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Vision

Support and sustain student success

Mission

It is the Hasan School of Business Learning Center's mission to provide comprehensive academic support for a diverse group of students and to help them become successful, independent and life-long learners. One of our primary goals is to create an open atmosphere of learning for all students who need assistance. Central to our mission is the proviso that each student is treated with respect, consideration of his/her individual needs, and empathy. Through exceptional service, high academic standards, various tutoring methods, a compassionate staff, and regular self-assessment and improvement, we strive to be recognized as a valuable student services resource on the CSU-Pueblo campus.

Tutor Qualifications

1. Sophomore, junior, senior or graduate student.
2. Has earned A or B in course(s) interested in tutoring, or be a current student in good standing.
3. Has received approval from faculty member or Student Success Coordinator.
4. Has earned overall GPA of at least a 2.500 and is expected to maintain that average.
5. Possesses effective communication skills and is adept at working with small groups whenever necessary.
6. Has demonstrated high level of patience and sincere desire to help others.
7. Possesses ability to work effectively with students from various backgrounds.
8. Completes and submits Tutor Application Form
9. Completes and submits all required employment forms.

Job Description

Provide topnotch tutoring service to students in specific assigned subject areas. The tutor never completes a tutee's class assignments. Assist only those students who have completed the Tutoring Needs Request Form.

Once a student is referred by the Student Success Coordinator, the tutor is expected to contact his/her tutee within 24 hours. Tutoring session times and locations will be arranged and mutually agreed upon by tutor and tutee. Off-campus sites need approval of the Student Success Coordinator.

Refer tutees to Student Success Coordinator should tutee's personal or academic needs extend beyond the tutor's expertise.

Prepare for tutoring sessions by meeting with course instructor, reading required textbook and PowerPoint material, planning questions, etc.

Be punctual for all tutoring sessions and keep all appointments. In case of an emergency, notify the tutee AND the Student Success Coordinator of cancellations as soon as possible.

Complete all required paperwork – Tutor Application, Tutor Log form and timesheet.



Contact the Student Success Coordinator for help in establishing working relationships with instructors to check on tutees' progress or to devise appropriate tutoring strategies.

Participate in an evaluation process to gauge performance and plan to work on areas that need attention.

Maintain a GPA of 3.000 or better in those subjects directly relating to his/her tutoring area.

Maintain confidentiality at all times.

Provide a two-week notice if he/she resigns.

Tutor Selection

Potential tutors are identified by the Student Success Coordinator, academic advisers and faculty in the business disciplines as possessing the requisite knowledge, required academic acumen and necessary ability to assist others.

Identified students apply to become tutors by submitting a Tutor Application, résumé and transcripts to the Student Success Coordinator. Applications are available in HSB. Please visit the Student Financial Services student employment web page <http://www.colostate-pueblo.edu/sfs/studentemployment/> for job information. Go to the Job Postings link.

Once hired, the tutor submits a completed Tutor Contract to the Student Success Coordinator.

Payroll Policies and Procedures

Upon being hired, the tutor submits Job Referral #1800 to the Student Success Coordinator.

Completed timesheets are due to the Student Success Coordinator by noon on the third business day of every month.

Tutors are paid on the 15th of each month. Payment for tutors is based on actual hours worked, as indicated on the submitted timesheets. Paychecks are available at the Cashier's Window or will be sent to the tutor's designated mailing address.

No-shows: When a scheduled appointment does not show up on time, the tutor is required to wait at least 15 minutes for the tutee to arrive. Once 15 minutes have passed, the tutor is free to leave. Please record the 15 minutes on the monthly timesheet.

Tutor Log: Track tutoring contacts on the Tutor Log forms, which are to be submitted to the Student Success Coordinator along with timesheets by noon on the third business day of every month.

Sign in Ink: The timesheet is to be signed in ink. Timesheets without signatures cannot be processed, and your paycheck will not be issued.

Group Tutoring: When tutoring groups of three (3) or more students, the tutor will be paid \$18.00 per hour.

Tutor Expectations

Prompt response: Please contact a client within 24 hours of receiving a client's phone number. Students are often extremely concerned about upcoming exams and quizzes and want, need immediate response.

Consistent care: Simply, we must strive to make our appointments and commitments at the agreed upon time. Showing our clients that we care is imperative. Whenever we cannot make an appointment on time, let's give quick call and either delay or postpone the meeting.

Knowledge is good: You were selected as a tutor because you are a caring, compassionate, and empathetic person. You also were recommended because you have excelled in your particular discipline(s). That



knowledge is of utmost value to our clients. Your developed ability, coupled with your willingness to share your gift, is what will push, pull and sometimes drag our students through their struggles. By meeting with respective faculty members and reviewing the corresponding textbooks, we can refresh and/or enhance the knowledge that we pass along to our students. Faculty members have expressed a genuine willingness to work with you in crafting a game plan that will help the struggling students in their classes.

Raving fans: At the end of the day, we hope that our commitment to world-class customer service, which is built on a bedrock of compassion, accountability and knowledge, will convert our clients into Raving Fans! Yes, Raving Fans!

Tutoring Procedures

Arrive on time: It is critical that the tutor and the tutee utilize their agreed upon time to a maximum. The tutor is paid to work a given time with the tutee, and it is expected that this time be used for tutoring, and not waiting. The tutor will not be held responsible for tardiness on the part of the tutee. Please report a tutee's habitual tardiness to the Student Success Coordinator.

No Shows: If a tutee does not keep an appointment within the first 15 minutes, the tutor will record the no-show and report it to the Student Success Coordinator. Tutees will lose their tutoring privileges after three (3) no-shows on their part. The tutor will be paid for the 15 minutes spent waiting.

Check for announcements: Announcements for all tutors will be posted on Black Board and via email.

Tutoring Policies

No-Shows by Tutor: If a tutor misses an appointment (and has not informed the tutee and/or the Student Success Coordinator), he/she will receive a "no-show." No-shows are handled in the following way:

- First occurrence: no action
- Second occurrence: warning
- Third occurrence: release

Illness: In the case of illness or an emergency, please contact the Student Success Coordinator and the tutee at least two hours before the scheduled appointment. A failure to contact the Student Success Coordinator and tutee will be considered a no-show.

Time Off: If time off is necessary, please inform the Student Success Coordinator at least one week in advance, as we will place tutees with another tutor.

Tutor Locations: Tutoring sessions can be conducted in the HSB Learning Center, the Farley Conference Room, the HSB Testing Room and HSB study rooms, as well as at on- and off-campus sites that are mutually agreed upon by the tutor and tutee and approved by the Student Success Coordinator.

Tutor Code of Ethics

National Association of Tutorial Services

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 lifestyle 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.

Tutoring by Appointment

Tutoring by appointment offers students on-going personalized attention. This form of tutoring maximizes the possibilities of establishing solid working relationships. Tutors have the opportunity to observe the strengths and weaknesses of their tutees and are able to monitor tutees' progress. Of course, tutoring by appointment is not perfect. Because the demand for tutoring normally exceeds the supply, tutors often book up quickly, thus leaving some students without a tutor.

Tutors need to try to distribute their services fairly. In the case a tutor does not have enough time or energy to handle additional tutees, the Student Success Coordinator must be informed so that other tutors in a given subject area can be assigned. Tutors are advised to create a tutoring schedule that maximizes the number of students he/she can serve. Here are three time management solutions: 1) Meet with more than one student from a class at a time; 2) create a waiting list and inform current tutees that a no-show can result in their losing a time slot; 3) reserve open tutoring hours and offer service during those hours on a first-come, first-served basis.

The Initial Meeting

The tutor greets the tutee and introduces him/herself.

The HSB Learning Center and HSB study rooms are designated areas for tutoring sessions. If the HSB Learning Center and study rooms are unavailable, the tutor asks the HSB front desk to help find an appropriate space.

The tutor ensures that the tutee understands that all absences must be reported to the Student Success Coordinator. The tutee must cancel a session by phone or in person two (2) hours in advance for it to be considered an excused absence. Three unexcused absences (no shows) will result in loss of tutoring privileges.

The tutor asks the tutee the reason for the visit. Ask him/her to explain the assignment. Make notes. Then review the assignment yourself and reiterate and clarify by asking the student to explain what he/she considers to be 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 complete the tutee's assignments.**



Clarify what the tutor **can do for the tutee**:

- Address demonstrated study habit challenges.
- Provide effective note-taking strategies.
- Clarify new information and concepts.
- Provide effective strategies to address test anxiety. Practice tests and quizzes are helpful.
- Provide effective strategies to improve reading of textbook, various handouts, articles, etc.
- Provide effective time management strategies.

The Typical Meeting

At the beginning of every meeting, the tutor should plan the session with the tutee. The tutor asks the tutee what he/she wishes to accomplish. The tutor determines how that correlates with what he/she thinks is a realistic goal. The tutor and tutee then develop a plan of action that is satisfactory for both.

Encourage the tutee to explain how he or she thinks the task should be completed. Determine how much has already been accomplished. Encourage the tutee to express what he/she believes should be done next. Build on the information the tutee shares. Assist the tutee in arranging the task into manageable parts.

Stop to ask the tutee to summarize what has been covered. Help him/her relate the concepts to his/her 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.

The tutor should make every attempt to motivate the tutee during each session. It is important to develop strategies and techniques for stimulating the tutee's intellectual curiosity during each session.

The tutor should plan to review material learned in previous sessions.

The tutor should encourage the tutee to go back and show mastery of areas of study in the preceding lessons. To review and recall motivates most students to master each level before proceeding to the next.

In guiding the tutee through the learning process, the tutor should consider using varying learning strategies. The tutor should remember to involve writing, reading and listening, in combination, for maximum results.

In each session, the tutor should make it a point to provide feedback for the tutee on the work that has been accomplished. It is important to reinforce in a positive manner all attempts at learning.

Approaches to Effective Tutoring

The tutor plays a central role in enriching a tutee's academic and personal life. The HSB Learning Center's objective is simple: We aim to enhance and facilitate a tutoring process that benefits both the tutee and the tutor.

There are no scientific formulas to measure the effectiveness of the tutoring process. But there are strategies, identified by tutees and tutors and listed below, that have proven to help tutees and tutors achieve their academic and personal goals.

Working with Faculty

1. Whenever possible, the tutor should consult the instructor of the tutee's course. The tutor is encouraged to obtain copies of the syllabus and borrow the textbook (most are available for checkout in HSB Learning Center).
2. The tutor is encouraged to expand his/her knowledge of tutoring by talking with faculty and other tutors.



3. Criticizing the professor or making negative comments about any course policy, assignment, or teaching style does not help the tutee. Having tutees lose confidence in their instructors will make it more difficult for them to learn, and it may damage the tutor's working relationship with the department. The tutor's job is to support the instructors' work.

Communicating with Tutees

1. The tutor is encouraged to ask open-ended questions instead of closed-ended questions. For example, the tutor can ask, "How are you preparing for the upcoming test?" (which encourages the tutee to talk), rather than, "Did you study for the upcoming test?" (which can be answered simply by saying "yes" or "no").
2. The tutor can ask tutees to verbalize examples, explanations, theories, processes, causes, effects, comparisons, solutions, and arguments.
3. Tutees who say "yes" when the tutor asks if they understand do not always understand. They may falsely believe that they understand. They may feel stupid if they admit that they do not understand what the tutor just explained. Or they may think that they will hurt their tutor's feelings if the tutor's explanation does not make sense to them. The tutor can find ways to test tutees to determine if they truly grasp the ideas.
4. The tutor is encouraged to question, prod, guide, and suggest rather than lecture.
5. The tutor needs to let his/her tutee know that they are senior partners in the tutoring relationship. Both have to contribute to make the relationship work. Tutees are expected to be on time, to bring all necessary materials, to practice what the tutor discusses, and to be prepared for each session.

Working with Tutees

1. The tutor should make every effort to make the tutoring session pleasant and relaxed.
2. The tutor needs to let the tutee do most of the work. The tutor's objective is to help the tutee become an independent learner and thinker.
3. The tutor should talk with the tutee about short- and long-term goals. The tutor can help the tutee see how each session moves him/her closer to fulfilling his/her goals.
4. The tutor should focus on improving one skill at a time. It is difficult to learn new skills; it is nearly impossible to learn everything at once.
5. Each session should end on a positive note. (The tutor needs to know how to quit when ahead.)

Avoiding Unpleasant Situations

1. Calculating a tutee's grades is dangerous. The tutor should encourage the tutee to calculate his/her own grades.
2. Suggesting that a tutee drop a course can cause problems. When the circumstance warrants it, the tutor can inform the student of drop and withdraw dates, but should refer the tutee to his/her academic adviser for information regarding grades and the withdrawal process.
3. Tutees may make "funny" mistakes. The tutor can laugh with his/her tutees about their mistakes but shall never laugh at them. Tutees can be hurt and embarrassed.
4. The tutee is ultimately responsible for learning the material. The tutor should not blame his/herself when a tutee fails. The best tutors, like the best teachers, will still have some students who do not succeed. Nevertheless, reflecting on the efforts with a tutee who has not succeeded (and talking the situation over with the Student Success Coordinator, faculty or another tutor) may help the tutor better meet the needs of future tutees.



5. Tutees need encouragement and positive reinforcement. The tutor should look for, point out and praise a tutee's strengths and accomplishments. The tutor should not dwell on a tutee's weaknesses and shortcomings.

Motivating Poor Performers

1. The tutor should focus on the problem, not the tutee.
2. The tutor can ask for the tutee's help and discuss ways to collectively solve the problem.
3. The tutor and tutee can reach an agreement on steps to be taken and plan a specific follow-up date.

Handling Negative Comments

1. The tutor must avoid responding with hostility or defensiveness.
2. The tutor should request a full description of the tutee's complaint or concern and listen.
3. The tutor should recognize and acknowledge the tutee's feelings.
4. The tutor should demonstrate that he/she understands the tutee's viewpoint, and state why it is necessary for the tutee to remain focused and committed.
5. The tutor should refer the tutee to the Student Success Coordinator or the tutee's academic adviser if the situation is beyond the scope of tutoring.

Paraphrasing

The tutor is encouraged to put the tutee's responses into his/her own words to show the tutee that the tutor has understood what the tutee is trying to say and to let the tutee know he/she is being heard.

Likewise, the tutee should be encouraged to paraphrase a concept relayed by the tutor to help the tutor gauge how well the tutee understands it.

Paraphrasing will either help make a concept clearer or it will demonstrate that more study or review is necessary.

Demonstrating

A demonstration may be verbal but is typically activity-based and serves to show how a particular task is completed or a problem is solved.

Demonstrations can help a tutee grasp an abstract idea by providing him/her with a concrete example of how the tutor arrived at a given conclusion or answer. The tutee should be able to apply this information to similar problems.

The process may also be reversed, with the tutee being asked to demonstrate a concept for the tutor. Allowing the tutee to demonstrate a concept may prove to be an invaluable because it allows the tutee the opportunity to practice the concept, and it provides the tutor with important feedback on how the tutee is progressing.

Writing or Diagramming on a Dry Erase Board

A dry erase board provides a large area in which to dramatize information. The visual learner responds exceptionally well to this technique. In addition, allowing the tutee to use the board ensures that he/she is actively engaged in the learning process and checks his/her understanding of what is being discussed. If boards are not available, paper, pencils, crayons, etc., may prove equally effective.

Testing

Developing a short quiz for the tutee can serve as an effective evaluation and teaching tool. In addition, a preliminary test may help ease anxiety the tutee may have about a pending exam.

There are various kinds of tests, including essay, matching, multiple-choice, true-false or sentence completion. Criteria for developing a test should be based on what the tutor hopes to know about the tutee's mastery and on the type of test the tutor expects the professor to give.



Silence

In order to induce the tutee to play an active role in the tutoring process, the tutor can try silence. The tutor can count to 10 before answering the question for the tutee. This silence gives the tutee extra time to answer or comment on the subject. It also prevents the tutee from feeling rushed and will help the tutee to develop confidence. Rushing in to fill a void in the conversation can often close down lines of communication, causing the tutoring session to become a one-way process, with the tutor shouldering the majority of the responsibility for keeping it going.

Using Other Resources

The tutor, believe it or not, does not have all the answers. The important thing is to know when and how to ask for information. Many times, the answers will be found in the textbook, but not always. The tutor may refer to another tutor, an academic adviser, or a faculty member for additional help. By going through the referral process with the tutee, he/she will learn valuable tips about how to access the information in the future.

Tips to Share with Tutees

Read the syllabus. Record all due dates on a calendar, and review the learning objectives throughout the semester.

Attend every class.

Spend at least two hours out of class studying for every hour in class.

Get to know the professor and your classmates early in the semester.

Pay close attention to all of the directions given by the instructor.

Ask questions, especially those concerning how to do an assignment.

Read the assigned reading before attending the lecture.

Make your notes more complete and understandable by revising them after every class meeting. Add information that you did not have time to get down on paper during the class and clean up the lecture notes so that you can easily read them later on. (The process of revising class notes helps students to remember the information and prepare for tests.)

Keep all course-related materials together.

When you must be absent, call or e-mail your instructors before the classes meet.

Be neat. Whatever you submit to your professors should be professional looking and be grammatically correct.

Pay close attention to all of the directions given by the instructor.

Ask questions, especially those concerning how to do an assignment.

Group Tutoring

Group tutoring is best used when students have a common objective, such as reviewing for a test, discussing an article, brainstorming ideas for a presentation, working on practice exercises, or discussing the day's lesson. The tutor needs strong leadership skills to be an effective group tutor. A tutor can develop leadership skills through practice and by adapting his/her behavior to fit the circumstances of the group. In general, a group tutor/leader will be responsible for:

- Ensuring that everything is in place for a successful session
- Developing an agenda



- Initiating the discussion (taking care of the introductions, reviewing the purpose of the session, and asking opening questions)
- Providing structure to the session (keeping the group focused, monitoring time, summarizing the group's progress)
- Ensuring that everyone has a chance to participate (encouraging less talkative students)
- Stimulating creative and critical thinking

The group tutor's role is similar to that of a classroom teacher. So working closely with the course instructor to determine the appropriate approach for leading a formal group session is recommended. Informal group sessions are also possible. The tutor can ask tutees if they would like to form study groups, and help people taking the same class to contact one another. By creating study teams, the tutor may make learning more interesting and help motivate students to work together to do their best.