Henry Ford Community College
Academic Support & Tutoring Center
Peer Tutor Handbook & Student Worker Handbook
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The Henry Ford Community College
Peer Tutoring
Mission Statement

Our Mission:

• To serve all students of Henry Ford Community College by promoting a clearer understanding of subject matter and promoting better study skills.

• To work with students to become better students in all disciplines.

• To encourage active participation from students while tutoring.

• To create a positive learning environment for students of all academic skill levels.
What is Peer Tutoring?

Peer tutoring is a one-on-one session between two students, in which one gives advice on how to improve study skills and/or understand concepts of a topic to another. The tutor is generally a student that has shown exemplary skills in his/her class subject, i.e. math, science, or English, and has been appointed a position within a tutoring or learning center. The main idea to keep in mind with this approach is the concept of minimalism. We are not teachers, so we cannot give the same advice as a teacher would. Our objective is to show students recurring problems throughout their assignment, help them gain the skills to fix the problems themselves, and to not make them in the future. Students need to be aware of what we are capable of; not only because of whatever your skill level is, but also because of what HFCC expects from us.

As tutors, so we are encouraged to promote an environment where a student can learn to find and fix their own mistakes. Here are some ideas on how to get a session started:

1. Make sure the student is comfortable. They shouldn’t be intimidated by the situation. If a student comes into the tutoring session thinking we are going to criticize them to no end, the student will not be very receptive to help. They will be guarded and possibly defensive, and neither party will benefit from the session.

2. Be upfront about what we can and cannot do. If a student is aware of what we are supposed to cover in a session, he/she will be less likely to expect more than what we are capable of. Also, it will give us an idea of whether or not we need to ask for help from one of the instructors because their needs are out of our range.

3. Ask open ended and/or leading questions. If a student is struggling to understand an assignment or how to expand on what he/she already understands, try to ask questions that will lead the student to the answers by themselves, or ones that will make them dig for more details to expand their ideas.

Once the session gets going, there are a few things to keep in mind as to what we do and don’t cover:

1. Focus on higher priority concerns first. The most important things we need to focus on are organization and ideas. A major problem is that a student will not understand the assignment. Try to help the student focus on one thing, until they understand that concept before moving onto the next one.

2. Address lower concerns if time allows. This is important for it puts more emphasis on the importance of organization and ideas.
Tutor Training

We have three levels of training we offer to our peer tutors. Tut 101 for new peer tutors, Tut 102 for 2nd semester returning peer tutors and Tut 103 for 3rd semester returning peer tutors. Each level covers a different area of content and successful completion earns the tutor another level of training and expertise.

For those students who have no prior experience tutoring we offer an on-line training class called Tutor Training 101 or Tut 101. This is a tutor training course intended to earn peer tutors certification per the College Reading and Learning Association’s International Tutor Training Program Certification requirements. Students must complete a minimum of eight hours of class work which consists of readings, online quizzes, writing assignments, and at least two hours of in-person training in the Learning Lab, which includes the observations required for this course.

This course is mandated for all peer tutors working in the learning lab, and volunteer tutors are given the option of completing the course. For the tutors who complete at least 80% of the course work with an 80% or greater in the class will receive a completion certificate and certification pin. Tutors can access the class, assignments and quizzes by logging into their UCompass account. Questions concerning the class and any of its assignments should be directed towards one of the technicians, or Dr. Kim.

How should the tutoring session begin?

The tutor must first greet the student and ask what he/she is working on. The student and tutor should sit side-by-side, suggesting that the tutor is an ally, not an authority figure behind a desk. Next, the tutor should ask the student to provide an assignment sheet (if applicable). This is done so that the tutor is informed of the assignment and does not just assume what the assignment is based solely on what the student says. After this is done, ask the student questions concerning the assignment (i.e., what are you having trouble with, is there a type of format the teacher specifies). After the concerns have been addressed, the tutor and student can begin going over the assignment together. However, keep in mind that the student is given control of the assignment, not the tutor. For example, the assignment should be positioned in front of the tutee, not the tutor. This way, it remains clear to both parties who is in “control” of the assignment. Thus, the tutor does not become in danger of editing the paper. Also, the student should have the pen in his/her hand, with the tutor making only marginal remarks as
What is the procedure used to check students in when they arrive to a tutoring session?

All students who wish to see a tutor must first go to the front desk of the Learning Lab where they will have their names entered in to the Tutor Trac system. They will also need to stop at the front desk when they are finished with their session so they can be signed out of the system. Tutors should ask all students they tutor if they have checked in before starting the session, and remind them to check out when the session is finished.

Tutoring the English as a Second Language (ESL) student:

“The most important qualities you can bring to the tutoring sessions with second language writers are patience and respect” (Ryan 67).

Tutoring students for whom English is not the first language poses some special challenges. You will find yourself overcoming not just linguistic differences, but cultural differences as well. Each language has its own rules, so grammatical and structural errors will likely occur. It is essential that you strive not to make your students’ syntax and vocabulary more sophisticated than what they would use. Meet the students on their level. As previously mentioned, some difficulty in writing may be traced to cultural roots. For example, speakers and writers of Arabic often place the verb before the subject. Even so, do not assume that because a person is from a specific cultural background that she will write in that culture’s style (Ryan 65).

With each student, develop a personalized tutoring plan; ask the student what they think they need to work on. If their concerns are different from yours, put their concern first and yours second (Bruce 33). While looking at the paper, begin with one, maybe two error patterns at a time so as to avoid overwhelming the student. Respond “first to the content and organization of their papers...” (Ryan 66). After explaining how to correct one or two error patterns, “ask the student to find similar errors” (Ryan 69).

When correcting papers, it is important to teach the students while you are editing. Therefore, try to get the students to correct their own work as much as possible by asking leading questions. For example, ask them to explain a sentence and revise it from that explanation. When you are the one giving explanations, avoid terms that might be unfamiliar, such as comma splice or fragment, but instead explain the error using words and ideas that the student will most likely understand readily. Make sure the student understands by asking him or her
questions about what you just said.

Tutoring in ESL can be one of the most rewarding parts of your day. The challenges in tutoring ESL can be difficult, but use the opportunity to learn about other cultures, and know that you are making a difference in the academic and professional career of someone.

**Troublesome tutoring situations:**

Peer tutoring sessions don’t always go smoothly. You may find yourself in a situation with a student that you might not know how to handle. In general, it is important to remember to remain professional and supportive to the best of your ability. In some situations, there are more specific tips that may be beneficial to remember.

Sometimes, a student might ask you to look over his/her entire assignment. This is not acceptable. Explain to the student that you are not allowed to do any work that is graded on the assignment because that would constitute academic dishonesty. Inform the student that your job is to help him or her complete an assignment by him or herself. You are permitted to review some of the common mistakes with the purpose of showing a student how he or she can fix them on his or her own. If students still want you to do their assignment, direct them to see the Tutor Coordinator.

In some cases, students are sent to a tutor by their professor and would rather not be there at all. They might seem resistant to your help. Try to engage them in the process by asking them to read parts of their assignment out loud, or by asking questions about their work. Hopefully, this will encourage the student to think actively about their work and become more involved in the tutoring process, so that you aren’t left feeling as though you’re talking without getting through to them. Try not to get frustrated, but do recognize that the student might not respond to your efforts to help no matter what you do. If this is the case, keep the session short and try to leave the student with some helpful suggestions.

You might find yourself overwhelmed by the amount of help a student needs. Remember that you don’t need to focus on every problem area. Don’t let yourself become impatient or frustrated with the student; remain supportive. Ask them if they have any specific questions. If they have no specific questions, help guide them to thinking about the kinds of questions with which you can assist them in the time frame you have.
**What do I do if a student makes me feel uncomfortable or is hostile towards me?**

Occasionally, you might help a student that seems frustrated or hostile. Usually, this is because he or she is intimidated by the assignment. It’s important to not argue with the student and to keep calm instead of getting angry and responding with hostility. Let the student vent their frustrations, but don’t allow them to shout or become overly aggressive. If the student proves to be confrontational or obnoxious, excuse yourself and retrieve College staff or the Tutor Coordinator. In extreme situations, contact Campus Safety using a campus phone. In most cases, if you let students know that you are unwilling to accept rude behavior, and that you are there to help them and give suggestions to improve their skills, students will comply.

Sometimes, students confuse peer tutor relationships with something more than a professional level. If you feel a student is talking to you in a non-professional way (asking for your number, intimating they want to spend time with you outside of the learning lab, etc.) go to the Peer Tutor Coordinator to report the situation. A warning from the Learning Lab usually deters such behavior, and campus safety may be contacted to investigate the situation.

**What if there are no students to tutor?**

During slow times when the tutor may find few to no students who need help, tutors should offer assistance to the College staff and/or the Tutor Coordinator. Tutors should keep in mind that they are on the clock and being paid for the time. Tutors are permitted to do homework if there are no students requiring attention. Even if you have an exam that you are cramming for or you are concentrating on a homework assignment that is due, helping students during your work time takes priority. Never use your homework as an excuse to not help a student.

Never use resources intended for students to complete their homework or prepare for exams while you are on the clock getting paid. Resources such as college computers or the staff copier are not intended for personal use, which means you should not use them to complete your own homework during a tutoring shift. If you are off the clock, you then may use the resources just like any other HFCC student.

Tutors are permitted to take a day off if they find themselves overwhelmed with homework, class work, or personal matters. It is important to notify both the Tutoring Office and the Tutor Coordinator of your
intended absence, and to notify your workmates who may depend on you as soon as you can. All schedule
adjustments and absences require you to email: LearnLab@hfcc.edu

Why do tutors NOT discuss faculty or fellow tutors and why tutors should NOT discuss grades:

As advocates for the students’ academic success, tutors share what they have gained and inspire students
to overcome their own difficulties. A tutor’s job is to assist and maintain professionalism in many ways. An
important one is by keeping rumors from starting. Never talk about a fellow tutor or instructor, negative or
positive, with students or each other. This is how rumors can start. Students often tell tutors problems they are
hesitant to discuss with their instructors. When this happens, tutors need to make sure not they do not judge any
faculty and maintain respect for the teachers and their profession in every way possible. Equally, should a
student talk about a fellow tutor, do not discuss that tutor with the student. Focus the student on the task at
hand, which is assisting the student with class work.

Regarding grades, it is important for students to receive feedback directly from their instructors. Thus,
tutors do not discuss a grade given for an assignment by an instructor. It is confidential information between the
faculty and students and should never be addressed by tutors at any time.

Also, tutors do not recommend specific teachers to students but may refer them to the counseling office
or other services provided by the school. Recommending specific teachers may lead to misinterpretations. It is
unprofessional to pass judgment and very essential to keep professionalism toward teachers.
Works Cited


Getting Started

Welcome to the Henry Ford Community College Learning Lab!

As a student worker, you have the opportunity that many students would like to have. By working part-time while you attend Henry Ford Community College (HFCC), you have the ability to earn money for your college expenses and learn invaluable skills that will help you build your resume for work after college.

Eligibility Requirements

College Work-Study is part-time employment on campus at (HFCC) through the HFCC Job Placement Office. The Office of Financial Aid determines how many dollars a student may earn through this program each semester. Before you can begin work (and collect a paycheck), all students must attend a mandatory Student Worker Training Session with the Job Placement Office at HFCC.

Students are usually limited to working 15-20 hours per week during the regular school year (Fall and Winter Semesters) and 39 hours per week during approved vacation periods and/or in the Spring and Summer semesters, providing their financial aid funds are available. The hours for each position will be scheduled to accommodate the student’s schedule as well as the needs of the Learning Lab.

To work in the Fall and Winter semesters, student workers must take a minimum of 6 credit hours in the semester in which they wish to work. To work in the Spring and Summer, student workers are required to take a minimum of 6 credits total in both semesters (meaning you could take 4 credits in Spring, and 2 credits in Summer to meet the 6 credits total needs for the Spring/Summer semesters). Students who drop below the minimum course enrollment are not eligible to work as Work-Study students.

Work-Study students must be either United States citizens, permanent resident aliens or other classifications (see the Financial Aid Office and/or the International Office) of non-citizens eligible for financial aid. Work-Study students need to be in good academic standing at HFCC and maintain satisfactory academic progress according to federal guidelines.

Training

Work-Study students at the HFCC Learning Lab will be trained in one or more of several areas, according to the position(s) they seek:
As a Math, English, Science or World Languages Tutor, Work-Study students will be trained in the Student Time-Clock software to sign in and out of the lab, learn to use the TutorTrac software for setting tutoring appointments and to see if there are any students scheduled to have one-on-one tutoring. You will also be instructed in how to deal with students who become problems, who expect you to do their work for them, or who cause problems on a personal level. (Please refer to the Tutor Handbook above for further information).

As a Front Desk employee Work-Study students will be trained in the Student Time-Clock software to sign in and out, learn to use the TutorTrac software to track students using tutors in the Learning Lab, and learn to check in and out books borrowed by students in the Learning Lab. You will be trained in the procedures for working in the Learning Lab, for troubleshooting simple computer problems, and learn to contact the on duty Instructional Technician(s) or other Learning Lab employee(s) for assistance when they are unable to answer questions directly. They will also be trained to assist students to be able to reset their passwords if the student can, and to contact the Learning Lab Instructional Technicians if they are unable to reset a password. They will be trained in the use of the Learning Lab IP Phone System to transfer phone calls, the use of the Copy Machine and any other duties as required by the Learning Lab Administrator.

As a Media and Reference Work-Study student they will be trained in the Student Time-clock software to sign in and out, in the procedures of the Media and Reference area of the Learning Lab, to learn to check out books, MP3 players and Kindles to students, and to program DVD players and headphones for students seeking to watch foreign language films on a television in the Media area. Most Work-Study for Media and Reference students will also be trained to work at the Front Desk as well.

As a Testing Room Work-Study student you will be trained in proctoring testing for students in online classes, checking them in and out of the Testing Room (LRC201), warning them of proper behavior during testing (cell phones switched off, whether their Instructor allows notes or calculators, etc.), and covering the Testing Room when the Instructional Technician goes on break, to lunch, or has a quick meeting with the Learning Lab Administrator. Most Work-Study for the Testing Room students will also be trained to work at the Front Desk as well.

There are also Volunteer Peer Tutor positions for students who want to get some experience working as
a tutor, but are not eligible for Financial Aid (and therefore are volunteers, since they are not eligible to be paid). A student must have two recommendations, with at least one from an Instructor in the subject they wish to tutor, and have a minimum of a 3.0 Grade Point Average (GPA). In any given semester, the Learning Lab hosts volunteer tutors in a variety of subjects, but primarily in English, Math, Science and World Languages. As a volunteer tutor you will be trained to enter your time in the Tutor Time-Clock Computer, to follow a schedule of available times in the TutorTrac system for time when people schedule one-on-one tutoring, and times to be available for walk-in tutoring, all based on your schedule. Volunteer tutors are encouraged to attend training and orientation alongside Work Study and paid tutors.

**Work Schedule and Hours**

Your work schedule is something you set up with the Learning Lab for the hours during which you are available to work, based on your school and home-life schedules, and on the needs of the Learning Lab. For example: if you have four classes that all run on a Monday, Wednesday, Friday Schedule, you can set up your work schedule for Tuesdays and Thursdays to work in the Learning Lab, and maybe a few extra hours on a weekend day. You set up your schedule at the beginning of each semester of work, planning your hours of study and outside (i.e., home) commitments. Students are not eligible to work more than 20 hours in one week (39 during the school vacations, Spring and Summer semesters), nor are they eligible to work more than 8 hours in any day (10 during Spring and Summer semesters).

The Learning Lab has paid tutor positions for both the Math and English departments. These tutors must follow the rules of those departments as well as the rules for employees of the Learning Lab. For example, Work-Study students working as paid peer tutors for the Math or English Divisions can only work during the hours that an HFCC Math or English Instructor is scheduled. The Math and English Divisions schedule instructors in order to provide necessary academic support for tutors and the students who seek help in these areas.

**Employee Responsibilities**

All Learning Lab employees are responsible for care and upkeep in the lab, for keeping a clean and tidy workspace, and for professional behavior when interacting with students coming into the Learning Lab. We
pride ourselves on our work ethics, and expect the same out of our employees, whether they are Work-Study students or full-time staff. We expect employees to be on time, to respect their co-workers and to learn the skills and perform them to the best of their abilities. Remember, it is as important to work intelligently as it is to work hard. We want students using the Learning Lab to feel comfortable, to know they can approach a staff member for help at any time, and to know they are welcome to come back when they need to study, to see a tutor, to use a computer or to attend a class.

When Work-Study students or peer tutors arrive to work they are required to clock themselves on the Time-Clock computer. This is what generates your hours of paid time or documents your time working as a tutor or as a Work-Study student. Please make sure you clock in and out each day, or you may wind up not getting credit for working.

All employees at HFCC are allowed to have a fifteen minute paid break if they are scheduled to work for three hours or more. Employees who work for five or more consecutive hours must take a half-hour unpaid lunch break, and employees who work eight or more consecutive hours are allowed a second fifteen minute paid break. This includes Work-Study students who are working at the Learning Lab. All student employees and volunteers must document all non-work time by clocking out and back in when they return from breaks. All employees are requested to dress appropriately. Think about yourself and the image you are presenting to the people you work with and are there to help.

As a Work-Study student, you are allowed to study while working, as long as this does not interfere with your ability to do the work you are being paid to do. If a student comes up and asks for help, you are expected to put your study materials to the side and help them to the best of your ability.

If you need to call in to work to change your schedule for the day, to report an absence or to cancel a tutoring session, you need to send an e-mail in to LearnLab@hfcc.edu with the words “Schedule Change”, “Absence” or “Cancellation” in the subject line.

**Conduct On the Job**

Learning Lab employees should promote a positive atmosphere in the Learning Lab. Everyone should understand that profanity, rude language and unprofessional behavior will not be tolerated by employees at the
Learning Lab. Employees should understand that they must work as part of a team, and to work with integrity. We serve a diverse population, with many different needs, and to best serve them we should realize that everyone can learn from each other’s experiences. College is a time to build on integrity, self-esteem and self-confidence for all. Try to be part of a good, memorable experience for those who you work with in the Learning Lab as well as the students and staff at HFCC.

Students, whether they are studying at the Learning Lab or working here, need to obey the rules, the Work-Study students, tutors and volunteers alike. We ask that no one use a cell phone while in the Learning Lab, and that all phone conversations take place outside the Learning Lab. If there is a phone call you must take, take the phone call out of the Learning Lab so you do not disturb others who are studying or attending class. **Loud or disruptive behavior is not tolerated at the Learning Lab.**

**Computer Usage**

Work-Study students have access to HFCC computers, and are expected to use those computers for school related work only, just as the students coming into the Learning Lab to study.

If a Work-Study student wishes to work on personal business, they are encouraged to bring in their laptop or other computing device. This means Work-Study students should not be accessing Facebook or other restricted sites on a school computer.

**Probation Period**

After two weeks on the job, Work-Study students will be interviewed by the Learning Lab Coordinator to insure they are capable of meeting the expectations of working as an employee while keeping up on their studies.

**No Longer Interested**

You may voluntarily resign from your position at any time. However, it is asked that you provide the department you are working for at least a two week notice. If you resign from your position, it does not prevent you from obtaining the same or another position at a later date. Once the supervisor is made aware of your resignation, they are required to submit a separation form to the Financial Aid Office.
Termination by Learning Lab Coordinator

Your supervisor may terminate you at any time for unsatisfactory job performance and/or insubordination. Reasons can include but are not limited to:

- Repeated failure to arrive at work on time
- Failure to complete assigned tasks
- Disruption of the department

Termination by Financial Aid Office

The Financial Aid Office may terminate you at any time if you no longer meet the Federal Work-Study requirements. We will attempt to give your supervisor as much advance notice as possible, but this may not always be feasible. Examples of changes in eligibility are:

- Failure to meet Satisfactory Academic Progress standards
- Changes in enrollment status/cost of attendance
- Additional aid was awarded making the student ineligible for the Federal Work-Study program
- All necessary paperwork has not been completed

If student employees do not perform their duties satisfactorily and needs to be terminated, the supervisors must talk with the Office of Financial Aid to discuss prior to terminating the student. Improper use or violation of University property and falsification of timesheets will result in your termination without grounds for appeal.

Performance Evaluation & GPA Requirements

Your job performance will be overseen by the Learning Lab Coordinator. Some settling in period is expected as you learn the variety of duties required with the onset of a new job. As long as the employee is making satisfactory progress towards learning the position they have been hired for, and following the rules and procedure taught to you as an employee of the Learning Lab, your job performance evaluation should be satisfactory.

As a Work-Study student, either as a tutor or as a student employee, you are expected to achieve a Grade
Point Average (G.P.A.) of no less than a 3.0 or “B” average while you are working at the Learning Lab.

**Equal Opportunity/Non-Discrimination**

Henry Ford Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and other applicable state or federal laws or Community College policies.

**Confidentiality**

Work-Study students at HFCC are expected to adhere to the following Notice of Confidentiality. Certain information about the Community College (such as specific procedures, financial status, etc.) is considered confidential. Communication, distribution or copying of such information is prohibited. In addition, some student employees may be given access to certain proprietary and confidential information of the Community College and its students. Student Employees are not to disclose any propriety or confidential information regarding the Community College to outsiders and may only communicate such information to employees who require such information in the performance of their jobs. Unauthorized disclosure of proprietary or confidential information can result in the student employee's immediate termination and/or criminal charges. Any question regarding determination of confidentiality of information should be referred to the immediate supervisor/manager or the Federal Work-Study Student Employee Coordinator in the Office of Student Finance.

**Time Card**

Work Study students are paid bi-weekly. The pay rate is based on the position responsibilities and skills required for each job. A payroll schedule will be provided to you with your payroll paperwork as part of the hiring process. Your supervisor will also receive a copy of the payroll schedule prior to each fiscal year.
You must complete a timecard every two weeks for the hours worked during that pay period. You should complete the information at the top of the form. The dates for the pay period and number of hours worked each day, along with a total of the hours should be completed on each time card. You should sign the timecard and then present it to the supervisor who will verify the hours worked and sign the card. The hours each student works can be taken from the Student Time-Clock system, where they are expected to sign in at the beginning of their shift, and sign out at the end of their shift. These are the hours the student employee will be paid for, and will be verified by the Learning Lab supervisor. Accurate information reporting is essential. You should list the number of hours worked per day. Hours will be paid in 15 minute increments only. The time sheet should reflect partial hours as .25, .50, or .75 only (ask a full-time employee if you have any questions).

If an incomplete timecard is submitted, it will not be accepted and you will not be paid for the hours reported. The timecard will be returned to you so that the information can be completed. Once the timecard is completed and turned in, you will be paid for those hours in the pay period in which it is submitted.
Here is an example of a properly filled out timecard:

**Time and Attendance Procedure**

Students are expected to clock in and clock out on the Student Time-Clock computer in the learning Lab each day at the beginning and end of their shift.

If a Work-Study student or volunteer Peer Tutor is unable to make it to work, they are expected to contact the Learning Lab as early as possible to inform staff that they will not be able to be at their job, and are also encouraged to send an e-mail to LearningLab@hfcc.edu to make sure they have informed everyone possible of the change in their schedule.
Emergency Situations

If an emergency situation arises, do not panic. Remain calm and use common sense while dealing with the situation. Treat all problems and emergencies as serious situations, and follow the lead of the Learning Lab staff. If a fire alarm goes off, it signals that there is a potential problem. Emergency procedures are established for the Learning Lab, and in a true emergency the Learning Lab staff will direct you to leave the building by one of the stairways. If a student or staff member is injured or ill, notify your Learning Lab supervisor immediately. They will contact Campus Safety and the appropriate emergency service if it is required.

If severe weather threatens the campus, the siren system will be set off to warn everyone on campus about the chances of a weather emergency. The sirens can be heard in the Learning Lab.

Disciplinary Action

If a student is unable to comply with the working conditions on their Work-Study job, they will be spoken to by their immediate supervisor, who will speak with them about the problem and explain how to correct the problem in the future. If a student still does not comply with the working conditions, the second step will have them meeting with the Learning Lab Coordinator. If the student still does not make an effort to make the required changes to their behavior, they will be summoned to the Learning Lab Coordinator and informed of their work termination date.

Grievance Procedure

If something bothers you or does not seem right, ask to speak to your supervisor first. Most problems can be resolved by your supervisor. However, if your supervisor cannot resolve the problem or the problem is serious and involves your supervisor, you should discuss it with the Learning Lab Coordinator. If the problem involves the Learning Lab Coordinator or the College administration, then refer the matter to the Office of Student Affairs.

If you cannot resolve a workplace problem through informal negotiations, you have the right to file a formal grievance. A grievance is a written complaint alleging that a supervisor violated a specific provision of the Community College and/or State Employment Policy. A formal grievance procedure is written for the purpose of resolving disputes relating to interpretation of policy or rules. Submit your written grievance to
Office of Student Affairs. If you believe that you have been sexually harassed or have been illegally discriminated against, you may discuss the matter and your options with the Office of Student Affairs. Please refer to the College’s Student Complaint Policy for proper procedures.
### Important Numbers

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<tr>
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<th>Phone Number</th>
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<tr>
<td>Assisted Learning Services</td>
<td>845 – 9617</td>
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<td>Athletics</td>
<td>845 – 9647</td>
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<td>Campus Safety</td>
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<td>English Language Institute</td>
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### Department Numbers

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