Tutor Handbook
for
Gateway & Drop-In Tutoring Programs
Santa Barbara City College
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Campus Resources
Encouraging Students to Seek Help

SBCC offers many forms of free student support services. Because many factors, both in and outside of the classroom, affect a student’s academic success, tutors can support students meet their academic goals by sharing information about valuable campus resources. If a student is unsure which services might be most helpful, see an academic counselor in the Academic Skills area of the Student Services building.

### ACADEMIC ASSISTANCE

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Resource Center</td>
<td></td>
<td>M-THz 9:00 a.m.- 4:00 p.m. F 9:00 a.m.- 1:00 p.m.</td>
</tr>
<tr>
<td>Writing Center</td>
<td></td>
<td>M-THz 8:00- 4:00 p.m. F 8:00- 1:00 p.m.</td>
</tr>
<tr>
<td>Tutorial Commons</td>
<td></td>
<td>M-THz 8:00- 4:00 p.m. F 8:00- 1:00 p.m.</td>
</tr>
<tr>
<td>Computer Commons</td>
<td></td>
<td>M-THz 8:00- 4:00 p.m. F 8:00- 1:00 p.m.</td>
</tr>
<tr>
<td>Eli Luria Library</td>
<td></td>
<td>M-THz 7:30 a.m. -11:00 p.m. F 7:30 a.m.-4:30 p.m. Sat. 12:00 p.m.-5:00 p.m. Sun 11:00 a.m. – 11:00 p.m.</td>
</tr>
<tr>
<td>Math Lab- IDC 102</td>
<td></td>
<td>M-THz 9:00-5:00 p.m. F 9:00-2:00 p.m.</td>
</tr>
<tr>
<td>Gateway to Success Program- ECC 4</td>
<td></td>
<td>M-THz 9:00 a.m. – 3:00 p.m.</td>
</tr>
<tr>
<td>FINANCIAL ASSISTANCE</td>
<td></td>
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<tr>
<td>EOPS- SS 240</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Financial Aid - SS 210</td>
<td></td>
<td>M and THz 8:00-4:15 p.m. T and W 8:00-6:00 p.m. F 8:00- a.m.- 1:00 p.m.</td>
</tr>
<tr>
<td>REGISTRATION, TRANSCRIPTS, AND PETITIONS</td>
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<tr>
<td>Admissions &amp; Records - SS 110</td>
<td></td>
<td>M and THz 8:00-4:00 p.m. T and W 8:00-6:00 p.m. F 8:00- a.m.- 1:00 p.m.</td>
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</tbody>
</table>
### PERSONAL HEALTH AND COUNSELING

**Health Services/Wellness - SS 170**  
Health information, first aid, over the counter medicines, Project HOPE/peer health education, insurance information; x2298  
[www.sbcc.edu/healthservices](http://www.sbcc.edu/healthservices)  
- Medical Clinic: Diagnosis and treatment for acute medical issues, limited prescription medication at cost, limited low cost lab testing.  
- Men’s and Women’s Clinic: Pap smear, birth control, breast exams, HIV, STD testing and treatment, pelvic exams.  
- Personal Counseling is available to assist with stress management or other personal concerns.  
  
<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
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<tbody>
<tr>
<td>M</td>
<td>8:00-4:00 p.m.</td>
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<td>W</td>
<td>8:00-6:00 p.m.</td>
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<tr>
<td>THz</td>
<td>8:00-4:00 p.m.</td>
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<tr>
<td>F</td>
<td>8:00--1:00 p.m.</td>
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</table>

### ACADEMIC COUNSELING & ADVISING/ASSESSMENT/DISABLED STUDENT PROGRAMS & SERVICES

**Academic Counseling - SS 120**  
Educational and career goal planning, student success strategies, degree applications; x2285 [www.sbcc.edu/counselingcenter](http://www.sbcc.edu/counselingcenter)  
  
<table>
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<tr>
<th>Days</th>
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<td>T and W</td>
<td>8:00-6:00 p.m.</td>
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<tr>
<td>F</td>
<td>8:00- a.m.- 1:00 p.m.</td>
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**Disabled Student Programs & Services (DSPS)- SS160**  
x2364; [www.sbcc.edu/dsps](http://www.sbcc.edu/dsps)  
  
<table>
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<th>Days</th>
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<tbody>
<tr>
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<td>8:00-4:15 p.m.</td>
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<td>F</td>
<td>8:00-1:00 p.m.</td>
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</tbody>
</table>

**Transfer Center - SS 140**  
Articulation/transfer to four-year institutions-universities, transfer workshops, opportunities and connections; x2547  
[www.sbcc.edu/transfercenter](http://www.sbcc.edu/transfercenter)  
  
<table>
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<tr>
<th>Days</th>
<th>Hours</th>
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<td>8:30-4:30 p.m.</td>
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<td>W</td>
<td>8:30-6:00 p.m.</td>
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<tr>
<td>THz</td>
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<tr>
<td>F</td>
<td>8:30-1:00 p.m.</td>
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**Assessment - SS 251**  
Math, writing, reading, placement exams. x2349  
[www.sbcc.edu/assessment](http://www.sbcc.edu/assessment)  
  
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<th>Days</th>
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<tr>
<td>THz</td>
<td>8:30-4:30 p.m.</td>
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<tr>
<td>F</td>
<td>8:30-1:00 p.m.</td>
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**Athletic Counseling - PE 212**  
Educational and career goal planning, student success strategies, degree applications.  
TBD

### JOBS AND CAREER COUNSELING

**Career Center - SS 282**  
Career counseling, assessment, job referral; re-entry adults, job announcements, internships, volunteer information, Career Library; x2331/2332; [www.sbcc.edu/careercenter](http://www.sbcc.edu/careercenter)  
  
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<th>Days</th>
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<td>M–THz</td>
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<tr>
<td>F</td>
<td>8:00-1:00 p.m.</td>
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<tr>
<td>ATHLETICS/STUDENT LIFE</td>
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<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Athletics - PE 301</strong></td>
<td>Athletic teams, coaches, game schedules.; x2276</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sbcc.edu/athletics">www.sbcc.edu/athletics</a></td>
</tr>
<tr>
<td><strong>Student Life/Clubs - CC 217</strong></td>
<td>Student Senate, hobby, academic, special service clubs and Lost &amp; Found; x2262 <a href="http://www.sbcc.edu/studentlife">www.sbcc.edu/studentlife</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MISCELLANEOUS</th>
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</thead>
<tbody>
<tr>
<td><strong>Campus Store - East Campus</strong></td>
<td><a href="http://www.sbcc.edu/bookstore">www.sbcc.edu/bookstore</a></td>
<td>M-F 7:45-4:00 p.m.</td>
</tr>
<tr>
<td>x4047;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cashier’s Office - SS 150</strong></td>
<td>Parking permits, fees; x2397</td>
<td>M and THz 8:00-4:00 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>T and W 8:00-6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 8:00--1:00 p.m.</td>
</tr>
<tr>
<td><strong>Housing - CC 217</strong></td>
<td>Bulletin board listing and housing website x2262; <a href="http://www.sbcc.edu/housing">www.sbcc.edu/housing</a></td>
<td>M-F 8:00-4:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Student Support Program - International</strong></td>
<td>Education Center <a href="http://www.sbcc.edu/international">www.sbcc.edu/international</a></td>
<td>M-F 8:00-12:00 p.m.</td>
</tr>
<tr>
<td>x2240;</td>
<td></td>
<td>M-F 1:00-4:00 p.m.</td>
</tr>
<tr>
<td><strong>Security/ Parking Office – ECC 41</strong></td>
<td>Escort service, call boxes around campus x2264; after hours and emergency: x2400; <a href="http://www.sbcc.edu/security">www.sbcc.edu/security</a></td>
<td>M-F 8:30-4:30 p.m.</td>
</tr>
</tbody>
</table>
Hours of Operation

Learning Resources Center

Fall/Spring Hours
Monday – Thursday 8:00 am to 8:00 pm
Friday 8:00 am to 4:00 pm
Weekends- Closed

Summer
Monday- Thursday 8:00 am to 4:00 pm
Friday 8:00 am to 1:00 pm
Weekends- Closed

Writing Center

Fall/Spring Hours
Monday – Thursday 9:00 am to 7:00 pm
Friday 9:00 am to 3:00 pm
Weekends- Closed

Summer
Monday- Friday 9:00 am to 4:00 pm
Friday 9:00 am to 1:00 pm
Weekends- Closed

To learn more about the Learning Resources Center, visit the web site: http://www.sbcc.edu/learningresources/
To reach a staff member, call 805-965-0581, ext:

Vandana Gavaskar  Director, Learning Support Services  2673
Barb Freeman  Supervisor, Learning Resources Center  2666

Tutorial:
Jason Levy  Tutorial Center Coordinator  2667

Media:
Julio Martinez  Media Technician  2669
Violeta Casillas  Office Assistant  2670

Computer Lab:
Regina Reese  Lab Teaching Asst.  2658
Therese Schweidler  Lab Teaching Asst.  2658

Writing Center:
Ivonne Ornelas  Sr. Office Assistant  2663
Beth Taylor-Schott  Lab Teaching Asst.  2671
Natalie Damjanovich-Napoleon  Lab Teaching Asst.  2671
SBCC
Tutor Hiring
and
Employment Information
# Tutoring Programs Comparison Overview

Learning Support Services encompasses two unique tutoring programs. This graph contains the important differences between our Drop-In/General Tutoring vs. Gateway Tutoring. Once you are selected as a tutor, please refer to these distinctions.

<table>
<thead>
<tr>
<th>Drop-In/General</th>
<th>Gateway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What type of tutoring assignment are you selected for?</strong></td>
<td>I have been selected as a tutor for an academic department or general area.</td>
</tr>
<tr>
<td><strong>Who selected you to tutor?</strong></td>
<td>Department Tutor Supervisor</td>
</tr>
<tr>
<td><strong>Who is your supervisor?</strong></td>
<td>Department Tutor Supervisor</td>
</tr>
<tr>
<td><strong>What is the tutor training requirement?</strong></td>
<td>Mandatory Tutor Training Workshop</td>
</tr>
<tr>
<td><strong>Am I required to be a student?</strong></td>
<td>No. You can be either a student or non-student.</td>
</tr>
<tr>
<td><strong>Do I qualify for the College Reading and Language Association certificate?</strong></td>
<td>Not eligible</td>
</tr>
<tr>
<td><strong>What is my allocation of hours?</strong></td>
<td>This depends on the tutoring allocation. The department or general area receives a dollar amount.</td>
</tr>
</tbody>
</table>
New Tutor Hiring Process

Drop in tutor

Selected for Assignment by Instructor or Tutor Supervisor

Tutor Supervisor directs Tutor to Tutorial Center website to begin hiring process with completion of Tutor Employment Application Form.

Student visits Human Resources with identification documents to complete hiring paperwork.

Documents you should bring to Human Resources:
- International students will need all the following:
  - Passport,
  - Visa/I-94
  - I-20, and
  - Original Social Security Card (if you don’t possess one, you will need to apply)
- Non-international students and non-students will need:
  - Original Social Security Card or Birth Certificate & Driver’s license
  - Or a passport.

After presenting Human Resources with the documents, the student will meet with the Tutorial Center Coordinator.

The Tutor will sign up for a Mandatory Tutor Training Workshop (MTTW).

The Tutor Center Coordinator creates an EPAF

The EPAF is completed and a timesheet is created. An auto generated email is sent to the tutor and the supervisor.

Once the Tutor attends the MTTW, the Tutor Center Coordinator send email the supervisor and tutor to verify that the hiring process is complete and the tutor can begin working.

You will not be cleared to begin working until the process is complete: an EPAF is completed and a timesheet is created.
Returning Tutor Hiring Process

Drop-In Hiring Deadline
May 19th, 2017

Gateway Hiring Deadline
May 19th, 2017

Selected for Assignment by Instructor or Tutor Supervisor

Drop In tutor

Tutor Supervisor directs Tutor to Tutorial Center website to begin hiring process with completion of Tutor Employment Application Form.

Gateway Tutor

Instructor directs Tutor to Tutorial Center website to begin hiring process with completion of Tutor Employment Application Form.

The Tutorial Center Coordinator verifies the job assignment and recent tutoring employment. (If the tutor has not worked on campus in the past two years, return to new hire flowchart.)

The Tutor Center Coordinator creates an EPAF

The EPAF is completed and a timesheet is created. An auto generated email is sent to the tutor and the supervisor. The Tutorial Center Coordinator will also send an email to confirm that the tutor is hired and can begin working.

You will not be cleared to begin working until the process is complete: an EPAF is completed and a timesheet is created.
Tutor Training Requirements

All new tutors are required to complete tutor training.

Gateway Tutor Requirements

- New tutors are required and paid to attend a five-week Tutor Training Seminar during their first semester of tutoring.
- Successful completion is one of the criteria for a pay rate increase.
- Tutors completing the seminar are eligible for 1a College Reading & Learning Association certificate after completion of 25 hours of tutor. The tutor will report these hours on the Gateway Tutor Record Form.

Drop-In/General Tutor Requirements

- New tutors are required and paid to attend a three-hour Tutor Training Workshop before they start tutoring.
- General tutors may also voluntarily take a Tutor Training Seminar pending space availability.

Talk to the Tutorial Center Coordinator (Jason Levy) regarding the tutor training schedule and sign up for a seminar or workshop.

Three-Hour Tutor Training topics include:

- the tutor’s role
- listening skills
- questioning skills
- helping the student become an independent learner
- working with students with learning disabilities
- bridging cultural gaps
- preventing sexual harassment

Benefits include

- an opportunity to learn effective tutoring practices
- an opportunity to address your questions or concerns with other new tutors and a mentor tutor
- an opportunity to get paid for the time you spend learning more about becoming an effective tutor
The following tutor training videos are optional but very valuable in enhancing tutoring skills. Please give the CLRC front counter person the video number and s/he will arrange a viewing station for you.

<table>
<thead>
<tr>
<th>Video #</th>
<th>Tutor Training Videos (all 15 minutes unless otherwise noted):</th>
</tr>
</thead>
<tbody>
<tr>
<td>5155</td>
<td>Introduction to Tutoring #1</td>
</tr>
<tr>
<td>5155</td>
<td>The First Session #2</td>
</tr>
<tr>
<td>5155</td>
<td>The Tutorial Plan #3</td>
</tr>
<tr>
<td>5155</td>
<td>Diagnosis and the Socratic Method #4</td>
</tr>
<tr>
<td>5156</td>
<td>Diagnosis Through Observation #5</td>
</tr>
<tr>
<td>5156</td>
<td>Tutoring Learning Skills #6</td>
</tr>
<tr>
<td>5156</td>
<td>Managing Group Tutorials #7</td>
</tr>
<tr>
<td>5156</td>
<td>The Tutor as Counselor #8</td>
</tr>
<tr>
<td>5157</td>
<td>Bridging the Cultural Gap #9</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Physical Sciences #10</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Social Sciences #11</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Humanities #12</td>
</tr>
<tr>
<td>5158</td>
<td>Tutoring the Writing Process #13</td>
</tr>
<tr>
<td>5158</td>
<td>Tutoring ESL #14</td>
</tr>
<tr>
<td>5112</td>
<td>Editing Techniques for ESL students – Julie Alpert (50 mins)</td>
</tr>
<tr>
<td>8699</td>
<td>A Tutor’s Workshop: Students with Learning Disabilities (94 mins.)</td>
</tr>
<tr>
<td>5300</td>
<td>Dr. Stevens’ Eng. 111 Program: Critical Thinking Through Literary Criticism - Dr. Jim Stevens (28 mins.)</td>
</tr>
<tr>
<td>5331 or 0345</td>
<td>Convention to Mexican School System – Javier Rivera (33 mins.)</td>
</tr>
<tr>
<td>0182 or 7834</td>
<td>How Difficult Can This Be? (70 mins.)</td>
</tr>
<tr>
<td>0425</td>
<td>Writing Tutor’s Seminar – Takashi Funatogawa: Japanese Language Barriers to Writing Essays (60 mins.)</td>
</tr>
</tbody>
</table>
Acceptance of Employment by all SBCC Student Employees

A. All Student Employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment during intersessions and Summer session applies toward this limit.

B. All Student Employees are limited to 8 hours per day, 5 days a week (Monday – Sunday), and 19.5 hours per week of employment during Fall, Spring and Summer semesters (if student is enrolled for Summer Session) and 1,000 hours per fiscal year (July 1 – June 30).

C. Student Employees may work in excess of 19.5 hours per week (not to exceed 8 hours per day, 5 days a week or 40 hours per week) during intersessions or Summer session if they are not enrolled in Summer Session and if there are sufficient funds and the department has the need for the assistance. The ability to work these longer hours during intersessions and Summer session does not constitute a guarantee that FWS and GSE students will be given such employment.

D. During the academic year, FWS and GSE students must be enrolled in a minimum of 6 units during the semester in which they work. International students must be enrolled in a minimum of 12 units.

E. During the Summer or intersession, FWS and GSE students do not need to be enrolled, but must be pre-enrolled at SBCC in a minimum of 6 units in the subsequent term (12 units for International Students).

F. Hours worked beyond those permitted in these rules or hours worked beyond those authorized by the supervisor will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.

G. A Student Employee may have more than one job on campus, but the combined hours from all jobs must not exceed the limits described above.

H. If a FWS or GSE student will conclude all SBCC work during an intersession or Summer session, the student may work during that intersession or Summer session without being pre-enrolled in the subsequent SBCC session or semester if he/she is enrolled in at least ½ units during that final intersession or Summer session. International students are not eligible to work in the summer unless they qualify under D or E above.

Acceptance of Hourly Staff Employment at SBCC

Hourly Staff are employees hired on a temporary basis to work no more than 19.5 hours per week, and no more than 175 days per fiscal year, to fulfill a temporary need for the District. As a short-term hourly employee, you are not considered a regular employee of the District, and do not receive any employee benefits (i.e., sick pay, vacation pay, medical/dental, etc.). If your assignment extends to 175 days in a fiscal year, you will be terminated once that limitation is reached.

- Hourly Staff employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment between terms and during Summer term applies toward this limit.
- Hourly Staff employees are limited to 8 hours per day, 19.5 hours per week of employment during Fall, Spring and Summer terms and 1,000 hours per fiscal year (July 1 - June 30).
- Hours worked beyond those permitted in these rules will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.
- Hourly Staff employees may have more than one job at SBCC, but the combined hours from all jobs must not exceed the limits described above.

Applicable for both student and hourly staff employees:

I understand that this is “at will” employment. This means that I may be released at any time without notice or reason and I may resign my position at any time without notice or reason. I agree to work within the procedures described above. I will file time sheets that accurately report the hours worked. I understand that I must report all hours on the days actually worked. I understand that falsification of timesheets may be considered grounds for termination.
REGULATIONS REGARDING WORK HOURS FOR PERMANENT, HOURLY & STUDENT EMPLOYEES

Per Human Resources, the labor laws are the same for students as they are for hourly staff as they are for permanent classified staff. Please refer to the CSEA agreement, Article 7.4 for detail.

WORK 6 HOURS OR MORE:

If you are scheduled to work 6 hours or more in a day, you must take a 30-minute, non-paid, work-free meal break during the 6 hours (somewhere in the middle of your shift, not at the end of it).

Student & Hourly Workers
If you want to earn 6 hours pay, you must be here for 6.5 hours since you must clock out for a 30 minute break somewhere in the middle of your shift. If you do not want to take a 30-minute break, then you will be scheduled to work only 5.5 hours.

You also are entitled to a separate, paid 15-minute break within the first 4 hours worked.

Student, Hourly & Permanent Staff
If you want to earn 8 hours pay, you must be here for 8.5 hours. You cannot skip or postpone your 30-minute break until the end of your 8 hours and say, “I’m taking it the last half hour” and leave duty ½ hour earlier than scheduled. Similarly, if you take a 1-hour meal break, you will leave the job 9 hours after you arrived in order to earn 8 hours pay. You cannot skip your 30 minute break.

You are also entitled to two separate, paid 15-minute breaks during your shift, each to be taken within a stretch of 4 hours. You cannot skip or postpone these breaks or combine them.

WORK 4 HOURS OR MORE:

For each period of 4 hours you work in a day, you must take a 15-minute break sometime during the middle of those 4 hours (not at the end of your shift), but you are paid for this time and you do not clock out for this break. You cannot skip your 15 minute break(s).

WORK FEWER THAN 4 HOURS

If you work fewer than 4 hours, you are not entitled to a 15 minute break.

TAKE YOUR BREAKS!

❖ They are important for your mental, physical and emotional well-being.
❖ They help your focus and concentration and your ability to manage stress.
❖ They allow you to work and assist others with patience and presence.
SBCC Non-Discrimination/
Sexual Harassment Policy

The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the Santa Barbara Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

The following definition will aid in identifying the kinds of behavior which constitute sexual harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity;

(2) Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive college environment.

The policy of the Santa Barbara Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve discrimination complaints regarding accessibility.

Such complaints will be treated as complaints of discrimination on the basis of disability. This non-discrimination policy covers admission, access and treatment in college programs and activities—including, but not limited to, academic admissions, financial aid, educational services and athletics—and applications for, and treatment in, college employment.

In conformance with the requirements of Title II of the Educational Amendments of 1976, amending the Vocational Education Act of 1963, the college is committed to overcoming sex discrimination and sex stereotyping in vocational education programs.

Furthermore, in compliance with the Vocational Education Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex and Handicap, lack of English language skills alone will not be a barrier to admission to and participation in vocational education programs. Any screening procedures for vocational programs will evaluate skill levels and proficiencies pertinent to the program as criteria for admission.

Employees, students, or other persons acting on behalf of the District who engage in discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including suspension, discharge, expulsion, or termination of contract.
Política contra la discriminación/Política contra el acoso u hostigamiento sexual”

La política del Distrito de Santa Barbara Community College es la de ofrecer un ambiente educativo y de empleo, en el cual a ninguna persona se le niega el pleno y paritario acceso ni sus beneficios, o ser sujeto de discriminación, totalmente o en parte, en base a su identificación con un grupo étnico, nacionalidad, religión, edad, sexo, raza, color, ascendencia, orientación sexual, discapacidad física o mental, o en base a la percepción de estas características, o en base a la asociación con una persona o grupo con una o más de estas características, ya sea percibidas o reales, en cualquier programa o actividad administrada, patrocinada directamente, o para la que recibe cualquier asistencia financiera del Canciller del Estado o de la Junta de Gobernadores de las Instituciones Postsecundarias de dos años (California Community Colleges Board of Governors).

La siguiente definición ayuda a identificar los tipos de comportamientos que constituyen el acoso u hostigamiento sexual:

La política del Distrito de Santa Barbara Community College es proporcionar un ambiente educativo y de empleo libre de solicitudes sexuales forzadas, solicitudes de favores sexuales, favoritismos basados en el sexo u otra conducta física o verbal o comunicación que constituye acoso u hostigamiento sexual.

Las solicitudes sexuales forzadas, solicitudes defavores sexuales y otra conducta verbal o física de naturaleza sexual constituyen acoso u hostigamiento sexual cuando:

1. La sumisión o el rechazo a tal conducta se expresa explícitamente como una condición para la instrucción, el empleo o la participación en una actividad de la universidad;
2. La sumisión o el rechazo a tal conducta por un individuo se usa como base para evaluar y tomar decisiones académicas o de personal que afectan al individuo; o
3. Tal conducta tiene el propósito o efecto de interferir desproporcionadamente con el rendimiento de una persona o de crear un ambiente universitario hostil, intimidador u ofensivo.

La política del Distrito de Santa Barbara Community College es la de cumplir con los requisitos de accesibilidad de la Sección 508 de la Ley de Rehabilitación de 1973 en el desarrollo, consecución, mantenimiento, o uso de información electrónica, o información tecnológica, y responder y resolver las quejas de discriminación relacionadas con la accesibilidad. Tales quejas se tratarán como quejas de discriminación basada en la discapacidad en cuestión.

La política de no-discriminación cubre la admisión, el acceso y el tratamiento recibido en los programas y actividades universitarios –incluyendo, pero no limitados a, la admisión académica, ayuda financiera, servicios educativos y deportes– y la solicitud a y el trato en el empleo en la universidad.

En conformidad con los requisitos del Title II de las Enmiendas Educativas de 1976, enmendando el Vocational Education Act de 1963, la Universidad se compromete a superar la discriminación sexual y los estereotipos en los programas de educación profesional.

Es más, en cumplimiento de las Guías para la eliminación de la discriminación en base a la raza, el color, la nacionalidad, el sexo y la discapacidad en programas de Educación Profesional, la falta de lengua inglesa en sí misma no será barrera para la admisión y participación en programas de educación profesional. Cualquier procedimiento de selección para programas profesionales evaluará los niveles de habilidad y destreza pertinentes al programa como criterio de admisión.

Los empleados, estudiantes u otras personas que actúen en nombre del Distrito y que actúen discriminatoriamente tal y como se define en este reglamento o en las leyes del estado o federales, están sujetos a medidas disciplinarias que pueden incluir la suspensión, el despido, la expulsión o la rescisión de contrato.

For further information, please contact Santa Barbara City College, Human Resources & Legal Affairs, 721 Cliff Drive, Santa Barbara, CA 93109-2394, Tel (805) 965-0581X 2261
### TUTOR PAY RATE INCREASE CRITERIA AND PROCESS

#### STUDENT/HOURLY TUTOR CLASSIFICATIONS I - VI

Below are the pay rates and basic requirements for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Entry wage</th>
<th>Basic Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Hourly I</td>
<td>$10.50</td>
<td>New tutor, preferably referred by instructor on the basis of skills assessment in subject areas requiring specialized skill and content knowledge; completion of entry-level mandatory tutor training requirements. <strong>All Gateway tutors must successfully complete a Tutor Training Seminar (TTS) within their first semester of tutoring in order to be re-hired. All tutors who want to be considered for Student/Hourly II must successfully complete the TTS.</strong></td>
</tr>
<tr>
<td>Student/Hourly II</td>
<td>$11.74</td>
<td>Level I or equivalent tutor experience in assigned content area, including entry-level mandatory tutor training requirements, PLUS successful completion of the Tutor Training Seminar (TTS).</td>
</tr>
<tr>
<td>Student/Hourly III</td>
<td>$12.97</td>
<td>Level II or equivalent tutor experience in assigned content area, including all Level II requirements</td>
</tr>
<tr>
<td>Student/Hourly V</td>
<td>$16.58</td>
<td>Level III or equivalent tutor experience in assigned content area preferable, including all required training, PLUS AA degree, or comparable relevant college level coursework.</td>
</tr>
<tr>
<td>Student/Hourly VI</td>
<td>$17.91</td>
<td>Level V or equivalent tutor experience in assigned content area preferable, including all required training, PLUS BA, BS, or comparable relevant college level coursework.</td>
</tr>
</tbody>
</table>
Starting pay for all tutors without degrees or their equivalent is Level I ($10.50/hr.).

**Tutor 1**

- **First semester** Completes TTS
  - **Next Semester** Level II = $11.74/hr
  - **Subsequent Semester** Level III = $12.97/hr
  - Tutor stays at Level III until s/he earns a degree or has completed enough transferable units equivalent to a degree.

**Tutor 2**

- **First Semester** Does not complete TTS
  - **First semester** Level 1 = $10.50
  - **Second semester** Level 1 = $10.50 & Completes a TTS
  - Tutor remains at Level I ($10.50) until s/he earns a degree or has completed enough transferable units equivalent to a degree.
  - Never completes TTS in any subsequent semester
Tutoring Guidelines and Information
General Guidelines for SBCC Tutors

As an employee, you are expected to behave in a professional manner while working with students, even if the students are the same age as you are. Students whom you assist, in the lab, classroom, or in individual sessions, should feel comfortable and know that their needs are being met in a timely, efficient manner. You should also feel comfortable and clear about policies and practices that will ensure a safe and effective working environment. The following guidelines should be helpful to employees and students alike:

1. Your primary focus while tutoring should be on the student. Secondary focus should be the faculty and staff with whom you are working. Keep personal interruptions to a minimum during tutoring sessions. Be sure to turn your cell phone off.

2. Be on time and call well in advance if you are unable to keep your work commitment. See the staff contact list for phone numbers of supervisors. If appropriate, post a notice, or ask another employee to do so for you, in your tutorial area noting your absence.

3. Your attitude with the students and your fellow employees should always convey professional respect and courtesy. Be aware of personality and cultural differences in a way that will foster understanding, acceptance, and consideration for one another.

4. Be considerate of noise levels, behavior, or language that might compromise a learning environment. If you are working with a large group, it might be necessary to use a study room so you can carry on your discussion without interrupting others.

5. Always respect the confidentiality of the students and your fellow employees by refraining from giving out any of their personal information. Direct all such questions to your supervisor, or ask for the name of the person making the inquiry and inform your supervisor of the request.

6. Dress and personal hygiene should be consistent with what you would expect from any other professional work environment. As tutors, you are free to dress casually, but be aware of how your use of perfume, clothing, or other choices may interfere with the students’ comfort level and ability to concentrate.

7. Respect the personal space and learning styles of others and familiarize yourself with the SBCC sexual harassment policy. When you are working with students whom you know as friends, be aware of your dual relationship and keep your tutoring session focused on their academic goals.

8. Remember that you are helping to empower students, not do their work for them. When giving instructions, offer clear verbal directions. When offering technical assistance, allow the student to use the equipment independently. This will foster student self-reliance and reduce over-dependence on the tutor. Do not correct work, but rather assist the student in moving through the process of discovery and adjustment that comes from your use of open-ended questions, patience, wait time, and encouragement.
The DO’S of enjoying my tutoring experience...

BEFORE I start my tutoring job, I will do the following:

✓ Each semester, **whether I am a new or returning tutor**, I will submit a Tutor Employment Application Form.

✓ If I am a new general (non-Gateway) tutor, I will complete the Mandatory Tutor Training Workshop before I start my tutoring job. I understand that I am also highly encouraged to complete the five-week Tutor Training Seminar for which I will receive the College Reading and Learning Association certificate.

✓ If I am a new Gateway tutor, I will complete the Tutor Training Seminar my first semester of tutoring.

WHILE I am a tutor, I will do the following:

✓ I will **not work in excess of my allocated hours** without approval from my Supervisor.

✓ I will be on time for my tutoring sessions and will stay for the whole session. If I am going to be late or I am not able to make a tutoring session, I will call my supervisor and the Tutorial Center to inform them. I will keep tutor cancellations to a minimum and give 24 hours notice when possible.

✓ I will focus my time and attention on tutoring. I will not read papers, run errands, instruct classes, operate labs for instructors, give tests, or talk on my cell phone.

✓ When I am tutoring as an SBCC employee, I will only tutor on-campus Mondays through Fridays when school is in session in an approved location (see SBCC Tutoring Locations, page 33). The only exception is for math tutors eligible to work in the MATH Lab when the MATH Lab has weekend hours.

✓ If I need to change my schedule, I will send my request to my supervisor. I will wait for a response from my supervisor to confirm the change before proceeding.

✓ I understand my last week of tutoring will generally be the last week of instruction unless I have made special arrangements with my Supervisor to do otherwise.

✓ I will submit my online time sheets by their due dates each pay period. If I miss submitting a time sheet on time, I will contact the Tutorial Center Coordinator regarding the late time sheet submission procedures.

✓ I will pick up my paycheck on or near the check issuing date. I will pick up my paycheck at the Payroll Office in the Administration Building, Room 130.

✓ I will contact the **Tutorial Center (Ext. 2667)** if I have any questions.

✓ Most importantly, I will enjoy tutoring!

✓ I am aware that if I do not follow any of the above procedures or guidelines, I may be subject to dismissal.
National Tutoring Association Code of Ethics

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

- I understand that my role as a tutor is to never do the student's work for him or her.
- I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
- I understand that my relationship to the student is professional and not personal.
- I will show respect for my student's cultural background and personal value system.
- I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
- I will maintain accurate records of tutoring sessions as expected and required.
- I will respect my student's personal dignity at all times.
- I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
- I will keep all information about the student whom I am assigned confidential.
- I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
- I will share any concerns I have with my supervisor.
- I expect to learn along with my student.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles.
- I will share techniques for improved study skills with my students.

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Steps to an Effective Tutoring Session

Remember, you are not tutoring a subject (art, math, English, etc.), you are tutoring a student. Your goal is to guide the student through his or her own learning processes in order to foster independent learning, discovery, and confidence. Tutoring is guiding and supporting, not preaching or doing the work for the student. Use the following to keep the student in an active role during and after the tutoring session.

<table>
<thead>
<tr>
<th>Beginning Steps</th>
<th>Task Steps</th>
<th>Closing Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> - Greeting and Climate Setting: welcome the person, not the project</td>
<td><strong>Step 5</strong> - Set the agenda for the session: agree on what you will seek to accomplish together</td>
<td><strong>Step 9</strong> – Confirmation: did you accomplish what you set out to do? Ask the student if the session met their needs and expectations</td>
</tr>
<tr>
<td><strong>Step 2</strong> - Identification of task: help the student figure out what needs to be done</td>
<td><strong>Step 6</strong> - Addressing the task: use resources and open ended questions to help the student get the task done</td>
<td><strong>Step 10</strong> - What's next?: help the student identify what task or assignment is to be done at home or in the next session.</td>
</tr>
<tr>
<td><strong>Step 3</strong> - Breaking the task into parts: help the student learn the process instead of doing it for him or her</td>
<td><strong>Step 7</strong> - Tutee summary of content: confirm understanding by asking the student to summarize what was just accomplished</td>
<td><strong>Step 11</strong> - Arranging and planning the next session: be sure to choose mutually convenient times – and honor that commitment</td>
</tr>
<tr>
<td><strong>Step 4</strong> - Identification of thought processes which underlie task: what does the student understand and where does that understanding break down?</td>
<td><strong>Step 8</strong> - Tutee summary of underlying process: help the student's metacognitive awareness by talking about how the work got done</td>
<td><strong>Step 12</strong> - Closing and Goodbye: again, connect with person, not just the pride of accomplishing something together; leave on an encouraging note!</td>
</tr>
</tbody>
</table>
Creative Ways to Use Tutors

Here is a list of possibilities you may want to explore with your tutor as you work together this semester. Let us know if you are doing something successful you want to share with other instructors and tutors and we’ll include it here. Contact the Tutorial Center Coordinator at 805-965-0581 X 2667.

A few options for weekly tutorial times are

- requiring tutoring appointments for some or all students
- having the tutor circulate a sign-up list at the beginning of the semester for individual, pair, or small group weekly appointments
- requiring all students to see a tutor during the semester as part of their course grade
- offering extra credit for tutorial appointments
- filling out a referral form to specify what work a student is to do during a required tutorial session
- arranging drop-in hours during a variety of time slots
- having the tutor meet with students to review their notes and discuss note taking strategies

In the classroom or lab, tutors can

- help facilitate small group exercises or discussions
- assist students with peer response for essay writing
- work with individual students who require additional support
- assist students to learn how to effectively utilize software, tools, etc.
- work with individual students who require additional support

During drop-in appointments, tutors can

- answer content-related questions or concerns
- assist students with study and organizational skills
- review essay drafts or work-in-progress with students
- review lecture material with students in preparation for exams, essays, or projects
- review Directed Learning Activities and short response assignments

Bring your tutor on board by

- providing tutors with directed learning activities and/or additional worksheets or exercises to use with students to help strengthen students’ content knowledge, skills, or test preparation
- developing assignments that contain a tutor component
- informing your tutor of schedule changes, tests, and assignments
- reminding your students of the tutor’s drop-in hours and/or your requirements
- letting your tutor know how he or she is doing

Keep in touch with your tutor by

- exchanging contact information and office hours
- meeting periodically to discuss tutoring arrangement and student progress

On-going communication between the instructor and tutor will ensure the most effective support of classroom instruction, course objectives, and student learning outcomes.
THE SBCC TUTOR NETWORK

You are not alone. Tutors are part of a network of academic support resources and personnel at SBCC. As you work with your tutees, remember that there are other types of assistance from which they may benefit. Get to know what other classes your tutees are taking to get a broader view of their academic interests and possible needs. Use the list of CLRC services and the list of subject and tutoring sites found at the Tutorial Center and online (http://www.sbcc.edu/clrc/tutorial_center/tutor_schedules.php) to refer your tutees to additional resources.

Writing Tutor, CLRC (writingcenter@sbcc.edu or ext. 2663)
Writing tutors assist students in the CLRC Writing Center with essays and other papers for any SBCC course. Tutors assist students with pre-writing, organization, thesis and content development, sentence structure, essay format, and MLA and other citation guidelines. Writing Center resources and information are also available online.

Subject Tutor (Visit Tutorial Center URL mentioned above for tutor schedules and locations.)
Subject tutors may work with students from a specific class or provide drop-in assistance to any student who is taking a course in that subject (e.g., history, Spanish, accounting, etc.). Subject tutors assist students in many different locations depending on the subject. Students can receive assistance with course content, exam preparation, essay content development, note taking, and other course-related issues.

Computer Tutor
Computer tutors assist in the CLRC and other computer labs across campus. Students receive help with technical problems, computer applications, options for saving their work, and other computer-related issues. Computer tutors also enforce computer and web activity guidelines for appropriateness in an academic setting.

DSPS Tutor, SS 160 (dpshelp@sbcc.edu or ext. 2364)
Disabled Students Programs and Services (DSPS) tutors work with students who have learning disabilities. Sometimes this tutoring involves special computer programs in the computer lab. DSPS tutors often work in the class and are mentored by the instructor.

STEM Tutor, CC 228 (stem@sbcc.edu or 805-730-4396)
STEM stands for Science, Technology, Engineering and Mathematics. The STEM Transfer Program’s priority is to assist Hispanic and/or low income students in creating and following a streamlined educational plan that ensures transfer to a four-year institution in a STEM area.

EOPS Tutor, SS 240 (eops@sbcc.edu or ext. 2279)
EOPS tutors assist students who are enrolled in the Educational Opportunity Program with their course material in most subject areas (e.g. Math, English, Science, etc.) as well as with program guidelines. EOPS students are mostly fulltime students, who often work and raise families as well; tutors can further support these students by referring them to additional campus resources.

Gateway Tutors, ECC 4 (gateway@sbcc.edu or ext. 4770)
Gateway tutors are assigned to specific classes and perform a variety of tutorial functions: one-on-one, small group, pre-exam review sessions, and/or in-class assistance.

Student Athlete Academic Achievement Zone, PE 214
The Student Athlete Academic Achievement Zone (AAZ) tutors assist student athletes in reaching their educational goals while attending SBCC. The program targets student athletes who are entering their first semesters at the college and who are considered academically underprepared and second-year students deemed academically at risk.
<table>
<thead>
<tr>
<th>Subjects Tutored</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Business Communication Building – BC 204</td>
</tr>
<tr>
<td>Art (Sculpture, Ceramics, Printmaking, Painting)</td>
<td>Humanities – Art Studios (1&lt;sup&gt;st&lt;/sup&gt; Floor)</td>
</tr>
<tr>
<td>Auto</td>
<td>Occupational Education – OE 180 &amp; A 123</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Earth and Biological Sciences – EBS 125</td>
</tr>
<tr>
<td>Chemistry, Physics and Engineering</td>
<td>Physical Sciences – PS 112</td>
</tr>
<tr>
<td>Computer</td>
<td>Cartwright Learning Resource Ctr. Computer Commons</td>
</tr>
<tr>
<td>Computer</td>
<td>Library</td>
</tr>
<tr>
<td>Drafting/CAD</td>
<td>Occupational Education – OE 12 &amp; 16</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Earth and Biological Sciences – EBS 101</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>English as a Second Language – Room 5</td>
</tr>
<tr>
<td>Gateway classes</td>
<td>Gateway Center – ECC 4</td>
</tr>
<tr>
<td>Math</td>
<td>Math Lab – IDC 102</td>
</tr>
<tr>
<td>Multiple subject tutoring</td>
<td>Cartwright Learning Resource Ctr. Tutorial Commons</td>
</tr>
<tr>
<td>Multiple subject tutoring for SBCC athletes</td>
<td>Student Athletic Achievement Zone Physical Education – PE 214</td>
</tr>
<tr>
<td>Multiple subjects for students enrolled in the Educational Opportunity Program</td>
<td>EOPS – Student Services – SS 242</td>
</tr>
<tr>
<td>Music</td>
<td>Music Bldg.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Administration Building – A 277</td>
</tr>
<tr>
<td>School of Modern Languages – Foreign Languages</td>
<td>Humanities – H 303A</td>
</tr>
<tr>
<td>STEM Center</td>
<td>Campus Center – CC 228</td>
</tr>
<tr>
<td>Writing (cross discipline)</td>
<td>Cartwright Learning Resource Ctr. Writing Center</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Drama and Music – DM 139</td>
</tr>
</tbody>
</table>
Tutorial Center
Drop-in Tutor Schedules

Scan the QR code and link to the most up to date schedules

If you don't have a QR reader on your phone...

To download qr code software for your mobile phone, simply follow these steps:

1. Open your mobile app store (App Store, Google Play, Windows Marketplace, etc.)
2. Search for QR code readers.
3. Simply download the QR code reader to your phone, open it and you are ready to go.

OR
type the following url to access the online schedules:

http://goo.gl/uUIZqb
Timesheets and Pay Dates
Time & Attendance Instructions for Supervisors Approving Hourly Employee Timesheets

Important Deadlines

- 10th Day of Each Month: Hourly employees must review their timesheets for accuracy, SAVE and SUBMIT them to their supervisor.
- 11th Day of Each Month: Supervisors review their employee’s timesheets for accuracy, saves and approves them.
- Last Business Day of Each Month: Paychecks are available in the Payroll Office for pick up and/or direct deposits are posted to banks.

Important Information Regarding Hourly Employees at SBCC

- Hourly employees who are unable to clock in using the Time & Attendance system have not been fully approved by Human Resources to work and they should cease working immediately.
- Manual paper timesheets are no longer accepted in Payroll (effective August 11, 2016).
- Hourly employees must take a 30 minute meal break if they work more than 6 hours during a shift.
- Hourly employees can only work up to 19.5 hours per week.
- Hourly employees can only work up to 1,000 hours per fiscal year (July 1 to June 30).
- Hourly employees can only work up to 175 days per year.
- For every 30 hours an Hourly employee works, 1 hour of sick pay will accrue in the Hourly employee’s “Sick Leave Bank.” After working for 90 calendar days, an employee may request paid time off for illness. Manager approval is required.

For questions, please call your Supervisor and/or the Payroll Dept. (Joanne, x 2794; Nancy, x 2386; Estela, x 2305)

Retroactive Time Entry

The following example shows you how to enter “elapsed time” onto your timesheet. This means that you are inputting hours onto a workday that has no data entered.

1. From the Web Clock page, choose “My Timesheet”:
2. Now you hit the green “+” sign to create the row:
3. In the “Pay Code” column, hit the drop-down arrow and choose the code “Work Time”:
4. Enter the time you worked.
5. Once you hit the “SAVE” button, the “Results” tab will show the total for that day:

Step 1: From the Web Clock page, choose “My Timesheet”:

Step 2: Now you hit the green “+” sign to create the row:

Step 3: In the “Pay Code” column, hit the drop-down arrow and choose the code “Work Time”:
Step 4: Enter the time you worked.

Step 5: Once you hit the “SAVE” button, the “Results” tab will show the total for that day:

Submitting Timesheet at the End of the Pay Period

At the end of the pay period, you will need to submit your timesheet to your supervisor for approval. Above your timesheet, next to the “Save” button, you will see the “Submit” button:

If you find that you need to make a change after submitting the timesheet, you simply hit the “Recall” button:

When you are done with your edits, hit the “Submit” button again.
### Summer 2017
Payroll Schedule for Part-Time Staff and Students

<table>
<thead>
<tr>
<th>PAY PERIOD</th>
<th>TIME SHEETS DUE TO SUPERVISOR</th>
<th>PAYDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(11th of month through 10th of next month)</td>
<td>(1st workday after 10th of month)</td>
<td>(Last workday of month)</td>
</tr>
<tr>
<td>May 11 - June 10, 2017</td>
<td>Monday, June 12, 2017</td>
<td>Friday, June 30, 2017</td>
</tr>
<tr>
<td>June 11 - July 10, 2017</td>
<td>Tuesday, July 11, 2017</td>
<td>Monday, July 31, 2017</td>
</tr>
<tr>
<td>July 11 - Aug. 10, 2017</td>
<td>Friday, August 11, 2017</td>
<td>Thursday, August 31, 2017</td>
</tr>
</tbody>
</table>

**NOTE: TIME SHEETS SUBMITTED AFTER THE DUE DATE ARE SUBJECT TO PAYMENT ON THE FOLLOWING SCHEDULED PAY DATE.**

**STUDENTS & HOURLY: You can pick up your check at the Payroll Office, Adm. Bldg. 130.**

**To access your timecard:**

1. Log in to Pipeline
2. Click on the Employee Tab
3. Follow the timesheet directions listed on the left
**DIRECT DEPOSIT AUTHORIZATION**

Complete the required information below to enroll, change, or cancel your current direct deposit at Santa Barbara City College. Insert the dollar ($) or percent (%) amount to be deposited. When completed, please submit this form with Payroll, located in Administration Building (A) - 130.

The following documents must be attached to this form:
- For checking accounts, please attach a voided check
- For savings accounts, please attach a deposit format letter from your financial institution

### I. Employee Information
(Please print legibly)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>K Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Direct Deposit Information

(Circle one: New Change Cancel)

<table>
<thead>
<tr>
<th>1st Account:</th>
<th>Bank/Credit Union Name</th>
<th>Routing #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Checking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Savings</td>
<td>$ of Net Pay or % of Net Pay</td>
<td></td>
</tr>
<tr>
<td>Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ of Net Pay or % of Net Pay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Remainder Account:** (If you did not deposit your entire payroll amount into the account specified above, the remainder will be deposited into this account.)

<table>
<thead>
<tr>
<th>Type of Account</th>
<th>Bank/Credit Union Name</th>
<th>Routing #</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Checking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Savings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Authorization

1. By signing this agreement, I authorize Santa Barbara City College to automatically deposit my net pay into my account(s) each payday. The college reserves the right to recall or adjust any deposits improperly created and deposited to my account. I understand my direct deposit service may be suspended or rescinded by the College at any time.
2. It is my responsibility to notify the payroll dept. of any account closures. If the direct deposit is not stopped before closing an account, I agree to wait until the funds are returned to the College to receive my funds. This could take several days and will delay my payment.
3. I understand I may revoke my direct deposit authorization at any time by providing written notification to the Payroll Department.
4. It is my responsibility to ensure that my net pay is properly credited to my account before issuing any debits against my account. I will hold the College harmless for any liability to pay charges for insufficient fund transactions that result from failure within the Automated Clearing House Network to correctly and timely deposit monies into my account.
5. I agree to hold harmless and indemnify Santa Barbara City College, and their employees, from any claim or demand of whatever nature, including those based upon negligence, brought by any person, including any financial institution for failure or delay in making deposits and/or corrections to deposits as herein authorized. This authorization replaces any previously made by me and remains in effect until I cancel or submit a new authorization.

Signature: __________________ Date: __________

Revised 6/25/15

Input by: __________ Date __________