Job Title
Tutor Mentor

Employer
Tutoring Services, Academic Success Center

Position Description
Tutor Mentors assist Tutoring Services Staff by observing tutoring sessions and holding one-on-one, developmental conversations with tutors. Mentors co-facilitate in person tutor trainings and plan community-building events with Tutoring Services Staff. Mentors and Tutoring Services graduate assistants collaborate to become aware of the current trends with observations in order to improve the program. The mentor position is a one-year commitment.

- All mentors earn $12 an hour and work an average of 15-20 hours per week; everything below will be compensated
  - Note students can only work a total of 20 hours per week across all campus jobs.
- Most hours come from completing 10 tutoring observations per week, and mentors can complete more if desired. In addition to observations, mentors are required to complete post-observation conversations that last 15 minutes. Mentors also have the opportunity to hold 30 minute one-on-one developmental conversations with returning tutors.
- Mentors attend biweekly staff meetings that last approximately one hour, and biweekly one-on-one meetings with the Tutoring Services graduate assistants that last approximately 30 minutes.
- Time commitments for workshop facilitation, community building events, and required trainings will vary.

Required Qualifications
- Be enrolled as an Iowa State University (ISU) undergraduate student for Fall 2020 and Spring 2021 semesters
- Have a minimum of two semesters of experience as an Academic Success Center (ASC) tutor by the end of Spring 2020 semester
- Have a cumulative GPA of at least 3.00
- Have positive tutee/ASC staff feedback regarding tutoring and leadership skills in previous semesters
- Demonstrate interpersonal communication skills and leadership potential

Position Duties
- Maintain up-to-date knowledge of the tutor position
- Observe 10 tutoring sessions per week
- Understand effective peer-to-peer facilitation techniques
- Effectively communicate feedback to strengthen tutors leadership and facilitation skills using the feedforward model
- Listen to and answer questions during one-on-one, post-observation conversations or developmental conversations for more experienced tutors
- Accurately and efficiently complete administrative tasks using the Tutoring Services database
- Demonstrate empathy for and understanding of diverse groups of students
- Attend biweekly Tutor Mentor staff meetings and one-on-one meetings with graduate assistants to provide updates, trends, and new ideas
- Work independently with limited supervision using good time management and organization skills
- Help plan and co-facilitate tutor workshops and tutor community-building events
- Attend all required trainings
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.
- Mentors will work on a team of six, engaging in collaborative discussions with other tutor mentors to set group and individual goals and expectations to guide the team throughout the year
- Mentors will discuss the importance of team dynamics and collaboration within tutoring in their conversations with tutors

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.
- Mentors will effectively communicate feedback to strengthen tutors’ leadership and facilitation skills using the feedforward model
- Mentors will model good listening skills by allowing for think time, affirming, and reflecting during conversations with tutors

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.
- Mentors will utilize previous tutoring knowledge to promote engaging tutoring sessions
- Mentors will analyze observation notes to provide support and answer questions during post-observation conversations

Intercultural Perspectives: Understand personal identities, as well as value, respect and learn from divergent viewpoints. Demonstrate openness, inclusiveness and the ability to interact respectfully with all people and appreciate individuals’ differences.
- Mentors will exhibit empathy for and an understanding of diverse groups of students
- Mentors will examine their personal identities, ideas, and educational background to create a comfortable environment when observing and interacting with tutors

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. Organize, align, and prioritize team tasks for positive change.
- Mentors will respect and value others (mentors, tutees, tutors, ASC staff, etc.) and engage in ethical behavior according to policy and personal values
- Mentors will exhibit qualities of a peer leader, such as flexibility, patience, accessibility, honesty, and the ability to listen

Learning and Application: Acquire knowledge, skills, and experiences and apply 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.
- Mentors will provide support for content and concept understanding, especially through promotion of active learning and facilitation strategies
- Mentors will assist in the facilitation of tutor workshops through methods grounded in student learning and development
**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.
  - Mentors will send and respond to emails clearly and in a timely manner, both with tutors and supervisors
  - Mentors will be open to and available for developmental feedback from the graduate assistants about their performance in this position

**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.
  - Mentors will accurately and efficiently complete administrative tasks using the Tutoring Services database
  - Mentors will notify staff of technological or database needs on an ongoing basis

**Where to Submit Application**

https://iastate.qualtrics.com/jfe/form/SV_0pKeA9SA62x2RZb

**Hiring Timeline**

March 9 - March 25: Mentor Applications Open
March 30 - April 3: Interviews

**Contact Information**

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