Peer Tutor Handbook
Center for Academic Support
Peer Tutoring Office
2015 – 2016

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Tutoring Office Mission Statement

The mission of the Ashland University Tutoring Program is to provide services that:

- Assist students in meeting their educational goals.
- Encourage students to become independent learners.
- Increase the college’s retention rates.
- Promote a positive University community by forging relationships between peers, students, staff and faculty.

Tutoring Office Goals

In order to accomplish these goals, we will:

- Abide by the college’s standards for academic excellence.
- Offer individualized, alternatively structured academic support to students with diverse learning styles.
- Maintain open communication with other departments, thereby integrating and advocating the college’s resources.
- Extend opportunities for students to receive supplemental training and guidance.
- Continually reevaluate the tutoring program and its efforts toward realizing the goals stated above.
What is Tutoring?

Tutoring may be interpreted differently among individuals. Some students expect tutors to act as instructors and teach the course content while other students expect tutors to do the work for them and help with graded assignments. In many cases, tutors are expected to provide support for a variety of personal, emotional, and instructional situations.

According to the 2005 edition of The Merriam-Webster Dictionary, a tutor is "a person charged with the instruction and guidance of another." This definition facilitates personal interpretation, so it is easy to see why students have very different expectations in a tutoring session.

Our goal as Ashland University tutors is to provide tutees with guidance and instruction that fosters independent learning. In other words, to help students acquire the skills and strategies to help themselves.

Ashland University tutors serve as role models and, as such, have a great responsibility to affect positive outcomes. Tutors should possess much more than the criteria required during the hiring process. In addition to content knowledge, tutors should exemplify qualities such as empathy, honesty, and reliability, as well as, a sense of humor that serves as the "heart" of every effective tutor.

How tutoring benefits the tutor:

- **Career Development**: As a tutor, you will be able to enhance your resume and gain skills applicable to most career fields. The interpersonal, organizational and leadership experience that you will obtain are highly coveted in today's marketplace. In addition, you may request a written or verbal recommendation from your supervisor for future job and college applications.

- **Subject Reinforcement**: Tutoring increases and reinforces your understanding of the subject matter, aiding in more complete recall in the future. Tutoring also promotes critical thinking and helps you to develop confidence in your abilities.

- **Satisfaction from Helping Others**: Helping others is rewarding especially when you help students help themselves. As students gain understanding of an area that was initially challenging, you will begin to see the critical nature of your role as a tutor. In many cases, you will often mean the difference between passing and failing for students, sometimes even between earning a degree and dropping out of college. Knowing that you've helped your peers succeed will motivate you to succeed as well. You will gain satisfaction from knowing that you are an integral part of the campus community.

How tutoring benefits the student:

- **Individualized Learning**: By working one-on-one with a tutor, students are often able to discover and utilize a learning style that suits them best. This is particularly helpful for the visually oriented student whose instructor takes a verbal, lecture-based approach to teaching. Students often comment on the relief at being able to ask "stupid questions"
without an audience, one of the major perks of the more personal, informal environments that are unique to tutoring relationships.

- **Academic Results**: Simply put, tutoring increases the percentages of students who pass courses, stay enrolled and obtain a degree. The more support a student receives, the more likely he/she will be able to master the course material and move toward reaching his/her educational and career goals. Tutors, through their instruction and their example of academic excellence, create a model for students to strive for.

- **Improved Confidence**: Just as the tutor feels a sense of achievement through helping, the student has a similar reaction as a result of being helped. The student will gain confidence as his/her academic skills and grades improve. Many students will develop a different outlook about school, feeling challenged rather than hopeless. Knowing that they can succeed, even in small steps, will help them face other difficult situations with determination and optimism.

**How tutoring benefits the university:**

- **Enhances Positive Outcomes**: Providing tutoring services and resources free of charge to students improves the educational environment and increases opportunity for reinforced instruction. Furthermore, tutoring facilitates positive student interaction within a diverse college community.
The Peer Tutor's Role and Characteristics

A tutor:

- Promotes independent learning.
- Provides a student perspective on learning and academic success.
- Respects individual differences.
- Facilitates tutee insights into learning and learning processes.
- Makes a difference.

Characteristics of Good Tutors

Intelligence alone does not indicate success as a tutor; but what kind of person, what kind of student you are does. It takes a certain kind of person to be a good tutor. Some of the characteristics noticeable in good tutors are:

- A positive outlook: The belief that things can be changed through action.
- A desire to help others: The willingness to become involved with people at first hand and in depth.
- Empathy: The ability to feel what another person is feeling.
- An even disposition: Patience, gentleness, understanding and fairness.
- An open mind: A willingness to accept other people and their point of view.
- Initiative: The ability to see what needs to be done and to do something about it.
- Enthusiasm: A liking for your subject, and a wish to share it with others.
- Reliability as a worker: Punctual, dependable, steady.

Peer Tutor Code of Ethics

The National Association of Tutorial Services uses the following Tutor Code of Ethics, which is also adopted by the Ashland University Tutoring Office.

1. Subject proficiency, knowledge, and ability have top priority.

2. My major motivation is building the student's self-confidence.

3. My student deserves and will receive my total attention.

4. The language my student and I share must be mutually understood at all times.

5. I must be able to admit my own weaknesses and will seek assistance whenever I need it.

6. Respect for my student's personal dignity means I must accept that individual without judgment.

7. My student will constantly be encouraged but never insulted by false hope or empty flattery.

8. I will strive for a mutual relationship of openness and honesty as I tutor.

9. I will not impose my personal value system or lifestyle on my student.

10. I will not use a tutoring situation to proselytize my personal belief system.

11. Both the student and I will always understand my role is never to do the student's work.

12. I count on my student to also be my tutor and teach me ways to do a better job.

13. I will do my best to be punctual and keep appointments, not only out of courtesy, but also as an example for my student to follow.

14. I will maintain records and progress data as expected and required through the online Session Report form.

15. I will do my best to stay abreast of the current literature about tutoring as it relates to my work.

16. Good tutoring enables my student to transfer learning from one situation to another.

17. Making learning real for the student is what tutoring means and is an important part of my goal.

18. My ultimate tutoring goal is my student's independence.
The 10-Steps in a Tutoring Session

Step 1: GREET

After the initial meeting with your student, be warm and friendly, but don't get into an extended conversation about non-tutoring topics.

Step 2: IDENTIFY TASKS

Find out what new challenges the student is facing since the last time you met (i.e. results of tests, quizzes and/or graded assignments), and ask the student to identify the learning tasks he or she wants to work on. The student may request help on several tasks; however, since you are working with time constraints, ask the student to choose one topic to work on. It is your job to determine how much material you can reasonably cover during the session.

Step 3: BREAK UP AND PRIORITIZE TASKS

Ask the student to identify the concepts and/or skills that are needed to do the task, then help the student fill in any gaps in his/her knowledge. This shows the logic structure of the task and sets the agenda for the work to be done. It is up to the student to decide if it is his/her priority to work on current assignments, challenging material or review of previous topics.

Step 4: IDENTIFY THOUGHT PROCESSES

Identifying the thought processes used in learning tasks also is a fundamental aspect of tutoring that fosters student independence. Your objective is to help students with the process of learning rather than the product (answers and grades). Tutors should consult the text or lecture notes as sources of information to reinforce that students can find concepts from learning materials and not only the tutor.

Step 5: PLAN THE SESSION

Encourage the student to develop a time-outline for addressing the learning task within a tutoring session. Not only does this foster student independence, but also it gives the student practice with time management, a vital learning skill. Tutors should have a back-up plan just in case the student asks for help with a plan. Tutors should make a time-outline for the session beforehand based on their experience with conducting efficient tutoring sessions. In addition, the tutor's plan can help keep the tutoring session on track should the student's plan prove to be inefficient.
Step 6: DO THE TASKS

It is important to remember that the tutor acts as a guide in this process, not as an instructor. Students who are active in the tutoring process learn more and gain confidence. Do not do the work for the student; rather help him/her to discover the answers to solutions on his/her own. Ask probing questions not open-ended questions that tend to be answered with a "yes/no" response.

Step 7: STUDENT REVIEWS TASKS

To ensure that the student is on the right track, you should encourage the student to summarize what was learned or accomplished during the tutoring session. In addition, you should ask the student to elaborate or to provide an example and never accept, "Oh, I get it now" without further clarification.

Step 8: STUDENT SUMMARIZES

The tutor encourages the student to explain the process of doing the task. This process is beneficial for the following three reasons: (1) It helps the tutor evaluate the student's comprehension; (2) it allows the student to feel a sense of accomplishment; and (3) the repetition aids in the retention of knowledge.

Step 9: TUTOR FEEDBACK

The tutor should support any gains in learning and mastery with praise. Be specific in your encouragement by identifying the elements of the student's work that were correct and by offering an explanation that lets the student know why the information is or is not correct. Be honest in your assessment of the student's work; false praise will only hurt the student in the long run.

Step 10: CLOSING AND GOODBYE

Review the progress of the session and ask the student what he/she wants to work on during your next meeting. If need be, suggest a direction for tutoring to prepare for the next session. Set up the next appointment, and provide the student with any assignments you want him/her to complete and bring to the next session. A final word of praise will motivate the student to keep up the effort and to be prepared for the next meeting. These steps serve as a guideline only. Each session is unique, and tutors must be flexible and manage the progress of the session. Tutors should consider the student's frame of mind (i.e. overwhelmed, tired or distracted) and alter the session accordingly (i.e. revisit or set aside concepts).

Adapted from http://www.smccd.net/accounts/peref/tap/TutorTutor/steps.htm]
The First Tutoring Session

It may be necessary to put new students at ease when you first meet with them. Share information about yourself, and spend 5-10 minutes of the first session getting to know the student you will be working with; this breaks the ice and establishes rapport. Focus the talk-time on the students and not yourself by asking open-ended questions...

? Where are you from?
? How long have you been attending Ashland University?
? What made you choose Ashland University?
? What are your educational and career goals?
? What is your major?
? What courses are you taking this semester?
? How much time outside of class do you spend on schoolwork?
? What are your goals for this tutoring relationship?
? Have you had any prior experience with tutoring before?
? Do you have any questions for me about my role as tutor?

Discussing mutual expectations at the beginning of the tutoring relationship will lessen confusion about the conduct and goals of tutoring, minimize the potential for hurt feelings, and establish a professional relationship.

Complete First Student Checklist and do the following:

- Review Student/Tutor Expectations on (next page).
- Emphasize the tutor's role (focus on learning rather than the product/grades).
- Clarify program objectives to facilitate independence.
- Highlight program protocol such as policy for missing appointments (15 minute max. wait time) and possible consequences of missing more than 2 sessions (may forfeit right to tutoring).

After you have introduced yourselves and come to an agreement about the rules and expectations of tutoring, please explain what you will be doing during the first session. Use the 10 Steps to Tutoring to help you lay out the stages of a typical tutorial session.
Peer Tutor and Student Expectations

Students Should Know That:

➢ Tutors have other responsibilities and cannot wait for perpetually late students.

➢ Tutors are facilitators, not homework machines/editors.

➢ Tutors are not miracle workers and can't cure procrastination or lack of effort by the student.

➢ Tutors will need to offer constructive criticism to help you improve your learning strategies.

➢ Tutors will not always know all the answers and cannot work at warp speed.

➢ Peer Tutors Are Willing To:

 o Review and clarify concepts with you.

 o Assist with your exam preparation.

 o Help you with study skills.
Students Are Expected To:

➢ Come to tutorial sessions on time.

➢ Be active in the tutoring process.

➢ Come to tutorials prepared with all relevant course materials, having attended class, attempted assignments and written questions for the tutor.

➢ Be receptive to constructive criticism and be willing to change study habits.

➢ Be patient with the tutor and the process of learning.

Peer Tutors Will NOT:

➢ Proofread or complete assignments for you.

➢ Guarantee grades.

➢ Comment on your instructor or have any influence over your instructor.
Assessing a Student's Needs

The Importance of Proper Diagnosis:
Before a student can be helped to reach his/her academic potential, the tutor must isolate the source of the problem the student is experiencing. This detective work can sometimes be the most challenging aspect of the tutorial process. Adding to the challenge is a wide range of potential problems, such as poor study skills, lack of understanding of the subject matter, conflict between learning style and current approach to learning, and learning disabilities. In most cases, tutors will find that it is a combination of two or more areas of difficulty.

Students vary in their ability to diagnose their own areas of difficulty. Often times a student will state with confidence where the problem lies, and the tutor will find through his/her own methods that the student may have other, more critical needs than the ones the student identified. For example, a student might think he/she has trouble concentrating and remembering class lectures. But when the tutor asks to see the student's notes, it might become obvious that poor note-taking has been preventing the student from studying the critical portions of the instructor's lecture. Once the tutor has identified that obstacle, he/she may go over the student's notes and provide a better example of note-taking.

It would have been easy for the tutor to listen to the student's inaccurate self-diagnosis and never pinpoint the real source of difficulty. This illustrates why it is so important to spend ample time locating the cause of the student's troubles. Also remember that a student's difficulties might shift over time. In the previous example, the student might learn quickly how to take better notes. This does not mean that the tutor's job is done. Tutors should greet each new tutorial session with an open mind and open ears, always listening for a change in the student's academic roadblocks.

Steps to Diagnosing Academic Roadblocks:

1. **Student Self-Assessment:** Open a dialogue with students about the difficulties they are experiencing academically. Ask students to write a list of three things they excel at academically, and the top three things they would like to improve. If the list seems vague, use open ended questioning to encourage the student.

2. **Verbal Assessment of Subject Matter Comprehension:** Beginning with the basics, ask the student to explain his/her understanding of the subject matter. When he/she hesitates or speaks vaguely about the topic, the tutor should note that as a starting place for tutorial.
Tutoring Do's

**Do** be friendly and welcoming to students, remember that some of them are nervous about asking for help and revealing their lack of knowledge and skills.

**Do** ask students what they want to concentrate on in the session. Remember you are there to help them with particular problems - not "teach" a whole course. Find out what students know.

**Do** expect students to be responsible for their own success. Students should come prepared with specific questions/areas to work on. They should have attended class, your role is not to fill in what they have missed when absent from class.

**Do** help the students develop and practice methods and learning strategies for helping themselves. Have them find and analyze problems and errors. Encourage use of dictionaries, work sheets, textbooks, and other resources.

**Do** work at students' own learning pace. Slow down and rephrase explanations if necessary. Students often need time to digest and practice new materials.

**Do** break difficult tasks into smaller, easier to deal with sections. Conversely, sometimes a general idea of an entire concept or process is necessary first before the parts can be seen as meaningful.

**Do** listen to students. Allow students to feel confident in what they already know.

**Do** be polite and considerate of students' feelings. Be sensitive in your corrections.

**Do** review as much as possible. Have students repeat ideas and procedures. This helps them remember and gives you a check of their understanding. Ask your students questions to ensure they really have grasped what you have gone over.

**Do** protect students' privacy by not discussing their business with others.

**Do** be honest about your ability to help with certain problems. In the event that you run across a problem you can't handle, seek help from another tutor, or suggest students get help from their professor.

**Do** offer study skill suggestions (time management, note taking skills etc.). If the student needs more help with study skills, refer them to the coordinator or to the tutoring web page Helpful Link at: [www.ashland.edu/tutor](http://www.ashland.edu/tutor)
**Tutoring Don'ts**

**Don't** help students during their class time. Tutorial services exist to support classes, not to compete.

**Don't** do the work for the students. Work with the students and help them understand how to solve a problem. Insist on students' maximum involvement. Remember every time you do something for students is one less chance for them to experience what it is they need to learn.

**Don't** put students down if they don't understand something. Remember that a big part of your job is to build students' confidence in their own learning abilities.

**Don't** do all of the talking. Encourage students to discuss problems and express what they already know.

**Don't** take responsibility for student's success or failure. If students have put off an assignment until the last minute, that does not mean you have to do more of the work, or make special arrangements to help.

**Don't** feel you must know all the answers.

**Don't** tell the students that they have a learning disability; at the University level it is up to the students whether they disclose that they have a learning disability or not. If students talk to you about their learning disability and you want to learn more about how to help them, speak directly with the Coordinator, Denisia Stoops.

**Don't** tolerate rudeness in students. Let the coordinator know about 'difficult' students.

**Don't** sympathize with students who are criticizing instructors, courses, textbooks etc., and more importantly, don't contribute to that criticism. Instead, direct students' attention back to their work and what they can do to improve their performance.

Adapted with permission from Frederick Community College Tutor Training Handbook
Effective Tutoring Techniques

We Learn...

10%...of What We Read
20%...of What We Hear
30%...of What We See
50%...of What We See and Hear
70%...of What We Discuss With Others
80%...of What We Experience Personally
95%...of What We Teach Others

— William Glasser

Some students know exactly where they are having trouble; however, most do not so you should spend some time isolating the source of trouble. Some strategies for this include:

- Review course materials with the student.
- Use the course outline, text, exercises, assignments etc. as reference points for defining what the student has to learn and figuring out precisely where the student's difficulties lie.
- Once you have located course materials relevant to the student's difficulty, you can further pinpoint the student's difficulty by asking additional questions about the material.

Ask questions that encourage students to say what they know. Have them attempt to formulate answers. Sometimes students know more than they suspect. They just need to "think out loud" to organize their thoughts.

Become familiar with the Socratic Method of teaching. It is the oldest, but still the most powerful teaching tactic for fostering critical thinking. Remember to ask leading questions. Questions that can be answered with yes/no have less value that those that ask the student to demonstrate understanding. ‘What if’ questions and analogies are excellent strategies for expanding student understanding. In other words, present the information briefly, ask the students to respond and talk about the material, and let the student know when the answer is correct or incorrect.

Link for Socratic Method Information: http://www.garlikov.com/soc_Meth.html
Communication

Communication is essential for an effective tutoring relationship. This includes verbal, electronic and written interaction between the tutor and student, the student and tutoring specialist, the tutoring specialist and tutor, and among tutors. The most important thing to keep in mind is that communication is a Two-Way Street—everyone's cooperation is necessary if open channels of communication are to be established.

Ways to effectively communicate:

- Texting is the form of communication most used today among college students.
- Check your answering machine frequently and always return messages a.s.a.p., if you use one.
- Use a designated email account (campus or personal) and check your inbox frequently.
- Notify supervisors and colleagues of changes in your contact information.
- Complete all paperwork thoroughly, neatly and on time.
- Don't rely on second hand information or pass information through a second party.
- If you are unsure if information needs to be communicated, remember it is better to be safe than sorry and too much information is usually better than too little.
- Strive to be clear and precise in your communications and think before you speak.
- Set up a standard way of communicating. For example, if you pass information to other math lab tutors through notes, be sure to leave the notes in the same place every time.
- Be organized and keep important phone numbers and contact information in your cell phone.

Why Communication is so important:

- Good communication saves time. For example, if you are not precise when arranging to meet a student for the first time, you may end up waiting and wasting time while you try to find each other. Similarly, responding promptly to a student's call requesting a tutoring session will mean the student is helped in a timely manner.
- Good communication prevents problems. For example, keeping neat and accurate account of tutorials on your hour logs and signing in for your lab shifts ensures you will be paid for your time. Along the same lines, not informing your supervisor that you will be out sick may lead to a student not receiving the assistance he/she needs and deserves.
- Good communication contributes to accurate office reports. For example, making sure that your student filled out a Request a Tutor online form for tutoring services and keeping conscientious records of tutorial sessions through the online Session Report form will help your supervisor track the numbers of students being tutored and the tutor’s worked hours.
- Good communication is not optional. You will be evaluated based in part on your ability to communicate with your peers and supervisor. Your ability to communicate reflects other necessary skills such as organization and professionalism. Poor communication may be grounds for dismissal.
Active Listening Skills

**Attending**

A: Eye contact
B: Posture
C: Gesture

**S.O.L.E.R.**

Five steps to attentive listening

- **Squarely** face the person.
- **Open** your posture.
- **Lean** towards the sender.
- **Eye** contact maintained.
- **Relax** while attending.

**Paraphrasing**

**What is it?**
Restating a message, but usually with fewer words. Where possible try and get more to the point.

**Purpose:**
1. To test your understanding of what you heard.
2. To communicate that you are trying to understand what is being said. If you're successful, **paraphrasing** indicates that you are following the speaker's verbal explorations and that you're beginning to understand the basic message.

When listening, consider asking yourself:
- What is the speaker's basic **thinking** message?
- What is the person's basic **feeling** message?

**For example:**
S: I just don't understand, one minute she tells me to do this, and the next minute to do that.
X: She really confuses you.

S: I really think he is a very nice guy. He's so thoughtful, sensitive, and kind. He calls me a lot. He's fun to go out with.
X: You like him very much, then.
Clarifying

What is it?
Process of bringing vague material into sharper focus.

Purpose:
1. To untangle unclear or wrong listener interpretation.
2. To get more information.
3. To help the speaker see other points of view.
4. To identify what was said.

For example:
I'm confused, let me try to say what I think you were trying to say.
You've said so much; let me see if I've got it all.

Perception Checking

What is it?
Request for verification of your perceptions.

Purpose:
1. To give and receive feedback.
2. To check out your assumptions.

For example:
Let me see if I've got it straight. You said that you love your children and that they are very important to you. At the same time you can't stand being with them. Is that what you are saying?

Summarizing

What is it?
Pulling together, organizing, and integrating the major aspects of your dialogue. Pay attention to various themes and emotional overtones. Put key ideas and feelings into broad statements. DO NOT add new ideas.

Purpose:
1. To give a sense of movement and accomplishment in the exchange.
2. To establish a basis for further discussion.
3. Pull together major ideas, facts, and feelings.

For example:
A number of good points have been made about rules for the classroom. Let's take a few minutes to go over them and write them on the board. We're going all over the map this morning. If I understand you correctly, the three major points of the story are...
Primary Empathy

What is it?
Reflection of content and feelings.

Purpose:
1. To show that you're understanding the speaker's experience.
2. To allow the speaker to evaluate his/her feelings after hearing them expressed by someone else.

Basic Formula:
You feel (state feeling) because (state content).

For example:
Student: I just don't know how I am going to get all this math homework done before tonight's game especially since I don't get most of this stuff you taught us today.

Teacher: You are feeling frustrated and stuck. You are feeling frustrated and stuck with math you don't know how to do, and you're worried that you won't figure it out before you go to the game.

The main fear for you seems to be fear — you're really scared of losing your relationship if things don't get better.
It's upsetting when someone doesn't let you tell your side of the story.

Advanced Empathy

What is it?
Reflection of content and feeling at a deeper level.

Purpose:
To try and get an understanding of what may be deeper feelings.

For example:
I get the sense that you are really angry about what was said, but I am wondering if you also feel a little hurt by it.

You said that you feel more confident about contacting employers, but I wonder if you also still feel a bit scared.

Adapted from http://www.taftcollege.edu/lrc/dass/assignments/actlisten.html
Peer Tutoring Office Policies

1- Confidentiality: Information that is exchanged between tutors and students is confidential (including grades, personal history, academic difficulties and disabilities, etc.). Information about students should only be discussed in a professional/confidential capacity with the Peer Tutoring Coordinator.

2- Documentation: Complete honesty is expected from tutors regarding the information provided on applications, time sheets, etc. Any information that is found to be intentionally erroneous will be grounds for dismissal.

3- Evaluations: Tutor evaluations are based on effective communication, accurate paperwork, and student/faculty feedback.

4- Communication: Tutors are required to respond to calls from all perspective tutees within 24 hours. If a tutor is unable to work with the student, he/she should notify the Peer Tutoring office. Failure to complete required paperwork in a complete and timely fashion will be noted on employee evaluations. Tutors are also responsible for reporting any change in status (address, telephone number, and hours available to work, etc.). Persistently poor communication with students and/or supervisor may be grounds for dismissal.

5- Sexual Harassment: Sexual harassment is illegal and is ground for dismissal.

6- Tolerance: Tutors should not discriminate against students on the basis of religion, race, gender, sexual orientation or physical or learning disabilities. A tutor's judgment and ability to assist students with academics should not be influenced by any of these factors. Discriminatory jokes or slurs and other forms of intolerance are grounds for dismissal.

7- Tutorial Locations: Tutors are not permitted to conduct tutorial sessions in private settings such as a dorm room. Peer tutoring must take place in a public place on campus (i.e. Library, computer lab, etc.) during hours when the college is open.

8- Professionalism: Tutors should be attentive and courteous and act in a professional manner at all times. In addition, tutors should be on time for their tutorial sessions and call the tutee in advance if they are unable to make/keep their scheduled appointment. Tutors should not utilize tutorial time to impose personal beliefs on students or to comment on the teaching abilities or personalities of instructors. Appearance, language, and other behavior should be appropriate for the workplace environment and reflect the standards of Ashland University.
9- **Academic Integrity:** As employees, tutors are subject to Ashland University's Academic Integrity Policy (see college catalog), and, as such, tutors should not write, edit or contribute in any way to a student's graded assignments. If a student should request this type of inappropriate help from a tutor, it is the tutor's responsibility to report it to the Coordinator. Any questions regarding the extent of appropriate assistance should be directed to the Coordinator. Any evidence that a tutor has assisted a student with cheating is ground for dismissal.

10- **Autonomous Learning:** It is the tutor's responsibility to the student to facilitate independent learning as the goal of the tutor/tutee relationship is to foster student academic growth so that the tutee may eventually work successfully without a tutor.
Peer Tutor Job Description

**Title:** Tutor

**Department:** Center for Academic Support - Peer Tutoring Office

**Supervisor:** Coordinator Denisia Stoops

**General Job Description**

The responsibility of the tutor is to provide tutoring in a Lab environment, individual and small group tutoring in a variety of subjects to a diverse student population at Ashland University. Assistance includes, but is not limited to, reviewing class materials, discussing the text, predicting test questions, or working on solutions to problems. Tutoring is designed as a supplement to regular classroom instruction.

**Key Responsibilities**

a. Regularly meet with students on a one-to-one or small group basis to provide tutoring services.
b. Keep regular and accurate records of tutoring sessions using Hour logs and Lab Sign-in sheets.
c. Help students develop positive attitudes toward learning and studying.
d. Develop student self-confidence, content knowledge, and transferable skills.
e. Ability to become familiar with learning strategies and methodologies and integrate them into the tutoring process to promote independent learning.
f. Refer students to campus resources and services.

**Other skills and functions**

a. Keep up-to-date with courses tutored.
b. Refer students to other appropriate services at Ashland University.

**Required Qualifications**

1- Professor recommendation.
2- Overall GPA of 3.0 or higher.
3- A or B in course wishing to tutor.
4- An interest in helping students with an attitude of encouragement and support.
5- An interview with the Coordinator of Peer Tutoring.
6- Resume
7- Successful completion of tutor training.

**Compensation**

- Beginning tutors are paid $8.10/ hour for both individual and group sessions.
Center for Academic Support
Peer Tutoring Office

TUTOR AGREEMENT

To ensure the high quality of Ashland University tutors, you agree to make a commitment to abide by university/program protocol as listed below:

I will conduct myself in a professional manner at all times and honor and value individualism and diversity in the campus community.

1- I will contact prospective tutees promptly and keep scheduled appointments.

2- I will perform my tutoring responsibilities in an ethical manner and keep my tutoring relationships confidential.

3- I will adapt and personalize instruction to meet the individual needs of the student and refer my tutees to appropriate campus resources in an effort to facilitate student success.

4- I will act in an appropriate manner while tutoring for the Ashland University tutor program.

5- I will encourage all students to complete an evaluation form at the end of the tutee’s last session. The tutoring office will send the evaluation form electronically to the tutee, and the tutee will return the evaluation electronically or a hard copy to the tutoring office.

I will abide by all Tutoring Office policies and procedures as stated in the Tutor Handbook.

Tutor Signature _______________________________ Date: ____________

Tutor full name _________________________________

Coordinator, Peer Tutoring ______________________ Date: ____________
# Student Appraisal of Peer Tutoring

All information on this form is kept confidential. We ask that students fill out this form to help develop an effective tutorial program.

**STUDENT'S NAME** (optional)  
**DATE**

**CHOOSE “YES” OR “NO”**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive the tutoring you requested?</td>
<td></td>
<td></td>
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<tr>
<td>Was the staff at the tutoring office helpful?</td>
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<tr>
<td>Was the tutoring program convenient for you?</td>
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<tr>
<td>How could the peer tutoring program be improved?</td>
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</tbody>
</table>

In regards to the peer tutor, please answer the following:

**TUTOR'S NAME**

<table>
<thead>
<tr>
<th>The Peer Tutor</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed active interest in tutorial sessions</td>
<td></td>
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<tr>
<td>Created a relaxed and open environment for discussion</td>
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<td>Listened and responded well to my concerns</td>
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<td>Was honest admitting what he/she didn't know</td>
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<tr>
<td>Set high standards for our tutorial sessions</td>
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<tr>
<td>Helped me to identify the relative importance of learning issues</td>
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<tr>
<td>Guided and intervened to keep me progressing through a problem</td>
<td></td>
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</tr>
</tbody>
</table>

**DO YOU FEEL YOUR TUTOR HELPED YOU IMPROVE ACADEMICALLY?**  
**DID YOUR TUTOR ENCOURAGE YOU TO WORK INDEPENDENTLY?**  
**WOULD YOU WORK WITH THIS TUTOR AGAIN IN THE FUTURE?**

**COMMENTS ON HOW YOUR TUTOR WAS OR WAS NOT HELPFUL:** Click here to enter text.

Please return this form as an attachment or a hard copy to Denisia Stoops, Tutoring Coordinator  
Library 7th Floor  dstoops@ashland.edu  419.207.6779
Peer Observation of Tutoring Session

Use the following key to answer items 1-18

Y-yes, clearly observed; S-somewhat observed;
N-not observed; n/a-not applicable

1. Arrives on time and stays on schedule. ____

2. Is friendly and welcoming. ____

3. Follows up from previous session. ____

4. Makes frequent eye contact with the student. Uses the student’s name. Smiles ____

5. Creates an environment that is comfortable, supportive, yet oriented toward academics. ____

6. Assesses the needs of the student. ____

7. Paces activities during the session effectively. Stays involved during the session. ____

8. Uses open-ended, higher-level questions to stimulate thinking and learning. ____

9. Gives clues and directions that guide the student toward answers (instead of directly answering or giving information). ____

10. Is knowledgeable in the subject area. ____

11. Uses effective examples to clarify points. ____
12. Recommends, demonstrates, and practices approaches for learning content. Integrates learning strategies with content material.

13. Checks the student’s understanding of content periodically.

14. Provides feedback regularly.

15. Adjusts the direction and pacing in response to the student’s questions and needs.

16. Includes a plan of application for the student. Provides appropriate guidance and suggestions regarding completion of the plan.

17. Gets commitment from the student to return.

18. Ends the session on a positive note.

19. What are the exceptional parts of the session?

20. What suggestion do you have to improve the session?

# 04 – Kettering – Large lounge on the mail floor and study rooms.

# 05 – Schar – Lounge on each side of the building on both floors.

# 07 – Jacobs Hall – Study room on the first floor in the lobby.

# 09 – Clayton Hall – Lobby on the first floor.

# 10 – Myers Hall – Study lounge on the main floor and another in the basement.

# 11 – Kilhefner Hall – Lobby on the main floor.

# 13 – Clark Hall – Study lounges on the ground and first floors. Also, a lecture room on the ground floor by the vending machines.

# 14 – Bixler – Lounge on the main floor near the writing center.

# 15 – Library – Main floor through the seventh floor are available.

# 16 – Chapel – Chairs and tables are available in the lower chapel.

# 18 – Dauch – Study tables by water fountain, vending machines on second floor and the lobby. There is also a study table by room DA 240, DA 200 and DA 227.

# 24 – Amstutz Hall – There are a few study rooms in the lobby on the first floor.

# 25 – Andrews Hall – There are study areas on the main floor.

# 27 – Kem Hall – Eagles nest and Eagles Landing on the first floor. Piano and Fireplace lounges on the second floor. Also, a study area by the student computers and vending machines on the second floor.

Denisia Stoops, Tutoring Coordinator 419.207.6779 www.ashland.edu/tutor