Working Together to Promote Academic Success

THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Tutor Handbook

Spring 2016

Working Together to Promote Academic Success
CONTENTS

Introduction .................................................... 3
Policies and Procedures ................................... 8
The Tutoring Session ....................................... 17
Payroll ....................................................... 29
Congratulations on being selected as a tutor at The University of Virginia’s College at Wise! We hope that this experience will be a positive one for both you and the students with whom you work with. Our department appreciates you joining us in providing quality academic support to our students. This handbook is designed to help you become better acquainted with our program and your job description.

The mission of our tutoring service is to promote academic excellence for all students.

Your job as a tutor is significant and requires a great deal of responsibility. The academic backgrounds, abilities, and motivations of our students vary considerably. As a tutor, you can assist the students as they strive to reach their full potential.

The organization and implementation of this program is under the direction of the Academic Coordinator. If at any time you should have any questions, problems, or concerns, please discuss them with the Coordinator as soon as you are able.

The first element of being a tutor at UVA-Wise is understanding the difference between Student Support Services and the Tutor Connection, the offices through which tutoring occurs.

**SSS vs TC**

One of the frequently misunderstood elements of tutoring is that as a tutor, you may be employed by both Student Support Services and the Tutor Connection.

**Student Support Services (SSS)** is funded by the United States Department of Education and is designed to help eligible students succeed in college. Its mission is to provide its 190 participants with the academic support necessary to graduate from UVa-Wise. Eligible students are enrolled at UVa-Wise and met at least one of the following criteria:

- First Generation College Student (neither part has a bachelor’s degree)
- Low-income or Limited Financial Resources
- Have a Physical or Learning Disability

**The Tutor Connection (TC)** is the tutoring program funded by the College. Any student enrolled has access to FREE tutoring.

**Disability Services** is the third office housed in Academic Support Services. Any self-identified and documented student with a disability can receive services through this office. At times, students are hired to work for this office as Academic Coaches.
Your Role as a Tutor

Accepting this position comes with a strong level of responsibility. You are providing critical educational services that may have long lasting effects upon the students. You must respect the abilities of the students and your co-workers.

What is a peer tutor?

Peer tutors work either one-on-one or in small groups with fellow students (tutees), offering academic support and expertise in an informal setting. Some tutors are generalists, focusing on broad skills, or disciplines, while others specialize in certain courses or groups of courses. For students struggling with their course work, peer tutors are important resource because they can offer individual help that is not always possible in the classroom setting. Students can also identify more easily with their peers, who can explain concepts as well as being a positive academic role model.

There are certain guidelines that help tutors do their jobs effectively. Tutoring requires a delicate balance; you must try to straddle the line between teacher and student with grace, dignity, and intelligence.

Tutoring is one of many essential services provided by the College; therefore, the hiring and training of tutors is very important. As a tutor, you will be:

- Expected to participate in tutor training
- Attend in-service sessions
- Check email for updates and information
- Conduct individual and/or group tutoring sessions
- Keep thorough and accurate records
- Complete evaluations of the programs

Also, tutors must be patient, caring, flexible, enthusiastic, organized, able to communicate effectively, and exhibit strong interpersonal skills.

The main objective of tutoring is to promote academic independence. While we want students to pass their courses, it is important for them to learn to develop their skills so that the dependence upon a tutor is decreased and self-sufficiency is increased. In working towards that end, a tutor should also:

- Engage students in active learning
- Evaluate students’ progress on a regular basis
- Be sympathetic listeners
- Refer students who need additional assistance
- Be a model student and employee
- Communicate regularly with Academic Coordinator
As a tutor, you will develop skills that will help you in your own academic endeavors, as well as in your career development. You will learn more about the subject matter in which you tutor, and you will improve your own study skills through helping other students.

In addition to academic improvement, you will gain practical experience in:

- Time Management
- Organizational Skills
- Communication Skills
- Conducting Meetings
- Peer Counseling
- Skills of Planning and Scheduling
- Leadership Skills
- Working as a Team Member

As an added bonus, you will be meeting other students and personnel which helps make you feel more like an integral part of the campus (which you really are!).

Beyond Tutoring:
Service is an important experience for both continuing education and seeking employment. Tutoring is a remarkable service to fellow students and an asset to any resume or application.

**Tutor unto others as you would have them tutor unto you!**

Don’t forget that as an employee you are also paid to give your time and energy and some measure of devotion to the students you serve.

**Remember that you are, after all, a student, not an instructor.** You don’t lecture, give tests, or grade students. The instructor is the primary source of information for the class. You’re a helper—a very important person—but you play only a supporting role. The main reason peer tutors are so effective is because both parties are students. **Because your students see you a lot like they see themselves, they are more likely to listen and act upon what you say.** Really!
Excerpt from Tutoring Matters:

*Everything You Always Wanted to Know About How to Tutor*
Jerome Rabow, Tiffani Chin, Nima Fahimian

- Treat your tutees as equals.
- Don’t worry about mistakes - they provide the best opportunity for teaching and learning.
- Don’t be critical of your tutees.
- Recognize your differences, a vital step to building a tutoring relationship.
- Recognize your commonalities, a vital step to building a tutoring relationship.
- Be supportive of tutees’ efforts as well as their accomplishments.
- Be hopeful.
- Make learning active, fun, visual, and hands-on.
- Keep your eye on the significance of your effort in your tutees' lives.
- Do not use bribes or gifts to motivate your tutee.
- Be willing to share your experience when you think it’s appropriate.
- Don’t make empty promises.
- Don’t forget how important you are - your tutee depends on you.
- Be on time.
- Use differences between you and your tutee to open up honest conversations.
- Forgive your errors and those of your tutee - they were unintentional.
- Be open-minded.
- Be empathetic toward your students and their experiences.
- Be observant and pay attention to what your tutees enjoy and how they learn.
- Incorporate tutee interests into your activities and assignments.
- Be creative.
- Set educated goals and strive for them.
- Ignore labels - they only show you part of a person.
- Be respectful.
AVAILABLE RESOURCES

There are many resources available to assist you in your tutoring sessions. The resources may be used to brush up on courses or to help a tutee better understand a subject. The following is a list of some of the resources available to all tutors. For more information, please see the Academic Coordinator.

**Textbooks:** Textbooks are available for use by tutors. We have both current and old editions in several subjects. If a book is out of date and a current one is needed, please inform the staff. Most textbooks are either on the shelves or in the cabinets. However, some books are kept locked in the filing cabinet.

**Helpsheets:** Helpsheets are available in a variety of subjects: Chemistry, Foreign Language Grammar, American History, Essay Writing, etc. The Helpsheets are kept in a binder beside the filing cabinets. Copies can be made for students.

**Solutions Manuals:** Solutions manuals for various subjects are available for **tutors only**! Students are not to have these books without a tutor. Copies cannot be made from these books. Tutors must ask staff to retrieve the books and return them as soon as they are finished.

**Teaching materials:** There are materials designed for classroom use available for tutors. These contain study guides, worksheets, maps, diagrams, etc.

**Strategy books:** The Tutor Connection has several books with tutoring strategies and ideas. These books cover numerous topics such as math anxiety, study skills, and writing skills.

**Office supplies:** Tutors have access to several office supplies: markers, paper, notecards, copy machine (*The copy machine is for tutoring only. Tutors should not make copies for other students or for purposes other than tutoring.*)

**Other tutors:** Tutors are encouraged to get to know other tutors. They can be a great resource for ideas and subject help.

**Staff:** The staff of the Tutor Connection is always available for any problems. Feel free to ask the staff if they can help you with tutoring, supplies, resources, etc.
Policies & Procedures
EMPLOYMENT BASICS

Tutor Eligibility Requirements

- Be enrolled full-time
- Minimum GPA 3.0
- Be recommended by faculty
- Have at least a B+ average in class for tutoring
- Be eligible for employment

Tutor Eligibility Renewal

Returning tutors are automatically eligible to continue employment unless the tutor's GPA falls below the required 3.0 minimum GPA or based on poor evaluations by students and staff. This tutor 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/her GPA at that time and evaluations.

Other expectations include:
- Maintaining a professional environment
- Demonstrating reliability and dependability
- Treating students and staff with respect
- Engaging in behavior becoming of a student of the College

Termination may result for the following reasons:

1. Failure to comply with the rules and regulations of the handbook
2. Deficient academic skills
3. Falsification of time sheets
4. Disruptive behavior that calls unfavorable attention to the tutor as a professional
5. Failure to maintain tutoring appointments/schedule
6. Failure to come prepared for tutoring appointments
7. Failure to show up for mandatory meetings

Tutoring Options

Small Group Tutoring
- Most common form of tutoring
- Interact with other students
- Groups meet regularly and consist of 2 to 5 students

Online Tutoring
- SMARTHINKING.com
- Available 24/7
- Chat Live, Submit Questions, or Schedule time with professional tutors

PASS
- Peer Assisted Study Sessions
- Weekly Review Session
- Lecture Material, Study Skills, and Learning Styles
- Available for: MTH 1110 | MTH 1210 | CHM 1010
POLICIES

1. Tutoring services will be provided free of charge to students.

2. A student must be enrolled (at UVa-Wise) in the class for which he/she requests tutoring. Exception to this rule can be made for students requesting tutoring for graduate/professional testing.

3. Although every attempt to fill each request will be made, there is no guarantee that all requests will be filled. Requests may take up to two weeks to fill.

4. Requests will be dropped three days after the third contact/confirmation attempt.

5. Students are not guaranteed desired timeslots and preferred tutors.

6. All information, both academic and personal, discussed within a session is to remain confidential between the tutor and tutee. If personal information related is possibly harmful for the person or others, the tutors should report the information to a staff member immediately.

7. Tutors and tutees are expected to work with all persons without bias or prejudice. Only in extreme cases of conflict will referrals be made.

8. It is the responsibility of the tutee or tutor to notify the office of excessively missed sessions.

9. Tutees and tutors are expected to keep the Academic Coordinator informed of any issues concerning the tutoring sessions (absences, conflicts, participation, etc.)

10. Tutors are not required to work with students beyond scheduled appointments. Tutors and the Academic Coordinator must agree on any additional services. Tutors generally have a 10-hour per week limit.

11. All tutoring should take place in Academic Support or Writing Center unless otherwise approved. No tutoring is allowed in restaurants or off-campus residences.

12. To cancel a session, the tutee should notify the tutor and the office at least 24 hours before the scheduled session. Tutors must also show the same courtesy. In case of an emergency, please notify staff as soon as possible so tutors/tutees do not show up for a cancelled session. It is wise to exchange contact information with tutor/student.

13. Tutees who miss two sessions without canceling will have their sessions suspended and have to meet with the Academic Coordinator. Excessive cancellations will result in review of need and possible cancellation.

14. If a student drops a class or wishes to stop tutoring, he/she must inform the office.

15. Tutees must bring all relevant material to the session and do assigned reading/homework before the session. The tutor will not do the work for the tutee and tutoring is not “homework time”.

16. Tutors are not to be used to replace class and/or study time. Tutors are not “miracle” workers.

17. Tutors must contact the instructors of courses they tutor. They will not discuss the specific student, unless given permission.

18. Please do not tutor your boyfriend/girlfriend in sessions along with other students. It could cause other students to feel uncomfortable.
As a tutor, you will be expected to accept the following responsibilities:

1. Make a commitment to be available to tutor for the entire semester. Your students deserve your vested commitment.

2. Maintain a cumulative grade point average of 3.0 and above for the duration of employment.

3. Tutors must have passed the course(s) that they tutor with a B or better in order to be eligible to work.

4. Effectively assist the student in understanding areas and topics in the course(s) with which they are experiencing difficulty.

5. Attend all scheduled tutorial sessions on time. Consistent lateness and/or failures to attend are unacceptable and will result in termination.

6. Tutors must wait 15 minutes for students (vice versa) prior to leaving. These “no shows” must be recorded on worksheets.

7. Maintain contact with the staff in the event of any concerns/problems. Keep the staff aware of any address or telephone changes.

8. Attend the mandatory tutor training.

9. Attend all tutor meetings. Returning tutors will be paid an hourly rate for their attendance; you must include these hours on your time sheet in order to be compensated for them.

10. Conduct all sessions on campus. Preference is for Academic Support or Writing Center in Zehmer Hall, but exceptions can be made with approval from Academic Coordinator. Exceptions must be approved in order to receive pay.

11. Adhere to the limits imposed upon the students receiving tutoring (stick to scheduled session times). Any changes may only be made with the Coordinator’s approval. Numerous extended sessions will have to be approved as well.

12. Timecards and worksheets should be in the Coordinator’s office by 5:00pm, on the Friday before the end of the pay period.

13. All recordkeeping must be legible, prompt, and accurate.

14. Tutors are expected to maintain confidentiality in all areas regarding students.

15. Do not discuss the student’s academic concerns with other students, faculty, etc. unless given permission by the student. Doing this would be a violation of the student’s right to privacy under FERPA. Any confidential information about students should be only discussed with other staff in a confidential setting (i.e. not in public settings). Furthermore, such information should be discussed only for professional reasons. Breach of confidence is a serious professional error and grounds for dismissal.

~ 11 ~
16. Under no circumstances should the tutor prepare assignments for the student. As students, tutors are held to College judicial and honor codes. Also, tutors should check with professors about take-home exams.

17. Tutors should notify staff when they can no longer take new students or sessions change.

18. Tutors should understand that their employment is on a temporary, part-time basis, and cannot be guaranteed any certain hours of employment.

19. Tutoring does not qualify the tutor for any College employee benefits, including parking.

20. Tutors must check email and phone messages daily for updates and new tutoring assignments.

21. Tutors should complete end-of-semester evaluations on time and encourage students to turn in evaluations.

22. Tutors are expected to abide by all payroll policies of Academic Support and the College.

23. Tutors are expected to work with all persons without bias or prejudice. Only in extreme cases of conflict will referrals be made.

24. If a tutor needs to miss student appointments because of an emergency (i.e. illness), he/she will call the office at the earliest possible moment and try to contact the student. If a tutor needs to miss for a non-emergency (i.e., doctor appointment, meetings, etc.), it is the tutor’s responsibility to contact the student and office to reschedule the session.

25. Assignments are for the full semester. If for any unforeseen reason a tutor must resign his/her position, he/she must provide the Academic Coordinator a written statement and a two-week notice.

26. Tutors are expected to contact the faculty members of classes they tutor.

27. Student works are not allowed to work over 20 hours per week for all jobs on campus. Tutors are expected to monitor these hours and will not be compensated for hours spent beyond this limit. TUTORS CANNOT GET PAID BY THE COLLEGE AND BY STUDENTS.

28. Tutors do not interject their own personal opinions to any student’s academic ability. Tutors may express their concern to the Coordinator.

29. Tutors are expected to maintain appropriate and professional conduct: no feet on tables or chairs; no sleeping; no lying on the floor; no loud talking or disruptive laughing during hours. Tutors are expected to maintain a level of professionalism at all times while working. Most importantly, NO CELL PHONES IN SESSIONS.
TUTEE RESPONSIBILITIES

Before the Tutor Session:
1. **Read all assigned material.** Study your textbook and notes.
2. **Attempt all homework assignments.** Take notes on problem areas or list questions you have. You and your tutor will work more efficiently if you are specific about your needs.

For a Successful Tutor Session:
1. Always bring your textbook and your notes from lectures, along with other materials.
2. Expect to be actively involved in working problems and discussing class material.
3. Ask the tutor to re-state or re-explain anything that you did not understand. Don't fake it. This is your time to become very clear about the course material.
4. Tell the tutor if she/he is moving too quickly through the material.
5. Be on time for sessions. Notify office or tutor if you will be late. (see Policies below)

Between Tutor Sessions:
1. Continue to attend all class sessions. This is required!
2. Continue to read, attempt to complete all assignments, and write down questions that you want to discuss with your tutor.
3. Use other resources such as your professor's office hours or study groups from class.

Policies:
1. Read and sign the Tutoring Policy on the back of request form.
2. Email is the primary form of communication and must be checked daily for updates.
3. Tutees are expected to attend all scheduled sessions.
4. Cancellations of appointments should be made at least 24 hours in advance. Emergencies are understood. To cancel a session, contact your tutor in advance and/or call the Academic Coordinator 328-0283.
5. Tutoring can be terminated after two "no-shows", repeated cancellations, or no response.
6. Students must notify office if course is dropped or tutoring no longer desired.
7. Tutees should notify Academic Coordinator immediately whenever conflicts arise about sessions or tutors (scheduling, absences, etc.)
8. Total tutoring hours per week are limited to scheduled sessions due to budget restrictions.
9. Under no circumstances should students ever ask or expect a tutor to complete any work for them in accordance to tutoring and College policy.

Remember:
Tutoring is NOT a substitution for class attendance & participation. You MUST be attending class to receive tutoring. Also, tutors are not miracle workers.

Be patient with scheduling and group sessions.

Never wait until the day before the test or the day before an assignment is due to seek assistance. It's EASIER to keep up than to catch up!

A Final Important Word: Our resources are very limited! Cancellations and "no-shows" are a problem. Please be considerate of your tutor and your fellow students. *Don't be a "no-show"!*
**Peer Tutor**

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 tutee to cancel the appointment as soon as possible.** 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 to that tutee for the full number of hours to which s/he is entitled each week.

If you anticipate being unavailable for a week or more, you must notify both the office and your tutees in advance so that temporary tutoring arrangements can be made, if necessary.

Excessive absences (2+) or cancellations will require the tutor to meet with staff to determine if the tutor can continue to be employed.

**Tutee**

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 advance warning that the student will be late or cannot make it, do not report a "no show" on your time sheet.**

All tutors are paid for one hour for a "no show" when properly recorded on a worksheet; first-semester tutors only count the .25 (15 minutes) of waiting.

**3 Strike Attendance Policy**

*Student misses first session without contacting tutor*—Life happens, let it go.

Strike 1—Student misses 2 sessions without contacting tutor—Email me students’ name

Strike 2—Student misses 3 sessions without contacting tutor—Student has a verbal conversation with the Academic Coordinator

Strike 3—Student misses 4 sessions without contacting tutor—Student is removed from the session and has to re-apply.
SEXUAL HARASSMENT

Academic Support adheres to the sexual harassment policy of the College as stated in the student handbook. If a tutor/tutee is sexually harassed by his/her tutee/tutor, he/she should speak with the Academic Coordinator immediately. If the issue is not resolved to the satisfaction of the student, he/she may make a formal complaint in the EO/AA Office.

SEXUAL HARASSMENT POLICY

The University of Virginia's College at Wise strives to provide a working and educational environment for all faculty, staff and students that is free from sexual harassment. Sexual harassment in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the College.

Definition: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or written communication of a sexual nature is sexual harassment when:

(1) Submissions to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational experience;
(2) Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such individuals; or
(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, or participation in extracurricular activities, or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment can take many forms, and the determination of what constitutes sexual harassment will vary according to the particular circumstances. Sexual harassment may be described generally as unwelcome sexual behavior that a reasonable person would find offensive and that adversely affects the working or learning environment. Sexual harassment may involve behavior by a person of the same or opposite gender. Possible examples may include but are not limited to the following:

- Seeking sexual favors or relationships in return for the promise of a good grade or other academic opportunity. Conditioning an employment-related action (such as hiring, promotion, salary increase, or performance appraisal) on a sexual favor or relationship;
- Intentional and abusive conduct or utterance that implies hostility toward others because of their sex and that unreasonably interferes with the work of a faculty or staff member or the academic performance of a student; or
- Intentional and undesired physical contact that adversely affects a person's ability to carry out his or her academic or employment responsibilities.

Procedures for Processing Sexual Harassment Complaints

(1) The EO/AA Office is responsible for accepting and processing sexual harassment complaints. Investigations will be conducted as promptly and in as confidential a manner as possible. Connie Hope is the EO/AA Officer and her office is located in the Resource Center.
(2) The procedure used by the EO/AA Office for processing sexual harassment complaints is described in the policy entitled "Discrimination Complaints Procedures." A copy of this document is available in the EO/AA.
(3) This Policy supplements but does not substitute for the Commonwealth of Virginia Sexual Harassment Policy and Procedure, which applies to all employees. A copy of the complete Commonwealth policy is available in the EO/AA Office.

Student Handbook 2002-2003, The University of Virginia’s College at Wise, Wise, Virginia
CONFIDENTIALITY

Confidentiality is keeping information private, given in an atmosphere of mutual trust. This information includes items such as history of services, current problems, name, and grades.

Why should I be concerned about confidentiality?

As a tutor, you will discover things about your students that are personal and private. Since your role is to be a helper and guide, it is very important that you learn how to handle the information that is shared with you. Misuse of confidential information can cause mistrust between you and the student.

How do I gain the trust of my students?

Confidentiality is key in developing a trusting relationship with a student. To win and keep this trust, you must not risk violating this trust in any way. Once you do, it will be difficult for the student to regain trust in you. Also, your competence and compassion as a tutor will greatly determine the level of trust and confidence that the student has in you.

How do I determine what is confidential information?

Any information that a student reveals to you of a personal nature is deemed confidential such as grades, a disability, family life, GPA, etc. If a student discloses information that they intend to harm themselves or others, tutors should immediately speak to staff. For off hours, feel free to contact campus police.

If I have questions about what to do, can I share my concern with anyone?

There may be information revealed to you that demonstrates the need for intervention. In these cases, you should consult with the Academic Coordinator for an appropriate course of action.

Can breaking confidence mean more than losing the trust of the student?

When confidence is broken, you can expect more than the loss of trust. Your own reputation may be at stake. Also, you may jeopardize your job as a tutor. Breaking confidentiality, in more extreme cases, may even result in a lawsuit. Students and parents hold us liable for maintaining confidentiality. It is a serious responsibility.

If there is a legitimate conversation such as advice or subject help, please refrain from using the student’s identity. Ask the student’s permission to speak to others. DO NOT make jokes or share personal information about the tutee. Behavior deemed inappropriate or hurtful will result in termination of employment. The dignity and respect of the students you work with must be maintained at all times.
The Tutoring Session
Tutoring Assignments

- On your application to be a tutor, you indicated hours you’d like to tutor each week. Students will be assigned to you based upon that information.
- By accepting a tutoring assignment, you agree to make yourself available to that student for the full number of hours to which s/he is entitled each week.
- Academic Support cannot promise you the maximum number of hours per week, nor can we promise that each student you have 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 tutees than you desire.
- The office staff will pair you with a tutee by using the information on the Tutor Request Form and the peer tutor's work schedule.
- Potential sessions are emailed to you for your approval. Once approved, students are emailed to confirm and get started. You will be notified when the student confirms.
- If one of your tutees drops the class or ends the tutoring relationship for any other reason, please inform the office immediately. You will then have the option of accepting another tutee, if one is available, or maintaining your current student load.
- The length of a tutoring assignment is the duration of the semester or summer session in which the assignment is made.

We are not responsible for appointments made without our knowledge. Unless otherwise indicated, all tutoring appointments will be set up as regular, recurring sessions. For example, if a student is scheduled to meet with a tutor on Tuesday at 2:00, that student will meet with the same tutor every Tuesday at 2:00 until that appointment is canceled.

Tutoring Availability

Once a request form is completed, we will do our best to assign a tutor. If there is no tutor available for the subject or scheduling needs, we will attempt to recruit and hire a tutor. However, there will be times when, despite our best efforts, we will not be able to accommodate some tutoring needs. In addition, we reserve the right to cancel tutoring, reschedule appointments, and/or create group tutoring sessions based upon tutor availability and scheduling conflicts.
THE TUTORING CYCLE

The Tutor Cycle is a general outline for a tutoring session. It is a suggested format to use during the sessions. However, due to variances in time and subject, sessions do not have to conform to this format.

1. Greet student(s).
2. Review previous meeting
3. Identify present task.
4. Break task into parts.
5. Identify thought process.
6. Set an agenda.
7. Address the task.
8. Tutee summarizes content.
9. Tutee identifies underlying process used.
10. Confirmation of work and effort.
11. What is next?
12. Plan next session.
13. Close.
The first meeting is the most important because it is where YOU set the tone for the following sessions. This is when you are able to build a rapport with the student and acclimate yourselves to each other’s styles of learning and sharing. Building rapport leads to easy conversation with your students. Telling them what you expect from them and what they can expect from you creates an atmosphere of certainty.

You will also need to establish guidelines for the sessions by determining:

• When and where you will meet
• The frequency and length of each session
• Expectations of both student and tutor (refer to policies, if needed)
• Materials that are needed by both student and tutor
• Method (phone, email, etc) and amount of advance notification for cancellations

It may be necessary to put new students at ease when you first meet with them. Share information about yourself.

Set goals:
Goal setting is an on-going process, but it can begin during the initial session. Determine what the students expect, but realize that grades are not the only goals to strive for and setting unrealistic expectations can be self-defeating.

Needs more than subject help:
Some students may need additional help beyond the subject of the session. Offer study skills information or point them in a direction for further help.

Ground rules:
Make sure the students understand the policy of tutoring and any rules you set (contact info, etc.).

First Session Checklist:
This document is a guideline for your first session. All tutors must use this form during the first session with a tutee. The document is to be given to the student. This document can be found in the Academic Support Center office.
TIPS FOR LATER SESSIONS

1. In general, the less work you do for your tutee the better. Although it is quicker, easier, and less frustrating for a tutor to do a problem or an assignment, it is of little permanent help to the student. Help him/her to learn HOW to do his/her own work.

2. A good tutor will spend most of the time ASKING QUESTIONS, LISTENING, AND HELPING THE TUTEE TO THINK FOR HIM/HERSELF, rather than lecturing to him/her.

3. When you supply an answer, be sure your tutee understands how you arrived at it. If you are not sure that he/she does, test the student with a similar example. In this manner the student should be able to handle what you are helping him/her with when he/she is in class.

4. Move on to more challenging material as soon as you have established a working relationship. Once you feel the tutoring is going well, don't be guilty of under-expectation. If you expect little from your tutee, he/she will produce little. Let him/her know you have high expectations for him/her. With this encouragement he/she may come to have the same high expectations for him/herself.

5. To the extent possible, be creative and imaginative in your tutoring methods. Look for ways to motivate your tutee and to involve him/her in the activity. Do not hesitate to innovate.

6. Many of your questions about the tutee's difficulties and solutions to them may be answered by a visit with the instructor. Instructors may be grateful for the work you are doing and they can be most helpful. Ask the student's permission first!

7. Be sensitive to the existence of emotional issues which may be affecting the performance of your tutee. However, it is not the tutor's role to handle these problems. Bring them to the attention of someone else whom you feel may be of service.

8. AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE INSTRUCTOR: Your job is to help these people, not replace them.

9. Always be on time. This adds to the effectiveness of your tutoring. If you are late, the tutee may begin to doubt the sincerity of your concern for tutoring and for him/her.

10. Don't be afraid to admit to your tutee that you don't know certain answers. Tell him/her you will find the answer and follow through.
TUTORING STUDENTS WITH DISABILITIES

What is a disability? An individual with a disability is defined as any person who has a physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks), has a record of such an impairment, or is regarded as having such an impairment.

Disability Support Services at UVa-Wise works to assist all qualified students with disabilities in the pursuit of their educational objectives. The office attempts to coordinate the students' needs with services and resources available within the college system, and to ensure accessible educational opportunities for students according to their individual needs. The office strives to coordinate services that will enable students with disabilities to act as independently as possible in a supportive atmosphere that promotes self-reliance. It is the students' choice whether or not they utilize the available services.

As a tutor, you may be scheduled to meet with a student who has a disability, identified or not. As with any student, you are expected to work with that student without bias. You will be informed, if possible, about any students with disabilities. Also, keep in mind the information about confidentiality. You may have information that you should never share with anyone.

If you suspect that a student has a disability, you should refer the student to office. If a student discloses a disability, you can check with the Academic Coordinator.

1. Treat the student as an equal. The student may have a disability, but he/she also possesses knowledge and talent that you may not have.

2. Listen to what is important to the student. What areas of learning does he/she want to focus on?

3. Describe the steps required to learn a skill and provide the student with a rationale.

4. Get the student to learn by doing, writing, speaking, or role playing. Use visual aids (e.g., a blackboard or a hand drawn flow chart) to further convey meaning.

5. Provide the student with opportunities to practice the new skill independently, using verbal rehearsal, until mastered.

6. Provide the student with positive and corrective feedback. Tell the student how well he/she is doing. Correct errors as soon as possible. If the student is performing well, give them specific praise.

Adapted from: Clark, Deschler, Shumaker, Alley and Warner (1984)
DO

- Relax and be yourself. If you are at ease with yourself, then the student will be, too.
- Set expectations and standards for sessions at the beginning. Make sure students understand the policy, that tutoring is not study hall, and that they are expected to come to tutoring sessions prepared.
- Make sure you know students’ names and that they know yours. You may also consider exchanging phone number or e-mail addresses.
- Tutor at a level within the student’s grasp so that he or she is not overwhelmed, frustrated, or discouraged. Do all you can to create an atmosphere of success.
- Be creative in tutoring techniques. Look for ways to motivate and to foster active learning.
- Be sensitive to the student’s ability as well as any emotional, personal, physical problems the student may exhibit. Bring them to the attention of the Academic Coordinator immediately.
- Do try to work cooperatively with faculty whose courses you are tutoring.
- Be a model student and employee.

DON'T

- Don’t be judgmental or condescending in any way. Your job is to encourage, not discourage.
- Don’t assume the role of the instructor and make sure that students are aware that you are not a replacement. They are to continue to attend class, complete assignments, etc.
- Don’t do students’ work, no matter the circumstances! Your responsibility is to guide, explain, and assist. Any tutor caught doing students’ work will be terminated!
- Don’t be afraid to tell a student that you do not know the answer to a question, but do follow up on finding an answer and get back to them.
- Don’t take advantage of the tutor/tutee relationship. When you are on the clock as a tutor, you are expected to act professionally and appropriately. The tutee needs your help, not your advances.
- Don’t tutor if you are uncomfortable with the subject or course.
- Don’t sit with tutee and do homework. Explain a couple of examples so the student know where to look for a reference but don’t use tutoring as a homework session.
- Don’t speculate about the grade a student will receive or should have received. When you want to praise a student, focus on how hard the student has worked on the specific task the session focused on.
- Don’t join students in “teacher bashing,” no matter what we think of the question, the comments, or the grade. If you have real concerns, try to get a chance to photocopy the work during the session and bring it to the coordinator.

Adapted from material by Alice Hardy and Lloyd Henderson
**HOW TO HANDLE DIFFICULT TUTORING SESSIONS**

Although most tutoring sessions will go rather smoothly, there will be times when it seems little progress is made. Tutors should be familiar with different types of obstacles that often hinder the progress of tutoring sessions. The following are a few possible difficulties and possible approaches.

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blocking</strong></td>
<td>• Determine what the student does know – show him/her that he/she has some foundation</td>
</tr>
<tr>
<td></td>
<td>• Begin from what he/she knows and build in simple steps</td>
</tr>
<tr>
<td></td>
<td>• Offer continual support</td>
</tr>
<tr>
<td></td>
<td>• Reinforce successes</td>
</tr>
<tr>
<td><strong>Confusion</strong></td>
<td>• All the suggestions to Blocking apply</td>
</tr>
<tr>
<td></td>
<td>• Give structure and order the tutee’s materials (notes, worksheets, tests, papers, etc.)</td>
</tr>
<tr>
<td><strong>Miracle Seeking</strong></td>
<td>• Downplay your role (“Look, I’ve simply had more exposure to the stuff, that’s all”)</td>
</tr>
<tr>
<td></td>
<td>• Focus on specific task at hand</td>
</tr>
<tr>
<td></td>
<td>• Involve student continually with questions on the material</td>
</tr>
<tr>
<td></td>
<td>• Explain significance of active participation in learning process</td>
</tr>
<tr>
<td><strong>Over-Enthusiasm</strong></td>
<td>• All the suggestions to Miracle Seeking apply</td>
</tr>
<tr>
<td></td>
<td>• Explain the counter-productive nature of this eagerness</td>
</tr>
<tr>
<td></td>
<td>• Be understanding, yet assure the student that she/he has the time</td>
</tr>
<tr>
<td><strong>Resisting</strong></td>
<td>• Be pragmatic, yet understanding (“Look, I know you don’t like this class, but your it’s required and let’s make the best of it”)</td>
</tr>
<tr>
<td></td>
<td>• Establish your credibility</td>
</tr>
<tr>
<td></td>
<td>• Indicate past successes in similar situations</td>
</tr>
<tr>
<td><strong>Passivity</strong></td>
<td>• Empathize (“You’re not crazy about asking a lot of questions in class, are you?”)</td>
</tr>
<tr>
<td></td>
<td>• Attempt to build a relationship and mobilize the student</td>
</tr>
<tr>
<td></td>
<td>Use as many mobilizing techniques as possible – questions, establish mini-tasks for the student to do next week, reinforce successes</td>
</tr>
</tbody>
</table>

If sessions continue to be difficult even these approaches are attempted, the tutor should report to the Academic Coordinator, who may offer advice, speak to the student, or terminate the session (switch to another session). Sometimes the matches just don’t work not matter how much effort is made. Such situations are not helpful to any party and the Coordinator can make changes for the betterment of all. Discussions are handled with discretion: students may not be made of aware of reasons behind changes.
COMMUNICATING EFFECTIVELY

Communicating effectively means getting on the same “wavelength” with the person with whom you are communicating. Contrary to popular belief, only a small percentage of communication is verbal. Therefore, learning how to listen verbally and nonverbally is key to communicating effectively.

As a tutor, it is necessary to understand what a student is trying to communicate to you. Success depends solely on the tutor fully understanding the importance of his or her role as a listener.

Listening is not the same as hearing. The ability to hear is physiological process. Listening is a conscious process. There are five steps involved in listening: receiving, understanding, remembering, evaluating, and responding.

Here are some tips to improve listening skills:

- Focus on the speaker
- Do not get distracted
- Do not think about what you are going to say
- Avoid judging until you fully understand the speaker’s intent
- Ask questions to clarify information
- Paraphrase what the speaker said
- Be supportive but not automatic
- Try to see the situation from the speaker’s point of view
- Encourage further development of thoughts
- Be flexible to the specifics of the situation
- Be culturally sensitive

The following are guidelines for effective nonverbal listening:

- **Be quiet and listen without response.** Allow several seconds to pass before speaking to assure that the speaker is finished. It will also give you time to collect your thoughts prior to responding. If you respond before the speaker is finished, you may miss the end of the message, which may be the main point. Do not interrupt with stories, opinions, suggestions, or inappropriate comments.
- **Maintain eye contact.** This demonstrates that you are paying attention; however, avoid staring.
- **Display openness.** Communicate openness with facial expressions and body position. Uncross your arms and legs. Sit up straight. Remove barriers such as piles of books.
- **Send acknowledgements.** Let the student know that you are listening by occasionally nodding or using verbal affirmation.

Here are some guidelines for effective verbal listening:

- **Feedback.** Paraphrase what is being said. Do not parrot. Ex: “What I’m hearing is that you...”
- **Listen beyond words.** Listen to the words as well as the emotion behind the words. Pay attention to nonverbal clues that are in contradiction to what is being said.
- **Listen for requests and intentions.** Discover hidden meanings behind complaints. Ex: “The instructor goes too fast!” might mean, “How do I take notes more effectively?”
- **Be honest.** If you are busy and cannot address a student's need, just say so in a polite manner. Ex: “Listen, what you have to say is important to me but I have to go to class right now. Can I meet you after class at 3:00 pm?”

**Conflict in Communicating**

Conflicts are not always bad things. Conflict can be very beneficial and at times, very costly. According to Hocker and Wilmet, conflict is defined as “an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interferences from the other party. There are five strategies for dealing with conflict: compete, avoid, accommodate, compromise, and collaborate.

A simple model to use for resolving conflict is:

- Define the conflict
- Examine possible solutions
- Test the solution
- Evaluate the solution
- Accept or reject the solution

Some tips for **before and after a conflict**:

**Before**
- Keep it private, if possible. (You may need to seek help from staff.)
- Know what the conflict is about
- Only conflict on subjects that can be solved

**After**
- Learn something from the conflict
- Keep the conflict in perspective
- Increase the exchange of rewards

**A word about encouragement**

Everyone knows that a little praise goes a long way. But a “little praise” really needs to be more than the same few phrases repeated over and over. Students whose experience learning difficulties need praise that is genuine and consistent. Look for new and genuine ways to express encouragement.

GROUP TUTORING

The Advantages of Group Tutoring

Students benefit from helping each other
The group benefits from a diversity of ideas and points of view
It builds tolerance for differences in background, personality, and intellectual style

Tips for Successful Group Tutoring

➢ The following are some basic group tutoring guidelines which enhance group learning.

➢ Remember that these guidelines (and skills) require conscious leadership on the tutor's part.

➢ Keep in mind, as a group tutor, you are a resource for students and their learning. Your role is to facilitate their learning process.

➢ Waiting for students to volunteer a well-developed answer allows high-level thinking to take place. If you are uncomfortable waiting for 30 seconds, join students in looking through notes or text. If students are unable to answer the question, refer to the source of information.

➢ Respect all questions or responses offered by students, no matter how basic.

➢ Remember to use probing questions.

➢ Don't allow individuals to dominate participation or discussion. Try to involve everyone in the learning activity; non-participants must be drawn into the activity.

➢ Don't interrupt student answers. Group tutors should provide a comfortable environment for practicing. To check for understanding, ask another student to describe the same concept in his or her own words.

➢ Stand or sit where all can see and hear you.

➢ Remember to include humor in the group session.

➢ Keep the session on topic and moving at the appropriate pace for the group's abilities.

➢ Maintain productivity of the session by preventing irrelevant arguing or repetition.

➢ As the session comes to a close, provide closure. You can do this by asking the students what they learned during the session, what they still need clarification on, or what they would like to cover in the next session. You might also ask them to

➢ Come to the next session with a few predictions of test questions.

American River College, Sacramento, CA
PREPARING FOR TESTS

Often students become anxious simply by the language of the question. It is important that students in your group begin to develop the skill of predicting test questions they will feel much more confident going into their test. You can help students develop this confidence and skill by creating practice exams in the study groups. This type of activity is good shortly before an exam when you have a large number of non-regular participants in the study group. Plan to work together to create study sheets for each predicted question at the next study group before the test.

Review Dates
The dates of exams should be reviewed regularly so that students are reminded to start studying early.

Identify Exam Format
Discuss with the students the kinds of questions to expect on exams. Also, explore the amount of emphasis that will be placed on the text, lecture, outside readings. For example, one half of the points are earned through multiple choice items that focus on information from the lecture and text; the other half of the possible points are earned through two essay questions that focus on the supplemental readings, the assigned novels.

Develop Practice Exams
Have students submit 3 to 5 questions. These questions can be assembled into a practice or review exam and returned to students for study. If appropriate, periodically offer practice essay questions. Ask students to outline the answer first. Initially, have the students use their book and lecture notes, but work toward a normal test situation. Provide sample summary sheets for each exam, which provide less and less information, thus forcing students to progressively become more and more independent and able to write their own summaries. The students could write the first summary sheet as a group. If the professor distributes a sample questions or has a file of previous tests on reserve in the library, discuss the wording of the question in the session.

Use Practice Exams in the Tutoring Session
Ask the instructor to look over questions and make suggestions. With the instructor’s permission, announce to the class that the practice exam will be used in the next tutoring session. If possible, ask the professor to suggest that students take the practice exam.
PAYROLL
&
DATA ENTRY
Getting Paid

Tutors are paid employees of the College. There are several forms and policies to which tutors must adhere. Tutoring has one of the largest payrolls on campus and therefore it is essential that procedures be followed. Timecards must be turned in on time and done correctly. Fortunately, many of these have been streamlined and are explained below:

**General Information**

Information about payroll is generally provided through these methods: e-mail, in-service meetings, and postings in the office.

Scheduled session hours should be adhered to by tutors. Any additional hours must be approved by the Academic Coordinator.

If a tutor works for another office on campus, he/she must be aware that the combined total number of all work hours cannot exceed 20 per week.

**Employment Forms**

Tutors are expected to complete all employment forms with thorough and accurate information. These forms are kept on file but are also submitted to Human Resources for processing. Prompt submission of these forms allows tutors to begin working and getting paid right away. Without the completion of these forms, tutors cannot get paid.

**How do tutors get paid?**

Timecards and corresponding tutor worksheets must be submitted biweekly. The deadlines and process must be handled promptly. Submitting timecards and worksheets is the tutor’s responsibility. If a tutor does not follow the above guidelines, he/she will not be paid.

Paychecks are direct deposited (this is mandatory for all employees). Pay stubs are available online through UVA, which also sends out the W2! Any paycheck questions should first be submitted to the Academic Coordinator, but referrals to Human Resources are common.

**Record Keeping**

Record keeping is a necessary part of tutoring. It is important for the continuing of service and also for payment of services. All tutors are required to keep up-to-date records between timecards and worksheets. The worksheets must be submitted with timecards.
SSS vs TC
Tutors may work with any combination of student (some all SSS, some SSS and TC). Group sessions may even include SSS and TC students, but that is not common. The Schedule information sheets show tutors each student’s category.

The tutor should indicate the account on the top of the worksheet. If a session has both SSS and TC students, the tutor should record the time on the TC timecard unless otherwise specified by the Academic Coordinator.

**Pay Rates (subject to change)**

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 students</td>
<td>$7.25 (or increased rate based on previous work)</td>
</tr>
<tr>
<td>4 or more students</td>
<td>Time plus half (ex: 5 students for 1 hour = 1.5)</td>
</tr>
</tbody>
</table>

Tutors will be notified about individual pay rates. Returning tutors who have been tutors for a year may be eligible for pay raises.

No show policy – Tutors must wait 15 minutes for tutees. If a no-show, tutors must indicate this session as such on the worksheet.

Also, all tutors are only paid for the 15 minutes of waiting.

In group settings, tutors are not paid for each student but rather the session. There are different rates for different sized groups (see above). Tutors must list each student present. Individual meetings and preparation time, however, are counted.
TUTORING EVALUATIONS

Each tutor will be evaluated at the end of each semester based on evaluations by staff and students. Tutors will receive instructions about evaluations after the semester breaks.

The program asks that every tutor give every tutee an evaluation and convey the importance of completing the evaluation. Tutors should let the students know that the evaluations can be anonymous and the tutor will not know who said what. The tutor can give them time in the session to complete the form. It is the responsibility of the student to turn in the form, but tutors can encourage students to do so and must direct them where to leave the form. Tutors can request a concise report of the evaluations.

These evaluations are used for reports that keep the program funded and they are used to determine part of merit increase. The information also helps to determine things the program may want to change to improve the services. Because there are hundreds of sessions, evaluations provide another avenue for the program to determine the effectiveness of the program and tutors.

Evaluations by staff are based on the following criteria:

- attendance and punctuality
- preparation and organization
- student interaction (patience, enthusiasm, communication)
- interaction with staff (cooperation, dependability, communication)
- record keeping (timecards, progress reports, evaluations)
- knowledge of material
- creativity and innovation
- responsibility (concern for students, willingness to extend oneself)
- faculty cooperation and communication
- overall performance

According to performances in the areas listed above and on evaluations by students, tutors will be considered for yearly merit increases. After having reviewed all evaluations, the Academic Coordinator approves individual merit increases.
INTEGRATED SYSTEM ONLINE W4 and DIRECT DEPOSIT SUBMISSION

1. Visit www.virginia.edu/integratedsystem

2. Click box to “Launch HR/Finance & Self-Service” system

3. Then enter your username (UVaWise computing id; ex: wew3x) and password; if you don’t already have a password, choose “reset” and one will be emailed to you.

4. Once you login, choose “Self-Service”

5. To complete the W4, choose “TAX FORM”
6. The page may look similar to the following. Fill the required information and following given directions.

7. To complete the Direct Deposit, choose “BANKING INFORMATION”

8. Enter the information and follow given directions.