Peer Tutoring Manual

University Tutoring
Updated May 15, 2020

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.

A. Overview
   A.1 Component Programs
   A.2 Program Staff

B. All Tutors
   B.1 Academic Honesty
   B.2 Confidentiality
   B.3 Student Athletes
   B.4 Professionalism
   B.5 Safety and Sexual Harassment
   B.6 Training Requirements
   B.7 Pay Rates: Individual Tutoring
   B.8 Pay Rates: Group Tutoring
   B.9 Pay Rates: Tutors with Previous Training
   B.10 Pay Rates: Training
   B.11 Maximum Weekly Hours: Tutors
   B.12 Recording Tutoring Time in Microsoft Teams
   B.13 Entering Time on BengalWeb
   B.14 Getting Paid
   B.15 Tutor Evaluations
   B.16 Semester Calendar
   B.17 Tutoring During COVID

C. Content Area Tutors
   C.1 Communication
   C.2 Approved Locations and Times
   C.3 Approved Locations in Pocatello
   C.4 Approved Locations in Idaho Falls
   C.5 Online Tutoring
   C.6 Tutoring Assignments: Tutee
C.7 Tutoring Assignments: Office
C.8 Changing a Tutoring Assignment
C.9 Advertising a Tutor’s Services
C.10 Tutoring Agreement
C.11 Missed Tutoring Sessions: Tutors
C.12 Missed Tutoring Sessions: Tutees
C.13 Maximum Weekly Hours: Tutees
C.14 Tutoring Eligibility
C.15 Tutoring Eligibility Renewal

D. Math Center Tutors
D.1 Communication
D.2 Arriving and Leaving
D.3 Extra Hours
D.4 Absences
D.5 Slow Periods
D.6 Professional Conduct
D.7 Helping Students Using ALEKS
D.8 Test Material
D.9 Tutor Training Meetings
D.10 Tutor Training Activities
D.11 Athlete and Veteran Tutoring

E. Writing Center Tutors
E.1 Communication
E.2 Arriving and Leaving
E.3 Extra Hours
E.4 Absences
E.5 Slow Periods
E.6 Tutor Training Activities
E.7 Tutor Training Meetings
A. OVERVIEW

University Tutoring is part of Idaho State University’s Student Success Center. It is made up of three different tutoring programs: Content Area Tutoring, the Math Center, and the Writing Center. Each provides tutoring in order to supplement classroom instruction, foster independent learning, and assist students in improving their content knowledge and academic skills. All three programs offer in-person tutoring on ISU’s Pocatello and Idaho Falls campuses. CAT offers some in-person tutoring on other ISU campuses as well. All three programs offer online tutoring.

A.1 Component Programs

Content Area Tutoring (CAT) tries to provide tutors upon request in all academic undergraduate disciplines and course levels except math and writing. Most tutoring takes place in small groups CAT tutoring supports ISU’s five academic colleges and divisions (Arts & Letters, Business, Education, Health Professions, and Science and Engineering, and Pharmacy). It is intended to complement, not duplicate, peer tutoring programs in TRiO Student Support Services, the Athletic Department, the College of Technology, and the Math and Writing Centers.

The Math Center is a walk-in math tutoring service for any registered ISU student needing help in undergraduate math courses or courses involving mathematics.

The Writing Center works with students on all phases of writing, from generating ideas to organizing and revising. The center supports all levels of graduate and undergraduate students from each of ISU’s colleges and divisions. Tutoring is usually by appointment, though walk-in appointments may be available.

A.2 Program Staff

University Tutoring is currently searching for a new program coordinator. Meanwhile,

- CAT Team Leader Jodi Atkinson (cat@isu.edu, ifssc@isu.edu) in Idaho Falls recruits and orients tutors and coordinates tutoring assignments across ISU’s different campuses.
- Dr James "Byrd" Yizar (jamesyizar@isu.edu) in Pocatello approves tutor time. He’s also a resource for addressing any challenges tutors may be experiencing with tutees.
- Tawna Brockett (tawnabrockett@isu.edu) in Pocatello is developing and refining all our new program software, answering timesheet questions, and helping out with other responsibilities as needed.
- Marilee Green (marileegreen@isu.edu) in Pocatello manages new hire and pay rate paperwork as well as the Pocatello front desk.
- Former director Haydie LeCorbeiller (lecosuza@isu.edu) is happy to answer any questions she knows the answer to.
B. ALL TUTORS

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. Tutors may not complete or correct students’ work. 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 tutor who does so, or who completes all or part of any assignment that a student submits for credit, jeopardizes both the student’s academic standing and his or her own—as well as his or her employment with the University Tutoring Program.

No tutors may in any way 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 coordinator or to other tutors as discreetly as possible.

If, however, a tutee is an ISU student athlete, then she or he has already signed a waiver allowing tutors to speak to his or her 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 Student Athletes

Within tutoring sessions, **ISU student athletes must be treated just like any other tutees.** More specifically, 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 University Tutoring coordinator. 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 Athletic Compliance Director Cody Sparrow (**sparcody@isu.edu**) or (208) 282-2486 if 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.
  - a student athlete ever requests them to complete academic assignments for him or her.
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 Cody Sparrow (sparcody@isu.edu, (208) 282-2486) or the student athlete’s athletic advisor.

There are three other ways in which tutoring student athletes can be a little 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 or more individualized tutoring time.** Because athletics is able to supplement the services we offer, student athletes have some extra options:

- **Math:** A student athlete who wants individual tutoring may apply for a CAT tutor in Math. He or she is eligible for up to 3 hours of week of individual math tutoring. If more hours are needed, the student athlete can ask his or her athletic advisor to approve those hours on a case-by-case basis. The advisor will notify the CAT office that extra hours have been approved.

- **Writing:** A student athlete who wants more than 2 hours a week in the Writing Center can ask his or her athletic advisor to approve those hours on a case-by-case basis. The advisor will notify the tutoring office that extra hours have been approved.

- **Content Area Tutoring:** A student athlete who would ordinarily be assigned to a group but wants individual tutoring can ask his or her athletic advisor to approve those hours on a case-by-case basis. A student athlete who wants more than 3 hours a week of tutoring in a single course can ask his or her athletic advisor to approve those hours on a case-by-case basis. The advisor will notify the CAT office that extra hours have been approved.

**Extra Benefits.** An extra benefit is any special arrangement by an institutional staff member, or a representative of the institution’s athletics interests, to provide a student athlete or a student athlete’s relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is
generally available to the institution’s students or their relatives or friends or to a particular section of the student body (i.e. foreign students, minority students) determined on a basis unrelated to athletic ability.

**B.4 Professionalism**

Tutors will not criticize teachers, assignments, other tutors, or students, and will not validate the statements of students who do. Tutors will not discuss the grade an assignment may receive, nor will they make recommendations about whether a student should continue in a particular course.

Tutees should have tutors’ full and courteous attention. The tutoring session is not the time for meals, visits with friends, or personal phone calls.

Tutors should expect gaps in tutees’ skills and knowledge. Some of those gaps will be predictable; others may be more surprising. They are never reason for disrespect. Tutors must treat all tutees with respect and consideration.

**B.5 Safety and Sexual Harassment**

If a tutor finds that a tutoring relationship is becoming uncomfortable, he or she should talk to the tutoring coordinator. ISU is committed to protecting both tutors and tutees from sexual harassment, and any concerns about inappropriate behavior in a tutoring session will be addressed in accordance with ISU’s *Policies and Procedures Manual* online at [www.isu.edu/policy/](http://www.isu.edu/policy/)

Tutors have the right to remove themselves immediately from any situation in which they feel unsafe, either physically or emotionally. Any incidences of violence, threats of violence, or sexual harassment will be addressed in accordance with ISU policy. Should any of these issues become a concern, Dr James Yizar should be contacted.

Dr James “Byrd” Yizar  
Associate Director, Academic Success and Advancement Programs  
[jamesyizar@isu.edu](mailto:jamesyizar@isu.edu)  
(208) 282-4823 or 282-3545

If something that happens in a tutoring session makes you particularly alarmed or uncomfortable, **get out. Leave.** Then come talk to us as soon as you can, so that we know what’s going on.

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 in accordance with the ISU *[Violence in the Workplace Guidelines](https://www.isu.edu/policy/)* online as Appendix F in ISU’s *Policies and Procedures Manual*. Later, if tutoring was involved, please come talk to Dr Yizar.
B.6 Training Requirements

All 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 during their first two semesters with the program. **Tutors who have not completed 10 hours of training by the end of their second semester with University Tutoring will not be re-hired.**

After completing ten hours of training, tutors may participate in other paid training activities for at least one hour per term (to remain in good standing with the program) or at a greater rate (to become eligible for further raises).

All new tutors must complete the two “New Tutor” modules on Moodle before they begin tutoring, for a total of one hour of paid training credit. Math and writing tutors may be asked to complete additional modules.

All second-semester tutors must complete their program’s “Returning Tutor Orientation” module on Moodle before they begin tutoring, for thirty minutes of paid training credit.

All training activities are paid at a tutor’s base rate for individual tutoring. The time spent on these activities is credited towards any future pay raise.

Pay raises are tied to training hours. Tutors who wish to obtain all the raises available to them can progress through five pay steps, as described below:

**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. They receive a $0.25/hr raise in pay in the following semester and are reclassified as Step 2 Tutors.

**Step 2 Tutors**

All Step 2 Tutors must **complete a second five hours of paid training activities** (10 cumulative hours) during their first two semesters with the CAT program. They may do so either as soon as they finish their first five hours of training or during the second semester they tutor. Step 2 Tutors receive another $0.25/hr raise in pay and are reclassified as Step 3 Tutors in the semester after they receive a satisfactory tutor evaluation.

**Step 3 Tutors**

All Step 3 Tutors must participate in **at least one hour of paid training activities each term.** Tutors who wish to receive another $0.25/hr raise in pay can be reclassified as Step 4 Tutors in the semester after they complete another five hours of approved tutor training activities (15 cumulative hours).
Step 4 Tutors

All Step 4 Tutors must participate in **at least one hour of paid training activities each term**. Tutors who wish to receive another $0.25/hr raise in pay can be reclassified as Step 5 Tutors in the semester after they complete another five hours of approved tutor training activities (20 cumulative hours) and receive a satisfactory tutor evaluation.

Step 5 Tutors

All Step 5 Tutors must participate in **at least one hour of paid training activities each term**. No further raises, however, are possible.

### B.7 Pay Rates: Individual Tutoring

The base pay rates and raise schedule for CAT, math, and writing tutors are as follows. There is no additional compensation for preparation time at any level.

To be paid at the Bachelor’s level, tutors must submit a file copy of their transcripts or diplomas. Their degrees do not have to be in the subject they tutor.

All raises require a satisfactory evaluation conducted by a Tutor Coordinator or the program director. Tutors with CRLA I certification awarded by other programs and institutions start at Step 3; tutors with CRLA 2 certification start at Step 5.

#### Undergraduates

<table>
<thead>
<tr>
<th>Step</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>$9.00/hr</td>
</tr>
<tr>
<td>Step 2</td>
<td>$9.25/hr</td>
</tr>
<tr>
<td>Step 3</td>
<td>$9.50/hr</td>
</tr>
<tr>
<td>Step 4</td>
<td>$9.75/hr</td>
</tr>
<tr>
<td>Step 5</td>
<td>$10.00/hr</td>
</tr>
</tbody>
</table>

#### Bachelor’s or equivalent and beyond

<table>
<thead>
<tr>
<th>Step</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>$11.00/hr</td>
</tr>
<tr>
<td>Step 2</td>
<td>$11.25/hr</td>
</tr>
<tr>
<td>Step 3</td>
<td>$11.50/hr</td>
</tr>
<tr>
<td>Step 4</td>
<td>$11.75/hr</td>
</tr>
<tr>
<td>Step 5</td>
<td>$12.00/hr</td>
</tr>
</tbody>
</table>

### B.8 Pay Rates: Group Tutoring

University Tutoring pays an hourly differential for CAT and math tutors meeting by appointment with groups of tutees. This differential is intended to serve as compensation for the greater preparation time and management skills required for successful group tutoring. There is no additional compensation for preparation time at any level.
1 Student:          base rate
2 or more students: base rate + $2.00/hour
8 or more students: base rate + $3.00/hour

**Group tutoring is paid by the hour, not by the student.** A tutor with a base pay rate of $9.00 who tutors four students together for two hours, therefore, would be paid $22.00 for that session: ($9.00+$2.00) * 2 = $22.00. If the same tutor were to tutor one student individually for two hours, he or she would make $18.00: ($9.00*2) = $18.00. For a tutor who has limited time, group tutoring offers a higher hourly rate of pay.

Tutors do not receive the higher pay rate simply because two or more students are assigned to a “group.” Those students must be tutored simultaneously for the tutor to receive the higher pay rate.

**B.9 Pay Rates: Tutors with Previous Training**

Tutors with documented tutoring and training experience at other schools may be hired at a step pay level reflecting that experience. They are encouraged to participate in paid training activities and will receive the standard $0.25/hr raise for each further 5 hours of training they complete **up to** the $10.00/hr (undergraduate) or $12.00/hr (bachelor’s and above) maximum on our pay scale.

Tutors who have reached the maximum pay rate may continue participating in training activities but will not receive further pay raises.

**B.10 Pay Rates: Training**

Tutors are paid for training activities at their base rate for individual tutoring. **Tutors must enter training time on Bengal Web in order to be paid for it.** No compensation will be made for training activities not authorized by the program in advance.

**B.11 Maximum Weekly Hours: Tutors**

If you are a student taking 6 credits or more and you are a US citizen or resident alien, you may work for ISU for a maximum of 25 hours per week **in all campus jobs combined.** If you go over that limit, your campus employers are liable for serious penalties.

If you are a part-time student taking fewer than 6 credits, a non-student, or an international student, you may work for ISU for a maximum of 19 hours per week **in all campus jobs combined.** If you go over that limit, your campus employers are liable for serious penalties.
If your maximum number of hours is 19, for example, that means:

- If you work for another department for 10 hours a week, you cannot tutor for more than 9 hours a week.
- If you work for one department for 10 hours a week and for another department for 5 hours a week, you can only tutor for 4 hours a week.
- If you work for another department for 18 hours a week, you cannot tutor.

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 19 for the week. That means you have to plan carefully: it’s not fair to your tutees to cancel a previously scheduled session because you’ve hit the 19-hour mark.

**B.12 Recording Tutoring Time in Microsoft Teams**

All tutoring hours are currently 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 on the “Current Tutor Resources” page of the Tutoring Website and at the top of the “Peer Tutor Training” homepage on Moodle.**

**B.13 Entering Time on BengalWeb**

Each pay period begins on a Sunday morning at midnight and ends two weeks later, at 11:59 on a Saturday. All the tutoring done within that period is entered online through BengalWeb. Instructions for doing so are available on the “Tutor Resources” page of the University Tutoring website and at the top of the “Peer Tutor Training” homepage on Moodle. Questions can be directed to Tawna Brockett (tawnabrockett@isu.edu) or Jodi Adkinson (jfssc@isu.edu).

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. It is also linked separately to the “Current Tutor Resources” page of the University Tutoring website and 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.

**B.14 Getting Paid**

Paychecks are available on the Friday two weeks following the end of the period they cover. Tutors will get a single paycheck, whether they have one campus job or several: payment for any positions they have will be combined in that check.

Paychecks are deposited directly into employees’ bank accounts. To make this possible, tutors will complete the required forms at the cashier’s or Human Resources offices (Pocatello), with Karen Larsen in the Bennion SUB (Idaho Falls), with Patty Tryon in Meridian, or online. No other payment option exists.

**B.15 Tutor Evaluations**

Tutors will be evaluated at least once per year. Evaluations may be conducted by a team leader, the Program Coordinator, or a trained peer. Results of the evaluations are made known to tutors and kept on file in the office as part of their permanent records. All tutors are evaluated with the same criteria.

A satisfactory evaluation during the current semester is required for a pay raise. 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. This means that CAT and math tutors meeting with students by appointment must provide the office with their tutoring schedules and inform the office of any changes to this schedule. Although tutors will usually know about an upcoming evaluation, evaluators are not required to notify tutors prior to conducting an evaluation.
B.16  Semester Calendar

Math and writing tutoring begin on the first day of classes, with a limited schedule. CAT tutoring is available at the beginning of the third week of classes.

Regularly-scheduled tutoring continues through the Friday prior to finals week. All programs offer tutoring as usual during “Closed Week.” CAT 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.

B.17  Tutoring During COVID

ISU is offering 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 or tutees who are unvaccinated must wear masks. They must also maintain social distance, wash hands frequently, and cancel in-person sessions or move them online if they’re experiencing symptoms 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.

C.  CONTENT AREA TUTORS

C.1  Communication

Peer tutors report to a team leader (TL) or to the tutoring coordinator. There are office support personnel at Pocatello as well, who may (among other duties) contact peer tutors regarding new student assignments. The CAT Program on both campuses is overseen by the University Tutoring Coordinator, to whom the TLs and office staff report.

New student assignments are made via e-mail and include student/tutor contact information. The student receives the same information Peer Tutors are responsible for regularly checking their personal e-mail accounts and telephone messages for tutoring assignments and other information. Twice a week is suggested as a bare minimum, and
more after each time a new student is assigned. The CAT Program does not provide e-mail accounts for peer tutors.

The CAT office in Pocatello is located in REND 323, inside the Student Success Center. The CAT office in Idaho Falls is located in CHE 220.

C.2 Approved Locations and Times

For reasons of safety and professionalism, all CAT Program tutoring must take place at one of the locations listed below. Any exceptions must be approved by the director in writing in advance. The request must provide enough information to locate you and your tutee for an evaluation.

Almost all CAT tutoring takes place on campus and absolutely no tutoring is allowed in restaurants, residences or behind opaque closed doors. Violation of this policy will result in immediate termination of employment.

A tutor and tutee may meet at any mutually agreeable time of day, as long as the approved place they want to meet in is available.

C.3 Approved Locations in Pocatello

- **Student Success Center Carrels, REND 323**
  M-Th 8 am - 8 pm, Fri 8 am - 5 pm. Reserve a carrel at the SSC front desk.

- **Academic Connection classroom, Turner Hall 113C**
  M-F 8 am-10 pm, Sat 10 am-5 pm, Sun 10 am-10 pm. 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 7:30 am–12 pm, Fri 7:30 am-9 pm, Sat 9 am-9 pm, Sun 1 pm– 12 pm.

- **Library 2nd Floor Study Rooms**
  M-Th 7:30 am-10:30 pm, Fri 7:30 am-9 pm, Sat 9 am-6 pm, Sun 1 pm-10:30 pm.
  Note: GROUP TUTORING ONLY. Reserve a library study room for each tutoring session by using the [online schedule book](#).

- **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. CSED 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.

• **Veterans’ Sanctuary**
  For tutoring veterans only.

### C.4 Approved Locations in Idaho Falls

• **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.
C.5  Online Tutoring

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.

The tutor will check in and out on Teams as usual, and the tutee will check in and out by using the CAT website. Tutors who need to work with student athletes online can also use several options provided by athletic advising. If you need to meet with your athlete tutee online, please see Dr James Yizar.

C.6  Tutoring Assignments: Tutee

Each student or group of students being tutored in a class worth 3 credits or more is entitled to 3 hours of tutoring each week. Students being tutored in a 2 credit class may receive up to 2 hours of tutoring per week; students being tutored in a 1 credit class may receive up to 1 hour of tutoring per week.

On the application to be a tutor, you indicated how many hours you’d like to tutor each week. Students will be assigned to you based upon that number: if you have written "12 hours" then CAT will assign you up to 4 groups of students. **By accepting a tutoring assignment, you agree to make yourself available to that student or group of students for the maximum number of weekly hours to which they are entitled—usually, three.**

CAT cannot promise you the maximum hours of students your application indicates, nor can we promise that each student assigned to you will want to make use of the full time to which she or he is entitled. Without your specific permission, however, we will not assign you more groups than the maximum indicated on your application.

If you have been assigned that maximum number of groups and find that you still have time available and would like more, please notify the CAT office.

The office staff will pair you with tutees by using the information on the students’ and the peer tutor’s applications. You will be notified by e-mail of a new student's name and contact information, the number of hours each week that he or she is eligible for tutoring, and the course to be tutored.

Notification of all assignments is given through the CAT office. You will not be compensated for tutoring a student before the date that the CAT Program assigns the student to you. This information is **never** relayed through the student. If a student tells you an assignment has been made but you have not received notification, confirm with the office before tutoring the student to avoid misunderstandings on payday.

After you receive an email pairing you with a tutee, you are responsible for contacting him or her. If you have difficulty contacting your tutee, you must try at least three times in the week following the assignment. At least one time must be by telephone and at
least one time must be by email. If you haven't reached the tutee after one week, send your Tutor Coordinator an email explaining when and how you tried to make contact. Do not continue to try to contact the student.

If one of your tutees drops the class or ends the tutoring relationship for any other reason, please inform the CAT office immediately. You will then have the option of accepting another tutee, if one is available, or maintaining your current student load.

**C.7 Tutoring Assignments: Office**

All tutors may indicate their wish to work with—or **not** to work with—particular students, at the time they apply to be tutors. All tutees may indicate their wish to work with—or **not** to work with—particular tutors, at the time they apply be tutored. These stated preferences will be respected whenever possible. The assignment will not be made, however, 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, CAT will assign tutees to tutors based on their mutual availability and the number of tutees each tutor of the same subject is already working with.

**C.8 Changing a Tutoring Assignment**

The length of a tutoring assignment is the duration of the semester or summer session in which the assignment is made. You are expected to show the professionalism required to continue working with the tutees assigned to you even if you find that their personalities conflict with yours, but please talk to the director if you have any concerns.

If a student asks to be reassigned to a different tutor, the office staff will try to help him or her resolve the problem that he or she describes. If, however, that is not possible, the student will be reassigned if another tutor is available.

A tutor assignment can also be changed in cases of irreconcilable schedule conflicts. To avoid such conflicts, be sure the office has current schedule information for you at all times. If you are the only available tutor for the class, the office personnel will advise
you and/or the student that there is no other choice and that you can try to work out a schedule.

All safety/harassment issues will be referred to the director to be handled in accordance with university policy. The director will follow up on all such referrals whether from a student or a tutor. A new tutoring assignment will be made if another tutor is available. If there is any other complaint, the office assistant will give the complaining party the opportunity to fill out a complaint form. If the party does not wish to file a formal complaint, he or she is invited to discuss the situation with a TC or the director in person.

C.9 Advertising a Tutor’s Services

If you would like to tutor more students than are assigned to you, you can encourage students to apply for tutoring by advertising your tutoring services in two ways:

- Post flyers in the building where the course meets. The CAT office has a template for a "Free Tutoring" sign (with a QR code) already made up and can email you the file listing your subject and contact information. You can then print as many copies as you need and post them where potential tutees are most likely to see them.

- Visit a class meeting. Many (but not all) teachers are also happy to let tutors visit their classes and give a short talk encouraging students to make use of CAT services. **You MUST ask the teacher for permission ahead of time.** Tutors visiting classes can write the web address for the online application form on the board: it’s www.isu.edu/tutoring

C.10 Tutoring Agreement

The initial tutoring session allows you and each tutee to determine a schedule for future tutoring sessions and to fill out the required Tutoring Agreement which is on our website under “Tutor Resources.” You will review the agreement with your tutees when you meet each one for the first time and then submit the completed form to the tutoring office electronically.

C.11 Missed Tutoring Session: Tutors

You must show up on time for every scheduled tutoring session. If you can’t be present at a previously arranged session, you must contact your tutees to cancel the appointment within the time framework that you and they recorded on the Tutoring Agreement. **It is then your responsibility to schedule a make-up session as soon as possible.** Remember that by accepting a tutoring assignment, you agreed to make yourself available for three hours per group per week.
If you need to cancel a tutoring session, it is your responsibility to reschedule that session as promptly as possible. Tutors who know that they'll be out of town for a week or so must let the tutoring program and their regular tutees know in advance. If you will be unavailable for a week or more, please notify both the CAT office and your tutees in advance so that temporary tutoring arrangements can be made, if necessary.

If a student files a complaint (verbally or in written form) that you missed a scheduled tutoring session or canceled it without the agreed-upon notice, the TL investigates and a report is filed with the coordinator. The coordinator will determine your future employment status after reading the report.

C.12 Missed Tutoring Session: Tutees

You are required to wait for a student only 15 minutes beyond the scheduled starting time of the tutoring session.

You may report a "no show" when a student does not show up for a scheduled tutoring session without giving you prior notice. If you are given adequate advance warning that the student will be late or cannot make it, do not report a "no show." You will agree upon what constitutes adequate notice during your first session with each student when reviewing the Tutoring Agreement.

You will be paid for one hour for a "no show" when properly entered in Teams and verified by the tutee. If you cannot contact the student to have them verify, let the CAT office know.

A student may only miss a scheduled tutoring session once without penalty. After the first reported "no show" it is your responsibility to inform the student that a second such absence will result in termination of tutoring for the semester. After the second "no show" has been reported on a time sheet, the program will notify both you and the student that the student's eligibility for tutoring in that subject through the CAT Program has ended. If the student wishes to challenge this action, refer him or her to the coordinator. Note: Severance of tutoring services applies only to the specific tutor/student pair for a specific course. If a student is being tutored in another course, those services will not be affected.

Any tutoring that takes place after the second reported "no show" is considered voluntary on your part and will not be compensated by the CAT Program.

C.13 Maximum Weekly Hours: Tutees

A student enrolled in a class of three or more credits may receive up to three hours of tutoring per week for that course. All group hours and individual hours count toward this total. You will not be compensated for hours spent with the student above this limit.
The following exceptions exist, and you will be explicitly notified by the CAT office of any such cases.

- Student athletes may not be subject to this cap, as the athletic department pays for a limited number of excess tutoring hours. The CAT 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 of tutoring per week, please ask him or her to contact Athletic Advising.

- Some students working with Disability Services may be allowed more hours. If you are working with a student who wants special accommodations, please ask him or her to contact Disability Services.

- Some students who are US veterans or service members may be allowed more hours. If you are working with a veteran or service member who wants special accommodations, please ask him or her to contact the Veteran's Sanctuary.

- Summer students and students in other short-session classes are eligible for up to six tutoring hours per week for a course of 3 credits or more. They are eligible for up to four hours a week of tutoring for a 2-credit course and two hours a week of tutoring for a 1-credit course.

## C.14 Tutoring Eligibility

CAT tutors are hired on a competitive basis. To be a CAT tutor you must have at least:

- a “B+” (or “B” on a straight grade scale) or above in the courses you tutor. If you didn't take a course, the program must receive a short note from the department chair or a faculty member teaching it, explaining why you’re qualified to tutor it.

- The signature of the department chair or a faculty member teaching the courses you tutor. Endorsements cannot be accepted from graduate students. This endorsement must specify the exact courses you may tutor.

- A minimum 3.0 GPA.

## C.15 Tutoring Eligibility Renewal

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 the main office.

Faculty endorsements to tutor any given class must be renewed every 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 to continue tutoring will be reviewed based on his or her GPA at that time (not applicable to non-student tutors).

D. MATH CENTER TUTORS

D.1 Communication

Communication with math tutors is typically by email and Microsoft Teams. Tutors are responsible for checking Teams for reminders of meetings and other announcements. Please make sure that the program also has a current telephone number for you, in case we need to reach you by phone. If you need to call in sick for a shift in Pocatello, please call the front desk in Pocatello (282-3662) as well as posting that information on Teams. If you need to call in sick for a shift in Idaho Falls, please contact Jodi (ifssc@isuedu) as well as posting that information on Teams.

D.2 Arriving and Leaving

You will check in and out on Microsoft Teams. 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 must reflect that you have done so.

D.3 Extra Hours

You will tutor during your scheduled hours only. Unless you’re 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 coordinator for details.
Absences

Please give us as much advance notice as possible if you have to be absent. You may trade hours with a qualified substitute if you are unable to tutor during regularly scheduled hours. To do so, you can (a) post a message to Teams and/or (b) write a note and tape it to the top of the tutor mailboxes.

If you are running late or become sick on the day of your shift, call (in Pocatello) the front desk at 208-282-3662 or (in Idaho Falls) Jodi at 208-282-7925. Please also post that information to Teams. You may ask to reduce your regularly-scheduled hours at any time, but you are expected to work your regular shifts during busy weeks except in cases of sickness and emergency.

Slow Periods

If you are working and no one is asking for help, please make sure that everyone using the center has signed in. Erase boards and tidy the tutoring space as appropriate. 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.

Professional Conduct

The Math Center seeks to be a friendly and welcoming place, where tutees can easily identify tutors, are comfortable approaching them, and can easily get their attention. Math tutors will wear name tags for every shift and may not wear headphones while working unless actively tutoring online. When talking with friends, tutees, and other tutors in the Math Center, tutors will avoid topics and language likely to distract other people in the Center or make them uncomfortable.

Helping Students Using ALEKS

Math tutors may not help students who are using the ALEKS program in “knowledge check” mode. You may help students using ALEKS in “learning” mode only with one problem of each kind; if a student needs further help with the same kind of problem, please direct him or her to the “explain” button built into the software.

Test Material

Math tutors may not work with students on test material without the instructor’s explicit permission. Some teachers who do not want their students to receive help on take-home exams will send copies of the exam to the Math Center. These exams are displayed next to the tutor mailboxes and copies are sent out on Teams. You are responsible for being aware of them and familiarizing yourself with the problems in
them. You must be able to recognize the problems if students ask for help with them, even if they do not have the official test paper with them.

**D.9 Tutor Training Meetings**

Four Math Tutor meetings are scheduled in Pocatello each term, all on Friday afternoons. **All Pocatello peer tutors are expected to attend them unless previously excused.** Your attendance at each is paid and counts towards your training requirements.

**D.10 Tutor Training Activities**

All new math tutors are expected to complete the Math Center scavenger hunt and four 30-minute modules on Moodle before they begin tutoring:

- New Tutor Policies
- New Tutor Skills
- Tutoring Problem-Solving
- Tutoring Algebra

Other training hours should come from a combination of University Tutoring Workshops and Math Tutor Meetings.

**D.11 Athlete, Disabilities Services, and Veteran Tutoring**

Math tutors who are interested in providing individualized and small group tutoring to student-athletes and/or students referred by Disabilities Services or the Veteran’s Sanctuary should contact Jodi Atkinson at ifssc@isu.edu. If you are assigned to work individually with a student in one of these populations you should read the “Content Area Tutoring” section of this manual.

**E. WRITING CENTER TUTORS**

**E.1 Communication**

Communication with writing tutors is typically by email and Microsoft Teams. You are responsible for checking Teams for reminders of meetings and other announcements. Please make sure that the program also has a current telephone number for you, in case we need to reach you by phone. If you need to call in sick, please call (in Pocatello) the front desk at 208-282-3662, as well as posting that message to Teams.
E.2 Arriving and Leaving

You will check in and out on Microsoft Teams. You are expected to arrive promptly for each shift and to stay for your entire shift, unless you have no appointment or walk-ins in its last slot. If that happens, you may choose to stay or to leave up to twenty minutes early, recording your hours accordingly. If you arrive late or leave early, your time entries in both Teams and BengalWeb must reflect that you have done so.

E.3 Extra Hours

Tutors will tutor during scheduled hours only; 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 or asks to reduce his or her regular hours.

E.4 Absences

Tutors must give us as much advance notice as possible if they have to be absent. If you are running late or become sick on the day of your shift, please call the front desk in Pocatello at 282-3662 as well as posting that message to Teams. You may ask to reduce your regularly-scheduled hours at any time, but you are expected to work your regular shifts during busy weeks except in cases of sickness and emergency.

E.5 Slow Periods

Tutors who do not have an appointment in any given shift should check with the director or front desk staff (in Pocatello) to see if there are other tasks they can perform. Consultants in Pocatello must check with the front desk at the beginning of each appointment slot they believe to be unassigned, in case the appointments have changed.

E.6 Tutor Training Activities

All new writing tutors are expected to complete a set of readings, a set of observations, a scavenger hunt, the online University Tutor Policies module, and the APA module before they begin tutoring. Returning writing tutors are expected to complete the online APA module and observe another tutor at work least once a year.

E.7 Tutor Training Meetings

Four Writing Tutor meetings are scheduled in Pocatello each term. All Pocatello writing tutors are expected to attend them unless previously excused. Attendance at each is paid at your base tutoring rate and counts towards your training requirements.