcement in your MSI sessions (not in the class!) that interested students can sign-up at the Academic Resource Center.
- Look at your course syllabus for midterm and final dates and begin to plan for study sessions.

**Week 4-7: Observations and Midterm Reviews**

- Continue encouraging students to sign-up for any sessions that have not filled up. Drop students who are not attending and inform your waitlist of the openings. Inform LSS if a large number of students remain on your waitlist, as additional sessions can be added.
- LSS Professional Staff may contact you for a session observation. The unit does this every quarter to make sure our staff is comfortable in their role and to provide an open space for professional staff to help with any issues that students may have.
- Schedule review sessions as needed
  - Fill out the study session form online (http://goo.gl/forms/LqBbkOLOK7). Please remember we need to receive your request one week before you would like to hold your session.
• Encourage students to fill out their Mid-quarter Evaluation.

**Week 8-9: Plan for Final Exam Study Sessions**

• You can submit your request for a finals study session with the same form used for midterm reviews.
  • Please consider holding multiple review sessions if you have a high level of students interested in participating. Also keep in mind that study sessions cannot be within a 24-hour window of any exam.
  • Submit the LSS Position Interest Form for the following the quarter.

**Week 9-10: Final sessions and wrapping up your position**

• Schedule final exam review study sessions if necessary. Regularly scheduled MSI sessions are not held during finals week.
• Encourage students to fill out their Final Evaluation.
• Please turn in your timesheet before the last day of your appointment letter (usually the last day of finals).
  • *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.

**Things to keep in mind for the rest of the quarter**

• It is your responsibility to communicate and follow sign-up procedures for your sessions. This includes requiring students to sign-up before attending, enforcing the maximum session size, keeping track of attendance, dropping students who stop attending regularly, and informing your waitlist (or class if the waitlist is empty) of openings.
• You can cancel sessions if they immediately follow an exam or if no new material has been covered in class.
• Please contact your supervisor if you begin to have No-Show or sessions with consistently low attendance, as we can reschedule the MSI session for a more popular time or work with you to find another solution.
• You should advertise open MSI sessions in class throughout the quarter. A good time to encourage students to sign-up is right after a midterm. Make sure that you coordinate the MSI announcement with the professor before doing so.
• Learning Assistants are able to schedule extra study sessions for their students before a midterm.

**Small group tutoring sessions:**

• If you have students signed-up through OTSS, you must arrive on time and hold the tutoring session each week.
• It is your responsibility to implement LSS policies regarding student eligibility to receive tutoring.
Class Announcements:
The announcements you make in class are extremely important. They are your main tool for informing your students of your session times and locations as well as the procedure for sign-ups. In a lower division class, it is possible that you will be a student’s first introduction to the MSI program and LSS. Your announcements should be accurate, informative, and encouraging of student participation in the program.

You are strongly recommended to talk with your course instructor before you make an announcement. An important aspect of being an MSI Learning Assistant is maintaining good relationships with the instructor and TA’s of the class, as they more likely to encourage students to attend MSI if they have a positive view of the program. Requesting time to make an announcement before or other class is one way to ensure you remain in good standing with the instructor.

Preparing for your first announcement
You should make your first announcement on the first day of class. This announcement should include the following:

- An introduction of yourself and a brief review of your academic qualifications
- A brief description of MSI. Make sure you stress the collaborative aspects of MSI.
- A brief discussion of the advantages of attending MSI.
- A list of the scheduled MSI sessions (include days, times and locations)
  - You should also write down your MSI sessions on the board

Additionally, it is extremely important to clearly and accurately explain the sign-up system during this first announcement. Students should be made aware that all MSI sessions for your course require sign-ups and have a maximum size of ten students. They should also be informed that they can sign-up for MSI at the Academic Resource Center during the first full week of classes (9/26-9/30) and that they will be dropped from the sign-up list if they fail to attend the first meeting.

A general script for your first announcement is provided below. You do not need to follow this script directly, but it covers the major points you should cover and you are encouraged to use it as a guideline.

MSI Announcement Script:
“Hi, my name is (your name) and I am the Learning Assistant for this class. (Here, you can discuss your major, when you took the class and with what instructor and any other information you think will be helpful for the students to know about you.)

Some of you may not know what MSI or Modified Supplemental Instruction is. MSI is a resource that gives students the opportunity to work in small groups with me as a facilitator. The MSI sessions will focus on assisting you to understand course concepts and develop study strategies and methods for collaborative problem-solving. We will also work on developing your writing and critical thinking skills through reviewing, commenting on, and discussing your work, including homework and papers; and preparing for exams. During MSI sessions, you will be given the opportunity to collaborate with your peers. This will give you an in-depth understanding of the material and allow you to achieve excellence in this class. Since you need to study anyway, attending MSI provides you with regular, guaranteed group study time.

Instructor (Instructor’s Name) supports the program and strongly encourages you to participate in MSI. From data collected by Learning Support Services, students who attend MSI regularly (about four or more sessions in a quarter) tend to have a higher pass rate and also tend to earn one letter grade higher than students who do not attend the MSI sessions.

Because this class consistently has a high-demand for MSI, all sessions will be kept to a maximum of ten students and will require students to sign-up before they are able to attend. Signing-up for a session guarantees you a spot in exchange for a commitment to attend MSI weekly. Students who wish to sign-up can do so at the Academic Resource
Center from 9AM-6PM during the first full week of classes (9/26-9/30). You are strongly encouraged to make this weekly commitment, as we have found that it is students who regularly attend that benefit the most from MSI. This is not just because of the additional study time provided by the program. By attending weekly, you are building relationships with your fellow students and fostering an environment of peer-learning and collaborative effort that will benefit not only yourself, but everyone in your session. If you find that you want to start attending MSI later in the quarter, you are more than welcome to do so, just sign-up with me before doing so. 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 work to open another session. You can also find the full MSI schedule, with updates on sessions that have closed or are full, on the LSS website.

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 working with all of you this quarter!”

Class Announcements During the Quarter:
As a Learning Assistant, it is your responsibility to publicize the program and inform the class of openings in your sessions throughout the quarter. Here are some commonly used strategies to help promote MSI.

- With your instructor’s permission, make short announcements every few weeks encouraging students to attend MSI. You can also 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 30-40 students in the class attending MSI every week!
Selecting Availability for Small Group Tutoring Sessions:
In order to create your tutoring availability, you must submit your times on OTSS. For more detailed instructions, please see the Small Group Tutor portion of the handbook. Please note that this availability is different from your MSI scheduled sessions. Your MSI schedule is for regularly scheduled MSI sessions that hold 12 students. Your small group availability is meant to be an additional resource to MSI. Although you can duplicate MSI times, keep in mind that students who have a schedule conflict with your MSI sessions will be given access to this service. It is important to have at least one time that is different from MSI. If a student signs up for one of your available times, you must hold the session.

### Difference Between MSI and Small Group Tutoring:

<table>
<thead>
<tr>
<th>Size:</th>
<th>MSI</th>
<th>Small Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Up to 12 students</td>
<td>Up to 4 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>MSI</th>
<th>Small Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending class</td>
<td></td>
<td>No additional prep time is paid since you are already paid to attend class</td>
</tr>
<tr>
<td>Preparing blue sheet (15 minutes)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No Show policy:</th>
<th>MSI</th>
<th>Small Group Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid for all sessions that you do not cancel</td>
<td></td>
<td>Paid if no students shows up for a session that was scheduled 24-hours in advance</td>
</tr>
</tbody>
</table>

### Sessions Times:
Like MSI sessions, small group tutoring sessions have to happen within the class blocks schedule. Sessions cannot start before or end after the time periods listed below. Availability proposed outside of these class blocks will not be approved.

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

### Posting Small Group Tutoring Sessions:
Small Group Tutoring sessions are posted on the Online Tutor Sign-Up System (OTSS), and students must sign up for these sessions before they can attend.

**IMPORTANT NOTE:** There is a different OTSS access point to post small group tutoring sessions than the one that shows you your MSI schedule.
- MSI access point: [https://eop.sa.ucsc.edu/MSI/LA/](https://eop.sa.ucsc.edu/MSI/LA/)
- Small Group Tutor access point: [https://eop.sa.ucsc.edu/OTSS/tutors/](https://eop.sa.ucsc.edu/OTSS/tutors/)
  *If you cannot sign-in to the tutor side of the system, please email your supervisor and they can give you access to the system*

For detailed instructions, see page 24 of the LSS manual.
Resources Available to Learning Assistants:

1. **Books**: please check with the department and instructor first to see if they have an extra copy of the book. Many of the departments and instructors will lend you a book if they have extra copies. LSS is not given any special price or discount for course books and this can become a huge expense for the unit. If the department or instructor does not have any extra copies of the book, please let LSS know right away and LSS will purchase the books and loan them to you for the quarter.
   - Anna Barringer will coordinate the purchase. You can e-mail her directly at annabarr@ucsc.edu.

2. **Requesting Copies for your MSI Sessions**: LSS has implemented a limit on how many copies can be made. All Learning Assistants can have up to 15 copies of a one page sheet (can be double sided) per session. If your copies are 2 or more pages, you will only be allowed 10 copies per 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. **Past Learning Assistant’s Preparation material**: LSS has kept review sheets and session plans from former Learning Assistants. You can come by and look at the folders and may find something that is helpful.

4. **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.

5. **Accessing/Printing Online Resources for your Class**
   - You can come by the LSS office at the ARC center 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.

**One of my Students needs extra help**: Students who need extra help can sign up for your tutoring sessions posted on OTSS through LSS. They are also allowed to attend multiple drop-in MSI sessions during the week. Students who sign up for your tutoring sessions must also be attending MSI weekly. There is an approval system for students to access tutoring sessions. Any student interested in signing up must come into the LSS office and speak with a front desk staff. The Online Tutor Sign-Up System (OTSS) will not let students sign up for tutoring sessions for MSI supported classes without a system override. You should also encourage students to attend professor Office Hours, and TA Office Hours, these are designed to be attended on a drop-in basis. Consider other issues such how is the student studying. You may recommend them to get assistance with time management (academic advisors) or test anxiety (Counseling and Psych services), as needed. If the student discloses that they have a disability that enables them to get tutoring, please have them contact our office and we can assist with those arrangements.

**One of the students in the class cannot make any of the MSI sessions**: Send the student to the LSS office and we will ask them to show their schedule verify that the student cannot make any MSI session then we will give the student access to sign-up for small group tutoring.

**Website Information for MSI Learning Assistants**
• The MSI LA Log-in site is https://eop-apps.ucsc.edu/MSI/LA/ This is where you can see the MSI schedule. Once you have notification that your schedule is ready you will need to log in to check the session days and times. This is where you can also post a short bio.

• The general MSI website is http://lss.ucsc.edu/programs/modified-supplemental-instruction/index.html Here you will find a link to the MSI schedule (once posted). This is a good website to advertise to the students.

• The site to post your small group tutoring sessions and see your small group tutoring availability is https://eop.sa.ucsc.edu/OTSS/tutors/

• General info training dates, timesheet deadlines: http://lss.ucsc.edu/employee-resources/index.html

• No show Policy:
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. Marina Maze, MSI/Tutor Coordinator, 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.
Time Sheet 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.
  - 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.
  - 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 $14.73 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
      - 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 $19.82 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 (Math only)</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>“Professor Office Hour” (Prep Time)</td>
</tr>
<tr>
<td>Course lecture attendance</td>
<td>“Course lecture” (Prep Time)</td>
</tr>
<tr>
<td>Announcement</td>
<td>“Announcement” (Prep Time)</td>
</tr>
<tr>
<td>Logistics; e-mails, timesheet</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>Name on Summary Sheet (Type of Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring sessions</td>
<td>“Drop-in” (Individual Tutoring)</td>
</tr>
<tr>
<td>Preparation Time (Math only)</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>Logistics; e-mails, timesheet</td>
<td>“Logistic, emails, timesheet submission” (Weekly Logistics)</td>
</tr>
</tbody>
</table>

*Weekly Writing Tutors (OTSS and STARS) Summary Sheets (White):* 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)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name on Summary Sheet (Type of Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring sessions</td>
<td>“Tutoring” (Individual Tutoring)</td>
</tr>
<tr>
<td>No-show session</td>
<td>“No-show” (No Show Session)</td>
</tr>
<tr>
<td>LSS/ASE/Professor Meetings</td>
<td>“Training Meeting” or “Logistics Meeting” (Training/Mtg Time)</td>
</tr>
<tr>
<td>Logistics; e-mails, timesheet</td>
<td>“Logistic, emails, timesheet submission” (Weekly Logistics)</td>
</tr>
</tbody>
</table>
**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)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name on Summary Sheet (Type of Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI sessions</td>
<td>Either “Group Session” or “Individual Session”</td>
</tr>
<tr>
<td>Small Group Tutoring</td>
<td>Either “Group Session” or “Individual Session”</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>Course lecture attendance</td>
<td>“Lecture” (Lecture)</td>
</tr>
<tr>
<td>Logistics; e-mails, timesheet</td>
<td>“Logistic, emails, timesheet submission” (Weekly Logistics)</td>
</tr>
</tbody>
</table>

**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)*

<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 Session” or “Individual Session”</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>Logistics; e-mails, timesheet</td>
<td>“Logistic, emails, timesheet submission” (Weekly Logistic</td>
</tr>
</tbody>
</table>

**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.

**Paycheck:** 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.
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.

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
Slug Support: http://deanofstudents.ucsc.edu/slug-support/program/index.html
Counseling and Psychological Services (CAPS): http://caps.ucsc.edu/index.html
Educational Opportunity Programs (EOP):http://eop.ucsc.edu/
Service for Transfer and Re-entry Students STARS: http://stars.ucsc.edu/  (Also find information for the Vets program and Smith Rennissance Society)
SoMecha: http://someca.ucsc.edu/index.html
Resource Centers: http://resourcecenters.ucsc.edu/  (Six centers under this umbrella)
Title IX: http://hdpiu.ucsc.edu/
Student Health Outreach and Promotion (SHOP): http://shop.ucsc.edu/
Campus Advocacy Resource and Education (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
Academic Excellence Program (ACE) Program: 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/
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) andPercolation (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
Time Sheet
Example Packets
Weekly Small Group 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>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

<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>.75</td>
<td>.50</td>
<td>2</td>
<td>.50</td>
<td></td>
<td></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>0</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></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>0</td>
<td>.25</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!
My Time Entry: SMITH, MARIA, 123456789, LSSTUT-GROUP 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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Total</td>
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<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>1</td>
<td>1.0</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</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 times-sheet!
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>0.5</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></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></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></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></td>
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<tr>
<td>10/4</td>
<td>No Show</td>
<td>LIT 1</td>
<td></td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>10/7</td>
<td>Group Tutoring</td>
<td>POLI 20</td>
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<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10/9</td>
<td>Logistics: emails &amp; Turning in Timesheets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only:

Total hours paid at the Individual Rate on CruzPay: 5
Total hours paid at the Group Rate on CruzPay: 2

LSS Employee Handbook 62
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  Name  Initials
1. 1234567  Maria Porter  MP
2. 
3. 
4. 
5. 

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  Name  Initials
1. 5678910  Sarah de Leon  SdL
2. 3456789  Carlos Obenheimer  CO
3. 4567891  Karina Kresge  KK
4. 
5. 

LSS Employee Handbook 63
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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Leader: ___________________________  Date: __________________
Time-in: _______  Time-out: _______
Class:          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>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></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.

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### Weekly Writing Tutor/ 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>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>1.5</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>0</td>
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<td>Total</td>
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<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>.25</td>
<td>2</td>
<td>0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>.25</td>
<td>0</td>
<td>3.25</td>
<td></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>Tutor’s Name</th>
<th>JD LUTZ</th>
<th>Pay Period</th>
<th>09/14 - 09/27 2015</th>
</tr>
</thead>
</table>

<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></td>
<td>.25</td>
<td></td>
<td>.5</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></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>1</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>1</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></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## OTSS Writing 2/WAD 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.

<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>0123456</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**
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## Timesheet

**Sunday, September 14th, to Saturday, September 27, 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>
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<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><strong>Total</strong></td>
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<td>1.5</td>
<td>0</td>
<td>0</td>
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<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>1</td>
<td>.25</td>
<td>0</td>
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<td>1</td>
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<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

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Sun 09/14</th>
<th>Mon 09/15</th>
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<th>Wed 09/17</th>
<th>Thu 09/18</th>
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<tr>
<td>Regular Hours</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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<table>
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<th>Pay Code</th>
<th>Sun 09/21</th>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printed on: 09/27/15

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### 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>1.75</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Writing Tutoring-STARs</td>
<td>FILM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
</tr>
<tr>
<td>9/19</td>
<td>Logistics: Turn-in</td>
<td>N/A</td>
<td></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>timesheets, emails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>No Show-STARs</td>
<td>SOCY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9/24</td>
<td>Writing Tutoring-STARs</td>
<td>THEA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9/26</td>
<td>Logistics: Turn in</td>
<td>N/A</td>
<td></td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Timesheets, emails</td>
<td></td>
<td></td>
<td></td>
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</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
**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>
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<th>No Show Hrs.</th>
</tr>
</thead>
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<td>0123456</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>
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<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_____

Pay Period: Sept. 14/ Sept. 27 2015
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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>
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</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td>1.5</td>
<td>0</td>
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<td>0</td>
<td>.5</td>
<td>.25</td>
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<tr>
<td>Total</td>
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<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>
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<th>Thu 09/25</th>
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<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>1</td>
<td>.25</td>
<td>0</td>
<td>2.0</td>
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<tr>
<td>Total</td>
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<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

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</th>
<th>Weekly Logistics</th>
<th>Prep Time</th>
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<th>Other</th>
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</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</td>
<td>FILM 80H</td>
<td></td>
<td></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></td>
<td></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></td>
<td></td>
<td></td>
<td></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></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></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 Non Contact Hours:**
- **Total hours paid at the Group Rate on CruzPay:** 0
One Time 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.

<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>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.
## 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

---

**Employee Signature**  
**Supervisor Signature**  
**Date**  
**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></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>
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<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>
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<tbody>
<tr>
<td>Regular Hours</td>
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<td><strong>Total</strong></td>
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<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

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>
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<td>0</td>
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<tr>
<td>Total</td>
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<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>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
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<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  
**Pay Period:** 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 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>.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Office Use Only:**  
**Total Non Contact Hours:**  
**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>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9876543</td>
<td>Sawyer Ford</td>
<td>Psych 100</td>
<td>3pm</td>
<td>3:30</td>
<td>.5</td>
</tr>
<tr>
<td>2. 8765432</td>
<td>Kate Austen</td>
<td>Scholarship essay</td>
<td>3:30</td>
<td>4:00</td>
<td>.5</td>
</tr>
<tr>
<td>3. 7654321</td>
<td>Jack Shephard</td>
<td>ANTH 128H</td>
<td>4:00</td>
<td>4:30</td>
<td>.5</td>
</tr>
<tr>
<td>4. 6543210</td>
<td>Charlie Pace</td>
<td>FMST 145</td>
<td>4:30</td>
<td>5:00</td>
<td>.5</td>
</tr>
<tr>
<td>5. 5432109</td>
<td>John Locke</td>
<td>Poli 70</td>
<td>5:00</td>
<td>5:30</td>
<td>.5</td>
</tr>
<tr>
<td>6. 4321098</td>
<td>Sayid Jarrah</td>
<td>Psych of Religion</td>
<td>5:30</td>
<td>6:00</td>
<td>.5</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.
**LSS Drop-In writing**

Tutor’s Name: **Mahima Jones**  
Date: **10/09/14**  
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>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2761592</td>
<td>Desmond Hume</td>
<td>Socy 196B</td>
<td>3pm</td>
<td>3:30</td>
<td>.5</td>
</tr>
<tr>
<td>2. 8765432</td>
<td>Hugo Reyes</td>
<td>Personal Statement</td>
<td>3:30</td>
<td>4:00</td>
<td>.5</td>
</tr>
<tr>
<td>3. 7654321</td>
<td>Ben Linus</td>
<td>POLi 120B</td>
<td>4:30</td>
<td>5:00</td>
<td>.5</td>
</tr>
<tr>
<td>4. 8765432</td>
<td>Jin-Soo Kwon</td>
<td>Scholarship essay</td>
<td>5:00</td>
<td>5:30</td>
<td>.5</td>
</tr>
<tr>
<td>5. 7654321</td>
<td>Danielle Rousseau</td>
<td>PSYC 10</td>
<td>5:30</td>
<td>6:00</td>
<td>.5</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7.</td>
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</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Time Entry: CONTENTO, ROBERTO, 123456789, LSSTUT-IND. N/S & Prep 10*2015-10-09, Learning Support Services

Employee Signature  Date  Supervisor Signature  Date

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>
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<td>0</td>
<td>4</td>
<td>1</td>
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<td>Total</td>
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<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>4</td>
<td>1</td>
<td>.25</td>
<td>5.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<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>

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>
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<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>
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<td>0</td>
<td>0</td>
<td>0</td>
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<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**  Roberto Contento

**Pay Period**  10/13 - 10/26

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Course</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>4</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>
</tr>
<tr>
<td>10/07</td>
<td>Drop-In Math</td>
<td>Drop-in Math</td>
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<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10/09</td>
<td>Prep Time</td>
<td>Drop-in Math</td>
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</tr>
<tr>
<td>10/10</td>
<td>Logistics: Turn in Timesheets</td>
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<td></td>
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</tr>
</tbody>
</table>

**For Office Use Only:**

Total Non Contact Hours:  

Total hours paid at the Individual Rate on CruzPay: 10.25

Total hours paid at the Group Rate on CruzPay: 2
LSS Drop-In ____________

Tutor's Name: Roberto Contento  Date: 10/02/14  Drop-in Start: 4:00 pm  Drop-in Stop: 8:00 pm

Total Drop-in Time: 4 hrs

<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>11. 9876543</td>
<td>Jameson Bradley</td>
<td>Math 11B</td>
<td>4:02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. 8765432</td>
<td>Luna Del Rey</td>
<td>Math 128A</td>
<td>4:16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. 7654321</td>
<td>Jedidiah Braun</td>
<td>Math 3</td>
<td>4:36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. 6543210</td>
<td>Brisa Wilson</td>
<td>Math 3</td>
<td>5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. 5432109</td>
<td>Johnathan Wu</td>
<td>Math 2</td>
<td>5:13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. 4321098</td>
<td>Erika Yang</td>
<td>Math 22</td>
<td>5:48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
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<td></td>
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<tr>
<td>19.</td>
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<tr>
<td>20.</td>
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</tbody>
</table>

LSS Employee Handbook 87
<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>11.</td>
<td>9876543</td>
<td>Meredith Grey</td>
<td>Math 11A</td>
<td>4:05</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>8765432</td>
<td>Christina Yang</td>
<td>Math 22</td>
<td>4:16</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>7654321</td>
<td>Derek Shepherd</td>
<td>Math 11B</td>
<td>4:18</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>6543210</td>
<td>Izzie Stevens</td>
<td>Math 19A</td>
<td>4:20</td>
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<td>15.</td>
<td>5432109</td>
<td>Callie Torres</td>
<td>Math 2</td>
<td>4:40</td>
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<tr>
<td>16.</td>
<td>4321098</td>
<td>Mark Sloan</td>
<td>Math 22</td>
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<tr>
<td>17.</td>
<td>9876543</td>
<td>George O’Malley</td>
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<tr>
<td>18.</td>
<td>8765432</td>
<td>Julio Plantain</td>
<td>AMS 11A</td>
<td>5:32</td>
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<tr>
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</table>
## MSI Learning Assistant Sample Time Sheet


<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 10th, 2015

#### 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>
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<tbody>
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**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

<table>
<thead>
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<th>Sun 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
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<th>Thu 10/08</th>
<th>Fri 10/09</th>
<th>Sat 10/10</th>
<th>Total</th>
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</table>

| Total | 0 | 0 | 0 | 0 | 0 | 0.25 | 0 | 0.25 |

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

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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>
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<th>Mon 09/28</th>
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<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>
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### Sunday, September 27th, 2015 to Saturday, October 10th, 2015

#### Timesheet

<table>
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</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!
## MSI Summary Sheet

**Learning Assistant’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>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>9/28</td>
<td>Lecture</td>
<td>Bio 20A</td>
<td>1.25 BB</td>
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<tr>
<td>9/30</td>
<td>MSI Session Sign-Up Only</td>
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<td>Lecture</td>
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<td>Weekly planning guide</td>
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<td>Meeting with Prof.</td>
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**For Office Use Only:**

<table>
<thead>
<tr>
<th>Total Non Contact Hours:</th>
<th>Total hours paid at the Individual Rate on CruzPay: 6.25</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total hours paid at the Group Rate on CruzPay: 2.75</td>
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</table>
Circle Session Type: 
[Regular]    [Sign-Up]

Leader: Josefina Schosefina   Date: 9/30/2015

Time in: 3:00   Time out: 4:00

Class: BIOL 20A - _____   Total time of session: 1

(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. 0123456</td>
<td>Brian Jones</td>
<td>BJ</td>
</tr>
<tr>
<td>2. 0012345</td>
<td>Patty Powers</td>
<td>PP</td>
</tr>
<tr>
<td>3. 0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
<tr>
<td>4.</td>
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<td>15.</td>
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</table>
Circle Session Type: Regular

Leader: Josefina Schosefina

Date: 10/2/15

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

Class: Biol 20A

Total time of session: 1

(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>0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
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</tr>
</tbody>
</table>
Circle Session Type: **Regular**  
**Sign-Up**

**Leader:** Josefina Schoenefina  
**Date:** 10/18/2014  
**Time in:** 5:00  
**Time out:** 6:30

**Class:** Biol 20A  
**Total time of session:** 1

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

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Please Print Clearly

<table>
<thead>
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<th>Name</th>
<th>Initials</th>
</tr>
</thead>
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<tr>
<td>1. 01 23456</td>
<td>Brian Jones</td>
<td>BJ</td>
</tr>
<tr>
<td>2. 0012345</td>
<td>Patty Powers</td>
<td>PP</td>
</tr>
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<td>3. 0001234</td>
<td>Matt Kyle</td>
<td>MK</td>
</tr>
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<td>4. 0000123</td>
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<td>P KS</td>
</tr>
<tr>
<td>5. 0000012</td>
<td>Quinn Olstead</td>
<td>QO</td>
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<tr>
<td>6. 0000001</td>
<td>Bryce Guzman</td>
<td>BG</td>
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<td>7. 0000002</td>
<td>Logan Apollo</td>
<td>LA</td>
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<td>8. 0000003</td>
<td>Rachel Ceglinsky</td>
<td>RC</td>
</tr>
<tr>
<td>9. 0000004</td>
<td>Ceaser Ortiz</td>
<td>CO</td>
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<td>14.</td>
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</table>
### 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>Non-Contact Hours</th>
<th>Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly Logistics</td>
<td>Ind. Tutoring</td>
</tr>
<tr>
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<td>Prep Time</td>
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<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>10/2</td>
<td>Tutoring Session</td>
<td>BIO 20A</td>
<td></td>
<td></td>
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</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: 

_LSS Employee Handbook_ 95
Leader: Josephina Schmosefina  Date 10/2/15
Time-in: 2:00  Time-out: 3:00  Circle only one of the following time
Class: BIO 20A  0.5 hr  0.75 hr  1.0 hr

Description of what was covered

Cellular Structures and Osmosis

Please Print Clearly
Student ID Number  Name  Initials
6. 0001234  Matt Kyle  MK
7. 0000004  Caeser Ortiz  CO
8. 
9. 
10. 

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
6. 
7. 
8. 
9. 
10. 

LSS Employee Handbook 96
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 the get them all answered
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>Pay Code</th>
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<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>
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</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 10/04</th>
<th>Mon 10/05</th>
<th>Tue 10/06</th>
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<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>
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**Sunday, October 4th, 2015 to Saturday, October 10th, 2015**

<table>
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<tr>
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<th>Mon 10/05</th>
<th>Tue 10/06</th>
<th>Wed 10/07</th>
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<tbody>
<tr>
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</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></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>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Hours</td>
<td></td>
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<table>
<thead>
<tr>
<th></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>
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</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

**MSI Summary 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>
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<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></td>
<td></td>
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</tr>
<tr>
<td>10/6</td>
<td>Logistics Duties-Emails</td>
<td>SPHS 5</td>
<td></td>
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<td></td>
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<td>10/6</td>
<td>Individual session</td>
<td>SPHS 5</td>
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<td>SPHS 5</td>
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<tr>
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<td>SPHS 5</td>
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<tr>
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<td>Meeting with the Instructor</td>
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</tr>
<tr>
<td>10/10</td>
<td>Group Tutoring</td>
<td>SPHS 5</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10/10</td>
<td>Group Tutoring</td>
<td>SPHS 5</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>10/10</td>
<td>Turn in Timesheet</td>
<td>SPHS 5</td>
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<td></td>
<td>0.25</td>
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<td></td>
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</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**

---

*LSS Employee Handbook*  
101
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  Name  Initials  
6. 1234567  María Gonzalez  MG  
7.  
8.  
9.  
10.  

Leader: Maria Smith  
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  Name  Initials  
1. 6789101  John Doe  JD  
2. 7891011  Estrella Hagar  EH  
3. 8910111  Juan Oakes  JO  
4. 9101112  Theresa Crown  TC  

LSS Employee Handbook
Leader: **Maria Smith**  
Date: **October 8\(^{th}\), 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*  

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 1234567</td>
<td>María Gonzalez</td>
<td>MG</td>
</tr>
<tr>
<td>12 2345678</td>
<td>Linda Schmitdt</td>
<td>LS</td>
</tr>
<tr>
<td>13 3456789</td>
<td>Carlos Ortega</td>
<td>CO</td>
</tr>
<tr>
<td>14 4567891</td>
<td>Karina Brady</td>
<td>KB</td>
</tr>
<tr>
<td>15 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*  

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. 1234567</td>
<td>María Gonzalez</td>
<td>MG</td>
</tr>
<tr>
<td>7. 2345678</td>
<td>Linda Schmitdt</td>
<td>LS</td>
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<tr>
<td>8. 3456789</td>
<td>Carlos Ortega</td>
<td>CO</td>
</tr>
<tr>
<td>9. 4567891</td>
<td>Karina Brady</td>
<td>KB</td>
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</tbody>
</table>
Leader: Maria Smith   Date: October 10, 2014
Time-in: 11:00   Time-out: 12:00
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

Please Print Clearly

<table>
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</tr>
</thead>
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<tr>
<td>9101112</td>
<td>Theresa Crown</td>
<td>TC</td>
</tr>
<tr>
<td>6789101</td>
<td>John Doe</td>
<td>JD</td>
</tr>
<tr>
<td>7891011</td>
<td>Estrella Hagar</td>
<td>EH</td>
</tr>
<tr>
<td>8910111</td>
<td>Juan Oakes</td>
<td>JO</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>
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<tbody>
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<tr>
<td>10.</td>
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</tbody>
</table>
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 2016 quarter. My current position does not guarantee future employment with Learning Support Services.

______ I understand that I will be paid at the group rate of $19.82 and will increase to $20.62 October 8th for:

- 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 $14.73 and will increase to $15.32 on October 8th 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 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.
The required meeting times are:
Class Time: Wednesdays 5:20—6:55pm or 7:10—8:45pm

I understand that this is separate for 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.

Winter Quarter CruzPay/timesheet packet due dates: September 23rd, October 7th, October 21st, November 4th, November 18th, December 2nd, and December 9th

Supervisor/Tutor Meetings/LSS Required Training:

______ Logistics Meeting for New Tutors: Wednesday, September 21st at the ARCenter.

______ ASE Meetings for new tutors: October 1st, 2016 at 12:00PM

______ LSS Required Training for ALL Employees: October 1st, 2016.

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

______ 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 OTSS, 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 4 students. I understand that based on student demand I may be given the option to open more sessions or expand my session size to 5 students. 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 OTSS.

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 the Online Tutor Sign-up System (OTSS).

I will only tutor during hours posted on my OTSS account unless authorized by LSS staff.

I understand 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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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 Weekly 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 Fall 2016 quarter. 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 $14.73 and will increase to $15.32 on October 8th 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

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. Or I have taken and passed Writing 159 or Writing 169 and am exempt from taking the THEORY AND PRACTICE OF PEER GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS class.

I understand that this is separate for 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.

Fall Quarter CruzPay/timesheet packet due dates: September 23, October 7, October 21, November 4, November 18, December 2, December 16.

Supervisor/Tutor Meetings/LSS Required Training:

Logistics Meeting for all Writing Tutors: Wednesday, September 21 at 3:00-4:00pm or 4:30-5:30pm in ARC 203

ASE Meetings for new tutors: October 1st, 12:00PM

LSS Required Training for ALL Employees: October 1st, 9:00AM-12:00PM

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

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 by posting three to five writing tutor sessions to OTSS, an LSS staff person will direct me to the type of writing sessions to post. I understand that all writing sessions will be individual. Sessions will have 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.

I will schedule one hour of availability for One Time Writing appointments each week. I will post my weekly availability by Thursday for the next week. I understand that all writing sessions will be individual. Sessions will have 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.
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 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 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 OTSS.

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 the Online Tutor Sign-up System (OTSS).

I will only tutor during hours posted on my OTSS account unless authorized by LSS staff.

**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.

**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.

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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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.

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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 STARS WRITE Mentor 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 2016 quarter. My current position does not guarantee future employment with Learning Support Services.

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

I understand that I will be paid at the individual rate of $14.73 and will increase to $15.32 on October 8th for:

- All individual tutoring sessions: as defined by having a session with one student and no shows.
- Supervisor/STARS/ASE Meetings (Required LSS Training)
- Logistical Duties: 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. Or I have taken and passed Writing 159 or Writing 169 and am exempt from taking the THEORY AND PRACTICE OF PEER GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS class.

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’s 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.

Fall Quarter CruzPay/timesheet packet due dates: September 23, October 7, October 21, November 4, November 18, December 2, December 16

Supervisor/Tutor Meetings/LSS Required Training:

Logistics Meeting for all Writing Tutors: Wednesday, September 21 at 3:00-4:00pm or 4:30-5:30pm in ARC 203.

ASE Meetings for new tutors: October 1st, 12:00PM

LSS Required Training for ALL Employees: October 1st 9:00AM-12:00PM

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

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 provide the STARS WRITE mentor coordinator an email with my availability for tutoring during the first week of the quarter. The STARS WRITE mentor coordinator will use my availability to place students into my sessions and I will coordinate to meet with my students on a weekly basis. These sessions will be individual, 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.

I will schedule one hour of availability for One Time Writing appointments each week. I will post my weekly availability by Thursday for the next week. I understand that all writing sessions will be individual. Sessions will have 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.

I will arrive at all tutoring appointments on time and prepared. In my sessions, 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 edit or compose writing for my 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 and my students.

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

LSS Employee Handbook
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 hold tutoring sessions only in semi-academic public spaces on campus. I will meet my students each week in the same location.

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

I understand that I must 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.

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.

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.

LSS e-mails: I will read all emails sent by Learning Support Services in their entirety and reply to all emails and messages sent to me by the Learning Support Services 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 such as 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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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, 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 shredded.

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 Writing 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 2016 quarter. My current position does not guarantee future employment 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 $14.73 and will increase to $15.32 on October 8th for:
- All scheduled tutoring time: as defined by an agreed-upon drop-in schedule approved by LSS staff.
- Supervisor/ASE Meetings (Required LSS Training)
- Logistical Matters: 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. Or I have taken and passed Writing 159 or Writing 169 and am exempt from taking the THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS class.

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.

Fall Quarter CruzPay/timesheet packet due dates: September 23, October 7, October 21, November 4, November 18, December 2, December 16

Supervisor/Tutor Meetings/LSS Required Training:

Logistics Meeting for all Writing Tutors: Wednesday, September 21, 3:00-4:00pm or 4:30-5:30pm in ARC 203.

ASE Meetings for new tutors: October 1st, 12:00PM

LSS Required Training for ALL Employees: October 1st, 9:00AM-12:00PM

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

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 writing coordinator by the first week of classes. The drop-in writing 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 writing is available Mondays- Thursday from 3pm-6pm.

I will schedule one hour of availability for One Time Writing appointments each week. I will post my weekly availability by Thursday for the next week. I understand that all writing sessions will be individual. Sessions will have 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.

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 facilitate interactive approaches to writing tutoring, and engage students in such skills as critical thinking, problem solving, and effective writing strategies. I will not edit or compose writing for my 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 or illness, I will e-mail lss@ucsc.edu as soon as possible.
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 one of the assigned locations: ARCenter 116, STARS Office or as directed by LSS.

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

I understand that no session should go over 30 minutes, unless there is no other student waiting for services, in which case I can continue to help my current student.

I understand that I will work with the LSS staff to schedule a minimum of 2 additional hours of drop-in tutoring just before and/or during finals week.

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

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.

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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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 schedule, 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 shredded.

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 Fall 2016 quarter. My current position does not guarantee future employment 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 $14.73 and will increase to $15.32 on October 8th for:

- All scheduled tutoring time: as defined as an agreed-upon drop-in schedule approved by LSS staff
- Preparation: up to one (1) hour a week of preparation.
- Supervisor/Tutor Meetings
- Required LSS Training
- Logistical Duties: 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.
The required meeting times are:

Class Time: Wednesdays 5:20—6:55pm or 7:10—8:45pm

I understand that this is separate for 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.

Fall Quarter CruzPay/timesheet packet due dates: September 23, October 7, October 21, November 4, November 18, December 2, December 16

Supervisor/Tutor Meetings/LSS Required Training:

- Logistics meeting with MSI/Tutor Coordinator: N/A. I will come into the LSS office the first week of the quarter to sign my work policies and pick-up my employee folder.
- ASE Meetings for new tutors: October 1st at 12:00PM
- LSS Required Training for ALL Employees: October 1st, 9:00AM-12:00PM
- Employees NOT enrolled in THEORY AND PRACTICE OF PEER-GUIDED LEARNING FOR TUTORS AND LEARNING ASSISTANTS; LSS Required Training
- 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 4-8pm. 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 1279 McHenry.

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 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*

**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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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 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.

____________________________________  ___________________________________________  __________________  
(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 Fall 2016 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 $19.82 and will increase to $20.62 on October 8th 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 $14.73 and will increase to $15.32 on October 8th 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
  - 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.

The required meeting times are: Class Time: Wednesdays 5:20pm – 6:55pm, or 7:10-8:45PM

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.

Winter Quarter CruzPay/timesheet packet due dates: September 23rd, October 7th, October 21st, November 4th, November 18th, December 2nd, December 16th

Supervisor/Tutor Meetings/LSS Required Training:

Logistics Meeting for All MSI Learning Assistants: September 21st

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

ASE Meetings for new tutors: October 1st, 12:00PM

LSS Required Training for ALL Employees: October 1st, 9am-12pm

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

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 sessions and one to three, 1 hour Tutoring sessions. In total, I am expected to be available for 6 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 and Tutor sessions on time and prepared. I will create an interactive environment that does not exceed 12 students per MSI session and 4 students per Tutoring session. 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 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. There is a required meeting with my supervisor if I want to schedule an extra review session.

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 professor 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 professor directly.

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.

Individual and Group MSI Sessions:

If I am a co-leader or need a co-leader for any MSI or study session, I will read and follow the guidelines provided in the LSS Handbook.

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.

Individual and Group Tutoring Sessions:

That students are only given access to these sessions if they attend MSI weekly and are signed into this sessions and attend it weekly as well. I cannot allow students to use it as a drop-in session. Students who have schedule conflicts with MSI or accommodation needs may be given an exemption for mandatory MSI attendance. It is my responsibility to confirm MSI attendance or exemptions for all students using tutoring sessions.

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

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 the Online Tutor Sign-up System (OTSS).
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 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.

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 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 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 or emergency coverage of MSI sessions. Learning Assistants may also contact me to help cover sessions or serve as a co-leader. 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)