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Welcome, Tutors!

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 Tutor Connection 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.

**Academic Support Center Services**

**Tutor Connection (TC)** is the tutoring program funded by the College. Any student enrolled has access to **FREE** tutoring. Tutor Connection offers the following services: 1-on-1 Tutoring, Walk-in Tutoring, Peer Assisted Study Sessions (PASS), and online tutoring via Smarthinking.

**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

**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!
Section II: Working in the Tutoring Center

Tutoring Services

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

Walk-in Tutoring
- Offered for various subjects
- No appointment necessary
- Located in the Tutoring Center

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: CHM 1010 | CHM 1020

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
Office Procedures & Policies

As a Peer Tutor your primary responsibility involves helping students. However, to maintain an organized center you must perform other administrative duties.

1. First Session Check List & Tuttee Agreement - This document is a guideline for your first session. All tutors must use this form during the first session with a tuttee. This document can be found in the Academic Support Center office.

On the back of the page, have the tuttee sign the Tuttee Agreement. Each tuttee is required to sign a Tuttee Contract every academic year. Place this document in the binder which will be kept in the Tutoring Center at all times!

2. Tutor Activity Log – Every activity completed by a tutor should be reported on WCONLINE. Make sure to complete the associated client report form. Activities that should be reported include:
   - Tutoring Sessions
   - Tutor Meetings with Coordinator
   - Tutor Meetings with Faculty
   - Preparation Time
   - Tutor Training Workshop
   - Sexual Misconduct and Interpersonal Violence Training

3. Office Management – All tutors are asked to keep the office clean and orderly. This includes picking up trash, cleaning white boards, and cleaning tables.

4. Resource Cabinet – Tutors will also keep the resources located in the office neat and orderly. Resources will consist of old tests, study guides, and subject notes.

5. Dress Code & Badge – Dress in clean, modest, non-offensive “Student Casual” dress. All tutors are required to wear their name badge which is provided by Tutor Connection.
Tutor Tasks

In addition to administrative duties, there are a few tasks that you must complete as a tutor. If for any reason you are unable to complete these tasks, please contact the Academic Coordinator ASAP.

1. **Tutor Schedule with WCONLINE** – Tutor Schedules must be created and maintained throughout the semester. Tutors are required to check their schedule often to keep track of sessions that have been created or cancelled.

2. **Client Report Form with WCONLINE** – A client report form must be completed for every session that a tutor conducts. *See WCONLINE Materials for more info!*

3. **Tutor Preparation Time** – Preparation, or “prep”, time is paid time each week that you can use to review subject material or to create handouts/quizzes.
   - If you have no tutoring appointments then you cannot do tutor task planning for that week
   - If you have 1 tutoring appointment, you get 1 hour of planning
   - If you have 2 to 4 appointments, you get 2 total hours of planning
   - If you have 5-9 appointments, you get 3 total hours of planning
   - If you have 10 or more appointments, you need to ask me how many you receive
   - Please do not schedule tutor task sessions at the same time as your appointments

4. **Tutor Training** – 1-on-1/Small Group Tutors, Walk-in Tutors, and PASS leaders are required to attend **two training workshops** per semester.

   **TUTORS WHO DO NOT COMPLETE THE TRAINING REQUIREMENT WILL NOT BE ELIGIBLE FOR FUTURE EMPLOYMENT WITH TUTOR CONNECTION.**

5. **Faculty/Tutor Relationships** – Tutor Connection continually works to improve relations with faculty members. In order to promote a positive image, **every Peer Tutor is now required to establish a faculty relationship with one professor from a particular department on campus.** Peer Tutors will then report back to the Academic Coordinator on particular strategies, methods, or study skills that their professors find valuable to success in the classes that they teach. In order to serve the needs of both faculty and tutees, tutors should meet with a professor **once a month.**

6. **Monthly TC Meetings** – Tutor Connection will hold one Tutor Meeting per month that all tutors must attend. Advance notice will be provided.

** There are optional tasks that can be completed to add extra hours to your schedule – if interested, contact the Academic Coordinator. **
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 or contact other campus resources.

SEXUAL HARASSMENT POLICY

Educational institutions that receive federal financial assistance are covered by Title IX. If only one of the institution’s programs or activities receives federal funding, all of the programs within the institution must comply with Title IX regulations. In compliance with Title IX, UVa-Wise prohibits discrimination in employment as well as in all programs and activities on the basis of sex.

TITLE IX at UVA-WISE

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 misconduct/harassment. Sexual harassment, sexual assault and other acts of sexual misconduct are forms of sex discrimination prohibited by Title IX. The prohibition against gender discrimination applies regardless of whether the activity is conducted on campus, off campus, in transit, or if sponsored at other locations.

UVa-Wise does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually-based or not and include dating violence, domestic violence, and stalking. The College reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the college community.

The Title IX Coordinator at UVa-Wise is Tabitha Smith, and the two Deputy Title IX Coordinators and Investigators are Kendall Rainey and Narda Porter. Annual campus training is coordinated by these individuals.

REPORTING AN INCIDENT

A complainant is encouraged to immediately report an incident to a responsible employee of the College (i.e. an employee who has the authority and/or duty to report to the Title IX Coordinator, including Campus Police and student employees such as Resident
Advisors (RAs)). The Title IX Coordinator is responsible for accepting and processing all sexual misconduct/harassment complaints.

**Reporting to Campus Police** Campus Police may be contacted by calling 276-328-0190 during regular business hours, 276-328-3756 after hours, or 911 at any time. Reporting an incident is a separate step from choosing to prosecute. When a report is filed with Campus Police, a complainant is not obligated to pursue either criminal or campus charges. Campus Police will maintain a written report which will be available should the complainant choose to pursue charges immediately or at a later date.

The Title IX Coordinator will meet with the complainant to explain the process, support and/or immediate interventions available to the complainant (e.g., referrals to appropriate law enforcement agencies; referrals for medical treatment; and/or referrals for counseling in The Center for Student Development and/or off campus agencies). As appropriate, discussion would also include potential interim measures.

The Title IX Coordinator will also discuss with the complainant options for pursuing on- or off-campus criminal charges, on-campus sexual misconduct proceedings, student conduct charges, or no charges at all. Please note, however, that the Title IX Coordinator is required to initiate an investigation through the campus sexual misconduct adjudication process which may result in taking reasonable action in response to results of that investigation. This investigation will be conducted and completed within sixty (60) days, in accordance with federal guidelines.

**CAMPUS COUNSELING & SUPPORT**

Counseling Services and Health Services are available in the Center for Student Development where professional staff can provide assistance and support for incidents of sexual misconduct/harassment. The CSD is located on the lower level on Cantrell Hall or can be reached at 276-376-1005.

In the residential communities, the Resident Advisors are student leaders in the halls who can listen and provide referral information. An on-duty professional Residence Life staff member is also available 24-hours per day, seven days per week, and can provide contacts for students to counselors and other agencies in the community for help.

Campus Police can also provide assistance 24-hours per day, seven days per week [(276-328-0190 or 276-328-COPS weekdays in the office) and (276-328-3756 for after-hours non-emergency situations); always call 911 for an emergency].
ON-CAMPUS RESOURCES

- **Title IX Coordinator** | Cantrell Hall | 276-870-5065
- **Campus Police** | Cantrell Hall | 276-328-COPS (2677) or 911
- **Counseling** | Cantrell Hall | 276-376-1005
- **Disability Services** | Zehmer Hall | 276-328-0265
- **Health Services** | Cantrell Hall | 276-376-1005
- **Housing** | Cantrell Hall | 276-376-4517
- **Multicultural Affairs** | Cantrell Hall | 276-376-1005

TITLE IX CONTACT INFORMATION

Tabitha Smith, Title IX Coordinator  
Office of Compliance and Conduct  
1 College Avenue  
Wise, VA 24293  
Office: 276-328-0131 | Cell: 276-870-5065 | Email: tabitha.smith@uvawise.edu

Kendall Rainey, Deputy Title IX Coordinator & Investigator  
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Narda Porter, Deputy Title IX Investigator  
Office of the Registrar  
1 College Avenue  
Wise, VA 24293  
Phone: 276-376-0116 | Fax: 276-376-4598 | Email: narda.porter@uvawise.edu

For more information, please visit: [http://www.uvawise.edu/uva-wise/administration-services/compliance/title-ix/](http://www.uvawise.edu/uva-wise/administration-services/compliance/title-ix/)
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.
Session III: The Tutoring Session

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 & BEYOND

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 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 of contact (phone, email, etc)

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. 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.
MISSED SESSIONS

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. This must be recorded in WCONLINE.** 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. Your schedule will be corrected with WCONLINE.

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 have the option to be paid for a “no-show” by completing additional tutor tasks during that scheduled hour.

Please note, this is optional! You are not required to do this. If you do not wish to complete any tutor tasks, report the session as a NO SHOW on WCONLINE. Record the 15 minutes that you waited for the student (0.25 hrs).

After two missed sessions, the student’s account will be disabled. They will not be eligible for any more tutoring sessions until they have met with the Academic Coordinator to have their account reactivated. All of their future appointments will be cancelled until their account has been reactivated. If a student advises you that their account is disabled, please have them contact the Academic Coordinator.
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>
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 if 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.

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.

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
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.
Section IV: Payroll & Data Entry

Getting Paid (Part 1)

Tutors are paid employees of the College. There are several forms and policies to which tutors must adhere. Timecards must be turned in on time and done correctly.

All tutoring sessions and other assignments must be recorded in the Tutor Connection Activity Log. Log information should be updated daily. The log will be collected biweekly. ANY INFORMATION NOT RECORDED IN THE ACTIVITY LOG WILL NOT BE COUNTED! The deadlines and process must be handled promptly. 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.

General Information

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

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.

Pay Rates (subject to change)

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 students</td>
<td>$8.00 (or increased rate based on previous work)</td>
</tr>
<tr>
<td>3 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.
Section IV: Payroll & Data Entry

Getting Paid (Part 2)

Tutors are paid employees of the College. There are several forms and policies to which tutors must adhere. Timecards must be turned in on time and done correctly.

The purpose of completing the client report forms is to protect the tutors. If a student(s) ever says something that makes you worry about them, if a student(s) ever makes you feel uncomfortable, if a student(s) decides they do not want to be tutored by you anymore, or if you feel you can no longer tutor the student(s), the Academic Coordinator would like a record of it. That way, either the Academic Coordinator or his/her superiors has information recorded that they can use to deal with the situation. While the examples listed above are key situations to remember in terms of why the reports are important, it is equally important to remember that it is not limited to these examples. The Academic Coordinator is also available for situations that require immediate solutions or attention. Please contact him/her for immediate assistance or another member of the Academic Services staff if the Academic Coordinator is not immediately available.

Client report forms are only required if there is an issue with the student (stated above but not limited to those reasons listed).

Every appointment and tutor task planning session must be scheduled and visible on the calendar. Do not use the off schedule client report forms. Do not use the off schedule tutor task sessions form. If it is not on the calendar you will most likely not get paid for it. The Academic Coordinator may not see it if you use the off schedule forms due to the nature of the WC Online system.
In the past tutors have submitted their hours online, and created their own timecards.

The Academic Coordinator will now be responsible for creating, submitting, and approving all timecards.

The tutors do not need to worry about their timecards for their tutoring job. The Academic Coordinator will take care of everything associated with payroll.

This action has been taken due to the fault of the current system, NOT the fault of the tutors.

There are essentially two specific groups of students who receive tutoring. The first group is the student body. The second group is a small subset of the student body called SSS or the TRIO program. If a tutor works with a student who is of the student body, they are supposed to submit their hours in a certain way. If a tutor works with a student who is of the SSS, they are supposed to submit their hours a different way. The funding comes from different places depending on the student who is tutored. The tutors have not been doing this due to a lack of communication about how to properly submit hours.

In order to eliminate this issue, the Academic Coordinator will take responsibility for creating, submitting, and approving all timecards. In the event that a tutor’s hours have not been submitted, they will be added on to the next pay period.
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.
How to Register for an Account:


2. Click the link “Register for an account”.

3. Fill out all personal information as required.

   Please note: You must use your UVa-Wise email

4. **Academic Year: STAFF**

5. **6-Digit Student ID:** This can be found on your CAVS Card: 0000-XXXXXX-00.

6. **Password:** Use Your UVa-Wise Email Password! It will be easy to remember!

7. **Email Options:** You have the ability to personalize your notifications. Click the drop-down boxes next to each feature (example: When I make an appointment – YES/No).

8. **iCal Link:** (Yes/No) The link or attachment allows the person to add the appointment to their personal calendar, which includes any common calendar, such as Outlook or Exchange, Google, and Apple's "Calendar."

9. **Text Message Option:** You have the option of receiving appointment reminders and waiting list "appointment available" notices via text message instead of via email. If you would prefer to receive text message notices, enter your ten-digit cell phone number and select your carrier below.

   **Charges may be incurred by sending text messages to your cell phone.** You are agreeing to be responsible for such charges by using this optional feature.

10. **Click REGISTER!**
Updating Your Staff Profile:

1. Hover over the “Welcome, YOUR NAME” to bring down the drop-down menu.

2. Hover over “Schedule & Staff Management”, then click on “Staff & Resource Management”.

3. In the SEARCH BOX, type in your name.

   Note: If your name does NOT appear, please send the Academic Coordinator an email ASAP and do not continue.

4. Click “EDIT”.

5. Update your BIO/Information if needed – I used the information you sent last semester.

6. **Focus Options:** Enter ALL courses you are willing/able to tutor!! Separate each course with a comma (no spaces). Hover over the question mark (?) for a detailed explanation.

   **Example:** I can tutor College Algebra, Pre Cal I, and Intro Chemistry
   I would enter: MTH 1010,MTH 1110,CHM 1010  (course code, capitalized, no spaces).

7. **Number of appointments per time slot:** This is the number of students you would like to have in one session.

8. **Click SAVE CHANGES.**
Creating Your Schedule:

1. Hover over the “Welcome, YOUR NAME” to bring down the drop-down menu.

2. Hover over “Schedule & Staff Management”, click on “Starting Availability Management”.

3. Find your name, select “ADD NEW SCHEDULE”.

4. The chart below shows this staff or resource's schedule using white unchecked squares to show available times and colored checked squares to show unavailable time.

   To make this staff or resource available for scheduling, uncheck the times which this staff or resource IS available. To select multiple times at once, click on the beginning of the block of time, hold down your "shift" key, and then click on the end of that block of time.

   *** If your schedule changes mid-semester, you can change the end date! ***

5. Review your schedule and Click INSTALL SCHEDULE.
Other Information:

If the college opens at 9:30 (1.5 hour delay)
- Any appointment that begins before 9:30 will be cancelled
  - The academic coordinator will cancel them
  - No exceptions will be made
- Any appointment that begins from 9:30 onwards
  - The tutors are responsible for rescheduling or cancelling the appointment (if needed).
  - Please contact your tutee(s) to see what they want to do. You will not be required to change anything in WC Online unless you change the length of time of the appointment or if you decide to cancel the appointment and it will not be made up.

If the college is closed for the day(s)
- All tutoring appointments on the specified day or days are cancelled
- The Academic Coordinator will send out group emails reminding everyone about this

If the college is closed on Saturday or Sunday (due to weather or emergency circumstances)
- All appointments on the specified day or days are cancelled (regardless of location; tutoring center is always closed on the weekends)
- The Academic Coordinator will send out group emails and cancel the appointments if this happens

Athletics Tutoring
- Please find out either before the first session or during the first session if your tutee is an athlete
- If you have an athlete and they are not there by the five minute mark please text Erik Lemley (703-581-9188) as he is the Athletic Academic Coordinator and will contact the missing student athlete (or whoever the current Athletic Academic Coordinator is)
- If an athlete cancels their appointment, let me know immediately

Athletes who are tutors
- If you are tutoring another athlete the Academic Coordinator needs to know ASAP
- The Athletic Academic Coordinator will verify that the pairing is appropriate
- You may not tutor someone from your own team without approval from the Academic Coordinator and/or the Athletic Academic Coordinator.