

JOB DESCRIPTION
GRADUATE EMBEDDED TUTOR (GET) PROGRAM
GLENDALE COMMUNITY COLLEGE (FALL 2022)

THIS IS A PILOT PROGRAM AND IS CURRENTLY ONLY AVAILABLE IN THE FALL OF 2022.

General Description

Graduate embedded tutors (GET) at GCC are graduate students or recent MA/MS graduates who are assigned to a faculty mentor and work with the students in their mentor's courses to support the learning process. GETs work to actively engage students, determine useful learning strategies, and employ techniques they learn through ongoing training and evaluation.

What is tutoring?

A tutor's primary objective is to engage in a genuine dialog with students in which each party contributes meaningfully and equally to a mutually enriching conversation that challenges both the tutor and tutee to negotiate – on a regular basis – their understanding of each other's expectations and goals and the outcomes of their collaboration. In this process, the tutor empowers the tutee to become an independent learner. This requires flexibility, creativity, and an appreciation for the benefits and potential outcomes of conflicting opinions and approaches. In short, tutors do not grade, proofread, or edit papers or homework; they enable maturing learners to make informed decisions about their own work.

What is the Graduate Embedded Tutoring (GET) Program?

Graduate embedded tutors are classroom-based tutors on steroids. They are motivational sherpas whose mastery of math or writing -- and training through the GCC Learning Center -- enables them to guide students through course content, increase students' academic literacy, hone study skills, and share strategies for success. Serving as models of proximal ability and potential who appreciate the multiple sociohistorical factors that continue to marginalize underrepresented groups and people of color, graduate embedded tutors empower students to navigate the institution with aplomb and grace. Shapeshifters who adapt to the changing needs of the classroom, the instructor, or the students, they tutor students on differential equations or thesis sentences one minute and mentor them on how to flourish in the academy the next. They work closely with faculty, learning how and why courses are structured as they are, so they can translate the grand objectives of the course in ways that resonate with students.

Basic job responsibilities include the following:

- Demonstrate initiative and professional attitude in working with coordinators and the assigned mentor
- Attend to and follow working procedures and policies of the Learning Center, as explained by supervisors
- Complete an online training course and attend all mandatory meetings
- Participate in on-going training such as conferences with supervisors, meetings, and tutorial observations
- Direct students to other resources and student services as necessary
- Inspire, mentor, and motivate students employing strategies covered in training
- Assist students with course content and problem-solving
- Assist with in-class and lab activities
- Provide individual and group tutoring
- Facilitate study groups and review sessions
- Support learning and study skills development
- Monitor online discussion boards
- Answer questions regarding the Canvas course site, due dates, and course requirements
- Outreach to students who have missed class or who may be struggling

Skills:

- Assess overall comprehension and mastery of course content
- Identify common errors and model corrections to students
- Locate problems and corrective solutions in handbooks, handouts, and online, if necessary.

- Exercise patience and creativity to explain concepts and techniques to address individual students' learning needs, as much as possible
- Discern challenging situations and refer to supervisors, when necessary

Abilities:

- Ability to establish rapport and working relationships with students from many different cultural backgrounds, educational levels, and ages
- Ability to work in a cooperative, mature, and communicative manner with other tutors, supervisors, faculty, and other facility staff.
- Ability to learn self-reflection in order to improve tutoring skills, as well as to accept constructive criticism on tutoring and interpersonal dynamics

Supervision:

Tutors report directly to the Graduate Embedded Tutor Coordinator and the Faculty Coordinator of the Learning Center.