

THINGS YOU NEED TO KNOW ABOUT WORKING AT THE DOJO: A GUIDE FOR DROP-IN TUTORS AND INDIVIDUAL TUTORS USING THE SPACE

When in doubt, contact Julie Maxfield, Assistant Dean of Students for Academic Support (maxfielj@reed.edu) or Ryland Bell, Quantitative Skills Center Coordinator (bellr@reed.edu).

If Julie and Ryland are not available, try Theresa Lowrie or Kayla Sanford.
Theresa and Kayla work in Disability Support Services, which is also housed at the DoJo.

The Dorothy Johansen House (DoJo) is a cooperative study space and should be used as such. Please turn off your cell phones, refrain from socializing or distracting others, and report any behaviors or conditions that detract from the building's intended use.

If you have suggestions about how we can make the DoJo a more pleasant and effective place to study and work, please let Julie or Ryland know.

The Physical Building

Getting in/out of the building:

- The front door is opened by a card swipe. You will need to bring your Reed ID to get in. The door opens for any current student during the open hours (9AM-11PM while classes are in session and during reading weeks).
- In general, drop-in tutoring is suspended if we don't have classes (Fall break, Spring break, etc.). The exception to this is during reading week. For Sunday shifts, if we have class on Monday, there are tutors here.
- While drop-in tutoring is suspended over breaks, the building is open reduced hours (typically 9AM-5PM).
- If the doorbell rings, please answer it! A blinking light will also go off when someone is at the door. This is an assistive technology tool for people who cannot hear the bell.
- When a student walks in to the building, make sure someone has greeted them and offered help. While this is primarily the responsibility of the Head Tutor (more on that later), everyone should help make new students feel welcome.

Log-in Kiosk:

- **All students must log-in before meeting with you**, whether you're a drop-in or an individual tutor. Before working with a student, ask them if they have signed in. If not, show them where to sign in.
- Sign in data is very important for our scheduling, assessment, and for tracking trends. We need this information to get an accurate sense of what subjects are being sought and at what times. Reliable reporting of traffic also helps us justify funds for more tutors and more snacks!

Safety:

- If you work a late shift, it will be dark when you arrive and leave. Lights should be on all the way around the building for added visibility. If they go out, report it.

- There is a phone in the DoJo and outside by the front door. **Call the CSOs if anything seems amiss or if there is any cause for concern about safety.** If you see a strange person lurking about, call community safety immediately.
- If you would like a ride home after your shift, please call the CSOs. They are happy to take you where you need to go.
- A first-aid kit, flashlights, and fire extinguisher are located in the kitchen.

Kitchen:

- Everyone is welcome to use the kitchen. **You are expected to clean up after yourself! It is up to the tutors to educate new users to this policy and help us keep the kitchen clean.** If you're working as a drop-in tutor and there's no one here for your subject, please tidy the kitchen while you wait.
- Put dirty dishes in the dishwasher. If the dishwasher is full of clean dishes, please empty it.
- We make an effort to offer a variety of healthy(ish) snacks and tea. These are for consumption at the DoJo; please don't take food home with you.
- Everyone is welcome to keep food in the fridge, but if it doesn't have a name on it, it will be thrown out.
- Tutors are welcome to keep their own personal mug in the tutor cabinet, near the back door.
- Please pass along suggestions for snacks or beverages. If there's a major problem in the kitchen (pests, leaks, broken appliances) tell Julie or Ryland so it can be fixed right away.

Supplies:

- You should find copies of introductory science, math and Economics textbooks, Hum 110 texts, and other useful resources. These are non-circulating, so don't let your tutee take one home by mistake. If there's a book you'd like us to get, let Julie or Ryland know.
- We also offer a limited selection of school supplies (post-its, paper clips, glue sticks, scrap paper, index cards, etc.) that you and your tutees can use while you're here. If we run out of something or if you think of a supply you would find useful in your work with students, let Julie know.
- We also keep calculators, modeling kits, play-doh, meter sticks, and similar tools here. Please leave these items at the DoJo and speak up if something is missing.

Fireplace:

- A warm fire on a rainy day in November is quite a treat! Please be cautious and respectful so that we can continue to offer this luxury. If you start a fire, either put it out or delegate responsibility for it to someone else when you leave.
- Making a fire:
 - o Additional wood is outside around back.
 - o If there are a lot of cold ashes, you can shovel them in to the red bucket.
 - o **MAKE SURE THE FLUE IS OPEN!**
 - o Never burn anything other than wood or paper in the fireplace. Plastic does bad things to the chimney and the environment.

- Keep combustible items a safe distance away.
- A fire extinguisher is located in the kitchen.
- Closing shifts and/or putting the fire out:
 - Make sure active flames and red embers are out (you can use the poker to break it up).
 - Close the flue if it's not smoking anymore, otherwise leave it open.
- Please keep the area clean!

Conference Room:

- The conference room is occasionally reserved for events and trainings. If the door is closed and has the "this room is in use" sign up, the room is not available for tutoring.
- Students can reserve the conference room for group study. Contact Theresa Lowrie for more information.
- We keep writing-related resources in the conference room and the writing tutors tend to set up camp in that space. That said, the room does not "belong" to any particular group of tutors.
- Drop-in tutors should seek to make the best use of the conference room when large numbers of students are present. If you're working with a big or noisy group of students and there's only two people in the conference room, feel free to ask them to switch places. You can shut the door to keep the noise level down.

Procedures for Drop-in Tutors:

Head Tutors:

- There should be a Head Tutor (with a "Head Tutor" sign) at nearly every drop-in shift. Their job is to make sure things run smoothly and to assist new tutors whenever possible. Ask them for help and alert them when someone or something is causing problems.
- When you arrive for your shift, let the Head Tutor know you're there. Get to know your Head Tutor. They're great resources!

Subject signs:

- Grab subject sign(s) for your subject(s) as you come in, place them in front of you while you are working, and return them when you leave.
- You can also use the black or white boards around the building to let students know which direction to go to find you.

Every time a student arrives:

- Greet them (if the Head Tutor hasn't already) and make sure they've signed in.
- Ask them if they're looking for a tutor and offer to work with them if it's your subject. Exchange names.
- While it's ok to do your own homework before any tutees arrive, be sure to look up, smile, and be friendly when someone walks in. If you're working at a DoJo computer with your back the room, you need to be especially aware of your responsibility to turn around and greet visitors.

Tutees will feel awkward if they sense that they're interrupting you— make sure you present a welcoming attitude.

Closing shifts:

- If you are closing, check the whole building to make sure everyone is out and that all doors and windows are locked before you leave. CSOs will come to lock the deadbolt and set the alarm.
- Please make sure to leave things clean and neat for tomorrow's tutors. Wash dishes, put away textbooks and calculators, toss scrap paper, etc.

Substitutes:

- It happens. You're sick, you have too much of your own work, you're going out of town, etc. Please start looking for a substitute as far in advance as possible.
- Once you realize you cannot make your shift, post a request for a substitute from your subject tutors in your moodle. Go to <https://moodle.reed.edu> and then within your subject moodle click on "DoJo Tutors: Find a substitute for your shift" to make your post. Using the moodle lets your supervisor know that you made an effort to find a replacement.
- **Posting to the moodle does not relieve you of your duty to be at work. If you cannot find a substitute, you must also let Julie or Ryland know.** We can then tell your fellow tutors that someone is missing and/or extend the invitation to sub to individual tutors that didn't see your original moodle post. Occasionally, you'll have difficulty finding a substitute because there aren't enough extra tutors for your subject. If this happens, we'll hire more tutors, but we need to know about the problem in order to fix it.

Working with multiple students at the same time:

- When there are more students than tutors at the DoJo, you'll need to work with more than one student at the same time. Your response to this situation will depend on the needs of the students, the subject and/or assignment you're tutoring, and the number of other tutors for your subject.
- Working with more than one student is a skill that you'll develop over time. Feel free to consult with Julie or Ryland if you'd like to review specific situations or talk more in depth about this challenge. Below are some general strategies that might help:
 - o When feasible, group students together and work on the same content with all of them simultaneously.
 - o When appropriate, get one (or more) students started on a problem and then move on to someone else. Come back to the first person (or group) to check on them.
 - o In some cases, students can work together and answer each other's questions. Just make sure they know you're there to help if there's any disagreement about the best way to solve a problem or understand a concept. Check in often.
 - o Use your fellow tutors as resources. Divide the tutees in a way that makes sense given your fellow tutors' skills and strengths.
- If you work a shift that's consistently busier than you or your fellow tutors can handle, please let us know so we can schedule more tutors.