# Table of Contents

- Academic Success Center ........................................................................................................... 3
- Programs and Services .................................................................................................................. 3
- Mission ......................................................................................................................................... 3
- Tutoring Services .......................................................................................................................... 4
  - Purpose of Group Tutoring ........................................................................................................ 4
  - Program Goals ............................................................................................................................ 4
  - Program Objectives .................................................................................................................... 4
  - Scope .......................................................................................................................................... 5
- Fees .............................................................................................................................................. 5
- Completing the Hiring Process ..................................................................................................... 6
  - Workday Onboarding ................................................................................................................ 6
  - Using Workday .......................................................................................................................... 6
  - Tutoring Handbook Quiz ........................................................................................................... 6
  - Orientation ................................................................................................................................. 7
- Returning Tutor Hiring Process .................................................................................................. 7
- Tutor Profile .................................................................................................................................. 8
- Receiving a Group .......................................................................................................................... 9
  - Logging In ................................................................................................................................ 9
  - Selecting Times .......................................................................................................................... 10
  - Selecting Locations .................................................................................................................... 11
  - Finalizing Your Group .............................................................................................................. 13
  - Emailing Your Group ................................................................................................................. 14
- Tutoring Sessions .......................................................................................................................... 15
- Logging Attendance ........................................................................................................................ 16
  - Attendance Options .................................................................................................................... 16
  - Entering Attendance ................................................................................................................... 16
  - Pay Period Verification .............................................................................................................. 17
- Canceled Sessions .......................................................................................................................... 18
- Extra Sessions ............................................................................................................................... 19
- Attendance Policies ....................................................................................................................... 20
- Summary of Position Expectations and Policies ......................................................................... 20
- Academic Integrity and Conduct ................................................................................................. 23
- Tutor Evaluation ............................................................................................................................ 25
- Tutor Observation ......................................................................................................................... 26
- Resources ..................................................................................................................................... 27
- Tutor Position Description ........................................................................................................... 28
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 www.asc.dso.iastate.edu/about.

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. Due to the high demand, individual tutoring is limited. Despite the increasing demand for services, tutor effectiveness ratings and student satisfaction with Tutoring Services has remained consistent at or above 90%.

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.

**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, self-directed, and self-regulated 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’ or require individual tutoring (which is granted upon approval from the ASC staff), the fee will be $5 per session. Most funding sources 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 outline 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](https://www.myworkday.com/isu) as reference for Workday’s onboarding process. Your effective start date is today. 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, Maddy Scott, to ask for a Hire Letter. Her email is mgscott@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.

Using Workday
Payment information and the W2 form are located on Workday ([https://www.myworkday.com/isu](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.

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 2-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 provides tutors with an opportunity to discuss any questions or concerns regarding the tutor job 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:

1. **Apply to be a tutor** on the ASC’s tutoring website (www.asc.dso.iastate.edu/tutoring). You must submit an application every semester.

2. **Complete the Tutoring Handbook Quiz.** You should 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.** Please assume your payroll information is up-to-date if you do not hear from us. If you hear from our office regarding payroll, 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.**
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. The ASC 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.**

**To change courses:**
1. Click blue “Tutor Application” edit button in top right corner, under “Student Info” tab.
2. Select or deselect the courses you need to change.
3. Select “Save” after making the changes

**To change schedule:**
1. Click “Schedule” tab on tutor profile
2. Click “edit” button on top right, click time box to select available/unavailable times
To change hours per week:

1. Submit a ‘Tutor Hours Change Request’ via the tutor profile, click on the ‘Student Info’ tab and then the button ‘Tutor Hour Change Request’.
2. Include a detailed reason for the change in hours. This will send an automatic email to tutorsrv@iastate.edu and the request will be processed by the ASC staff.

Receiving a Group

Once you have received a group, you will get an email from the ASC asking you to log-in to the ASC website and 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: the ASC 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 ASC policies, tutees are allowed to drop 1 tutoring group per course per semester due to schedule or tutor conflicts.

Logging In

Upon receiving a group, you should log-in to your tutor profile through the following steps:

1. Access the Academic Success Center main page (www.asc.dso.iastate.edu/tutoring).
2. Click the Tutoring Services tab and then the Access Your Profile link.
3. Log in using your ISU Net ID and password.
4. This will take you to your homepage where your new group will be listed.

### Home

#### Tutor Information

<table>
<thead>
<tr>
<th>Groups</th>
<th>Course</th>
<th>Status</th>
<th>Sessions</th>
</tr>
</thead>
</table>
| 22248  | CHEM 231| Active | Mon - 1 pm @ 1252 Hixson-Lied  
           Wed - 1 pm @ 1252 Hixson-Lied  
           Thu - 1 pm @ 1252 Hixson-Lied |

#### Courses

- 22248 CHEM 231

### Selecting Times

After you have logged in to your tutor profile for the current semester, you can begin the process of confirming the group(s) you have been assigned.

1. The new group will be listed under the ‘Home’ tab on your tutor profile.
2. Click on the group number.
3. You will be taken to your group’s profile. Click on the “Schedule” tab and you will see a schedule with green and yellow boxes. Green boxes indicate both you and your tutees have that time marked as available.

Clicking a highlighted box selects that time for the group to meet. Select two separate times. **Tutoring is to occur twice per week during the academic year and three times per week in the summer.** Tutoring is most effective when the sessions are scheduled on separate weekdays allowing for a class in between the sessions.

From the example below (a summer tutoring group), we would recommend selecting the following sessions:

- Tutoring Session Option 1: Mondays/Wednesdays/Fridays
- Tutoring Session Option 2: Tuesdays/Thursdays/Sundays

Please avoid scheduling sessions 2 hours in a row, or on Friday evenings or anytime on Saturday. This is when we see the highest absence rate.
If you are limited by the days and times to select, you can select days/times and then discuss alternate days or times with your tutees at your first meeting. If you all agree on a new day or time, contact the Academic Success Center. We will update your group information. If only one session time is available, please contact your tutees to see if there is another time that could work for everyone. If you are unable to find a second time to meet, contact the Academic Success Center so we can make arrangements for your group to meet twice per week as required.

Not all tutoring groups will be able to meet with a full day between sessions. With the amount of unique requests we get, it’s not possible for every single group to meet at the preferred tutoring times. The tutees schedules are a priority.

**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 location listed, so that the tutoring staff and your tutees have access to this information. If you have a location in mind, please type in that location and save it. If you need assistance finding a room, contact the Academic Success Center.
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.

Reserving Rooms through the ASC
There are three tutoring rooms available in Hixson-Lied. We also have 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.

<table>
<thead>
<tr>
<th>Hixson-Lied Tutoring Rooms</th>
<th>Other Campus Tutoring Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Thursday - 8:00am-9:00pm</td>
<td>Monday-Thursday - 2:10pm-10:00pm</td>
</tr>
<tr>
<td>Friday - 8:00am-5:00pm</td>
<td></td>
</tr>
<tr>
<td>Sunday - 5:00pm-9:00pm</td>
<td></td>
</tr>
</tbody>
</table>
Finalizing Your Group

After session days/times have been selected for your group, click on the green *Finalize* button at the top right-hand corner. If you select times without finalizing, the database does not recognize that the group should be meeting and will send you daily reminders to finalize your group.

This is an important step because it sends an automatic email to all of the tutees currently enrolled in the group (you still need to reach out to the group and introduce yourself). Also, it is the signal to the tutoring database that you are eligible for another group. **It is important to finalize your groups as soon as possible so you can begin tutoring right away.**

If you have concerns about finalizing any tutoring groups you are expected to email the ASC (tutorsrv@iastate.edu) as soon as possible. Tutees in a pending tutoring group are not eligible to be assigned other groups. By not finalizing your tutoring group you are preventing the tutees from getting the assistance they want/need. Please include a thorough description of why you are unable to finalize the tutoring group in your email. There is also a “deny pending group” option on the group’s page. You can deny a tutoring group by selecting this button. *This will send an automatic email to tutorsrv@iastate.edu and the request will be processed by the ASC staff.* It is important to include an thorough description on why you need to deny the group.
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)
- Tell them what **materials they should bring** with them
- Ask them to let you know **what they are struggling with** 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.*

*If you have any questions on a specific concept you are going over in class, please email me ahead of time. Also, if you cannot attend any of my sessions, I would prefer to be emailed 4 hours in advance.*

*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. You can either email the professor(s) directly to get the syllabus or get it from the tutees. It is also beneficial to ask the professor(s) to add you to the course’s Canvas site so you have access to the information the tutees have.

- **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. If you do not wish to have one, please tell the students an identifying trait so that they know you are their tutor (i.e., I will be wearing an orange cap and standing at the entrance of the building).

Things to Do During 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. (Maybe they don’t learn well the way the professor is teaching.) This is helpful in planning sessions because you’ll know to stay away from that type of teaching style.

- **Discuss expectations of you and the tutees.** Have the tutees share their expectations of you. You should have a copy of the Policy Statement for Tutees to aid in discussion. You can find this in your orientation handouts or on the ASC website under Tutoring Services → Resources for Tutors. 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.’

Current Tutor Resources

You can find more information by clicking on the Resources for Tutors tab on the ASC website. You can also follow the links below.

- Tutor Training Workshop schedule
- Tutor Newsletter

Session Resources:

- Common components of most successful tutoring sessions
- Things to do/consider when getting started
- Guidelines for working with small-group tutoring
- Questions you can ask for clarification, to demonstrate understanding, and to encourage participation

- Tutoring Services Staff
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.

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 $5.00.

<table>
<thead>
<tr>
<th>Tutor is paid</th>
<th>Tutee is charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11.00 present</td>
<td>$5.00</td>
</tr>
<tr>
<td>$5.00 all no-show</td>
<td>$5.00</td>
</tr>
<tr>
<td>$0.00 session canceled (or all excused)</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Entering Attendance
1. Log in to your tutor profile.
2. Click on the ‘Home’ tab and click on the group number you wish to enter attendance for.
3. Click on the ‘Sessions’ tab on your group profile.
4. Select the date you wish to log attendance for. **You can only select a tutoring session day/time that has occurred.**
5. The Tutor Session Log will appear. The session log automatically selects “This session took place.”
6. Mark attendance.
7. Enter comments about the session (this is also required if you mark the session as canceled).
8. Click submit.
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. We are happy to help!**

**Pay Period Verification**

If you would like to verify that you entered attendance correctly for a certain time period:

1. Log into your tutor profile and click the ‘payroll’ tab
2. 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.
Canceled 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. The session log automatically selects “This session took place.” You will need to select ‘Session was canceled.’ **Limit the number of canceled sessions.** 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."
5. Click submit.

<table>
<thead>
<tr>
<th>Reasons you might cancel a session</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe weather conditions</td>
<td>Out of town (should be limited)</td>
</tr>
<tr>
<td>Exams</td>
<td>Career fair</td>
</tr>
<tr>
<td>Illness</td>
<td></td>
</tr>
</tbody>
</table>

You do not need to email the ASC 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.
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). Attendance for an added session is not required, but if a tutee does not indicate they will not be there, they can be charged as a no show. Extra sessions can also be added as a rescheduled session due to a previous cancellation.

To schedule an extra session, complete the following steps:
1. Go to your group profile, click the ‘Sessions’ tab
2. Click the green ‘Add Session’ button on top right corner and enter session details
3. Click ‘Save Session’ to save the session
4. In the session list for that group, find this session and click [Edit] and mark attendance

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

You are able to add extra session during finals week, but are not required.
**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.**

**Summary of Position Expectations and Policies**

**Academic Integrity**
- Tutors are not permitted to complete or work on tutee assignments or homework. Your role is to assist their understanding of the material, not to do their coursework for them.
- Your job is to help tutees learn how to learn and to engage them in an active, meaningful way every session.
- In your role, you will consistently work to dispel the common misconception that a tutor’s job is to simply provide correct answers. A good deal of effort is aimed at helping students become more independent. Ultimately, the goal of any tutor should be to make themself obsolete.
- Academic dishonesty includes, but is not limited to: participating in group projects with tutees, writing documents for tutees, helping directly with homework, and discussing the specifics of take-home exams with tutees. You may not provide assistance on anything the students receive a grade for in the class. Tutoring sessions are not intended to be “homework sessions.” Please consult our office if you have any questions regarding this issue.

**Confidentiality**
- 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 Academic Success Center staff.
- You need to uphold (and report violations of) university policies, including sexual misconduct policy, and academic dishonesty policy.

**Required Responsibilities**
- You are expected to be available for the number of hours as well as the days you indicated on your application. **Please make sure this information is always updated.**
- Only request to tutor the amount of hours per week that you would be able to handle during your busiest week of the semester.
If an unforeseen emergency situation requires you to resign from your position at any point in the semester, contact the staff at the Academic Success Center immediately.

Read all Tutoring Services information (including tutor handbook, orientation packet, e-mails from tutoring staff and tutees, and tutoring newsletter) when you are notified of your assignment for tutoring.

Tutors are employed from the start of the first tutoring session through ISU’s dead week (week before finals week). Tutoring sessions during finals week are based on tutee request and tutors availability.

In order to discontinue employment before the end of the semester, you will need to meet with us in person and give us two weeks to try to reassign your tutees.

Tutoring sessions are required to be 50 minutes in length, occurring twice a week (3x during the summer.) Additional (extra) sessions may be added as need be. (Reference the “Extra Sessions” section for more information about additional sessions)

If you need to cancel a session, notify all of your tutees and cancel the session in the attendance. If you reschedule your session, contact us as explained in the statement above.

Tutoring Services must coordinate a permanent change in the days/times or location of your group sessions. Send an email to tutorsrv@iastate.edu to request this change.

If a tutee has more than 3 absences (excused and/or no-shows combined) for any group, the tutee will be removed from that group after the 4th absence. The tutee will not receive another tutor for that course for that semester. Notify us of any extenuating circumstances and we will approve continuation in the group on a case-by-case basis.

Maintain professional conduct in all interactions with your tutees for the duration of your contract.

Tutoring must occur in a public, campus location.

Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

Tutors will strive to maintain academic, personal, and professional excellence by maintaining satisfactory academic progress as well as continuing to improve their tutoring, facilitation, and communications skills by engaging in on-going professional development activities.

Observation and Evaluation

Observations from tutoring services staff, including our team of undergraduate tutor mentors, and evaluations from tutees will be utilized in future employment decisions. Consistently poor evaluations may be grounds for a probation period or tutor discontinuation.

Probationary 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.

Payment Information

Tutor payment will be processed only when tutee’s session attendance in the Tutoring Database is documented. We cannot pay you for sessions not marked.
• On-time submission of the above information is **REQUIRED** in order for timely processing of payroll. If items are submitted late, we will process payment for those hours in the next available pay period.

• Payment occurs twice per month: on the 15th and the last day of the month (30th or 31st) or the last business day closest to those dates. You will be paid for the first two weeks of the month on the 30th or 31st and for the 16th-31st on the 15th of the next month.

• Payment information and W2 form is located on Workday (www.myworkday.com/isu) under the Pay Application.

**Continuing Employment**

• Complete the tutoring application and tutoring handbook quiz on your tutoring profile (tutoring.iastate.edu) each semester.

• If you have not tutored within the past year (previous two semesters), you must attend another orientation.

• Communicate regularly with tutoring staff, including quick response to emails and phone calls.

• Submit attendance in a timely and appropriate manner.

• Tutors are hired and assigned groups according to course demand and schedule compatibility.

• Positive appraisal based on observations, tutee feedback, and end of the semester review.
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.

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:

http://catalog.iastate.edu/academiclife/regulations/#academicdishonestytext
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 the Program Coordinator for Tutoring Services or the Director. Tutors may contact a professor or teaching assistant with questions related to course content, access to a syllabus, or access to Canvas. If a professor or someone outside of the Academic Success Center initiates communication about a student, refer them to the Academic Success Center.
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 the ASC. 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 policies 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
The ASC staff randomly selects tutoring groups to be observed. Tutors will be notified if/when the session will be observed. Tutors should confirm with tutoring staff the session details. The following standards will be used during observations. These standards include our expectations for all tutors.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Learning</strong></td>
<td>• Tutor utilizes engaging activities during session.</td>
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<tr>
<td></td>
<td>• Tutor encourages critical thinking.</td>
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<tr>
<td></td>
<td>• Tutor incorporates peer-to-peer learning techniques when appropriate.</td>
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<tr>
<td></td>
<td>• Tutor ensures tutees understand the material through asking questions, providing practice problems, pop-quizzes, etc.</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>• Tutor clearly communicates course material.</td>
</tr>
<tr>
<td></td>
<td>• Tutor demonstrates a positive and patient attitude.</td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>• Tutor relates course materials to the tutee’s interests/major.</td>
</tr>
<tr>
<td></td>
<td>• Tutor allocates time and attention to each tutee when appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Tutor adjusts session format based on tutees’ feedback, needs and/or questions.</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>• Tutor demonstrates knowledge of course work and material.</td>
</tr>
<tr>
<td></td>
<td>• Tutor responds to tutees questions with appropriate answers.</td>
</tr>
<tr>
<td><strong>Preparation and Organization</strong></td>
<td>• Tutor is prepared with a session plan including resources, practice problems, discussion topics, activities, etc.</td>
</tr>
<tr>
<td></td>
<td>• Tutor is overall organized with their materials and presentation of content.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>• Tutor follows policies and practices, including academic integrity.</td>
</tr>
<tr>
<td></td>
<td>• Tutor stays on course topic and keeps “social” items to a minimum.</td>
</tr>
<tr>
<td></td>
<td>• Tutor respects individual differences.</td>
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</tbody>
</table>
There are many resources available within the Academic Success Center and across campus.

**Be resourceful and challenge your students to be resourceful as well.** One activity in your group may be brainstorming campus, community, and online resources to assist with the course.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring staff</td>
<td>Call, email, or stop by the ASC</td>
</tr>
<tr>
<td>Tutor Mentors</td>
<td>Throughout the semester Tutor Mentors observe as many sessions as possible. After you have an observation, you can reach out to that mentor with any questions you may have.</td>
</tr>
<tr>
<td>Course professor</td>
<td>Email about gaining access to Canvas</td>
</tr>
<tr>
<td>Free printing, scanning, copying (1060 Hixson-Lied)</td>
<td>Print, scan, or copy your tutoring handouts, syllabus, worksheets, etc. <em>Ask an ASC staff member for the copy code.</em></td>
</tr>
<tr>
<td>Parks Library</td>
<td>Textbooks on course reserve</td>
</tr>
<tr>
<td>Tutoring Library (1060 Hixson-Lied)</td>
<td>Econ, Physics, Chem, Acct, Stats, Math (mostly 100/200 level courses)</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>Free, as needed course-bases support and provides another opportunity to review material. Check the schedule for available courses and sessions <a href="http://www.asc.dso.iastate.edu/supplemental">www.asc.dso.iastate.edu/supplemental</a></td>
</tr>
<tr>
<td>Academic Coaching</td>
<td>One-on-one meetings to develop academic skills and help evaluate and correct academic challenges: <a href="http://www.asc.dso.iastate.edu/coaching">www.asc.dso.iastate.edu/coaching</a></td>
</tr>
<tr>
<td>Help Rooms</td>
<td><a href="http://www.asc.dso.iastate.edu/resources/studyloc">www.asc.dso.iastate.edu/resources/studyloc</a></td>
</tr>
<tr>
<td>Academic Resources Site</td>
<td><a href="http://www.asc.dso.iastate.edu/resources">www.asc.dso.iastate.edu/resources</a></td>
</tr>
<tr>
<td>Current Tutor Resources Site</td>
<td><a href="http://www.asc.dso.iastate.edu/tutoring/currenttutor">www.asc.dso.iastate.edu/tutoring/currenttutor</a></td>
</tr>
<tr>
<td>Tutor Training Workshops</td>
<td>See link for current tutor resources</td>
</tr>
</tbody>
</table>
Tutor Position Description

Tutoring Services seeks tutors who are motivated to help their peers be successful by learning how to learn. Tutors provide peer academic support to students in a variety of undergraduate courses and help shape students’ experience at Iowa State University. Tutors will assist in student learning and retention through facilitation of small group tutoring sessions that help students better understand concepts and applications of course content.

- All tutors earn $11 an hour. Each tutoring group meets at a consistent day and time twice a week for 50 minutes during the academic year and three times per week during the summer. All tutoring takes place on campus. **We require new tutors work at least 4 hours per week and returning tutors 6 hours per week while having availability on at least 4 days per week.**
- Students may tutor up to 20 hours a week; however, we cannot guarantee the number of hours/groups you will be assigned due to the nature of the program. The number of hours you will receive is contingent upon your available hours, the courses you can tutor, and the number of students requesting a tutor for those courses.
- The tutor position may serve as a work-study job. Please let us know if you qualify for work-study through your financial aid package on your tutor application.
- The application period for tutors starts the month before the start of the semester and tutors are expected to work until the week before finals week once they are hired. The hiring process should take no longer than two weeks.

Qualifications

- Be enrolled as an undergraduate Iowa State University student
- Complete at least one (1) semester at Iowa State University
- Have an ISU cumulative GPA of 2.50/4.00 (2.75 or higher preferred)
- Earn a grade of B or higher in course(s) you want to tutor and have taken the course at ISU
  *Please note: we do not provide tutors with any training in specific content areas (ex: math), which is why this knowledge of course content is expected prior to application.*

Responsibilities and Expectations

**Collaboration/Teamwork:** Engage in intentional interactions among groups and/or individuals of differing backgrounds directed at achieving a shared goal. Able to work productively within a team structure, and identify and manage group dynamics.
- Tutors will facilitate sessions in groups of 1-5 tutees.
- Tutors will employ interactive strategies to allow tutees in their group to learn from each other.
- Tutors will discuss the importance of being open to new ideas in a team setting.
- Tutors will set goals and expectations during the first few sessions.

**Communication:** Articulate thoughts and concepts clearly and effectively in written and oral forms, in a manner conducive to fostering professional relationships. Including the demonstration of proficient speaking and listening skills, to clearly express oneself and receive ideas of others.
- Tutors will effectively communicate session details to tutees in their groups.
- Tutors will breakdown course content in a clear and meaningful way to students in their group.
- Tutors will actively listen to and answer questions during tutoring sessions.
- Tutors model good listening skills by allowing for think time, affirming, and reflecting.

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Tutors will help tutee(s) learn *how to learn* the material.
- Tutors will help tutee(s) refine study skills and become independent learners.
- Tutors will apply feedback to better engage tutees in their group.

**Intercultural Perspectives:** Understand personal identities, and value, respect and learn from divergent viewpoints. Demonstrate openness, inclusiveness and the ability to interact respectfully with all people and appreciate individuals’ differences.
- Tutors will practice empathy for and understanding of a diverse group of students.
- Tutors will examine their own ideas and educational background.
- Tutors will consider different personal identities to create a comfortable learning environment.

**Leadership:** Identify the strengths of self and others to achieve common goals and use interpersonal skills to coach and develop others. Manage emotions and acknowledge those of others to inspire, guide, and empower; and organize, align, and prioritize team tasks for positive change.
- Tutors will respect and value others (tutees, tutors, ASC staff, etc.)
- Tutors will possess self-motivation and direction to work independently with limited supervision.
- Tutors will serve as a group facilitator, not a second lecturer.
- Tutors will engage in ethical behavior according to policy and personal values.

**Learning and Application:** Acquire knowledge, skills, and experiences and applies academic and job-based learning in novel and innovative ways. Application can happen through simple connections among ideas and experiences, to synthesizing and transferring learning in various contexts and environments.
- Tutors will possess knowledge of subject matter.
- Tutors will identify knowledge levels from their tutees to help them improve their understanding of course content.
- Tutors will provide support for content and concept understanding, not direct answers to anything graded (homework, projects, quizzes, etc.)

**Professionalism:** Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time management) and understand the impact of non-verbal communication on professional work image. Demonstrate integrity and ethical behavior, act responsibly, and be able to learn from mistakes.
- Tutors will practice good time management and organization skills.
- Tutors will respond to emails clearly and in a timely manner.
Tutors will be open to and available for reflection, observations, and follow-up conversations.

**Technology:** Integrate and utilize technology ethically and efficiently, and discern when technology is appropriate to the task at hand. Adapt to new and emerging technologies to complete tasks and accomplish goals based on organizational purpose.

- Tutors will complete all attendance on time, along with other required tutoring database entries.
- Tutors will notify staff of technological or database needs.

Where to Submit Application

[www.tutoring.iastate.edu](http://www.tutoring.iastate.edu)

**Required Hiring Steps**

1. **Complete an application for the semester you wish to tutor.** Our application period typically lasts 10 weeks, but the earlier you apply the more likely your application will be considered. *In the summer, applications are limited to recently hired, returning tutors.*

2. **You will be contacted for an interview after we review your application.** We consider your application responses, courses, and schedule. Interviews take place in groups. This is your chance to demonstrate the skills we look for in our tutors. *If you require accommodations for your interview, please let us know when you schedule your interview.*

3. **Read the Tutoring Services handbook found under Training on your tutor profile.**

4. **Complete a short online quiz** over the handbook under the same Training tab. *Required every semester of employment.*

5. **Complete required Human Resource (HR) forms,** including bringing two forms of IDs to the HR office for new employees.

6. **Log in and complete all WorkDay onboarding requirements found in your inbox or onboarding tab.**

7. **Attend new tutor orientation** (2 hours) by calling Tutoring Services.

*This entire process should take no longer than 2 weeks. Hiring decisions are based on your application responses, interview, and successful completion of the online quiz and orientation. Tutoring Services reserves the right to limit hours and/or requests for courses submitted by tutors at any point in the semester.*

Tutors wanting to work more than one semester will need to complete a new application each semester with an updated schedule, hours request, and course list. Tutoring Services staff will review your previous experience and new application and will contact you with our hiring decision, along with any other required items.

**Why become a tutor?**

- 98% of our tutors are satisfied with their experience as a tutor
- 97% of our tutors are more satisfied with their college experience having been a tutor
- 97% would recommend becoming a tutor to others

**From our tutors on their favorite part:**

“Leadership and communication are two of the most valued skills right now. For this reason, it is pretty clear that I will be utilizing these for the rest of my working career.”

“My experience is helping me improve my leadership and interpersonal communication skills, both of which are necessary in the workplace.”
“They will help me when I transfer into the workplace and have these great skills that I would not have learned doing other jobs. Being a tutor is unlike any other job here on campus.”

“They will help me with being patience, working with others, and being a leader. I believe all of these skills are needed in the workforce.”

“I have become more skilled in communicating my thoughts clearly and working in a team-based environment, both of which will be helpful in graduate school and when I enter the workforce.”

“Feeling a sense of accomplishment when my tutees just get it. I love being the key that unlocks concepts for them because it makes me feel like my efforts are truly making a difference.”

“I really enjoy making the material memorable for students. I try to use real world examples that make the concepts from the textbook/lecture interesting and applicable to what the students want to do in their careers.”

“My favorite part is gaining confidence from being able to explain concepts I learned so long ago, meaning that I retained most of the information. I also gain confidence just from speaking (and being knowledgeable about what I am speaking about) in front of my tutor group; I also become more productive after tutoring sessions.”

“Getting to see my tutees grow throughout the semester and how we all encourage each other to be our best selves!”

“I enjoy being a tutor for many reasons. I love helping other people be successful. I also get to utilize and develop many different skills that I possess. Tutoring is a great way to make new friends and expand your network!”

“I enjoy seeing different perspectives and approaches to solving problems. It's nice to see a group work together to help each other learn.”

“I love helping each of the students with what they are struggling with so that they have the confidence to go in and take their exams. They always tell me about how they did on the quizzes and exams, and it's amazing just seeing how much two sessions a week of us working together has helped them.”