We support. You succeed.
Tutoring Services

Tutor Handbook

Updated July 2021
Iowa State University
Academic Success Center

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Contents

Academic Success Center

The **Academic Success Center (ASC)** is a collection of services and programs designed to help students reach their academic goals. All of our programs and services are designed to help students *learn how to learn* and become independent, self-directed, and self-regulated learners.

Programs and Services

We offer individualized and group-facilitated experiences through course-specific and general academic assistance such as [Academic Coaching](#) and outreach, [Supplemental Instruction](#), and [Tutoring Services](#) as well as [Psych 131](#), an academic skills course.

For more about the Academic Success Center visit https://www.asc.dso.iastate.edu/about-us.

Mission

The Academic Success Center exists to provide opportunities for students to develop skills that promote success, practice leadership, and become self-directed learners through the delivery of centralized, high-quality academic support services that are responsive to the needs of the campus community.

Tutoring Services

Tutoring Services is a centralized academic support service consisting of peer-facilitated learning experiences for undergraduate students interested in requesting and becoming a tutor at Iowa State University. Some academic departments and colleges also offer tutoring opportunities and services. When we are unable to meet the needs of a student requesting assistance, we refer them to additional resources on campus.

Tutees submit an online application with their course requests, funding source, and schedule of availability. Tutors can only tutor courses that have been requested by the tutees. Tutors are matched with tutees based on the course(s) and schedule contained within the application submitted by both parties. Tutoring sessions are 50 minutes in length, occurring twice a week during the academic year and three times a week in the summer.

Purpose of Group Tutoring

We are dedicated to providing quality small-group tutoring (2-5 students) for many undergraduate courses. The overall purpose is to help them learn *how to learn* the material, to refine study skills, and to become independent learners. Tutors provide group facilitation for active learning. They are not a second lecturer and should encourage tutee participation. Tutees should learn from one another, constructing new knowledge. Discussion and asking questions in a small group enhances learning.

The Benefits of Group Tutoring

- **Collaboration:** Students can ask questions, discuss, and share ideas with 2-5 students in a similar situation. Sessions are designed to encourage thinking and peer-to-peer interactions.
- **Critical Thinking:** They get to build on what they know, practice, and problem solve with the help of multiple, diverse perspectives.

- **Confidence:** Students learn how to learn through engaging activities and skill development. And the main bonus? Earn higher grades!
- **Community:** They also get to listen and learn in a comfortable environment where they form relationships with other tutees and their tutor while increasing their sense of belonging at Iowa State.

Program Goals
Tutoring Services is here to:

- Support retention efforts
- Aid with course grade improvement
- Improve college experience satisfaction
- Develop independent, self-direct learners
- Provide skills students can take with them for future success

Program Objectives
Those who participate in tutoring will:

- Use critical thinking skills
- Experience active learning strategies
- Engage with others in a collaborative environment
- Practice learning how to learn course material
- Gain confidence through skill development

Scope
Students submit requests in more than 375 undergraduate courses leading to nearly 1,000 tutoring groups each fall and spring. All tutors and tutees are currently enrolled undergraduate students at Iowa State. Tutors, hired for both their knowledge and ability to communicate, are trained in group facilitation and active learning techniques to help students identify problem areas and misconceptions about the course material, provide frequent feedback, and work toward creating independent learners.

Fees
Participation in tutoring is voluntary. Tutoring is $5 per session for group tutoring. When assigned to a group, students are administered a one-time-per-semester $5 administration fee. If students request 'extra sessions', the fee will be $5 per session. Most students select U-Bill for their funding and will receive their tutoring charges the following month sessions occur. If a student has a funding source other than U-Bill, most do not cover the $5 fee for extra sessions and some do not cover the one-time $5 fee. Students will need to check with their funding sources for these policies.

Information regarding the qualification and process for becoming a peer tutor are outlined on our website at www.asc.dso.iastate.edu/tutoring/becomeatutor. All tutors earn $11.00 per hour. They can work up to 20 hours per week.

Completing the Hiring Process

Now that you have completed the application and interview phases, you are only a few steps away from becoming a tutor.

Workday Onboarding

You will complete most of your hiring process using Workday, the University's HR web platform. Please watch for emails with instructions from Workday, which come from a "no-reply" email address. Use this link as reference for Workday's onboarding process. You will need to complete some employment eligibility steps and your I-9 within 48 hours:

Students with Social Security Numbers: Complete section 1 of your I-9 on Workday. Then, take two forms of ID (a list of acceptable forms of documentation is located on the UHR website) to the Human Resource Service Center at 3810 Beardshear Hall.

Students without Social Security Numbers: You will need to contact the Tutoring Services Program Assistant, Emily Asche, to ask for a Hire Letter. Her email is ejasche@iastate.edu. This letter will allow you to apply for a Social Security number, which is required to process payroll in the United States. Please follow ALL steps on the list of directions accompanying the Hire Letter.

First, complete section 1 of your I-9 on Workday. You will then need to present your employment eligibility documents to the International Students and Scholars Office at 3241 Memorial Union.

You must still complete 100% of the tasks on Workday if you have or had a job on campus and are already in payroll at Iowa State University. We have to have this on file before you can start working. **Keep in mind you will not be using the Clock In system in Workday as a tutor.**

Using Workday

Payment information and the W-2 form are located on Workday (https://www.myworkday.com/isu) under the Pay application. Tutors can sign up for direct deposit by entering bank information on the 'Payment Elections' page of the Pay application. Payroll information by pay period and sessions marked can be found under the Payroll tab on the Tutoring Database.

Tutoring Handbook Quiz

Potential tutors who have completed the interview process will have to complete the Tutoring Handbook Quiz. This quiz is based on the information in the Tutoring Handbook. To access the Tutoring Handbook Quiz log on to your tutoring profile and click the **Training** tab where you will find the Handbook and Quiz. Read the Tutoring Handbook before completing the Quiz. You must pass the quiz with 100% accuracy. You have **five** attempts and can have the Tutoring Handbook open as you take the quiz.

Orientation

Potential tutors must attend a 3-hour orientation. Orientation provides an overview of Tutoring Services as well as database logistics, active learning strategies, rights and responsibilities, scenarios, and good practices. Orientation is a time to meet other new tutors and experience techniques you can turn around and use in

your sessions. **Orientation provides tutors with an opportunity to discuss any questions or concerns regarding the position. Please come prepared to participate.**

You must read this handbook in its entirety, complete the Tutoring Handbook quiz, and complete the on-boarding steps on Workday prior to attending orientation. However, you are not required to have all the tasks completed on Workday when you schedule your orientation.

Returning Tutor Hiring Process

To continue employment for future semesters, there is a two-step process:

Apply to be a tutor once applications open: www.tutoring.iastate.edu. You must submit an application every semester. The earlier you apply, the more likely you will be considered to be hired and can accept tutoring groups.

Complete the Tutoring Handbook Quiz. You will have access to the quiz under the **Training** tab on your tutoring profile once hired. You will need to complete the Tutoring Handbook Quiz with 100% accuracy. You will have five attempts and can have the Tutoring Handbook open while you take the quiz. **Please review the handbook each semester for possible changes.**

Once you have completed these two steps, you may be hired. If you have not tutored within the past year (previous two semesters), you may be required to attend another orientation. If you hear from our office regarding updating Payroll information, we will direct you as to what needs done.

Please note that feedback we receive from your previous tutees may affect you being re-hired for our office. We review previous tutee comments and observations done by Tutoring Services staff and take that into consideration when rehiring tutors. We also consider your administrative responsibilities such as responding to emails, finalizing groups quickly, taking timely attendance, etc. in our decision to rehire you.

Tutor Profile

After completing the hiring process, you will begin receiving groups. Our tutoring database assigns available groups each morning at 6:00 A.M. based on course requests and schedule availability.

Your application becomes your tutor profile. It remains active for the entire semester. Tutors can update their tutor profile at any time to change courses and/or schedule availability. Important: Tutors are expected to be available for the total hours, weekly schedule and courses indicated on their application. Tutoring Services staff cannot give preference to one course over another listed on a tutor's profile. As such, **tutors should always ensure this information is updated.**

For a walkthrough to help you navigate Tutor Profile updates, including your schedule, selected courses, and requested hours, check out the 'How to Update Your Profile' video.

Receiving a Group

Once you have received a group, you will get an email from Tutoring Services asking you to log-in to access your tutor profile and select times and location(s) for your group(s). Our system will only assign you one group at a time until you have finalized your previously assigned group. (Note: Tutoring Services staff can manually assign multiple groups at a time). For any group(s) you receive, you must **finalize your days/times and location(s) as soon as possible.**

Tutoring groups can change throughout the semester. Groups can be added or removed; tutees can also be added or removed from your groups. **Tutors should consistently check their email and tutor profile for updates**. Per the Tutoring Services policies, tutees are allowed to drop 1 tutoring group per course per semester due to schedule or tutor conflicts.

For a reminder about how to finalize a tutoring group, check out the 'How to Finalize a Tutoring Group' video.

Selecting Locations

Once you select the times for your session, you will be taken to a screen that asks you to select a location for the tutoring meetings. **It is important that you have a specific and consistent location listed, so that the tutoring staff and your tutees have access to this information.** Tutoring Services has some available campus rooms for you to call in and reserve on a first-come, first-served basis.

Tutoring Locations

Tutoring can take place anywhere that is **on campus and public**. You should choose a consistent location that is quiet, has the resources you need to facilitate your sessions, and has minimal distractions. Some tutees may have a preference for a low distraction environment, so please ask them and they can respond to you privately via email. Make sure you list a specific location. For example, "library" is not specific enough. Many tutees call in saying they have a hard time finding their tutor. Using the bright yellow name card you'll receive at orientation also helps tutees find their tutor.

Reserving Rooms through the ASC

There are three tutoring rooms available in Hixson-Lied. We also have a many rooms across campus (these may be shared with another tutoring group). To reserve any of these rooms, please call the Academic Success Center at 515-294-6624.

Emailing Your Group

Once you have finalized the group, you will need to send your tutees an email to introduce yourself and your tutoring session details. The email should include the following details:

- Tell them **when and where** you will meet (reference yellow name card, if applicable)
- Tell them what **materials they should bring** with them
- Ask them to let you know **what they hope to gain from tutoring and ask them to send you their course syllabus**
- Tell them **your personal attendance policy***

- Tell them **how to contact you** (and your estimated timeline for responding)**

*Tutors can set a **'personal attendance policy'** with the tutees in regards to a no-show/excused absence. You decide how much advanced notice you require to 'excuse' the tutees. The ASC recommends 1-24 hours. This policy is in effect to keep tutees accountable for their attendance at sessions and to avoid unnecessary preparation on behalf of the tutor. The policy should be reasonable, and the tutors should follow their own policy with cancelations.

**You are not required to provide your tutees with your phone number. If you choose to provide it, always ask for an email confirmation if they say they will not be able to attend the session.

Below is a sample email.

Hello,

My name is   and I will be your tutor for Math 165. I am a junior in Engineering with a minor in Business.

Our tutoring sessions will be held on Mondays and Wednesdays from 1:00-2:00pm at Durham 1020. Our first session will be next Monday, September 10th. I will have a yellow name card on our table in the room to help you find me.

Please email me ahead of time if you cannot attend any of my sessions, I would prefer to be emailed 4 hours in advance. Feel free to email me any questions you have in advance and I'd appreciate getting a copy of your syllabus. We'll discuss in the first session more tutoring expectations and goals you have.

Let me know if you have any questions. My cell is: 515-123-4567 (texting or phone calls are fine!).

See you next Monday,
ASC Tutor

Tutoring Sessions

Things to Do Before the First Session
- Email your tutees with the meeting time and the location of the session. Also include how you want them to contact you with questions or for attendance purposes (email, text message, GroupMe, or phone call).

- Explain your attendance policy and how far in advance the tutees need to let you know before they are marked No Show.
- Find out what chapter or section the students are covering in their course before the session and, if possible, what they are having trouble with. This a good time to try to get a copy of the syllabus. It is also beneficial to ask the instructor to add you to the course's Canvas site so you have access to the information the tutees have, but that is up to individual instructor discretion. Tutoring staff can verify employment if needed.
- Tell the students you will be using your yellow name card so that they may find you. If you have not received one from our office, you may request one. You're welcome to use other identifiable features if you'd like (i.e. I'll be wearing blue glasses and a white shirt).

Things to Do <u>During</u> the First Session
- Before starting in on the subject, try and **get to know the tutees a little**. See where they're struggling and why. What are their goals for tutoring? Tutees are more likely to keep coming and feel valued when you show you care about them and their learning.
- **Discuss expectations of you and the tutees.** Have the tutees share their expectations of you. You should have a copy of the Tutee Policy Statement to aid in discussion. This will create a clear understanding of what everyone's responsibilities are and make for a much better group dynamic in the future.
- **Discuss the attendance policy** and remind them about removal after the 4th absence or 'No Show.'
- **Use this handout for Your First Tutoring Session.**

Tutor Resources

Tutoring Services staff is always a resource for you. Please email tutorsrv@iastate.edu or a staff member directly with any question or concern you may have. Tutor mentors also serve as a resource when they come to observe you to offer guidance and answer questions. You can even more helpful information by clicking Tutor Resources on the Tutoring Database: www.tutoring.iastate.edu, including Database Walkthrough Videos, Tutor Mentors, Workshop Schedule, Newsletters, Contact the Team, and much more.

You can also follow the links below.

- Diversity & Inclusion in Tutoring
- Tutoring Observation Form
- Asking for Feedback
- Facilitation Strategies
- Career Readiness Competencies

Logging Attendance

After each tutoring session, you should log in and update attendance right away. This ensures that you will be paid and the tutees will be charged in a timely manner. Delays in entering attendance can result in up to 2-4 week delay in payment, confusion for your tutees, and can impact your future employment.

Attendance Options

Attendance can be marked in the following ways for each tutee:

Present: The tutee showed up for the session. A student who showed up late should be marked as present at the session. We cannot charge tutees in increments if they did not attend for the full hour. Tutee is charged $5. Tutor is paid $11.00 per session.

Approved Absence: The tutee let you know they would not be able to attend the session in advance. Be sure to discuss with the group how far in advance you need to know that they will not be attending. Tutee is charged $0. *If all tutees are excused, tutor is paid $0 and the session should just be canceled.* *****Please communicate with the tutoring staff at tutorsrv@iastate.edu if any of your tutees have many or long-term absences.**

No Show: The tutee failed to contact you in advance or did not notify you about missing the session. Tutees are only allowed 3 no shows before they are removed from the group. Tutee is charged $5. *If no tutees attend, tutor is paid $5.50.*

Tutor is paid	Tutee is charged
$11.00 present	$5.00
$5.50 all no-show	$5.00
$0.00 session canceled (or all excused)	$0.00

Entering Attendance

Watch the brief 'How to Take Attendance' video to see how to use the database for attendance purposes.

Tutees must notify you in advance to avoid being charged for a missed session. We recommended you ask for a confirmation email for your documentation. **Work through emergency conflicts as they come up with your tutees. Notify the ASC of any extenuating circumstances regarding attendance.**

Pay Period Verification

If you would like to verify that you entered attendance correctly for a certain time period:
- Log into your tutor profile and click the 'Payroll' tab.
- You can search sessions by pay period. The listed sessions are the ones that were logged during that time frame.
- **The Pay Application in Workday will list the dollar amount that you make during that pay period.**

Attendance Policies

- If a tutee has more than 3 no-show absences for a group, the tutee will be removed from that group after their 4th no-show absence. They WILL NOT receive another tutor for that course during the semester. *Some exceptions apply if a tutee lets us know of extenuating circumstances and may be placed back into the group.* This policy is in effect because of the large tutee demand and the lack of tutor availability.
- Tutees will receive a weekly email update on their attendance as recorded by their tutor or they can review their attendance by clicking on the billing link on their Tutee Profile.
- **Tutors and tutees should notify the ASC of any extenuating circumstances.** We can make accommodations to keep the tutee in the tutoring group.
- **Tutors should notify the ASC if any tutees want to be removed from their group or withdraw from Tutoring Services entirely. Tutees can withdraw their request on their own profile as well.**

Extra Sessions

Extra sessions are added for a third session for the week during the academic year or a fourth session in the summer (tutees are charged for this extra session). Extra sessions should be added per tutee request, but attendance for an added session is not required for all tutees. But if a tutee does not indicate they will not be there, they can be charged as a no show. Please confirm extra session requests and attendance beforehand. Extra sessions can also be added as a rescheduled session due to a previous cancellation.

To learn how to create an extra session, view the 'How to Add an Extra Session' video.

Once you have completed those steps, tutoring staff will review your session information and approve if everything is accurate.

Extra sessions should only be held with tutees from the same group. If a tutor has multiple groups of the same course, they cannot hold extra sessions with students from different groups.

Before you add an extra session to the database:

- Clarify with the tutees that an extra session is wanted.
- Remind tutees that it is an extra $5 on top of the two sessions a week.
- Funding Sources often do **not** cover extra sessions.
- If tutees get marked as no-show it is the same as a regular session and tutees will be charged, so if tutees need to let their tutor know if they cannot end up making the session.

Tutoring isn't required during Finals Week, but you are able to add extra session during that time.

Cancelled Sessions

If you need to cancel a session, you can do so within the 'Tutor Session Log' page.
1. Login to your tutor profile, and then go to your group profile.

2. Click on the 'Sessions' tab.
3. Select the date you wish to log attendance for. **You can only select a tutoring session day/time that has occurred.**
4. Click the red 'Cancel Session' button
5. **Enter a detailed reason for the canceled session in the session details box**. For example, *"All of my tutees notified me that they could not attend the session due to an exam at this time."*
6. Click submit.

Reasons you might cancel a session	
Unsafe weather conditions	Out of town (should be limited)
Exams	Career fair
Illness	

You do not need to email Tutoring Services separately to notify us about a canceled session, but you do need to notify your tutees prior to the session. Tutoring staff can track the number of canceled sessions tutors have submitted and we will contact you about multiple canceled sessions or an unclear reason.

Academic Integrity and Conduct

It is the tutor's responsibility to be familiar with the material they are tutoring. It is never permitted for the tutor to do the work for the student. The tutor's role is to facilitate learning and assist the student in understanding the material. All work must be done by the student. It is important to avoid situations that even be perceived as academic misconduct.

Academic Dishonesty

Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as their own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some are obtained dishonestly, and by lowering the grades of students working honestly.

Examples of specific acts of academic dishonesty include but are not limited to:

1. **Obtaining unauthorized information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, *by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor*, or by looking at your notes or other written work during an examination when not specifically permitted to do so.
2. **Tendering of information.** Students may not give or sell their work to another person who plans to submit it as their own. *This includes giving their work to another student to be copied*, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

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3. **Misrepresentation.** Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; having another student do their computer program or having someone else take their exam.
4. **Bribery.** Offering money or any item or service to a faculty member or any other person to gain academic advantage for yourself or another is dishonest.
5. **Plagiarism.** Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.

Plagiarism occurs when a person does not credit the sources from which they borrow ideas, whether these ideas are reproduced exactly or summarized. The method of documentation will differ depending on whether the sources are written, oral, or visual. Ethically, communicators are responsible for providing accurate, detailed information about their sources. Practically, audiences need this information to comprehend and evaluate a message's content. The full text of the policy and additional information is available online in the Academic Catalog.

Graded Assignments

Tutors are not permitted to provide direct assistance on any assignment that will be submitted for a grade. Tutors may provide assistance with general concepts and theories, including providing sample questions and problems. Tutors are encouraged to have the students generate their own sample questions or problems using active learning techniques such as learning cells and other small-group activities, including brainstorming, jigsaw, and pairing and sharing.

Written Assignments

Tutors should refer students seeking assistance with written assignments to the Writing and Media Center. The Writing and Media Center is a free on-campus resource for all students. Tutors may aid in the understanding and preparation for written assignments, but not with the creation or editing of written content.

Professor and Non-Academic Success Center Staff Contact

Tutors are not permitted to share any information regarding a student receiving tutoring to anyone outside of the Academic Success Center, unless approved by Tutoring Services professional staff members. Tutors may contact a course instructor to gain access to Canvas. If a professor or someone outside of Iowa State University initiates communication about a student, refer them to Tutoring Services staff.

Confidentiality & University Policies

Tutors will comply with Iowa State University privacy standards in terms of protecting personal information relative to those whom they tutor. Tutors will not share any information about the students they tutor with anyone other than Tutoring Services staff. You are expected to uphold (and report violations of) University policies, including the sexual misconduct policy:

and discrimination and harassment:
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Active Learning

After your interview, you should recognize the importance of active learning in tutoring. The term is redundant since learning has to be active in order to happen! Your role as a tutor is to engage tutees in active and meaningful ways. Active learning reinforces important material, allows tutees to reflect on what they know, and encourages tutee collaboration. It also builds self-esteem through conversations with other students and creates personal connections to the material for students, which increases their motivation to learn. Utilize these specific Facilitation Strategies throughout all of your tutoring sessions, as well as the tips below

How to Get Started

Be explicit up front. Students generally do not expect to be active participants. To ease that shock, let them know why you are using active learning and the benefits of being engaged.

- **Be open.** Get into the habit of explaining the justification for your activities. Show them or tell them how an exercise or activity will be helping for their learning, for an exam, and even for their lives outside of the classroom.

- **Vary your methods.** All of your students will be different and will most likely have different learning preferences. Using a variety of strategies and activities will meet those different needs and will keep students engaged.

- **Ask for feedback.** A part of being open and using a variety of techniques is talking about what works and what does not work with your group of students. It is important to ask for their input along the way so you understand their needs and help them learn.

Additional Active Learning Tips

- ✓ Act confident and comfortable, yet approachable.
- ✓ Ask open-ended questions.
- ✓ Encourage testimony of successful skills for learning.
- ✓ Give praise for contribution and attempts at answering.
- ✓ Hold students accountable by calling on them often.
- ✓ Let students lead with their ideas, input, and questions.
- ✓ Start small and build on techniques.
- ✓ Watch for non-verbal cues of confusion/understanding.
- ✓ Allow students time to think (~12 seconds) after a prompt or question.
- ✓ Avoid pressuring or demeaning behavior.
- ✓ Focus on learning how to learn subject matter.
- ✓ Help students identify areas of improvement or need.
- ✓ Learn students' names and use them regularly.

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✓ Show interest and enthusiasm for content and learning.

Diversity & Inclusion

Human diversity is essential for growth and opportunities to challenge thinking. When students are challenged to think, they learn. This is a core component to group tutoring. When different perspectives and voices are encouraged and listened to, students are more likely to feel comfortable, valued, included, and open to learning.

Inclusive Practices

- Get to know your tutees. Why did they sign up for tutoring? What are their strengths? What do they hope to get out of tutoring? What do they expect from their tutor?
- Share a little about yourself. What are you passionate about? Why did you become a tutor? How do you plan to help your tutees be successful?
- Share the name you'd like to be called and your pronouns and encourage your tutees to do the same. "Hi everyone, my name is [Name] and I use the pronouns [he/him, she/her, they/them, and more]. What about you?" Learn and remember correct pronunciation of names. Learn more here about personal pronouns on mypronouns.org
- Choose an accessible location for tutoring. Is your tutoring location easy to get to and find? Is your tutoring location free of distractions? Can your tutees hear and see you/the whiteboard easily in your tutoring space?
- Language is important. Model inclusive language in your tutoring groups. For example, instead of "you guys" say "everyone", instead of "Christmas break" say "winter break."
- Stop microaggressions. Don't say them as a tutor and kindly call out things said in your tutoring sessions that are harmful. For example, don't allow statements like, "You speak English so well." "Where are you really from?" "Engineering? Impressive for a woman." Learn more and see more examples on this list.
- Avoid assumptions around privilege like being able to travel, living conditions, having a car, ability to go out to eat, having a nuclear family, or assuming your tutees have the same lived experiences as you.
- Don't tolerate and report incidents of bias. Contact Tutoring Services staff for support in navigating difficult situations or conversations. Learn about different types of incidents and how to report them on the DSO Website.
- Ask for feedback. How can you work to include everyone? How are everyone's needs being met? Don't be discouraged or get defensive. Being open to improve your actions around inclusivity is key as a tutor.

Asking for Feedback

Tutors should routinely ask for feedback from their tutees. Your job is to help them learn how to learn and understand how they learn and how you can help. Understanding you can always learn, grow, and improve is key to success as a tutor. Get to know your tutees on an individual level even in the group setting. Knowing

their individual needs will help them feel valued and comfortable providing you feedback. Use this guide on Asking for Feedback throughout the semester.

Tutor Observation

The Tutoring Services staff, consisting of mostly of our tutor mentors, select tutoring groups to be observed. Tutors will be notified if/when the session will be observed in advance, please respond and confirm with tutoring staff the session details. The following standards will be used during observations. **These standards include our expectations for all tutors**. Tutors will be asked to fill out a Pre-Observation Reflection form on the tutoring database. Please plan for a 15 minute conversation after each observation to discuss what went well and what could be improved. A version of this form will be used during your observation.

Tutor Evaluation

- Tutors are evaluated through an online form at the end of every semester. Tutees fill out this form and the results are collected by Tutoring Services. Results and feedback from the evaluations will be sent out to tutors by the end of Finals Week.
- Evaluations and feedback from tutees will be utilized in future employment decisions. Consistently poor feedback or evaluations may be considered grounds for a probation period or discontinuation.
- Probation Policy: Tutors may be placed on a conditional or probationary status either at the time of hire or later in employment. Continuation as a tutor is contingent on improving the conditions that led to probationary status.
- Any tutor whose behavior or performance is considered inappropriate will be immediately terminated.
- Failure to follow Tutoring Services policies and expectations will result in suspension or termination of employment., These polices and expectations include but not limited to
- Repeated failure to finalize groups or record attendance promptly or other administrative duties
- Repeated complaints from tutees or repeated negative interactions with tutoring staff
- Violation of the Iowa State University Academic Integrity and Conduct policies

Tutor Resignation

Although Tutoring Services hopes that employment with the office will be a mutually rewarding experience, it is understood that varying circumstances do cause employees to voluntarily resign employment. Should this time come, employees are asked to follow the guidelines below regarding notice and exit procedures.

Procedures

1. Notice of resignation. Employees are encouraged to provide two weeks' notice to facilitate a smooth transition out of the position. If an employee provides less notice than requested, the employer may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.

2. Form of resignation notice. All resignations must be confirmed in writing. The most common and encouraged method to use is emailing one of the Tutoring Services staff members.
3. Eligibility for rehire. Employees who resign in good standing under this policy and whose documented performance is above average under the organization's performance management system will be eligible for reemployment.
4. Exit meeting. Resigning employees will be scheduled for an exit meeting to provide an opportunity to discuss any questions or concerns related to employment with Tutoring Services. This meeting will take place in the Academic Success Center and last about 30 minutes.
5. Once meeting with a staff member, there are final steps to complete. The tutor will need to email all of their tutees letting them know of their resignation. The tutor will also need to complete all pending attendance in their profile.