



Computer Science

GRUTOR HANDBOOK

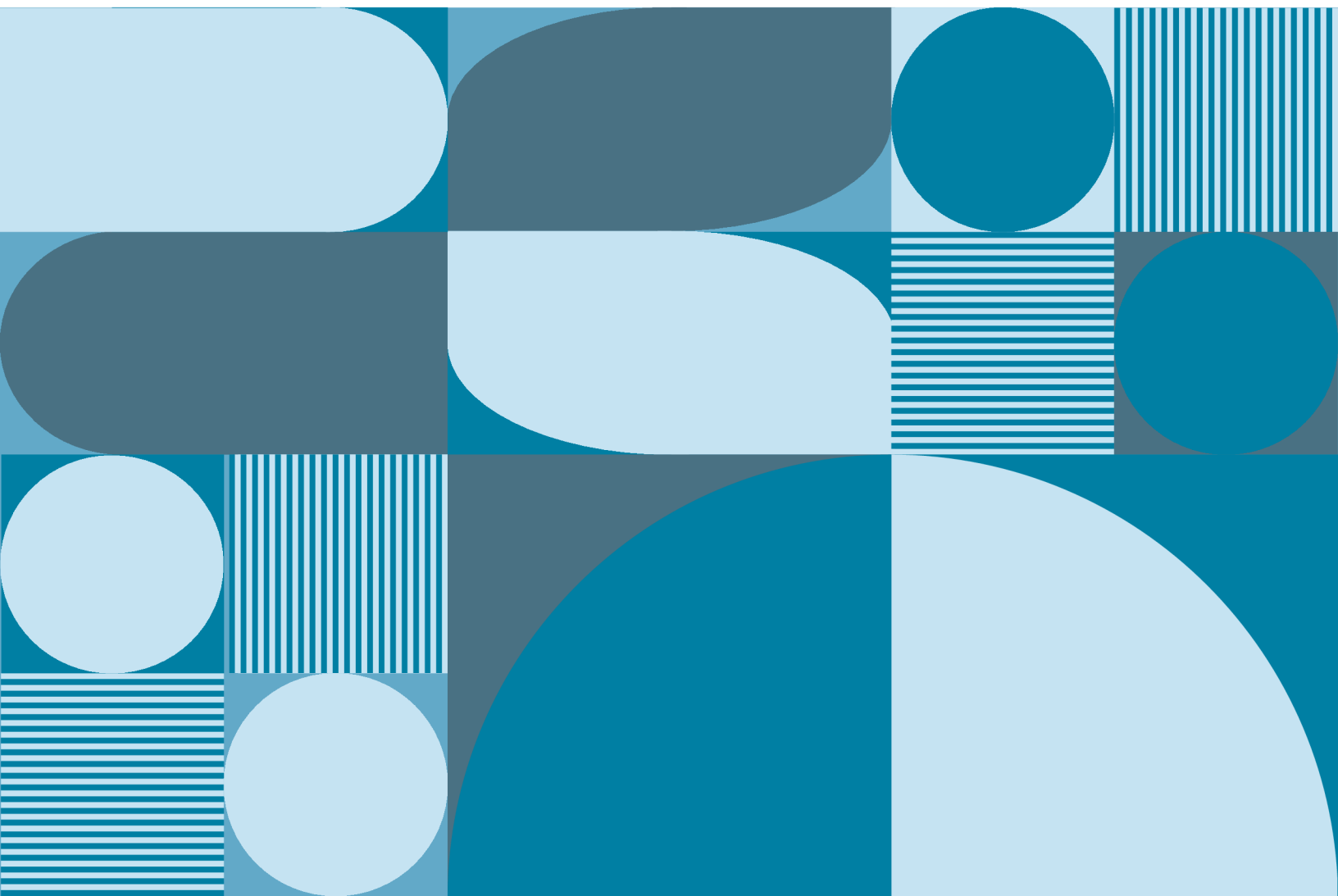
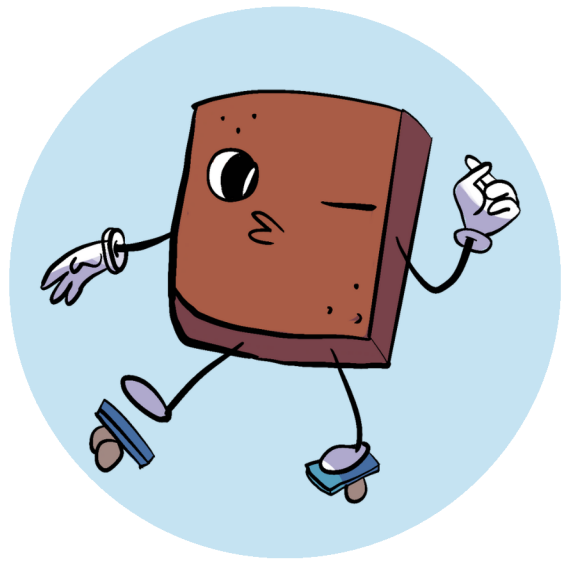


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DEAR GRUTORS

We are extremely grateful for your participation in the Grutor Program since it helps us run the CS Program and, more importantly, helps create a community for our CS students. Not only are you helping and giving back to your fellow students, you are also developing your own skills in computer science and interpersonal communication.



Wally the Wart

The CS Department greatly appreciates you and hopes that your time as a grutor this semester is packed with impactful experiences!

This handbook is designed to give you some basics on workplace policies, inclusive teaching, and useful practices for your tutoring sessions.

If you're new and figuring things out, you can always ask your faculty advisor or fellow grutors for some advice!

Sincerely,
Your friendly Wally the Wart

HMC HONOR CODE

Harvey Mudd College is an inclusive community of faculty, staff, and students. Students entering the community are assumed to have an earnest purpose. Diligent pursuit of this purpose is enhanced by standards of conduct agreed upon by the community. These standards are:

1. Thoughtful respect for the rights of others;
2. Honesty and integrity in both academic and personal matters;
3. Responsible behavior both on and off campus;
4. Appropriate use of campus buildings and equipment, and;
5. Compliance with College regulations and policies

Check out this discussion activity: tinyurl.com/grutor-honor.

Reflection: In what ways must grutors practice the honor code? Write down your thoughts below.

HR POLICIES

CONFIDENTIALITY OF STUDENT INFORMATION (FERPA)

Any information that you have access to through grutoring is confidential. This includes student enrollment, performance, and attendance data.

You can share student information only with others on staff for the same course (profs and other grutors), and only as necessary to perform your duties.

SCHEDULING HOURS

- Each grutor must create a schedule with their profs/head grutors to indicate hours they are scheduled for tutoring and grading.
- Grutors must communicate any changes in their schedule to profs/head grutors.
- Grutors should only be working at most 4 to 6 hours a week. We think of this as a 2-2-2 schedule, where you might do 2 tutoring hours, 2 grading hours, and 2 miscellaneous hours as a grutor.
- Grutors cannot work on holidays unless given permission by their direct supervisor (assigned faculty).

HR POLICIES

TIMECARDS

- They're due every other (bi-weekly) Friday at 5:00 PM.
- Please choose your correct position, especially if you have multiple jobs.
- Enter in the comments a brief description of your shift
- Please, hit the "Review" and "Submit" button every time you enter something!

Current pay period: _____

OVERTIME POLICIES

Overtime is calculated by the hours you work across all campus jobs you have with HMC.

***CANNOT WORK
MORE THAN 8
HOURS A DAY***

***CANNOT WORK
MORE THAN 6
CONSECUTIVE
DAYS***

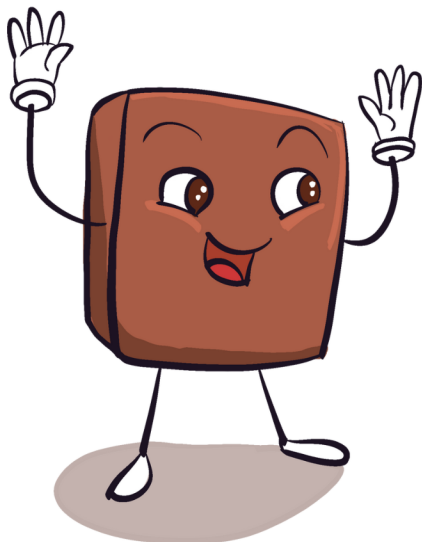
***CANNOT WORK
MORE THAN 20
HOURS A WEEK***

GRUTOR PROGRAM GOALS

1. Grutors are integral to creating a sense of community within the Computer Science Program.
2. Grutors will strengthen their knowledge of Computer Science concepts.
3. Grutors will foster an inclusive learning environment that inspires curiosity, deeper understanding, and self-efficacy in Computer Science.
4. Grutors will gain more experience and confidence in their teaching, written, and verbal communication skills.

Discussion:

- Introduce yourselves (name, home school, class year, major).
- What do you want to get out of grutoring?



Reflect: After this presentation, write down your personal goals here.

GRUTOR GRADING

Grutors graders + tutors

Don't neglect grading!

Grading helps your skills with reviewing code, understanding the material, and seeing different approaches to solutions.

Do your part!

When grutors don't contribute to grading, it falls onto other grutors to take on the majority of the work. So make sure you're helping out too.

Maintain integrity!

- Use the rubric.
- Use your best judgment for point adjustments.
- Report plagiarism or any academic misconduct.

Communication is key!

Ask questions and collaborate if you're not sure how to grade something or if you can't get to your grading assignments.

Assigned Grading

Your course may have assigned grading to help allocate the work.

GRUTOR INCLUSIVITY

WHY IS IT IMPORTANT TO CREATE AN INCLUSIVE SPACE WHILE GRUTORING?

Underrepresented students who feel they belong are more likely to stay in CS. This extends beyond education and into the workforce, and we want to train the next generation (you!) to go out with this knowledge.

In this section, we'll share some basics about DEI work and how we practice it in our CS community through **Growth Mindset, Active Listening, and Effective Feedback.**

IDENTITIES

We all have public-facing identities that people may consciously or subconsciously make judgements on, and for so long certain races/ethnicities were not seen as Computer Scientists, such as Blacks/African Americans, Hispanics/Latine, Indigenous/Native Americans, Women, and other identities and intersectionalities.

Reflect: Think about your identities in these various categories - socioeconomic class, race, ethnicity, gender, sexual orientation, assigned sex, nationality, first language, age, ability, religion/spirituality. **In what ways are you privileged or not privileged?**

GRUTOR INCLUSIVITY

DEI

Stands for diversity, equity, and inclusion. DEI is a concept that is used by organizations to ensure fair treatment, representation, and a sense of belonging.

Everyone comes into CS with different experiences, such as some students having more access to resources like AP classes, afterschool programs, or early exposure to coding, while others have not. Being inclusive means recognizing those differences and supporting students equitably.

Microaggression

Small but recurring acts against a person that may seem harmless, but are usually based on stereotypes and can build up over time.

Examples of what microaggressions might look like:

- Asking a woman in a group, “Can you take notes?” assuming she should handle administrative tasks rather than technical contributions.
- Saying, “You’re lucky you’re a minority; companies are dying to hire people like you.”

GRUTOR INCLUSIVITY

Intersectionality

The concept of people having overlapping identities that experience unique forms of privilege or oppression.

For example, a first-generation, Filipina college student may face these challenges

- She might feel out of place in a male-dominated major
- Lack early exposure to CS compared to peers from more resourced schools
- Experience cultural or family expectations during her academic career
- Lack a network of support for thriving in the CS major and workplace

Implicit Bias

“Automatic mental associations that operate below our conscious awareness, subtly shaping how we perceive and make decisions.” (implicit.harvard.edu)

We are typically drawn to people who are like us and/or have an “inviting demeanor.” This typically will leave out groups of people you may not know you are leaving out.

GRUTOR INCLUSIVITY

Learning about **identity** and **belonging** would best be done with more time to ensure a better learning experience. What we've discussed so far is hopefully an overview and a primer on how you can interact with others as a grutor, i.e., **everyone has unique stories and experiences, and we should treat everyone with respect and compassion.**

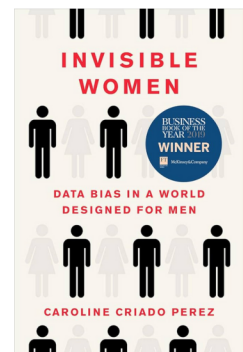
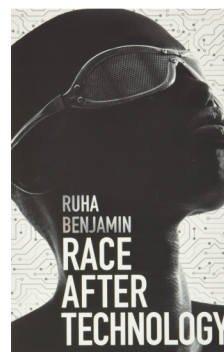
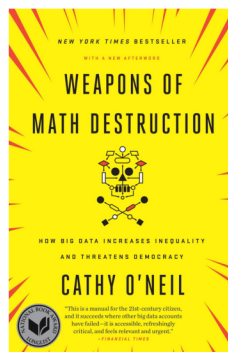
If you would like to learn more, please consider taking this free online course from the Alliance for Interdisciplinary Innovation in Computing Education (AiiCE), particularly the sections on Identity and Belonging.

Free AiiCE Professional Development for TAs:

tinyurl.com/grutor-aiice

Books about why diversity and ethics matter

These books talk about how diversity in technology matters. We recommend that you check these out. You can borrow these by reaching out to ccalingo@hmc.edu.



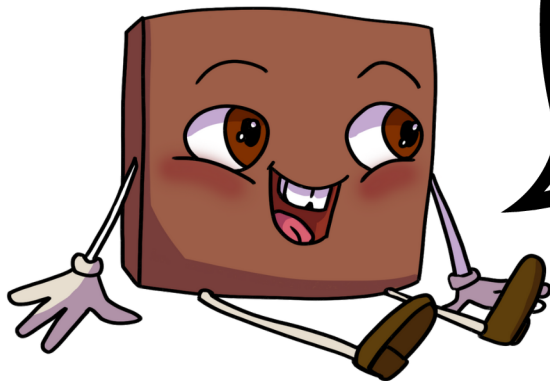
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- ## Notes

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GRUTOR GROWTH MINDSET

WHAT IS IT?



A **growth mindset** is one where we believe we can get better at something by dedicating time, effort, and energy. A simple way of remembering growth mindset is to think of the word “yet.” For example, “I don’t know this... yet.”

Growth Mindset with Intention

As a grutor, **focus on effort and potential for future improvement.** You should also be modeling a growth mindset as well!

Reflect: What kinds of phrases can you say as a grutor that address a student’s **effort** and **potential for improvement**? How do you model (or not model) growth mindset?

GRUTOR ACTIVE LISTENING

Watch this video to learn about active listening
tinyurl.com/grutor-listening

Activity Instructions

1. Find a partner and designate someone as the **speaker** and the other as the **listener**.
2. **Speaker:** Take 1 - 2 minutes responding to the provided activity prompt. Use a timer, or if you finish before time is up, say, "I'm done."
 - a. **Listener:** Do not interrupt the speaker while they are sharing. When they are done, take 30-60 seconds to say what you heard from the speaker.
 - i. Uses phrases like, "I heard you say..." or "it sounded like..." and end with, "Did I understand you correctly?" or some sort of question to affirm that you got it right.
3. Switch roles and repeat!

Discussion

With your partner:

- When you were a speaker: do you think you changed how you communicated knowing that another person was actively listening to you?
- When you were a listener: did you find yourself listening in a different way?

GRUTOR EFFECTIVE FEEDBACK

Feedback styles



The Coach

You can think of yourself as a trainer; you offer observations, encouragement, and targeted suggestions. You might say:

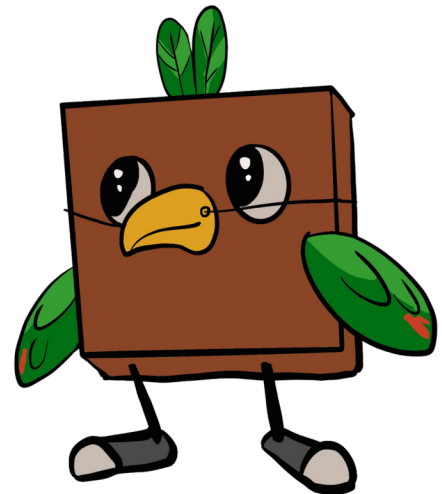
- “You might try...”
- “That’s a good approach! Let’s test out that code.”
- “One way you could do it is...”

The Parrot

This style is less about steering and more about echoing. You repeat, rephrase, or reflect the students’ thoughts back to them. Your goal is to **get them talking** and **keep them thinking**. You might say:

- “Can you tell me what you tried so far?”
- “You’re using a while loop here... what made you choose that instead of a for loop?”
- “Can you walk me through your code?”
- “What do your notes say about this?”

This is also like the “rubber duck” concept you might have learned in CS 60!



GRUTOR TUTORING SESSION

How to be a KIND grutor

You can read the full and concise guide here:

tinyurl.com/kind-grutor (Devon Tao '25)

A KIND grutor has the following characteristics

- Knowledge
- Initiative
- Non-judgement
- Dependability

and most importantly, KINDness.

In the blanks below, Read this over with a partner and fill in which part of KIND (knowledge, initiative, non-judgement, dependability, and kindness) best relates to the piece of advice.

Before your tutoring session

- _____ Wear your grutor shirt!
- _____ Read over/review the assignment
- _____ Arrive promptly or else make arrangements with another grutor to cover your shift or notify the class of the session's cancellation.
- _____ Grade assignments if there are no students at your session.

GRUTOR TUTORING SESSION

During your tutoring session

- _____ **Self-check!** How are you doing today, and how will it affect your interactions with students? Do you need help from faculty, staff, or fellow grutors? Are you excited or exhausted?
- _____ **Introductions:** Don't forget to introduce yourself (write your name on the board) and ask for their names until you learn them!
- _____ **Initiate:** Be proactive and start conversations by checking in with students to see if they need help. But be mindful that you are not "holding their hand" throughout the assignment.
- _____ **Diagnose:** Ask students questions to understand where they are at in the assignment.
 - Can you tell me specifically what you are having trouble with?
 - Can you tell me what you have tried so far?
- _____ **Coach:** Sometimes a student question needs basic clarification, such as providing a definition, showing the appropriate syntax for a function, or even logic fixes in the code.
 - These situations can still be used as a teaching moment! You can point them to find it in their notes or encourage them to test the code out themselves.

GRUTOR TUTORING SESSION

- If their question can be answered with a “yes” or “no,” you might be able to turn it into a teaching moment.
 - For example, “Should I change this part in my code?” You can invite them to try it out and see what happens!
- Try not to write on the board or type on their laptop. Instead, coach them through it by making them write or type.
- _____ **Redirect:** If you’re having trouble with a problem and need to “phone a friend for help,” or your tutoring session is about to end, try having the student post their question on the class forum.

Tips for reading code

- Go slowly before jumping to solutions.
- Look out for helper functions or variables the function depends on.
- Unless a bug is due to a minor syntax error, remember to first try asking interactive/mirroring questions instead of directly telling them where and what the bug is.
- Point out style/elegance issues when you see them. This includes, but is not limited to, undescriptive variable names, poor use of whitespace, or lack of appropriate commenting.
- Encouraging multiple ways of learning/debugging. Don’t forget that you can use diagrams, props, etc.

GRUTOR TUTORING SESSION

What to do when you don't know what to do

- _____ It's okay to say, "I will think about it, can I get back to you on that?" Or ask the student to make a Piazza post that you or others can respond to later.
- _____ If there is another grutor on shift, ask for help.
- _____ Ask your prof or other grutors via Slack, email, etc.
- _____ Connect the student with another student who already finished the question and who is willing and has the time to help. Be mindful of the course's rules on collaboration.
- _____ Be careful of the use of LLMs when needing further assistance. Check with your profs course guidelines for whether students are encouraged or discouraged from using LLMs. Copying/pasting code is never acceptable, and grutors should stress the importance of understanding the underlying concepts.

Managing Multiple Students

- _____ Help facilitate collaboration if you notice students are working on the same problems! Again, be mindful of your course's policy on collaboration, such as making sure both students list their names on each other's assignments if pair-programming is encouraged.
- _____ Create a queue system.

GRUTOR TUTORING SESSION

- _____ Don't forget to check in with students every so often and be mindful of how much time you are spending with one person/small group.

After your tutoring session

- _____ **Reflect:**
 - What could you do better next time?
 - What were some common questions other grutors on your team should be aware of so that they can prepare?
 - What questions do you have for your profs/fellow grutors?
 - What were some highlights and success stories that would be helpful to share or remember?
- _____ **Continue being kind!** If you see your students outside of class, say hi! Remember to help make HMC a welcoming community.

Notes

SUMMARY

What we covered:

- We discussed how the **honor code** is applied to grutoring.
- **HR policies** that you need to remember are FERPA, overtime, and how to fill in your time card.
- **Grading** is an integral part of grutoring, so please don't neglect it!
- **Inclusivity** is extremely important to help create belonging in CS. We discussed identity, DEI terms, and how it might look while grutoring.
- **Growth Mindset** should focus on effort and the potential for future improvement.
- **Active Listening** will allow us to truly center our interactions with students around their needs. We should seek to understand their perspective.
- **Effective Feedback** should be both encouraging and helpful, typically leaning more towards making the student think.
- **What to expect during your tutoring session:** We expect some prep (but not a lot), you should wear your shirt as a uniform, we provided tips for when you are tutoring students, and some thoughts on what you can do after your session.

PRACTICE SCENARIOS

Scenario 1: A Disengaged Student

You notice a student during lab has been increasingly disengaged. They often come in late, spend most of the time on their phone, and have turned in subpar work for the last few assignments. When you ask if everything is okay, they tell you, “I’m not good at computer science.”

1. How would you try to engage this student in a supportive manner?
2. What strategies would you use to understand the root of their disengagement?
3. When would you escalate the issue to the course instructor?

PRACTICE SCENARIOS

Scenario 2: An Unprepared Student

A student comes to the tutoring session without having attempted the assigned problems or reviewed the material. They expect you to walk them through everything from the beginning, but there is limited time, and you know they need to practice on their own to improve.

1. How can you balance guiding the student and encouraging independent work?
2. What strategies can you use to ensure that the student is better prepared for future sessions?

PRACTICE SCENARIOS

Scenario 3: Handling a Charged Situation

You overhear another student say a derogatory word to describe another person, and you can visibly see the discomfort from the victim and other students who heard the word.

Write some scripts for handling a situation like this. You may have to think hypothetically about how this scenario might have come about. Use these questions to help with your discussions.

1. How might you address the person who said the derogatory word?
2. How might you help the victim?
3. What are some useful phrases to help manage this situation to both ensure that the derogatory word is not okay by the HMC Honor Code, and to ensure that the victim's needs are met?

PRACTICE SCENARIOS

Scenario 4: An Overwhelmed Student (grutor submitted)

A student comes in for tutoring for the first time and visibly looks nervous and uncomfortable. You do your best to be helpful while also giving them space to work on the assignment so that the student can apply your advice. While giving them space, another tutor on duty sits next to the student and starts walking them through the problem. You notice that the student is quiet and appearing to be uncomfortable.

1. What steps can you take to make a nervous or uncomfortable student feel more at ease during their first tutoring session?
2. How could you respectfully redirect the other tutor's approach without criticizing them in front of the student?

PRACTICE SCENARIOS

Scenario 5: A Late Student (grutor submitted)

A student comes in during your last few minutes of your tutoring shift. They're worried about not finishing the homework completely, and you admit that the code will be implemented in a future homework. You suggest that using a late pass would be helpful. However, you start working on the problem together at the student's insistence, and the student starts asking for hints without fully reading the problem. While helping them, the student becomes increasingly frustrated and starts to raise their voice, and so you decide that you'll continue working past your scheduled shift to help make sure they understand the problem.

1. How would you handle a situation where a student becomes overly dependent on hints without engaging with the problem?
2. How can you set clear boundaries about your availability during and beyond your tutoring hours while still being supportive to students?
3. What tools or resources could you direct the student to if they need additional support outside of your tutoring hours?

PRACTICE SCENARIOS

Scenario 6: Substitute Teacher Syndrome

You notice that a student is consistently lost with the material and that they may be using grutoring as a substitute for class time. When you ask them to recall the class material, they say they don't know or do not remember.

1. How could you respond if a student says, "I don't know what the professor said," or "I didn't go to lecture"?
2. What resources (e.g., lecture notes, office hours, asynchronous materials) could you recommend to help the student?
3. How might you approach a conversation with the student about the importance of class attendance without sounding judgmental?

PRACTICE SCENARIOS

Scenario 7: A Student with a Disability

A student discloses that they have a learning disability, such as dyslexia or ADHD, and they find the pace of the class overwhelming. They're worried that they're falling behind and aren't sure how to approach their studies effectively.

1. How would you adapt your tutoring techniques to accommodate the student's learning style?
2. What resources or strategies could you suggest to help them manage their coursework more effectively?
3. How can you collaborate with the student and possibly the course instructor to ensure they receive the support they need?

PRACTICE SCENARIOS

Scenario 8: Responding to a Microaggression

During a one-on-one tutoring session, a student makes a casually but inappropriate remark to you, something like, “Wow, you’re a lot more social and outgoing than I’d expect from someone really good at CS,” or some other joke about programmers that relies on a gender or racial stereotype. They seem to think they’re being very funny or complimentary, but the comment catches you off guard.

You’re unsure whether to directly address the remark or just let it slide and redirect the conversation back to the assignment. You worry that not saying anything might normalize the comment, but you also don’t want to make the student defensive or derail the session.

1. What are some ways to respond that set a respectful boundary while keeping the session focused on learning?
2. Why is it important to respond to inappropriate or uncomfortable remarks, even when they seem minor or unintentional?
3. If you choose not to address the comment, what options do you have for following up (e.g., speaking with the student privately, informing the instructor, etc.)?

SAMPLE RESPONSES

SAMPLE RESPONSES FOR THE PRACTICE SCENARIOS

Here are some sample responses from the CS Department. If you're interested in providing input for each scenario, please let us know by sharing your thoughts on this open discussion board: tinyurl.com/grutor-scenarios.

These sample responses are not the only way you could have handled the situation, but we have them here in case you're in need of some guidance for these complex situations.

SAMPLE RESPONSES

Scenario 1: A Disengaged Student (Sample Response)

To show support, here is a script to take inspiration from:

- “A lot of students come into computer science with different experiences and skill levels. Our hope is that *you get better at it from wherever you’re at*, so can you tell me where you’re stuck? From here, we can do our best to improve.”

When trying to figure out the root of their disengagement, ask them:

- “Tell me about your experience with computer science or even with your semester so far. Anything goes. I will listen first, so just tell me when you’re done.”
 - Your job isn’t necessarily to convert them to CS, but to encourage them that they can do CS too, and that you hear them and will do what you can to support.

When to notify the instructor:

- When students are visibly showing signs of distress or frustration with the assignment or course *during multiple sessions*.
- Don’t forget we have resources with the Wellness Office, such as Mudders Care for Mudders.

SAMPLE RESPONSES

Scenario 2: An Unprepared Student (Sample Response)

Here's how you can balance guiding the student and encouraging independent work:

- First, ask them if they have read the problem. Encourage them to read the problem, and let them know you will check on other students so that they can think about the problem for a moment.
- Give a hint and ask them to please try it because you need to check on other students. Give them a reasonable amount of time to try it out for themselves, and ask them to write down their questions while you are gone.

Here's how you can try to give them accountability for being better prepared in the future:

- Ask them to read and give some thought to the problem, and then come with questions to grutoring.

SAMPLE RESPONSES

Scenario 3: Handling a Charged Situation (Sample Response)

Here's what you could say to the person who said it, in private:

- “Hi, I wanted to talk to you about what you said earlier. I don’t think you meant it in a cruel way, but that word is actually pretty loaded and hurtful. I could see people felt uncomfortable, and I think it’s important to consider how our language affects others. Here at HMC, we want our spaces to be respectful. Is that something you’d be willing to think about moving forward?”
 - Point out the thing that is not okay.
 - Explain why it’s not okay, and try to use “I” statements of how you felt or what you noticed. Try not to be accusatory.
 - Follow up with a question that suggests improvement and future correction.

Here's what you could say to the victim:

- In private: “Hey, I noticed that you’re upset about what they said, are you okay? Let me know how I can support you.”
- In private: “Hey, I noticed what the other person said was offensive and made me and possibly others feel uncomfortable. How are you feeling?”

SAMPLE RESPONSES

Scenario 4: An Overwhelmed Student (Sample Response)

Here's what you can do to help a new student:

- Introduce yourself and ask for their name, home college, and anything else you want to ask.
- Set expectations for the session! This may help a shy student know where to start. For example:
 - “This is one of the busier times, so if there are a couple of students around, we [grutors] put a queue system on the board. We usually still walk around and check in with students, but if we're busy, you can write your name up on the board and we'll come find you.”
 - “I'll try to pause when I'm helping you, and I'll ask if you want to try things yourself. At any point, you can tell me or the other grutor when you want to try things out for yourself.”
 - Encourage students to communicate their needs!

Here's what you could say to the other grutor:

- “Hey [grutor name], I just finished up with them and asked [student name] to try it out on their own. I'm not sure if you noticed I was working with them, but I thought I should let you know!”
- “Hey [grutor name], I just finished up with [student name], but [this other student name] needs help too! They haven't been worked with yet.”

SAMPLE RESPONSES

Scenario 5: A Late Student (Sample Response)

What you can do when the student is overly dependent on hints:

- “I’m noticing that you’re asking a lot of hints, and I might be missing the root of the problem. Can we go back to the problem set and tell me what might be confusing about it?”
 - As a grutor, once you get the full picture, you can start having a discussion from where they are at.

What you can say to set clear boundaries:

- As soon as someone shows up during your last 10 minutes: “Hi, it’s my last 10 minutes, so if you have a quick question, I might be able to help.
- “Another tutoring session is happening after this [or at another time]. Unfortunately, I cannot continue grutoring right now since I need to be somewhere else soon. I totally understand that this is a difficult homework problem, so I suggest using a late pass.”
- “I have a few minutes left in my shift, so I suggest you use a late pass. But for now, let’s try to figure out a plan for how you can get this problem figured out in the next grutoring session. Let’s read through the question... What do you think the first step might be for this part?”

SAMPLE RESPONSES

Scenario 6: Substitute Teacher Syndrome (Sample Response)

Responding to “I don’t know,” or “I didn’t go to lecture”:

- Engage in a conversation: “Is there something about the course that makes it difficult for you to follow? What does your schedule look like? What can I do to support you?”
- Ask them to reflect on their classroom habits. Are they distracted, and in what ways? What strategies do they think could help them? Make sure to follow up and ask how class went with the new strategy!

Providing them resources:

- Ask them to take out their notes or the slides. Sometimes slides might not make sense without context, so you may need to provide the student with a Cliff Notes version of the lecture and then **emphasize how class is important for learning the content, whereas grutoring helps with reflection and discussion.**
- Other resources could include sharing the professor’s office hours or a YouTube video that explains the concept well.

Stressing the importance of class:

- “Much of the content can be learned in class, so it’s really helpful to go and be attentive. Then, we can focus more on the homework during grutoring sessions.”

SAMPLE RESPONSES

Scenario 7: A Student with a Disability (Sample Response)

How to adapt your tutoring techniques:

- Have a conversation with them and figure out what parts of the class are overwhelming. Are there other factors outside of the class that are contributing to their stress?
- Look up strategies together and make SMART goals with them.
- If the student tells you their disability in confidence, ask them if it's okay to let the instructor know so that you can work on a plan.

Resources:

- If they are not already in touch with them, refer the student to the Office of Accessible Education, where you can reach them at access@g.hmc.edu.

SAMPLE RESPONSES

Scenario 8: Responding to a Microaggression (Sample Response)

Here's how you can set boundaries:

- “I don’t think you meant it in an off-putting way, but that remark implies stereotyping and it makes me uncomfortable. As a grutor, I’m relied on to promote an open and safe community, so let’s be mindful of the things we say that make assumptions about others. But also as a grutor, I’m here to tutor. Let’s get back to work.”

If you choose not to respond, but want to later:

- Email: Hi [name], I wanted to reach out about something you said earlier today. It made me uncomfortable, but I understand you meant well. However, other people might not feel the same, and so I wanted to point out how making assumptions about other people can sometimes be taken the wrong way, even if you meant well (look up microaggressions). Don’t forget that at the Claremont Colleges, we want to foster inclusive environments! If you want to talk more, just let me know.

If you’re really unsure what to do, please reach out to a supervisor faculty or Grutor Staff (Kevin and Chelsey).

EXTRA RESOURCES

AiiCE Professional Development for TAs

tinyurl.com/grutor-aiice

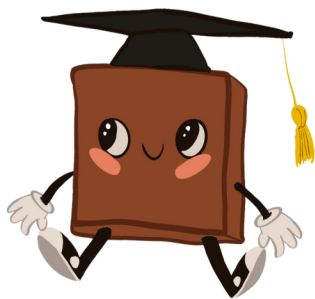
CS Teaching Tips

csteachingtips.org

Inside the Mind of a CS Undergraduate TA: A Firsthand Account of Undergraduate Peer Tutoring in Computer Labs.

SIGCSE. <https://doi.org/10.1145/3408877.3432533>.

CLOSING



Congrats! You have officially “graduated” orientation. With more experience and time, you will hone your skills and become an even better grutor!

If you’re passionate about grutoring and CS Education in general, please feel free to reach out to CS Faculty or Staff to learn more about how you can get more involved. You can also leave us feedback in our General Grutor Feedback Form on the next page.

FEEDBACK

Orientation Completion Form



Please fill out this required Grutor Orientation Check-In and Pre-Survey.

This specifically has the FERPA agreement that you will not share confidential student information.

tinyurl.com/grutor-check-in

General Grutor Feedback

(fill out at any time, as many times as you want!)



Grutor feedback is always welcome! This is meant to be an open-ended form that you can submit at any time. Think of it as a suggestion box.

tinyurl.com/grutor-feedback

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Computer Science