



TUTOR HANDBOOK

Educational Resource Center
Tutorial Center

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EDUCATIONAL RESOURCE CENTER

TBA

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Visit us on the web:

<http://www.pacific.edu/education/ERC>

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Who Is a Tutor?

- Any student enrolled at the University of the Pacific who is competent to tutor one or more of the **subject** areas and who has adequately developed tutoring skills.
- Students are employed through the Federal Work Study Program or through Regular Student Employment. **Priority is given to hiring Work Study tutors.**
- Tutors will tutor at Bannister Hall, unless specific permission is given otherwise.
- Any student who desires to help fellow students succeed in college may qualify to become a tutor.

Who is a Tutee?

- Any student who is enrolled at the University of the Pacific and is experiencing learning difficulty in one or more college courses.
- Any student who needs a tutor because of a learning disability.
- Any student who is interested in improving their grade point average.
- Any student who needs assistance from a reader or a scribe.
- Any student who would like to talk to a fellow student about college activities.
- Any student who is referred by the Office of Retention Services, is in the "PASS" program, or is referred by another Pacific faculty or staff member

Hours of Operation

The Tutorial Center is open Mondays through Thursdays from 8:30 a.m. to 9:00 p.m. and Fridays from 8:30 a.m. to 5 p.m. during the Fall and Spring Semesters.

There are tutorial services available during the Summer Sessions, please contact the Tutorial Coordinator for assistance.

Walk-In Service

For some courses, tutoring will be offered on a walk-in, no-appointment-needed basis. Generally, these are in the math-science areas, such as BIO 61, **CHEM 25, 121**, MATH 51, 53, 55, and PHY 23 and 53. There are some walk-in times available for writing tutors. Walk-in services are available Mondays through Thursdays evenings. The hours can vary from 5-9 p.m. and are in two or three hour increments.

Tutor Job Description

MINIMUM QUALIFICATIONS: Tutors may be sophomores, juniors, seniors, or graduate students who have completed the course they wish to tutor with a grade of "A" or "B". Writing tutors are recommended by the Coordinator of Writing Assessment in the Educational Resource Center. Tutors will be selected on the basis of their tutoring ability and sensitivity and patience regarding the special problems and needs of students seeking academic assistance. Tutors should be able to work effectively with students from various backgrounds. Tutors work under the direct supervision of the Tutor Coordinator. ***Priority in hiring is given to students eligible for Work Study.***

GENERAL DUTIES

- Tutor students in specific subject areas to meet the individual needs of those students in a particular academic area, but do not complete class assignments. Assist only those students signed up in the Tutorial Program and only in Bannister Hall (unless specific permission is given by the Tutor Coordinator).
- Refer students to the Tutor Coordinator if their personal or academic needs are beyond the tutor's expertise.
- Only work the assigned hours per week unless first clearing it through the Tutor Coordinator.
- Prepare for tutoring sessions by reading required material, planning questions, etc.
- Be on time for all tutoring sessions and keep all appointments. In case of an emergency, notify the Tutor Coordinator of cancellations as soon as possible.
- Attend tutor training workshops and fulfill requirements to increase competency and develop a better understanding of the tutoring process.
- Complete all required paperwork for the Tutorial Program.
- Contact the Tutor Coordinator for help in establishing a working relationship with professors of students to check on progress or any problems that may arise.
- Participate in an evaluation process to gauge performance and plan to work on areas that need attention.
- Maintain a GPA of 3.00 or better in those subjects directly relating to his/her tutoring area.
- Maintain confidentiality at all times.
- Give a two-week notice if he/she resigns.

Tutor Code of Ethics

- Subject proficiency and knowledge ability have top priority in my task as a tutor.
- My major motivation is building the student's self-confidence.
- My student deserves and will receive my full attention.
- The language my student and I share must be mutually understandable.
- I must be able to admit my own weaknesses and will seek assistance whenever I need it.
- Respect for my student's personal dignity means I must accept that individual without judgment.
- My student will constantly be encouraged but never insulted by false hope.
- I will strive for a mutual relationship of openness and honesty as I tutor.
- I will not impose my personal value system or life style on my tutee.
- I will not use a tutoring situation to proselytize my personal belief system.
- Both the student and I will always understand that my role is never to do the student's work.
- I count on my student to also be my tutor and teach me ways to do a better job.
- I will do my best to be punctual and keep appointments, not only out of courtesy, but also to set an example for my student.
- I will maintain all necessary records as expected and required.
- I will do my best to stay abreast of the current literature about tutoring as it relates to my work.
- Good tutoring allows my student to transfer learning from one situation to another.
- Making learning real for the student is what tutoring means, and is an important part of my goal.
- My ultimate goal is my student's independence.

Tutor/Tutee: The First Meeting

- Greet the student and introduce yourself.
- The tutoring area in Bannister Hall is the designated area for tutoring sessions. If the area is crowded, ask the clerical worker to help you find space.
- Be sure the tutee understands that all absences must be reported to the Tutorial Office in order to cancel a session. The tutee must cancel a session by phone or in person 24-hours in advance for it to constitute an excused absence. Unexcused absences (no shows) may result in loss of tutoring privileges.
- Ask the tutee the reason for the visit. Ask him or her to explain the assignment on the task. Make notes. Then review the assignment yourself and reiterate and clarify by asking the student to explain what (s)he sees as the task.
- Talk to the tutee about the course in question and try to determine the source of the difficulty. Ask to see the textbook, the tutee's notes from class, and a course syllabus.
- It is essential that the tutee understand that the tutor is **not going to take the place of class or is not going to do the tutee's assignments.**
- Clarify what **you can do for the tutee:**
 - Help with study habits.
 - Help with time planning.
 - Help improve note taking.
 - Help clarify new information.
 - Help realize that questioning techniques are good ways to learn and should not only be employed in the tutoring sessions but the classroom as well.
 - Help reduce test anxiety. Tutors can give practice tests and quizzes.
 - Help the tutee approach the reading of the text.
- When you think you and the tutee have developed sufficient rapport, contract together to do the best job both of you can do to help the tutee.
- Tutors might employ flash cards, use the blackboard, etc., as a means of increasing student learning and memory.
- Encourage the student to explain how he or she thinks the task should be completed. Determine how much has already been accomplished. Let the student explain what he or she thinks should be done next. Build on the information the student relates to you. Assist the student in dividing the task into workable parts.
- Stop often to ask the student to summarize what has been covered. Help him/her relate the concepts to his or her own life. Question to test understanding of the material. Review the points covered.
- It is a good idea to give assignments to the tutee to prepare for the next tutoring session to check on the tutee's understanding and willingness to work independently.
- Praise the student's accomplishments. Enumerate the achievements. Always end the tutorial session with a positive note.

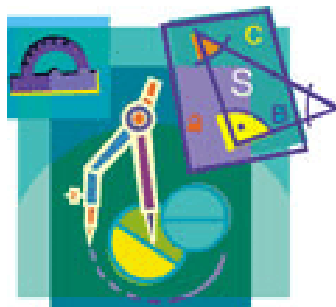
Procedures to Follow Every Time You Tutor

A complete summary of your responsibilities as a tutor can be found in the **Job Description** on page 1. Provided below is a quick overview of the procedure to follow every time you tutor:

- **Arrive on time.** It is important that **all** tutors arrive on time for their appointments. Students are only allowed to schedule appointments with tutors in one-hour increments, so it is important that both the tutor and the tutee utilize this time to a maximum. You, as a Tutor, will be paid to work one hour with the student, and it is expected that this hour be used for tutoring, and not waiting. You will not be held responsible for tardiness on the part of the tutee. However, you should report to the Tutorial Coordinator if a tutee is consistently late.
- **Check in with the clerical worker once you arrive.** The worker will tell you your tutee's name and the subject you will be tutoring.
- **No Shows.** If, for some reason, your tutee does not show up in 15 minutes, you should report this to the clerical worker. No **shows** will be recorded. Students will lose their tutoring privileges after 3 no **shows** on their part. You will be paid for the 15 minutes you waited.
- **Check for announcements.** Announcements for all tutors will be posted on the bulletin board outside the office. Notes for individual tutors of specific subjects will be on the bulletin board inside the office.
- **Don't forget to check your schedule.** You are required to check your schedule six hours or less before you begin tutoring for that day. Appointments will be scheduled for you up to six hours before your appointment. You can check your schedule by stopping by the office, or by contacting the office via phone at 946-2437. **This would require a change in procedure—currently students can make same-day appointments up until noon, so if tutors have early afternoon hours, they usually just check after 12 noon.**



Tutorial Program Policies



General

- **Your Schedule.** Tutors are limited to tutoring between **3 and 10 hours a week** unless permission is given by the Tutor Coordinator.
- **No Shows by the Tutor.** If you do not show up for an appointment (and have not called), you will receive a “no show.” No shows are handled in the following way:
 - 1 no show: free
 - 2 no shows: warning
 - 3 no shows: release
- **Illness:** If you are sick, or there is an emergency, please contact the office at least three hours before you are scheduled to come in so we can try to find another tutor. If you fail to contact the Tutorial Program, your absence will be considered a no show.
- **Coverage:** The only exception to the no show rule is if you cover your own appointment. If you contact another qualified tutor who will cover your hours for you, it will not be considered a no show.
- **Time Off:** If you need time off, please talk to the Tutorial Coordinator at least three weeks in advance, as we will schedule appointments up to three weeks in advance.
- **Where to Tutor.** You must tutor at all times in Bannister Hall at the Tutorial Program unless you have a special circumstance that has been cleared with the Tutorial Coordinator. No tutoring may be done outside of Bannister Hall without prior permission by the Tutorial Coordinator. (We will not pay for hours tutored without permission.)

Payroll

- **Pay Schedule.** You will be paid on the 10th and the 26th of every month, and you can pick up your check after 12 o'clock Noon in the Tutorial Program Office. If the 10th or the 26th fall on a weekend, you will receive your pay check on the Friday before.
- **Payment Only for Time Tutored.** You will be paid only for contact time (actual time spent tutoring) as specified under **General** on the previous page.
- **Tutee No shows.** When you have scheduled an appointment and the student does not show up on time, you must wait at least fifteen (15) minutes for the student to arrive. If fifteen minutes have passed since the scheduled appointment time, you are free to leave, and the clerical worker will record the fifteen minutes you waited on your time sheet.
- **Contact Log.** Check in and out with the clerical workers. They will fill out your contact log.
- **Sign in Ink.** Your time sheet will be collected on the 15th and at the end of each month. Your time sheet must be left in the Tutorial Program office at all times. **It is not to be taken with you.** It is also very important that you **sign your time sheet in ink** when you first fill it out at the beginning of the time period. Time sheets without signatures cannot be processed and your pay check will not be issued.
- **Group Tutoring.** You may tutor multiple students and will be paid an extra fifteen minutes per hour, regardless of the number of students in group. **Currently we specify that the group is three or more students.**
- **Questions?** If you have any questions concerning any of your job responsibilities, please contact the Tutor Coordinator at 946-2437, or come by the Tutorial Center when (s)he's is available.
- **Sample Time Sheet.** A sample time sheet is shown on the next page.

Evaluation of Tutors

In an effort to provide feedback to you and to provide the best possible tutoring, we will have students evaluate tutors. Evaluations will be conducted during mid-semester and again at the end of the semester.

Sample Time Sheet

When you fill out your time sheet, make sure you **SIGN, date, and put in your Pacific 988 Identification Number**. If time sheets are not signed by the end of the pay period, you will not receive your pay check.

Be sure to check in and check out with the Clerical worker in the Tutorial Center as he/she will mark down the hours you tutor.

Earn Code: Position No. Time Sheet Dept. (Org. No.):

Please check appropriate box
Temporary/Casual
Attending Student
Non-Attending Student

UNIVERSITY OF THE PACIFIC
NON-EXEMPT HOURLY/AUTHORIZATION TO PAY

Social Security No: 988-99-1111
Dept.: Date of Hire:

Period Beginning:
Period Ending:

(Print) Last Name		First		In		Out		Regular Hours	O.T. Hours	Dbl. T. Hours
Date	Day	In	Out	In	Out	In	Out			
1/19										
2/17										
3/18										
4/19										
5/20										
6/21										
7/22										
8/23										
9/24										
10/25										
11/26										
12/27										
13/28										
14/29										
15/30										
31										

TOTALS

Employee's Signature: Beatrice Adams Date: 4/16/06 Phone (Ext.):

I hereby certify that the hours shown above are accurate and complete. Further, I certify that I took all meal and rest breaks to which I am entitled in accordance with the law.

Approved by: _____ Date: _____ Phone (Ext.): _____

Time sheets are due in the Payroll Department on the 1st and 16th day of each month.

Comments: _____

College Reading & Learning Association (CRLA) Tutor Certification Program

Tutors hired in the Educational Resource Center's Tutorial Program are given an opportunity for CRLA certification:

- Beginning tutors (no training) receive \$8.00 per hour.
- Level 1 tutors receive \$9.00 per hour. Level 1 Certification requires a tutor to participate in 10 hours of training and tutor at least 25 hours.
- Level 2 Tutors receive \$10.00 per hour. Level 2 Certification requires a tutor to participate in an additional 10 hours of training and tutor an additional 25 hours.
- Training dates and times will be posted in the Tutorial Program Office. See the Tutorial Coordinator for further information and sign up for the training sessions.

Do's and Don'ts of Tutoring

Tutoring can be an enjoyable experience that is beneficial to all concerned. Tips presented here summarize suggestions which other tutors have found helpful. They will be valuable only to the extent that you use and test them yourself.

Do's

1. Relax and be yourself.
 - You have been selected to tutor because you have the qualities that will make a positive role model for your tutee.
 - Remember that you are tutoring your peer. While a tutee may have a weakness in one subject area, you may have a weakness in another area.
 - Nobody's perfect!
2. Expect your tutee to keep scheduled appointments.
 - Resist changes of whim or impulse.
 - Not only does this encourage discipline work and study habits, it also avoids inconvenience for you.
3. Establish rapport.
 - Be friendly and sincere in your efforts to understand your tutee as a person and learn what his/her interests are, as well as what kind of academic help he/she needs.
 - Create an atmosphere of mutual confidence.
4. Respect your tutee.
 - Be nonjudgmental.

- Try for an equal status, non-patronizing relationship.
5. Maintain Confidentiality.
 - Be professional.
 - Information gained about your tutee's handicaps, problems, test grades, etc., is strictly confidential.
 6. Be sensitive.
 - Consider such things as the instructor's style of teaching and the demands of the course.
 - Learn about your tutee's special sensitivities and learning style.
 7. Be informative without being intimidating.
 - Resentment closes down communication.
 - Help the tutee understand what is expected of him/her by you, by the instructor, and of himself/herself.
 8. Be positive.
 - Give feedback concerning abilities and attitudes which the tutee may not be aware of.
 9. Encourage Independence
 - Inform your tutees that you are not there to do homework.
 - Insist that tutees do their assignments, study on their own, and do their own thinking, otherwise, you might be doing more harm than good.
 10. Be patient.
 - Never act annoyed or impatient with the student's progress or lack of it.
 11. Be observant and a good attender.
 - Study your students for verbal and non-verbal clues.
 - Listen carefully to all of the messages they may be sending regarding feelings or concerns they may have about the course.
 - If you end up doing most of the talking, something is wrong.
 12. Be a good explainer.
 - What is obvious to you may not be obvious to your students.
 - Communicate at their level; be clear in your instructions.
 13. Encourage your tutees to focus on learning how to learn.
 - Get them to concentrate on developing mental processes and study skills rather than only getting the answers.
 14. Share your experience and knowledge.
 - Confer with other tutors in your field about techniques that work.
 - Seek and give advice.
 15. Make sure your tutees understand how you arrive at answers.

16. Be creative and imaginative.
 - Look for ways to motivate your students and include them in the activity.
 - Do not hesitate to innovate principles of successful tutoring.
 - Any method that works for your tutees is the right way to tutor.
17. Be sensitive to the existence of emotional or psychological problems.
 - It is not your role to handle these problems.
 - Do, however, bring them to the attention of the Tutor Coordinator or someone else who you feel may be of service.
18. Always end your session on a positive note.
 - Set expectations for work to be completed.
 - Summarize the tutoring session in a positive way.

Don'ts

1. Don't be quick to judge.
 - Many of the students you tutor have been judged all of their lives according to stereotypes of character, ability, and intelligence.
 - Avoid perpetrating this pattern.
2. Don't assume the role and responsibility of an instructor.
 - Your job is to help the instructor, not to replace him or her.
3. Don't do your student's class assignments.
 - You are there to help, not to do the work.
4. Don't be afraid to admit to your student that you do not know an answer.
 - Tell him or her that you will find the answer and then follow through.

Referrals

You are not expected to handle all situations by yourself. If a student exhibits learning problems beyond the scope of your expertise, or personal problems that you are unable to address, **please speak to the Tutorial Coordinator**, who will either make an appropriate referral, or assist you in making the referral.

Tutoring Dialogue No-No's

"I'm gonna teach you _____."

"Don't ask me, I don't know!"

"You can't do this level work. Why don't you go back and take the first section over again?"

"Oh, don't worry about his class. He never gives tough exams."

"You can't understand this?! Anybody could do this third grade work!"

"That professor? She isn't a very good teacher."

"If you want my advice, I'd think about it long and hard before taking the second section of this subject."

"Look, we're running out of time. Let me do the talking or you'll never understand."

Language of Encouragement

Phrases that demonstrate acceptance:

"I like the way you handled that."

"I like the way you tackled that problem."

"I'm glad you enjoy learning."

"I'm glad you're pleased with it."

"Since you're not satisfied, what do you think you can do so that you will be pleased with it?"

Phrases that show confidence:

"Knowing you, I'm sure you'll do fine."

"You'll make it!"

"I have confidence in your judgment."

"That's a rough one, but I'm sure you'll work it out."

"You'll figure it out."

Phrases that focus on contributions, assets, and appreciation:

“Thanks that helped a lot.”

“It was thoughtful of you to _____.”

“Thanks, I really appreciate _____ Because it makes my job easier.”

“I need your help on _____.”

“You have skill in _____!”

Phrases that recognize effort and improvement:

“It looks as if you really worked hard on that.”

“It looks as if you spent a lot of time thinking that through.”

“I see that you are moving along.”

“Look at the progress you’ve made.”

“You’re improving in _____.”

“You may not feel that you’ve reached your goal, but look how far you’ve come.”

Benefits of Being a Tutor

As a tutor you will share your knowledge, your skills, your time, your talents, and your highest and best self with a total stranger. At times you will feel frustrated, exasperated, exhausted, and confused. At other times you will feel triumphant, confident, joyful, energetic, and brilliant. As a tutor you may expect to give, but you may be surprised to find that you also receive in great abundance. You may earn a few dollars, keep current in a subject, gain deeper insights, discover new resources, and make a new friend. Tutoring is sharing yourself with another student in a way that makes a difference in both your lives.

Tutoring provides valuable experience related to many fields, including business, teaching, and health care. Tutoring experience looks good on a resume and sounds good in an interview. If you choose to become a Level 1 or Level 2 certified tutor, this is even better for your record. Tutoring experience COUNTS!



What About My Own Studies?

Tutors are good students, and they are valuable in this helping role because they **are** good students. Tutors are expected to plan their schedules so that they have the time and energy to keep up their own grades. Many students find that tutoring actually improves their grades because it helps to keep them current in their field. Students who tutor often improve their own study habits, besides improving their writing, and communication skills as they learn new ways to assist others.

Approaches to Effective Tutoring

- As a tutor, you play an important role in enriching a student's academic life. Our common goal is to enhance and facilitate the tutoring process so that the tutee **and the tutor** benefit.
- Tutors provide a valuable and challenging service. There are no easy formulas to measure the effectiveness of the tutoring process, but certain techniques have already been identified by tutees and staff. A few of these are:
 - Keeping appointments;
 - Simplifying course material;
 - Integrating study skills into the tutorial session;
 - Helping your tutee establish realistic objectives;
 - Helping you gain self-confidence;
 - Understanding your tutee's needs and problems;
 - Reinforcing learning by helping tutees conceptualize and integrate course material with other topics;
 - Being sensitive to and flexible about tutee's learning styles and/or learning disabilities;
 - Helping your tutee become independent.
 - Be sensitive to your tutee's abilities and relative understanding of the course material.
- Be sure your tutee understands the assignments that are given by the course instructor.
- In order to provide an atmosphere of success, both you and the tutee need to identify "trouble areas." All factors should be taken into consideration (e.g., ask if your tutee has missed class or important class lectures, or, find out if your tutee simply has poor study habits). After identifying these "trouble" areas, you can more appropriately assist and guide your tutee.
- Tutees must be familiar with and understand all vocabulary and terminology being used in the class in order to comprehend larger course concepts and issues.

- The most important thing you can give your tutee is independence. Be a good listener and encourage their own analysis and interpretation.
- Always remember to be patient with your tutee. Your tutee should be able to comprehend almost anything with a little encouragement and support.
- Never allow a tutoring session to get away from its main purpose. Try to remember your primary responsibility to provide your tutees with the means to succeed in their academic disciplines.

Congratulations on Your Decision to Become a Tutor

Congratulations on your decision to become a tutor! The rewards will go with you long after your time at the Tutorial Program at the University of the Pacific. The faculty and staff of the Educational Resource Center and the Tutorial Program believe strongly in the concept of **peer tutoring** and you, the tutor, are the most important part of this model. Not only will you be helping other Pacific students, but you will also be helping yourself gain excellent skills for your future career. We welcome you and look forward to a wonderful partnership.

Notes

Notes