Idaho State UNIVERSITY

Peer Tutoring Manual

University Tutoring
Updated May, 2022

This manual is not a contract, expressed or implied, guaranteeing employment for any specific duration. Although University Tutoring hopes that your employment relationship with us will be long-term, either you or the program may terminate this relationship at any time, for any reason, with or without cause or notice.

E.   Pay Policies

A.   OVERVIEW

Welcome to the Peer Tutor Program at Idaho State University! In agreeing to be a tutor, you have accepted an important and challenging responsibility. As a peer tutor, you can encourage students to reach their academic potential and your positive interactions can make a critical difference in helping them achieve their goals. The tutoring experience can also be rewarding to you, the tutor, by enhancing your understanding of the subject matter and augmenting leadership and communication skills that will be transferrable to the workplace and your personal life.

University Tutoring is part of ISU's Student Success Center. It is composed of two different tutoring programs: Content Area Support (CAS) and Writing Support. Each provides tutoring to supplement classroom instruction, foster independent learning, and assist students in improving their content knowledge and academic skills. Both programs offer in-person and online support on ISU's Pocatello and Idaho Falls campuses. Limited support is also available on other ISU campuses.

A.1   Component Programs

Content Area Support (CAS) provides tutors for math and a vast array of other academic disciplines at all undergraduate course levels. **Writing Support** aims to assist both graduate and undergraduate students from each of ISU's colleges and divisions on all phases of writing, from generating ideas to organizing and revising. Tutoring for both generally occurs by appointment, though walk-in appointments are also available contingent on the availability of tutors. Regardless of focus, support is intended to complement, not duplicate, peer tutoring programs in TRiO Student Support Services, the Athletic Department, and the College of Technology.

A.2   Program Staff

The Student Success Center and University Tutoring is administered by Dr. Cynthia Hill, Associate Vice President of Academic Affairs. For day-to-day questions and concerns, you may contact any of the following:

- **Dr. James "Byrd" Yizar** , Associate Director of Academic Success and Advancement Programs; (208) 282-3545, jamesyizar@isu.edu.
- **Dr. Doug McGee**, University Tutoring Coordinator; (208) 282-4823, douglasmcgee@isu.edu.
- **Tawna Brockett,** lead Administrative Assistant; (208) 282-3334, tawnabrockett@isu.edu.
- **Marilee Green**, Administrative Assistant; (208) 282-1249, marileegreen@isu.edu.
- **Jodi Atkinson,** Idaho Falls campus lead; (208) 282-7925, cat@isu.edu or ifssc@isu.edu.

B. GENERAL EXPECTATIONS

B.1 Academic Honesty

Tutors are available to help tutees with course content. Tutors are not substitutes for missed lectures **and tutors may not do coursework for tutees.** Under no circumstances should a tutor complete or correct students' work for submission. They may provide feedback to help learners develop and organize their thoughts and/or increase their understanding of concepts, but their focus is always on students' learning. A paper's words, ideas, and punctuation must be the student's. A problem's calculations must be the student's.

Similarly, tutors may not use or attempt to use materials, information, or study aids that are not permitted by the instructor in any tutoring session. Any tutors who do so, or who complete all or part of any assignment that a student submits for credit, jeopardizes both the student's academic standing and their own—as well as their employment with the University Tutoring Program.

Tutors may not assist students who are working with materials identified as "tests" (take-home, comprehensive, or otherwise) without the express written permission of the instructor giving the test. Any incidents of academic dishonesty will be handled in accordance with ISU Policy.

B.2 Confidentiality

In accordance with federal law (specifically, the Family Educational Rights and Privacy Act [FERPA]), tutors' communications with the students they tutor are confidential. Except as described in this manual, tutors will not discuss their tutees, their tutees' work, or their tutees' use of tutoring services with anyone outside the University Tutoring Program. Without written permission, **tutors may not discuss tutees' progress even with those tutees' teachers and families.** Tutors should bring questions and concerns to the University Tutoring Coordinator (UTC) or to other tutors as discreetly as possible.

The only exceptions are tutees with student athlete classification. These students have already signed a waiver allowing tutors to speak to the athletic advisor. That advisor may contact a tutor, and the tutor is encouraged to communicate with the advisor in support of the tutee's academic success. Any questions and concerns should be brought to the coordinator.

B.3 Professionalism

Professional behavior is expected from all tutors. Tutors are expected to:

- show up on time for all shifts (or notify UT staff of an absence as far in advance as possible)
- attend all required training sessions and meetings
- assist UT staff with administrative tasks when requested
- review and adhere to all policies and procedures outlined in this manual and in training
- check and respond to all forms of communication from UT staff
- ensure that contact information and all required paperwork is current
- complete electronic payroll timesheets on time and accurately

In addition, it is imperative that University Tutoring maintains a friendly and welcoming environment. Many of the students we encounter are struggling, and our interactions with them could play a role in any decisions to continue their studies or abandon their ambitions. The research is clear: one major predictor of student success is whether students see themselves as members of a community of other students, faculty and staff who value their membership.

To promote a positive environment (for more detailed information on how to structure your tutoring session, see **Appendices 1 and 2**), tutors **should**:

- begin every session by welcoming the student and trying to establish a personal connection
- provide tutees with their full and undivided attention and practice active listening skills
- inspire active participation and establish mutual expectations
- be culturally sensitive and wary of personal biases and prejudices
- expect gaps in tutees' skills and knowledge and be respectful of where they are in their educational journey
- provide encouragement and positive feedback

Tutors **should not**:

- criticize teachers, assignments, other tutors, or students, nor should they validate the statements of students who do
- discuss the grade students received on an assignment
- make recommendations about whether students should continue in a particular course
- be afraid to admit when they don't know the answer
- engage in any conversations or use language that will distract other people in the Center or make them uncomfortable

B.4　Safety and Sexual Harassment

ISU takes issues of workplace safety and harassment extremely seriously and is committed to protecting both tutors and tutees from these concerns. All instances of

inappropriate behavior in a tutoring session will be addressed in accordance with ISU Policy, available online at https://www.isu.edu/aaction/policies/

Tutors have the right to remove themselves immediately from any situation in which they feel unsafe, either physically or emotionally. If something happens in a tutoring session that makes you particularly alarmed or uncomfortable, **get out. Leave.** Then immediately contact the Director of Academic Success and Advancement Programs:

Dr. James "Byrd" Yizar
Associate Director, Academic Success and Advancement Programs
jamesyizar@isu.edu
(208) 282-4823 or 282-3545

If you find yourself in any campus situation involving the immediate threat or use of violence, please call 911 and ISU Public Safety at 282-2515. Later, if tutoring was involved, inform Dr. Yizar.

B.5   Tutoring During COVID and Other Health Emergencies

ISU offers as many services as possible in both online and face-to-face formats. Tutoring is one of them. Tutoring may take place

- online only
- in-person only
- both online and in-person (a tutor can meet in different ways with different tutees, or in multiple ways with a single tutee)

When tutoring in-person, tutors and tutees are required to adhere to university all health policies and procedures. They must also maintain social distance, wash hands frequently, and cancel in-person sessions or move them online if they're experiencing any symptoms of illness or have been exposed and asked to self-isolate.

If a tutor does get COVID--or if a tutee says that they've gotten COVID—he or she is encouraged to follow the reporting requirements on the main ISU website and to keep the program informed. Tutors who are meeting with tutees face-to-face should talk to them about what might work for both if they need to go online.

B.6   Violations of General Expectations

Reported or observed violations of the expectations outlined in this manual or in trainings will be reviewed by the UTC. If appropriate, the Coordinator will meet with the tutor to identify and establish an action plan to remedy the situation. If the problem persists or the tutor engages in additional actions that violate processes and procedures

discussed in the manual or trainings, the tutor will be issued a written warning. Further violations will result in immediate termination of employment.

If tutors engage in any actions or behaviors in violation of the Idaho State University Student Code of Conduct, the matter will be referred to the appropriate authority for investigation. The incident will be reviewed in accordance with ISU's Student Conduct Process and Procedural Rights as outlined in the Student Code of Conduct and the tutor may be subject to disciplinary action as outlined in University Policies and Procedures. Violations of the Code of Conduct include, but are not limited to, the following:

- **Coercion: t**he use or threat of physical violence or the improper use of actual or perceived power, position, status, or influence to pressure others to do something against their will.
- **Discrimination: o**ccurs when an individual or group of individuals is treated adversely (i.e., denied rights, benefits, equitable treatment, or access to facilities available to others) based on the individual's or group's actual or perceived membership in a Protected Class.
- **Disorderly and/or Irresponsible Conduct**, including but not limited to (a) public conduct that is objectively offensive, lewd, or indecent; (b) breach of peace, or encouraging others to breach the peace on University property; and (c) conduct that endangers the health and safety of others and/or the public.
- **Harassment: u**nwanted or unwelcome behavior or Conduct toward an individual because of the individual's Protected Class that is sufficiently severe, persistent, or pervasive to have the impact of unreasonably interfering with a person's ability to live, learn, work, or recreate at the University.
- **Intimidation:** behavior or Conduct intended to induce fear in others for the purpose of deterring them from acting or forcing them to act against their will. Pressure to obtain compliance may also be considered intimidation.
- **Physical Violence: a**ny incident of physical violence is a violation of this code.
- **Sexual and Gender-Based Misconduct: a**cts of sexual and gender-based misconduct are a violation of the Student Code. Allegations of sexual misconduct are investigated, processed, and appealed under ISUPP 1120 Sexual Harassment and Gender Discrimination.
- **Threats: m**aking statements or engaging in non-verbal acts that communicate clear intent to commit an act of unlawful violence to a particular person, persons, or property is a violation of this code.

C.   TUTOR REQUIREMENTS

C.1   Tutoring Eligibility and Renewal

Tutors are required to meet the following eligibility requirements:

- The signature of the department chair or a faculty member teaching the courses you wish to tutor. Endorsements cannot be accepted from graduate students. This endorsement must specify the exact courses you may tutor.
- a "B+" or above in the courses you tutor (or a "B" on a straight grade scale).
- A minimum 3.0 GPA.

Instructor endorsements do not need to be renewed every semester. New signatures **do** need to be obtained for any course you have not tutored previously. Questions about which endorsements are in your file should be directed to UT staff. If you are with us for the long term, a new faculty endorsement to tutor any given class must be renewed after four years.

A tutor whose GPA falls below the required 3.0 minimum will be placed on probationary status for the following semester. At the end of the probationary period the tutor's eligibility will be reviewed based on that semester's GPA and other considerations (not applicable to non-student tutors).

C.2   Training and Professional Development

All new tutors will complete several modules in Moodle before they begin tutoring. All training is compensated at your base tutor rate. In addition to these requirements, several virtual meetings each for content area support and writing support tutors will be scheduled throughout the semester. Attendance at these meetings is paid and mandatory (you may be excused if the meeting is scheduled during a class in which you are enrolled).

All new tutors are required to participate in at least five hours of paid training activities during their first semester with the program and at least ten hours of paid training activities by the end of their second semester. The training modules in Moodle and the meetings will count toward this total. **Tutors who have not completed 10 hours of training by the end of their second semester with University Tutoring will not be re-hired.**

In the second and subsequent years, tutors are required to participate in additional paid training activities (not including mandatory meetings) for at least two hours per term to remain in good standing with the program. Tutors may choose to attend additional training opportunities to become eligible for increases in pay, as described in section E.2.

C.3   Tutor Evaluations

Tutors will be evaluated a minimum of once per year. Evaluations will be conducted by the UTC or the UTC's designee. The purpose of the evaluation is not to discipline tutors. Rather, it is intended as an opportunity to gather feedback and engage in self-reflection to facilitate goal-setting and professional development. Results of the evaluations are shared with tutors and kept on file in the office as part of their permanent records. All

tutors are evaluated with the same criteria, and the rubric used for the evaluation can be found in the "Peer Tutor Training" homepage in Moodle.

A satisfactory evaluation during the current semester is required for a pay raise (discussed in section E.2). Tutors whose first evaluation of the semester is unsatisfactory will have the opportunity to show improvement in a second evaluation.

All peer tutors are required to make themselves readily available for evaluations and must ensure that the Student Success Center is aware of their current tutoring schedules and any changes to that schedule. Informal observations of tutoring sessions may occur at any time, but tutors will always be notified in advance about upcoming formal evaluations.

D.   WORKING IN THE STUDENT SUCCESS CENTER FAQs

D.1   How Will I Communicate with University Tutoring?

University Tutoring staff are always available to address any questions or concerns you may have. Any major concerns, particularly those of a personal nature, should be directed to the UTC. Outgoing communications and announcements will be sent via email and Microsoft Teams. Tutors are encouraged to check both regularly for reminders of meetings, workshops, and other important information. Occasionally, we may also need to reach you by phone, so please make sure University Tutoring has your current contact information.   All activity involving your actual tutoring sessions (e.g., upcoming appointments and drop-ins) will be routed through Navigate.

D.2   When Does Tutoring Begin and End?

Math and writing tutoring begin on the first day of week two of the semester with a limited schedule. All other tutoring begins on the first day of week three.

Regularly-scheduled tutoring continues through the Friday prior to finals week. All programs offer tutoring as usual during "Closed Week." However, your responsibilities as a student take precedence over your role as a tutor, and you may request Closed Week off to prepare for exams by notifying the UTC. Content area tutoring does not take place during Finals Week, although limited math and writing tutoring may be offered. No tutoring occurs during Fall (Thanksgiving) or Spring Breaks or on federal holidays.

D.3   How are Tutoring Assignments Made?

For Content Area tutors, UT maintains a list of courses that you are qualified to support. All tutees will be assigned to you based on that list. If you would like to adjust the list (adding or deleting courses), please contact the UTC. Writing support is not course-

specific and tutors will assist students in a variety of disciplines with their writing assignments.

All tutors are asked to identify any particular students they wish to or not to work with at the time of application. Similarly, tutees can identify particular tutors they wish to or not to work with when they schedule their appointment. All such requests will be honored. Additional conditions in which assignments will not be made include when:

- The tutor or tutee requested is romantically involved with the person requested or is a member of his or her immediate family.
- The request designates a group of people ("a woman") rather than an individual ("Jane Johnson"). Foreign language tutees, however, may ask for a tutor who is or is not a native speaker of the language in which they are being tutored.
- The tutor or tutee requested does not apply to tutor or be tutored.
- The tutor requested reports that she or he does not have the time available.
- The tutor requested declines to work with the tutee.
- The tutee requested declines to work with the tutor.
- Both tutor and tutee are athletes, unless special arrangements are made.

If no preference is listed and none of these conditions apply, tutees and tutors will be assigned based on mutual availability.

D.4   Where and When Will Tutoring Take Place?

Most in-person tutoring sessions take place at the Student Success Centers in Pocatello (REND 323) and Idaho Falls (CHE 220). Alternatively, tutors who have difficulty meeting with one or more of their tutees in-person have the option of meeting with them online using Zoom or any other platform that works for both tutor and tutee. For these sessions, tutees will check themselves in for the session through their Navigate app. Tutors will check themselves in and out on Teams as usual and will start and end the session in Navigate (for additional information on Navigate, see **Appendix 3**).

Occasionally, it may be more advantageous to the tutor and/or tutee to hold a tutoring session elsewhere. In those circumstances, **considerations for safety and professionalism require all tutoring to take place in an approved campus location** (see below). Any exceptions require advanced, written approval from the UTC. Absolutely no tutoring is allowed in restaurants, residences, or locations that are out of public view. Violation of this policy will result in immediate termination of employment.

A tutor and tutee may meet at any time that is mutually agreed upon, provided it takes place in an approved location.

Approved locations in Pocatello include:

- **Student Success Center, REND 323**

M-Th 9 a.m. - 7 p.m., Fri 9 a.m. - 2 p.m.

- **Academic Connection classroom, Turner Hall 113C**
  M-F 8 am-10 pm, Sat 10 am-5 pm, Sun 10 am-10 pm. Group tutoring only. The classroom is occasionally used for other university activities as well, so watch the door for posted times of unavailability.

- **Student Union Building** - Cafeteria, 3rd Floor, and Fireplace Lounge
  M-F 6:30 am-12 pm, Sat-Sun 8 am-12 pm.

- **Library Lounge**
  M-Th 7:00 am–10:30 pm, Fri 7:00 am-6 pm, Sat-Sun 10 am-7 pm.

- **Language Lab**
  Hours as posted at the lab. Foreign language tutoring only.

- **Computer Labs**
  Hours as posted at individual labs.

- **Rendezvous Center**
  Main eating and study areas only; no tutoring permitted in dorm rooms.

- **Fine Arts Building**
  Hours in accordance with department policies. Check with the appropriate department for hours and scheduling procedures. Fine arts tutoring only.

- **The Learning Center (LS 208)**
  Hours as posted on door.

- **Life Science Foyer**
  Hours same as building hours: generally, 8 am-10 pm daily.

- **Nursing Building Foyer**
  Hours same as building hours: generally, 8 am-10 pm daily.

- **ASL Lab**
  Hours same as building hours: generally, 8 am-10 pm daily. Sign language tutoring only.

- **Graveley Hall Foyer**
  Hours same as building hours (generally, 8 am-10 pm daily) except for posted times of unavailability. Tutoring is not allowed during regular campus club meetings.

- **Veteran Student Services Center**
  M-F 8:00 am-5 pm. Veteran tutoring only.

Approved locations in Idaho Falls include:

- **Idaho Falls University Tutoring (CHE 220)**
  Check with Idaho Falls TC for times and procedures.

- **Bennion Student Union**
  7 am - 10 pm daily.

- **University Place Library (2nd floor UP)**
  M-Th 9 am-8 pm; F-Sat 10 am-3 pm.

- **CHE Computer lab (CHE 201)**
  Hours as posted at lab.

- **Idaho Falls Public Library**
  M - Th 9 am - 9 pm; F - Sat 9 am - 5:30 pm.

D.5   When Should I Arrive and When Can I Leave?

You will check in and out on Microsoft Teams (see section E.3). You are expected to arrive **promptly** for each shift and to stay for your entire shift, unless:

- You have previously arranged to arrive late or leave early on a regular basis, or
- There is little or no demand for tutoring in the center and the other tutors present are comfortable with your leaving early.

If you arrive late or leave early, your time entries in both Teams and BengalWeb (see section E.4) must reflect that you have done so.

D.6   What Should I Do if It's a Slow Day?

If you are working and no one is asking for help, please make sure that everyone in the Center has checked in. Erase boards and tidy the tutoring space as appropriate. You should also check with front desk and UT staff to see if there are any tasks to perform. Once you have done all the preceding, you may then work on your own homework, read a book, or visit quietly with other tutors so long as you keep monitoring the room for any new questions.

D.7   What if I Can't Make My Shift?

Please notify UT as soon as possible if you need to miss a shift. If you know you are going to miss a shift in advance, you are encouraged to make arrangements for a

qualified substitute to take your place. Otherwise, if you are running late or become sick on the day of your shift, please call the appropriate Student Success Center: (208) 282-3662 (Pocatello) or (208) 282-7925 (Idaho Falls). Please also post that information to Teams.

Unless any of the previous situations apply, you are expected to tutor during your scheduled hours only. Apart from covering for an absent tutor, any changes to your regular schedule must be approved in advance. You may be able to add additional hours if:

- another tutor asks for someone to cover his or her hours and you are the first person to accept;
- another tutor asks to reduce his or her regularly scheduled hours and you are invited to add some of those hours to your regular schedule;
- you are interested in tutoring athletes, veterans, or students with disabilities on an individual basis. Please see the UTC for details.

D.8   Are Student Athletes Treated Differently?

Within tutoring sessions, **ISU student athletes must be treated just like any other tutees.** However, NCAA regulations specify what tutors may and may not do, and they provide strong sanctions for entire programs in which individuals have failed to follow the guidelines below. These rules apply both to current and prospective student athletes. Any questions about tutoring ISU student athletes should be brought to the UTC. Tutors may also refer to the ISU Student-Athlete handbook, a copy of which is available in REND 323.

According to the NCAA, tutors may:

- ask open-ended questions as a means of helping a student athlete edit written work, taking great care to ensure that the written work is exclusively the student's.
- provide supplemental material from their sources to facilitate the tutoring process, if any cost is born by the student athlete.
- make copies of missed course material for student athletes who have missed class due to an athletic competition, if any cost is born by the student athletes.

Tutors may not:

- complete coursework for a student athlete**.**
- do typing or computerized data entry for a student athlete.
- write any papers or passages of papers for a student athlete, either on hard copy or computer.
- give or loan any supplies like pens or calculators to a student athlete for use outside the tutoring session.

- photocopy materials for a student athlete free of charge.
- give a student athlete money or any other tangible item in exchange for placing the tutor's name on the athlete's complimentary admission list.
- give a meal, a ticket, or anything that has a monetary value to a student athlete
- provide a student athlete with the use of the tutor's automobile.
- provide a student athlete the use of a calling card or credit card for personal use
- assist a student athlete with the payment of his or her bills, parking tickets, etc.
- provide any other benefit to a student athlete that is not available to other students.

Tutors **must**:

- make sure that student athletes are always physically doing the work (e.g., writing, typing) and are generating their own thoughts and ideas.
- cancel a tutoring session and contact the Athletic Compliance Director at (208) 282-2486, or the student athlete's athletic advisor if:
    - they ever encounter a situation in which they believe that someone is doing work for a student athlete;
    - student athletes ever request them to complete academic assignments on their behalf.

Under no circumstances should a tutor ever contact a University Athletic coach and under no circumstances should a coach contact a tutor. Tutors must report instances of "**implied pressure**" to act in a fraudulent manner by coaching staff to the Athletic Compliance Director at (208) 282-2486, or the student athlete's athletic advisor.

There are three other ways in which tutoring student athletes can be different from tutoring other students.

Tutors are expected to communicate with the student athletes' athletic advisors. Some of the usual FERPA issues don't apply because student athletes have signed a waiver giving their advisors permission to talk to their tutors and teachers. A tutor who is working with a student athlete, therefore, can expect that an athletic advisor will get in touch to check how tutoring is going. Tutors should return advisors' calls or emails promptly, and they should be professional and truthful when doing so.

Student athletes are not ordinarily assigned to tutor each other. If a student athlete is the only tutor available to tutor another student athlete, those sessions **must** take place in either University Tutoring's carrels (REND 323) or the study space in the Turner Hall basement.

Student athletes may be eligible for extra tutoring time. Because athletics supplement the services we offer, student athletes who wish to exceed the 3 hour/week/class cap on tutoring services can ask their athletic advisor to approve additional hours on a case-by-case basis. The advisor will notify University Tutoring if extra hours have been approved.

D.9   How Much Tutoring Can Students Request?

Generally, **tutees** are entitled to tutoring services for each class in which they are officially registered. They may also receive assistance for certain non-class related topics (e.g., editing scholarship applications, ALEKS preparation support in "learning mode" only , etc.). Course specific tutoring time available each week is determined by course credits: 3 credit classes entitle students to receive up to 3 hours/wk of tutoring for that class; 2 credit classes entitle students to receive up to 2 hours/wk of tutoring each week for that class, and so on. All other tutoring is provided on a reasonable "as-needed" basis.

There are a few exceptions to these rules, and University Tutoring will seek to identify any such cases in advance. Those exceptions include:

- Student athletes may not be subject to this cap, as the athletic department pays for a limited number of excess tutoring hours. The UT office will notify you if a student athlete is eligible for extra tutoring time. If you are working with an athlete who wants more than 3 hours/wk of tutoring, please ask the athlete to contact Athletic Advising.

- Some students working with Disability Services may be allowed more hours. If you work with any students who want special accommodations, please ask them to contact Disability Services directly.

- Some students who are US veterans or service members may be allowed more hours. If you are working with a veterans or service members who want special accommodations, please ask them to contact the Veterans Student Services Center.

- Summer students and students in other short-session classes are eligible for double the normal tutoring hours/wk (e.g., students in 3 credit hour classes are eligible for up to 6 hours/wk of tutoring).

D.10   What if a Tutee is Late or Misses an Appointment?

If tutees are unable to attend an appointment, or if they will be late, they are asked to provide UT with a minimum 2 hour notice. You are required to wait for a student for 15 minutes beyond the scheduled starting time of the tutoring session. Anything beyond 15 minutes will result in the tutee's designation as a "no-show." A student may only miss a scheduled tutoring session once without penalty. After the first no-show, the student will be notified that a second occurrence will result in revocation of their ability to schedule appointments in advance for the remainder of the semester (they may still stop by for drop-in appointments).

E.   PAY POLICIES

E.1   How Many Hours Can I Work Each Week?

Tutors can work a maximum of 20 hours/week during the spring and fall semesters. If you are utilizing work study for your employment as a tutor, you are required to enroll for a minimum of 6 credit hours. If you work at other ISU campus jobs, **you are limited to a maximum of 20 hours/week in all campus jobs combined.** If you go over that limit, your campus employers are liable for serious penalties.

For example, that means:

- If you work for another department for 10 hours a week, you can tutor for no more than 10 hours a week.
- If you work for one department for 10 hours a week and a different department for 5 hours a week, you can tutor for no more than 5 hours a week.

You are responsible for tracking your own time. If you agree to work more than your regularly scheduled hours for us or any other campus employer, you must make sure that the total stays below 20 for the week. That means you must plan carefully: it's not fair to your tutees to cancel a previously scheduled session because you've hit the 20-hour mark.

E.2   How Much Will I Make and How Can I Make More?

Beginning pay rate is determined by the tutor's level of education. All undergraduate tutors begin at $11.00/hr. Tutors who have obtained a bachelor's degree can submit a copy of their transcripts or diploma(s) to begin at $13.00/hr. Degrees are not required to be in the subject(s) they tutor.

Tutors are eligible to increase their pay by completing an additional 5 hours of training and receiving a satisfactory evaluation from the Tutoring Coordinator.

Undergraduates	**Step 1:**	**$11.00/hr**
	Step 2 :	$11.25/hr
	Step 3:	$11.50/hr
	Step 4:	$11.75/hr
	Step 5:	$12.00/hr
Bachelor's or equivalent and beyond	**Step 1:**	**$13.00/hr**
	Step 2:	$13.25/hr
	Step 3:	$13.50/hr

Step 4:	$13.75/hr
Step 5:	$14.00/hr

Step 1 Tutors

All first-time Peer Tutors must **complete a minimum of five hours of paid training activities** during their first semester with the program. Upon completion of five hours and contingent on receiving a satisfactory evaluation from the UTC, Step 1 tutors receive a $0.25/hr pay raise and are reclassified as Step 2 Tutors, effective the first pay period after the hours are attained.

Step 2 Tutors

All Step 2 Tutors must **complete a second five hours of paid training activities** (10 cumulative hours) by the end of their second semester in the program. They may do so during the same semester finish their first five hours of training or during the second semester they tutor, or some combination of the two. Upon completion of 10 cumulative hours of training and receipt of a satisfactory evaluation from the UTC, Step 2 Tutors receive another $0.25/hr pay raise and are reclassified as Step 3 Tutors, effective the following semester. Step 1 Tutors who complete a cumulative 10 hours of training in their first semester and receive a favorable evaluation from the UTC will be reclassified as a Step 3 Tutors, effective the first pay period after the hours are attained.

Step 3 Tutors

All Step 3 Tutors are required to participate in **at least one hour of paid training activities each term (not including mandatory meetings).** Step 3 Tutors receiving a favorable evaluation from the UTC can also receive another $0.25/hr pay raise and be reclassified as Step 4 Tutors by completing five additional hours of approved tutor training activities (15 cumulative hours).

Step 4 Tutors

All Step 4 Tutors are required to participate in **at least one hour of paid training activities each term (not including mandatory meetings).** Step 4 Tutors receiving a favorable evaluation from the UTC who wish to receive another $0.25/hr pay raise can be reclassified as Step 5 Tutors by completing five additional hours of approved tutor training activities (20 cumulative hours).

Step 5 Tutors

All Step 5 Tutors are required to participate in **at least one hour of paid training activities each term (not including mandatory meetings).** No further raises are available.

E.3   How Will I Clock in and Out for My Shift?

All tutoring hours are tracked through Microsoft Teams, part of Microsoft 365. If you have not already claimed your free Microsoft 365 account with your isu.edu email, please go to microsoft.com/en-us/education/products/office

Enter your isu.edu email address in the text box and click "Get Started." Microsoft will walk you through a few steps to set up your account. (If you have previously claimed your free Microsoft 365 account with your isu.edu email, Microsoft will tell you and you will need to reset your password. Please send an email to helpdesk@isu.edu and they will send a link for you to do so.)

Once you have your free Microsoft Office 365 account, you can access the "Tutoring Teams" space on Microsoft Teams. Within Tutoring Teams, you will find several features including "Activity" (where you'll see postings related to tutoring), "Chat" (where you can have conversations that **don't** post to a channel) and "Shifts," where you'll clock in and out for each tutoring session.

Full instructions for clocking in and out on Microsoft "Shifts" are available at the top of the "Peer Tutor Training" homepage on Moodle.

E.4   When and How Should I Enter Time in BengalWeb?

Each pay period begins on a Sunday morning at midnight and ends two weeks later, at 11:59 p.m. on a Saturday. All the tutoring done within that period is entered online through BengalWeb. Instructions for doing so are available at the top of the "Peer Tutor Training" homepage on Moodle.   Questions can also be directed to UT staff.

In accordance with university policy, the time recorded for each day must be accurate to the nearest five minutes. ISU uses its own scale for calculating 5-minute intervals: this scale is included in the instructions described above. Instructions for calculating this can be found on the "Peer Tutor Training" homepage on Moodle.

After entering all tutoring and training hours for the two-week pay period on BengalWeb, a tutor must click the "submit for approval" button.

If a tutor has not "submitted" time electronically by Monday at noon, his or her time will not be processed until the next pay period.

Tutors should submit time every two weeks even if they only have a few hours to report.

E.5   When and How Will I Get Paid?

You are paid on the Friday two weeks following the end of the period you report. Tutors will get a single paycheck, whether they have one campus job or several: payment for all positions will be combined in that check.

All paychecks are deposited directly into employees' bank accounts. To make this possible, tutors will complete the required form. For click this link for instructions on how to complete the direct deposit form. No other payment option exists.

Appendix 1: Dynamics of the Tutoring Session

Students arrive at University Tutoring for a variety of reasons and with very different ideas about what we do. Some are very capable students who simply need the reassurance that they are on the right track. Others may be struggling in class and have been instructed to seek our services by faculty and advisors. Many will show up hoping we will complete their assignment for them. Regardless of why they are here, our goal remains the same: to foster the development of skills and attitudes necessary to facilitate learning and academic independence.

While tutoring approaches will necessarily vary from one tutor to the next, research has identified several "best practices" for how to structure a tutoring session to maximize our time with students. As a general guide, this structure consists of the following components:

1. Establish a Personal Connection

Begin your session by briefly trying to get to know your student. Ask them questions like: what is your major, what hall do you live in, how is your day going so far? It is often helpful to tell them a little bit about yourself. Showing an interest in who they are as a person can go a long way toward putting them at ease and making the appointment less intimidating. However, try to be as informal as possible so they do not perceive your questions as an interrogation! Creating this connection is the basis of trust and trust is an essential element to establish early on. Don't be discouraged if the student doesn't make you a confidant by the end of the initial session. It takes time. Just be consistent and the student will see you as honest and sincere.

2. Explore the Student's Intentions

Before proceeding to the subject of the appointment, discuss what students hope to accomplish during the session. Ask them what they need (or think they need). Just about every student who schedules a tutoring session for the first time will have the false impression that you are there to answer questions blindly or check their work. In a helpful manner, explain your role as a tutor (especially at the beginning of the first session). Refer to yourself as a resource that will assist her/him in learning how to ask and answer questions. Clarifying expectations will allow you to formulate a set of realistic and mutually acceptable goals to guide the session.

3.   Assess Their Academic Needs and Encourage the Learning Process

Try to identify how the tutee approaches the task at hand.   Identifying the tutee's thought process is one of the most critical steps in helping them develop skills for learning/studying independently. If students are unsure, help them identify strategies for tackling difficult tasks. For example, encourage them (and demonstrate how) to use resources such as textbooks, handouts, lecture notes, and completed assignments to improve their understanding of the issue. Directing students' attention to other resources shows them that the information they need is available. **Remember, tutors are not the source of information**. Don't be an "Answer Fairy" who just provides answers.

It is also very important at this stage to try to let the student do most of the talking. The more self-explanation that the student does, the more positive the learning outcomes will be. We learn by doing not by being told how to do it. A big part of the doing involves talking it through out loud.

4.   When It's Time to End

Closure should be reached before ending the session. Ask your student to summarize what has been covered. Then, help them assess progress made toward the goals agreed upon at the session's beginning. This is also the perfect time to point out progress the student made during the session. Everyone appreciates positive reinforcement! Before the students leave, always ask if they would like to schedule a follow-up.

(Adapted from https://www.austincollege.edu/wp-content/uploads/2021/09/Peer-Tutor-Handbook.pdf and https://www.towson.edu/tutoring-learning/documents/training_manual_.pdf)

Appendix 2:   Tutoring Do's and Don'ts

This is not a comprehensive list, but rather some general guidelines for all sessions. Whenever in doubt about whether you should or should not be doing something, always consult the UTC!

Do's

DO show up on time, and be consistent
DO work as a team & share experiences with other tutors
DO use body language to produce a positive, encouraging environment
DO use active listening skills
DO acknowledge student's hard work & accomplishments
DO set goals & establish specific, measurable objectives
DO reinforce progress & aim for student independence
DO set boundaries with social interactions
DO be positive & encourage students to give it their best efforts
DO validate your student's frustrations
DO understand the communication style of the student
DO create a safe, non-judgmental environment for students
DO be culturally sensitive, & aware of your own biases and prejudices
DO engage in tutor self-care. You deserve it!
DO ask questions

Don'ts

DON'T give students the answers. Work with them to solve problems.
DON'T be inconsistent
DON'T lie or exaggerate to students. If you don't know the answer, that's ok! Direct them to consult their instructor.
DON'T talk just to fill the silence. Silence can be a good thing!
DON'T correct your student's grammar
DON'T ridicule, tease, or yell at your student
DON'T make assumptions about your student's belief system or culture
DON'T stick with a problem that is causing frustration. Move on & come back to it.
DON'T be afraid to ask for help or tips from other tutors or UTC staff.

(Adapted from https://www.cmu.edu/gelfand/education/cmu-students/tutoring-guide/vi-dos-and-donts.html)

Appendix 3:   Navigate for Tutors

Using Navigate

To access Navigate:
1. Go to the Navigate Home Page (isu.edu/navigate)
2. Enter through the **Faculty Portal**
3. Log in with your ISU username and password to open the Navigate.
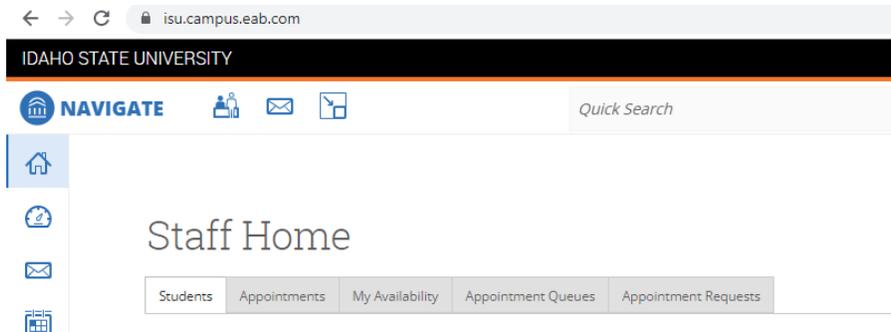
Once you are logged in:

At the top of the page, make sure that you are in **Staff Home**. There are several tabs:

Appointments: students who have scheduled an appointment with you in advance will show up here.

My Availability: this will show the days and times you are available for appointments. You should verify that the information is correct and let University Tutoring staff know if any changes need to be made.

Appointment Queues: shows students currently waiting for an available session.

Appointment Requests: if students' schedules do not align with tutor availability for the subject matter, they can request alternative times which will show up here.

Beginning and Ending the Tutoring Session

Students will begin by **checking in**. This will be done in one of several ways. If it is an in-person appointment at one of the Student Success Centers, they will check in at the front desk using the kiosk. If the session is taking place at a different physical location, students will check themselves in to the appointment in their Navigate app (you may have to show them how to do so). If students have scheduled a virtual appointment, they will receive a Zoom link in their email and will meet you in the Zoom room at the scheduled time. Students will also need to check themselves into the Zoom session using Navigate (they do not have to wait until they enter the Zoom room to do this). NOTE:

sometimes the system can be a little slow, so it is important that you log in to Zoom before the appointment is set to begin!

Once the student has checked in, a number will appear on the desk icon.

You will then click **Start Appointment**, which will move the student to the appointment in progress icon.

Once the appointment begins, a dialog box will open with important information:

The left side of the box displays the details of the appointment. The right 2/3 of the box displays several pull-down menu boxes, a series of statements and questions asking you to select the appropriate button in response, and a dialogue box. The buttons must be selected before the report can be saved, while the rest is optional. However, **it is essential that UT collects as much data as possible to assess the quality of the services we provide, and tutors are strongly encouraged to provide responses in all fields.** You can complete the appointment summary report after you have checked the student out of the session, but you should always try to do so immediately while the session details are still fresh in your mind!

When you are done with the session, just click **End Appoint**. You are now ready for the next student! Finally, if a student schedules an appointment with you but does not show up, please notify the front desk so they can mark them as a no-show.