The CUNY Undergraduate Summer Immersion Program (USIP) serves approximately 17,000 remedial students each summer with a free intervention designed to prepare them to pass the CUNY proficiency tests. Each college manages their own program, using a variety of program design models—some are run by administrative units of OAA, such as tutoring centers or academic support centers, others by departmental faculty, and some are administered out of the Student Affairs division of a college. Instructional models in use across CUNY Immersion programs vary according to the specific needs of the target population. The CUNY Council of Immersion Directors has identified a need for more consistency in compensation for these interventions across the university, as instructional staff often works at several different colleges. While the length of the intervention, number of contact hours, type of instruction, and ratio of instructor to student varies, the Immersion Council has identified three basic instructional models, presented below. The descriptions below describe the general category, keeping in mind that specific procedures and practices may vary by campus.

These guidelines provide a consistent framework across CUNY that will allow for flexibility in compensation based on the instructional model in use. The intention of the document is to serve as a guide to those who administer these programs, providing a range of models and compensation to accommodate the content, the nature of the work and who is doing this work on each campus. It allows for each campus to select an appropriate staff person at an appropriate rate of pay based on the model, so that each campus can make informed decisions regarding appropriate compensation. Immersion interventions can be taught by a variety of facilitators, and the compensation should be determined by the content and responsibilities contained within the model. These guidelines are not meant to be prescriptive but are presented to provide guidance to administrators in making these campus-based decisions.

**Intensives**

*Description:* Typically 20-30 contact hours; facilitators provide one-on-one support with a 2-to-1 or 3-to-1 ratio of student to tutor/facilitator. Content and activity is generally review, tutoring and practice. All work is done in the scheduled sessions—generally, no homework and no out of class work for the facilitators. The intervention may or may not lead to testing at the end of the session, depending on the cohort. The grades, or test scores when administered, for workshops may be sent to the directors of the tutoring centers or Immersion Directors, who oversee them, who then send the rosters with grades to the Registrar to be loaded into the course rosters in CUNY First. In general, facilitators are not responsible for tracking and reporting grades; however, that may vary by campus.
**Instructor/Facilitator**: Master Tutors @ $12-$21 per hour or instructional staff in the NTA or CET (Continuing Education Teacher) title, depending on direct contact and in class supplemental instructional support (tutors) or if the role is more that of administrating or facilitating the program.

**Workshops**
*Description*: 20-75 contact hours; curriculum can be designed by faculty, or immersion directors/facilitators, who do the planning and training and then oversee tutors/adjuncts/facilitators that run the sessions. Content and activity is generally review, tutoring and practice. All work is generally done in the scheduled sessions—although some models call for homework or out of class work for the facilitators/instructors. If the intervention leads to testing, students are retested at the end of the session and the person overseeing the program or the Immersion Director handles getting the performance data from the testing center and sending that information to the registrar to be loaded into CUNYFirst and the course rosters. Generally, workshop tutor/facilitators are not responsible for tracking and reporting grades; however that may vary by campus.

**Instructor/Facilitator**: Master Tutors @ $12-$21 per hour or instructional staff in the NTA or CET title, depending on direct contact and in class supplemental instructional support (tutors) or if the role is more that of administrating or facilitating the program. An instructional title is used if there is more responsibility and out of session work required—often the case in writing workshops where classwork is corrected outside of the workshop. If workshops replicate or exceed the hours and work of the developmental/remedial courses and interventions offered by the academic departments in fall and spring, both in and out of the classroom, a comparable teaching adjunct rate via the Continuing Education Teacher (CET) line can be used, as these are non-credit bearing interventions. (CET rates are comparable to teaching adjunct rates, but allow for more flexibility depending on the amount of work required of the instructor outside of the workshop hours). The CET line is specifically for non-credit bearing instruction, including remedial instruction.

**Immersion Courses**
*Description*: 45-90 contact hours; curriculum is often identical to a remedial course that is taught during the academic year and is generally longer with more contact hours than a Workshop or an Intensive. It is offered for free to students in the summer as an immersion intervention. Content and activity mirrors what is taught in the course. While much work is done in the scheduled sessions, there is more homework and out of class work required for the instructor. Grades for assignments are kept during the duration of the course. If the intervention leads to testing, students are retested at the end of the session. The person overseeing the program or the Immersion Director may be responsible for retrieving grades from the testing center and submitting that information to the registrar to be loaded into the course rosters. Instructors may or may not be responsible for reporting and submitting grades. In some programs, entering grades for workshops and courses into CUNYFirst is the responsibility of the instructors, as they would for their courses during the semester. This may vary by campus.

**Instructor**: Instructional staff in the CET title, as these are non-credit bearing interventions, and the sliding salary range allows for more flexibility depending on the amount of work required of the instructor outside of the immersion course hours— and other factors relevant to the specific immersion program.